

A **FREE** RESOURCE FOR TEACHERS!

# MERLIN

## ARTHUR AND THE UNICORN

### – Extra

#### 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 magazines.

#### SYNOPSIS

While hunting in the forest, Prince Arthur kills a unicorn. His father, Uther, is convinced it will bring good fortune to the kingdom of Camelot. However, Merlin, the young wizard who is Arthur's servant, and Gaius, the King's doctor, believe it is a bad omen. They are soon proved right when a curse comes to the kingdom. The curse kills the corn and dries up the water. The curse cannot be lifted until Arthur passes some tests set by Anhora, the keeper of the unicorns. Arthur passes the first test when he shows kindness to a man with hungry children, but fails the second when his pride overcomes him and he tries to kill someone who taunts him. Merlin persuades Anhora to give Arthur another chance. The young prince finally shows that he has a good heart when he saves Merlin's life even though it means he may die himself. Food and water are restored to Camelot and because Arthur has shown that he is pure of heart, the unicorn lives again.

#### THE BACK STORY

The TV series *Merlin* first appeared on UK TV screens in 2008 and was soon very popular both in the UK and in many countries around the world. The series is loosely based on the legends of King Arthur and follows the lives of a young Prince Arthur and young Merlin before the most famous tales took place.

Merlin and Arthur have been the subject of many films and books over the years and part of the fascination with the legends comes from the possibility that they are based on fact. This interpretation of the Arthurian legends is designed to appeal to a modern teenage audience as well as their parents. There is a great deal of humour in the programmes and the storylines are clever and fresh while revolving round the central issue of honour and courage. The series features several relatively unknown actors such as Colin Morgan (*Merlin*) and Bradley James (*Arthur*) alongside some bigger names: Anthony Head (of *Buffy the Vampire Slayer* fame) plays Uther and John Hurt voices the dragon that lives under Camelot.

#### MEDIA LINKS

**DVD:** The *Merlin* TV episodes are available on DVD. Watch videos, download pictures and play games on [www.bbc.co.uk/merlin](http://www.bbc.co.uk/merlin).

**CD:** A recording of *Arthur and the Unicorn* is also available to accompany the Scholastic Reader.

**Internet:** You can find more information at the official website [www.merlintvshow.com](http://www.merlintvshow.com).

**Books:** There are a series of books based on the popular TV series, published by Bantam Books.

## HOW TO USE YOUR SCHOLASTIC READER

#### Choosing and motivating

Is this the right story for your class? Have your students seen any of the *Merlin* TV episodes? 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 Activities 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

*Arthur and the Unicorn* is based on *The Labyrinth of Gedref* (episode 11 of series 1 of *The Adventures of Merlin*). Select the English language option on the DVD. Show it in chunks of five minutes in parallel with the class reading schedule. Alternatively, show it as a reward when the class have finished the book.

#### 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 *Arthur and the Unicorn*. (See Vocabulary Builder on page 3 of this resource sheet.) 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 the series *Merlin*, the legend of King Arthur and magical animals.

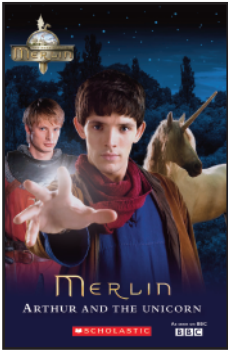
#### What did they think?

Get everyone to do a written or spoken review of *Arthur and the Unicorn*. Compare opinions. Did you like it? Let us know at: [readers@link2English.com](mailto:readers@link2English.com)

#### COMPETITIONS AND UPDATES

Check [www.scholasticelreaders.com](http://www.scholasticelreaders.com) for competitions and other activities related to the Scholastic Readers.

RESOURCE SHEET STUDENT ACTIVITIES



MERLIN  
ARTHUR  
AND THE  
UNICORN  
- Extra

People and places

Who ...

