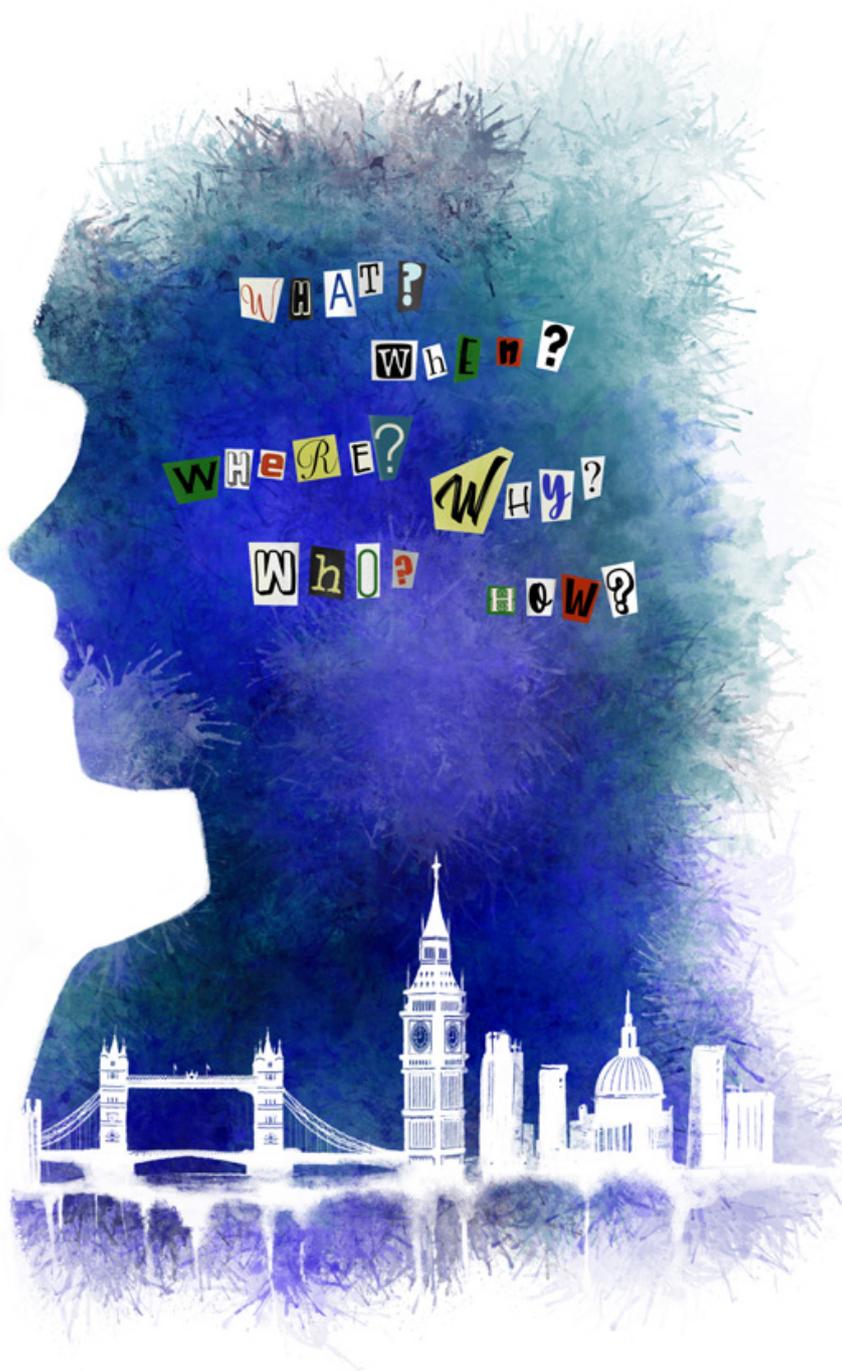


# YOUNG SHERLOCK

3º & 4º E.S.O.



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## SESSION 1: SYNOPSIS AND CHARACTERS

## Activity 1: The Synopsis



Read the synopsis of *SHERLOCK HOLMES*.  
Here is a glossary of words to help you!

**UNEXPECTED:** regarded as unlikely to happen.

**SETTLE DOWN:** to adopt a more steady or secure style of life.

**CONCERNED:** worried, troubled or anxious.

**CURSE:** a solemn statement intended to invoke a supernatural power to inflict harm or punishment on someone or something.

