SYNOPSIS
When Tintin discovers a hidden scroll with a mysterious message inside a model ship called the Unicorn, he wants to know more. 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' message – map co-ordinates. He and Haddock follow these to 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

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
People and places

1 Answer these questions.

Who …

a) is little and white? ……………………………

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.

<table>
<thead>
<tr>
<th>Place</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The Sahara Desert</td>
<td>i) an old house</td>
</tr>
<tr>
<td>b) Bagghar</td>
<td>ii) a ship</td>
</tr>
<tr>
<td>c) Marlinspike Hall</td>
<td>iii) a very big, hot place</td>
</tr>
<tr>
<td>d) The Karaboudjan</td>
<td>iv) a city next to the sea</td>
</tr>
</tbody>
</table>

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.

d) Tintin finds a scroll with a message.

e) Two men put Tintin in a big box.

f) Two policemen tell Tintin about a thief in the town.

2 Complete the paragraph about Sir Francis Haddock.

Sir Francis Haddock was a rich man. He had a lot of treasure on his …………………. 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.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Sakharine</th>
<th>Tintin</th>
<th>Captain Haddock</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ‘You are on the ship the Karaboudjan.’</td>
<td>Sakharine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) ‘There’s a little boat.’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) ‘The Karaboudjan is my ship!’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) ‘I want that scroll!’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) ‘I’m going to look in the radio room quickly.’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) ‘Clever dog!’</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sentence</th>
<th>i) … singing at the palace that night.</th>
<th>ii) … buy tickets to hear the singer.</th>
<th>iii) … loud for Captain Haddock.</th>
<th>iv) … a big white building.</th>
<th>v) … in Bagghar to meet Tintin.</th>
<th>vi) … have got the scroll from Tintin’s model ship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The palace is …</td>
<td>i) … singing at the palace that night.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Tintin’s policemen</td>
<td>ii) … buy tickets to hear the singer.</td>
<td>ii) … buy tickets to hear the singer.</td>
<td>i) … singing at the palace that night.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Thomson and Thompson …</td>
<td>iii) … loud for Captain Haddock.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) A famous singer is …</td>
<td>iv) … a big white building.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Tintin and Haddock …</td>
<td>v) … in Bagghar to meet Tintin.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) The singer is too …</td>
<td>vi) … have got the scroll from Tintin’s model ship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
      ..........................................................
   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.
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:
- tetw hraehmdl eros (There are three models)
- tchee hyaghthf 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 1 a) sea    b) message    c) model    d) ship
2 2 a) box    b) thief    c) jump    d) treasure    e) scroll
3 3 Open answers.
4 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 5 Open answers.
6 6 a) i    b) ii    c) iii    d) i
7 7 a) sword    b) rope
8 8 The correct order is: c, d, f, a, b, g, e.
9 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 10 a) motorbike    b) falcon    c) glass    d) notes    e) swing
11 11 a) T    b) F    c) T    d) F
12 12 a) v    b) w    c) i    d) ii    e) iii
13 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 14 Open answers.

Resource Sheet Activities
People and places
1 1 b) Tintin    c) Thomson and Thompson    d) Sakharine
   e) Captain Haddock
2 2 b) iv    c) i    d) ii
Chapters 1–2
1 1 The correct order is: c, b, d, e, a, f.
2 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 3 Open answers.
Chapters 3–4
1 1 b) Captain Haddock    c) Captain Haddock    d) Sakharine    e) Tintin
   f) Tintin
2 2 b) By boat.    c) By seaplane.    d) By camel.
3 3 Open answers.
Chapters 5–6
1 1 b) v    c) vi    d) i    e) ii    f) iii
2 2 b) No.    c) Sakharine’s men.    d) With a high note.    e) A falcon.
Chapters 7–9
1 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.
2 2 Open answers.

Vocabulary Builder
1 1 sea    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.