- a) ... knows that Merlin is a wizard? ..... *Gaius* .....
- b) ... looks after the unicorns? .....
- c) ... thinks magic is wrong? .....
- d) ... helps Merlin with many things? .....
- e) ... works for Arthur? .....
- f) ... is the most important person in Camelot? .....
- g) ... is Uther's son? .....

Chapters 1-2

1 Choose the correct answers.

- a) The Great Dragon wants Merlin to
  - i) stay with his mother.
  - ii) help Arthur.
- b) Arthur was in the forest
  - i) to kill animals.
  - ii) to find a pet.
- c) The corn is dying because
  - i) there are a lot of rats.
  - ii) there is a curse.
- d) Arthur must pass the tests or
  - i) he dies.
  - ii) Camelot falls.

2 Circle the correct words in italics.

- a) Gaius is an old friend of Merlin's (*mother*) / *father*.
- b) Gaius is a *doctor* / *wizard*.
- c) Arthur is *sad* / *happy* when he kills the unicorn.
- d) Merlin *sees* / *hears* someone in the trees.
- e) Arthur wants Merlin to clean his *room* / *shoes*.
- f) Anhora wants to talk to *Merlin* / *Arthur*.

3 Complete the sentences with the words.

about at for from in with

- a) Merlin is very good ..... *at* ..... magic.
- b) Uther is pleased ..... Arthur.

- c) Merlin thinks a lot ..... the unicorn.
- d) A long horn came ..... the unicorn's head.
- e) Anhora is ..... white clothes.
- f) Anhora has some tests ..... Arthur.

4 Talk to a partner. Some people think that it is never right to kill animals. Think of one reason for and one reason against this. How many reasons can your class find?

Chapters 3-4

1 Who says these things and why?

- a) 'There's not much for breakfast.'  
..... *Gaius* ..... says this to ..... *Merlin* ..... because *there is no food or water.*
- b) 'You are a good man, my Lord.'  
..... says this to ..... because .....
- c) 'This meat is different.'  
..... says this to ..... because .....
- d) 'Camelot must pay for this.'  
..... says this to ..... because .....

2 Find the mistakes in the sentences and correct them.

- a) Merlin has a cup of ~~coffee~~ <sup>tea</sup> for breakfast.
- b) Arthur thinks Merlin is right about the unicorn.
- c) Arthur and Merlin see a light in Arthur's room.
- d) The man has a sword in his hand.
- e) Arthur gives the man some money.
- f) Merlin cooks eggs for Arthur.
- g) In the forest, Evan has very little food.
- h) Arthur fights Anhora in the forest.

3 Work in pairs. Merlin is Arthur's servant. What do you think he has to do for Arthur? Write a list.

Example: He has to ...

Chapters 5-7

1 Answer the questions.

- a) Why does Merlin go to the forest alone?  
*He wants to tell Anhora that Arthur is really a good man.*

## RESOURCE SHEET STUDENT ACTIVITIES

- b) Where does Arthur go for the last test?  
.....
- c) Who does Arthur see on the beach?  
.....
- d) Why does Arthur want to drink the poison?  
.....
- e) Why do Arthur and Merlin go back to the forest?  
.....
- f) What do they see in the forest?  
.....

**2 Complete the sentences with the right words.**

<del>cares</del> follows gives lives shouts is waiting
--------------------------------------------------------

- a) Arthur ..... cares ..... a lot about his people.
- b) Merlin ..... Anhora's name in the forest.
- c) Merlin ..... Arthur to the Labyrinth.
- d) Anhora ..... for Merlin in the Labyrinth.
- e) Anhora ..... Arthur another test.
- f) The unicorn ..... again.

**3 What did these people say? Order the words.**

- a) believe / Arthur / you / in / do / really? (Anhora)  
..... Do you really believe in Arthur? .....
- b) to / me / you / do / for / really / die / want? (Arthur)  
.....
- c) a / has / unicorn / its / love / only / heart / in (Anhora)  
.....
- d) for / there / more / the / no / is / people / food (Uther)  
.....
- e) to / not / king / a / going / good / be / I'm (Arthur)  
.....