**WHOLEHEARTED:** showing complete sincerity and commitment.

\_\_\_\_\_ (0) Watson arrives at the school, Sherlock and Elisabeth are two young students \_\_\_\_\_ (1) are investigating the mysterious death of the literature teacher as a ghostly silhouette walks \_\_\_\_\_ (2) the school, foreshadowing misfortune. Sherlock is concerned \_\_\_\_\_ (3) the safety of his friends and is convinced that the deaths will continue \_\_\_\_\_ (4) he catches the culprit. Young Sherlock is convinced that the teacher has not been killed \_\_\_\_\_ (5) a ghost, but by someone real, and that another murder is now being planned \_\_\_\_\_ (6) a member of the school. Young Sherlock decides \_\_\_\_\_ (7) take part \_\_\_\_\_ (8) he believes that Watson and Elisabeth's lives are \_\_\_\_\_ (9) danger. The soon-to-be-famous detective and his enthusiastic friend are ready \_\_\_\_\_ (10) face their first case.

Choose the correct preposition from the following options.



0 as / before / when

1 who / whose / these

2 around / in / over

3 about / for / with

4 with / without / until

5 by / of / over

6 for / by / to

7 to / in

8 at / moment / without

9 in / until / towards

10 for / about / to



## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 2 : Getting to Know the Characters



Take a look! The characters from YOUNG SHERLOCK are introducing themselves. Can you help them? Read the extracts from the plot to deduce information and make up sentences for each character.

**Here are some “Introducing” words to help you....**

- How do you do?
- Let me introduce myself...
- Pleased to me you
- Hello there!
- Good morning/afternoon/evening



#### About Sherlock Holmes in the play:

**SHERLOCK:** *You are the new boy, I guess?*

**WATSON :** *(To the audience) He was just as you see him now. Tall and thin. At the time he seemed to be taller than he is now, but maybe I'm wrong. I remember he was wearing a school uniform but it was too big for him. He was so slim, and he had vacant eyes. But even back then there was something intelligent about him. (Acting) Good morning” My name...*

**SHERLOCK:** *That uniform looks good on you. Wait! Let me see...Your name is James Watson... You're from the north of England, your father is a doctor, and you spend a lot of time writing, am I correct?*

**WATSON :** *My name isn't James, it's John.*

**SHERLOCK:** *James... John... What's the difference?*




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## SESSION 1: SYNOPSIS AND CHARACTERS



### About Watson in the play:

**SHERLOCK:** *And finally... Why is a sixteen-year-old boy like you reading a book on medicine that is so hard to find in bookshops?...*

**WATSON:** *My dad is a Doctor.*

**SHELOCK:** *My name is Holmes, by the way, Sherlock Holmes. (To the audience) You can't imagine the way he was looking at me by this point. He thought I was completely mad. He made a good impression on me. Short...*

**WATSON:** *Hey!*

**SHERLOCK:** *I meant small! Clumsy!*

**WATSON:** *Hey!*

**SHERLOCK:** *Uncoordinated. Anyway, he looked like an exceptionally good person, and I knew he was going to be my best friend. (To Watson) We're late for physics class, Watson. We need to sharpen your mind.*



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### About Elizabeth in the play:

**WATSON:** *Hey! Who is that pretty girl? Is she a student here? She the face of an angel.*

**SHERLOCK:** *This is Elizabeth, a very good friend of mine.*

**WATSON:** *Is she English? She doesn't look like she is.*

**SHERLOCK:** *Is it because of her curly dark hair? She's English, but I think she has Egyptian roots.*



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## SESSION 1: SYNOPSIS AND CHARACTERS



### About Mrs. Gamal in the play:

**MRS. GAMAL:** *Children! Could you explain why you are not in class right now?*

**SHERLOCK:** *We were just showing the new pupil around the school, Mrs Gamal.*

**MRS. GAMAL:** *He has plenty of time to see the school properly. But now you should all be in class. Come on!*

**WATSON:** *With all due respect, Mrs Gamal, there's no need to be rude.*

**MRS. GAMAL:** *MRS. GAMAL: Go!*

**WATSON:** *She's a real character isn't she? Who is she?*

**SHERLOCK:** *She's the housekeeper. She's Egyptian and she's nice... sometimes. I wonder what she is carrying in that sack?*




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### About "Ghost" in the play:

**ELIZABETH:** *Rumour has it that the restless spirit of a dead student who killed herself years ago because she couldn't pass her exams, haunts the school.*

**WATSON:** *Is that true?*

**SHERLOCK:** *We still don't know, my dear Watson. Three nights ago, we were in our dormitories when we heard a strange noise coming from the main corridor. We went to see what it was and saw a Lady wearing a scarlet cape, carrying a scarlet parasol, walking up and down the corridor. I asked her who she was.*

**WATSON:** *Wow! It sounds very scary! Did she reply?*

**ELIZABETH:** *No, she just looked around, closed her parasol, and laughed with the most bloodcurdling laugh you have ever heard.*




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## SESSION 2: UNDERSTANDING THE PLAY

## Activity 1: Synonyms and antonyms



**Link** each word to its definition or synonym as in the example. This will help you understand the plot.

## BLOODCURLDLING

CREEPY

having or causing a sensation of repulsion, horror, or fear, as of creatures crawling on the skin.