**4 Work with a partner. Merlin leaves a note for Gaius when he follows Arthur to the Labyrinth. Write the note.**

**FINAL TASKS**

**Writing**

**Work in pairs. One of you is Arthur and one of you is Merlin. Each of you writes a page for your diary for the day Arthur killed the unicorn in the forest. Compare what you have written in your diaries.**

**Speaking**

**What do you think? What does the Labyrinth of Gedref look like? Discuss with a partner and design the Labyrinth. Give your Labyrinth to another pair of students. How quickly can they find the way through?**

**VOCABULARY BUILDER**

**1 Look at the 'New Words' at the back of *Arthur and the Unicorn*. Match words from the list to these definitions.**

- |                                                              |                        |
|--------------------------------------------------------------|------------------------|
| 1. This animal lives in dirty places.                        | ..... <u>rat</u> ..... |
| 2. There are trees and animals here.                         | .....                  |
| 3. We drink tea and coffee from this.                        | .....                  |
| 4. This person can do impossible things.                     | .....                  |
| 5. People use this to fight.                                 | .....                  |
| 6. This person is the head of the country.                   | .....                  |
| 7. We keep food and other things here.                       | .....                  |
| 8. This means that bad things are going to happen.           | .....                  |
| 9. This person works for another person in his or her house. | .....                  |
| 10. Eat or drink this and you may die.                       | .....                  |

**2 Complete the sentences with words from the 'New Words' list.**

1. I worked hard but I didn't ..... PASS ..... the test.
2. Parents always try to ..... their children.
3. I'm very ..... of my brother. He's very clever.
4. A ..... is a beautiful white animal.
5. Some animals have a ..... on their heads.
6. The cold in winter can ..... some animals.

**Casual language**

- **'really'** (p.15). 'really' = very. Merlin says Arthur is 'really angry' about the curse. (= very angry) (p.20, p.25 and p.29). We can also use 'really' to put special importance on what we are saying. For example, on page 20, Merlin says that Arthur 'really can help' the people of Camelot.
- **'So?'** (p.16). Arthur says this when Merlin tells him he saw Anhora in the forest. We say this when we think someone is telling us something that is not important. We want them to explain more.
- **'I had no idea!'** (p.29). When Arthur finds out Merlin wants to die for him, he says this. It means 'I didn't know at all'.

**Complete each dialogue using one of the expressions.**

1. A: I'm feeling a bit tired this morning.  
B: ..... You still have to go to school!
2. A: Did you have a good birthday?  
B: Yes, thanks. I had a ..... good time!
3. A: Did you know? Mandy and Tom got married last week.  
B: No, .....

### MERLIN: THE TV SHOW (pages 32–3)

#### Scriptwriting

Ask students to work in small groups. They should write the opening scene for another episode in the *Merlin* series. They can check the titles of other *Merlin* episodes and use these for inspiration, or they can invent a completely new title. Together they discuss how the episode starts. They should think about where the characters are, what they are doing and what they say. Students write the first scene of the episode and then act it out for their classmates.

#### Interview

Students choose one of the actors in *Arthur and the Unicorn* and find out more about his or her life and career. In pairs, they role-play an interview with the actor on TV, and write a short report on the interview for the TV website.

### THE LEGEND OF KING ARTHUR (pages 34–5)

#### Presentation

Students work in small groups. They find out about a different Arthurian legend such as *The Sword in the Stone*, *The Round Table* or *Excalibur*. Alternatively, they could research a famous character from the story, for example Guinevere, the real Merlin, Sir Lancelot or Sir Galahad. They prepare a presentation using the information they have found and find a picture to illustrate their talk. Each group presents their findings to the class.

#### Class magazine

As a class, students brainstorm articles which might appear in a 'Camelot Today' magazine. Examples are:

- a page of rules for the knights
- advertisements for buying and selling different things
- a problem page with advice for knights
- advice for the general public on how to survive the curse

Ask the students to work in pairs. Each pair writes a different article. Make a class magazine with the articles.