RIDDLE

terrifying, horrifying.

a question, puzzle, or verse so phrased that ingenuity is required to find the answer or meaning.

CHEEKY

disrespectful in speech or behaviour.

DEDUCTION

a person, normally a woman, employed to run a household.

HOUSEKEEPER

a systematic method of deriving conclusions that cannot be false when the premises are true, esp. one susceptible to deduction and study by the science of logic.

EVIDENCE

data on which to base proof or to establish truth or falsehood.



SESSION 2: UNDERSTANDING THE PLAY



Complete the box below:

Adjectives	Synonyms	Antonyms
<b>Beautiful</b>	Lovely, _____ , appealing, pleasing	<b>Ugly</b>
<b>Common</b>	_____, ordinary, frequent	<b>Weird</b>
<b>Worried</b>	Troubled, _____ , hung up, disturbed	<b>Calm</b>
<b>Shocked</b>	Startled, _____ , agape, astounded	<b>Relaxed</b>
<b>Scared</b>	Frightened, fearful, afraid, spooked	<b>Fearless</b>
<b>Warm</b>	_____, pleasant, tender	<b>Rude</b>
<b>Innocent</b>	Guiltless, _____ , naive	<b>Guilty</b>



Complete the sentences below using the adjectives from the antonyms column:

- Mrs. Gammal is a temperamental and \_\_\_\_\_ person.
- The \_\_\_\_\_ person seems to have a characteristic laugh.
- Elizabeth and Sherlock seem to be \_\_\_\_\_ when they are alone
- \_\_\_\_\_ events are happening in the main corridor.
- Elizabeth said an \_\_\_\_\_ joke about Watson, although it is evident that she appreciates him so much.
- Since the murder of the literature teacher, no one seems to be \_\_\_\_\_ at school.
- Sherlock has a \_\_\_\_\_ character by nature.



## SESSION 2: UNDERSTANDING THE PLAY

### Activity 2: The Great Sherlock Holmes



From what you know, write a description of Sherlock Holmes. You can use the following words to help you:

Tenacious – observant – calculating – interesting – serious - intelligent

*In my opinion...*

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In the Scene 2, Young Holmes said to Watson: ***“We need to sharpen your mind.”***  
What does that mean?

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## SESSION 2: UNDERSTANDING THE PLAY

**Activity 3: Past Simple Passive**

Change these sentences in the same way from Active to Passive.  
Use was or were + the past participle.

- *Sherlock received an award for his career as a detective.*

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- *Sherlock introduced Watson to his friend Elizabeth.*

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- *Someone murdered the literature teacher last week.*

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- *Watson saw a ghostly silhouette as he made his way to the toilet.*

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- *The Egyptian gem hypnotized everyone who possessed it.*

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## SESSION 3: THE ENDING

## Activity 1: Asking for information



**Write** questions using these sentences. Begin each sentence with a question word (what, where, how much, who etc.) Note the example.

- Sherlock and Watson met ***in their youth.***

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- The college is located ***in the heart of London.***

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- Mrs. Gamma has been in service at school for ***most of her life.***

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- ***Elizabeth*** is Sherlock's girlfriend and his college classmate.

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- Elizabeth is ***a very good looking girl.***

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- The ghostly silhouette has been seen ***by the halls of the university.***

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## SESSION 3: THE ENDING

**Activity 2: The Riddle**

**Take a look!** Resolve the following riddles in order to "sharpen your mind".

- What is as big as Big Ben and lighter than a speck of dust?
- I have lakes with no water, mountains with no stone and cities with no buildings. What am I?
- What five-letter word becomes shorter when you add two letters to it?
- What can travel all around the world without leaving its corner?
- The person who makes it has no need of it; the person who buys it has no use for it. The person who uses it can neither see nor feel it. What is it?
- What is  $\frac{3}{7}$  chicken,  $\frac{2}{3}$  cat and  $\frac{2}{4}$  goat?



## SESSION 3: THE ENDING

### Activity 3: Making hypotheses



Imagine you work as a journalist for the prestigious newspaper London Times. Write a few lines describing what happened and say how Sherlock is going to solve the crime. If you want you can draw a picture as a summary.

If you want you can choose between the following headlines.

- "Sherlock solves the mystery "
- "Nobody knows what happened"

Try to use the following structures:

- ZERO CONDITIONAL - (If + present simple), (present simple)
- FIRST CONDITIONAL - (If + present simple), (will + infinitive)
- PHERHAPS + (to be going to)
- MIGHT/COULD + (be) + past participle

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## SESSION 4: Express Yourself!