### MAGICAL ANIMALS (pages 36–7)

#### A magical animal

Ask students to work in pairs to design a new magical animal. They should think about what it looks like, where it lives, what it eats, its character and its history. They can then draw the animal and list the information about it. Display the animals in class.

#### Discussion

Tell students that the next episode of *Merlin* will feature one of the students' new magical animals (see previous activity). As a class discuss which one should be chosen. Each pair should defend their own creation and find reasons why it should be in the episode. The class votes for the best animal and then decides which famous actor should voice the animal in the episode.

### FILM/CD FOLLOW-UP

#### What happens next?

Read a chapter with the students and play the relevant part of the CD at the same time. Stop at some dramatic points and ask what has just happened and what is about to happen.

#### Spot the difference

Play a scene from the film and ask students to note two things that they think are different from the book. After the scene, stop the film. In pairs, students write two things which are different and one thing which is the same. They then ask another pair to decide which ones are different from the book.

### ANSWER KEY

#### Self-Study Activities (pages 38–40)

- 1 a) Uther b) Arthur c) Gaius d) Merlin e) Merlin and Anhora f) Camelot
- 2 a) unicorn b) a servant c) a storeroom d) horns e) corn
- 3 a) Gaius b) Uther c) Merlin d) Anhora e) Arthur
- 4 a) F. Uther was happy.  
b) F. It is yellow.  
c) F. There are not many bags.  
d) T e) T
- 6 a) rats b) pride c) heart d) kill e) curse
- 7 a) Gaius b) Merlin c) Evan d) Arthur e) Arthur f) Evan g) Arthur h) Anhora
- 8 a) They go to find Anhora.  
b) He feels sorry for him because he has hungry children.  
c) Because Arthur was kind to Evan and this was a test.  
d) rat e) Because he has lots of food now.  
f) Because Evan laughs at him. g) Anhora
- 11 a) sword b) heart c) horn d) Labyrinth e) forest f) beach g) give h) protect i) kill
- 12 The correct order is: c, f, d, g, e, b, h, a.

#### Resource Sheet Activities

##### People and places

- b) Anhora c) Uther d) Gaius e) Merlin f) Uther g) Arthur

##### Chapters 1–2

- 1 b) i c) ii d) ii
- 2 b) doctor c) happy d) sees e) room f) Arthur
- 3 b) with c) about d) from e) in f) for
- 4 Open answers.

##### Chapters 3–4

- 1 b) Evan to Arthur, because Arthur gives him some corn for his family.  
c) Arthur to Merlin, because Merlin has cooked him rat to eat.  
d) Anhora to Arthur, because Arthur killed Evan.
- 2 b) Arthur thinks Merlin is wrong about the unicorn.  
c) Arthur and Merlin see a light in the storeroom.  
d) The man has a bag of corn in his hand.  
e) Arthur gives the man some corn.  
f) Merlin cooks rat for Arthur.  
g) In the forest, Evan has lots of food.  
h) Arthur fights Evan in the forest.
- 3 Open answers.

##### Chapters 5–7

- 1 b) the Labyrinth of Gedref  
c) Merlin and Anhora  
d) He wants to drink it because he killed the unicorn.  
e) They want to take the unicorn's horn back.  
f) the unicorn
- 2 b) shouts c) follows d) is waiting e) gives f) lives
- 3 b) Do you really want to die for me?  
c) A unicorn has only love in his heart.  
d) There is no more food for the people.  
e) I'm not going to be a good king.
- 4 Open answers.

#### Vocabulary Builder

- 1 2. forest 3. cup 4. wizard 5. sword 6. king 7. storeroom  
8. curse 9. servant 10. poison
- 2 2. protect 3. proud 4. unicorn 5. horn 6. kill

#### Casual language

1. So? 2. really 3. I had no idea!