### Activity 1: The End of the Play And Your Impressions



Now you have seen YOUNG SHERLOCK, was it how you imagined it to be?  
Compare the real thing with what you imagined the play to be.

**I prefer my ending / the real ending / my interpretation of the characters / the actor's interpretation because.....**

**I prefer my ending / the real ending / my interpretation of the characters / the actor's interpretation because.....**

..it was...

...more (+)...

- *original*
- *entertaining*
- *boring*
- *interesting*
- *dynamic*
- *emotive*
- *creative*
- *realistic*





## SESSION 4: Express Yourself!



## Activity 3: Role Play

Here there are three extracts from the play. Choose one to act out in groups.

## Extract I (from Scene 2)

- SHERLOCK:** *That uniform looks good on you. Wait! Let me see... Your name is James Watson... You're from the north of England, your father is a doctor, and you spend a lot of time writing, am I correct?*
- WATSON:** *My name isn't James, it's John.*
- SHERLOCK:** *James... John... What's the difference?*
- WATSON:** *There's a huge difference!*
- SHERLOCK:** *Did I get the rest of it right?*
- WATSON:** *Yes! You were absolutely right. How did you do that? Is that some kind of magic trick?*
- SHERLOCK:** *No magic. Pure deduction. The name tag on the suitcase says J. Watson.*
- WATSON:** *Now I understand.*
- SHERLOCK:** *(To the audience.) I chose the most common name beginning with a J. John would have been my second option.*
- WATSON:** *Of course.*
- SHERLOCK:** *Your particular shoes are not made in the city. I saw a very similar pair when I was in the north of England.*
- WATSON:** *How do you know I'm a writer then?*
- SHERLOCK:** *I just saw the calluses on your finger. A writer's trademark.*
- WATSON:** *Really?*
- SHERLOCK:** *And finally... Why is a sixteen-year-old boy like you reading a book on medicine that is so hard to find in bookshops?...*
- WATSON:** *My dad is a Doctor.*
- SHERLOCK:** *My name is Holmes, by the way, Sherlock Holmes. (To the audience.) You can't imagine the way he was looking at me by this point. He thought I was completely mad. He made a good impression on me. Short...*
- WATSON:** *Hey!*
- SHERLOCK:** *I meant small! Clumsy!*
- WATSON:** *Hey!*
- SHERLOCK:** *Uncoordinated. Anyway, he looked like an exceptionally good person, and I knew he was going to be my best friend. (To Watson.) We're late for physics class, Watson. We need to sharpen your mind.*

## SESSION 4: Express Yourself!

### Extract II (from Scene 3)

- MRS. GAMAL: *Children! Could you explain why you are not in class right now?*
- SHERLOCK: *We were just showing the new pupil around the school, Mrs Gamal.*
- MRS. GAMAL: *He has plenty of time to see the school properly. But now you should all be in class. Come on!*
- WATSON: *With all due respect, Mrs Gamal, there's no need to be rude.*
- MRS. GAMAL: *Go!*
- WATSON: *She's a real character isn't she? Who is she?*
- SHERLOCK: *She's the housekeeper. She's Egyptian and she's nice... sometimes. I wonder what she is carrying in that sack?*
- WATSON: *The bear is black.*
- SHERLOCK: *What's that?*
- WATSON: *The riddle. The bear is black!*
- SHERLOCK: *Wrong again, but please don't interrupt me when I'm concentrating on something.*
- WATSON: *About what Sherlock?*
- SHERLOCK: *Let's follow her!*
- (The kids follow the housekeeper, but she realises she's being followed.)*
- MRS. GAMAL: *How many times do I have to tell you that you should be in class?*
- SHERLOCK: *Milady, you dropped a piece of paper when you were talking to us, and we were wondering if fell out of your sack.*
- MRS. GAMAL: *I'm not carrying papers in my sack.*
- WATSON: *What are you carrying then?*
- MRS. GAMAL: *What do you expect a housekeeper to be carrying? Dirty sheets and clothes for the laundry.*
- ELIZABETH: *It looks very heavy.*
- MRS. GAMAL: *If all you do is think about what a housekeeper is carrying to the laundry you will end up just like me. Cleaning other people's shirts.*
- WATSON: *I beg you pardon?*
- MRS. GAMAL: *(Winking.) I meant other people's sheets. Come on!. If I don't see you going to class right now, I will report you to the headmaster immediately.*

## SESSION 4: Express Yourself!

### Extract III (from Scene 5)

**SHERLOCK:** *Watson, my friend! I was so worried about you! What happened to you? Why did you scream like that?*

**WATSON:** *I was in the bathroom when suddenly, I saw her...*

**ELIZABETH:** *Who?*

**WATSON:** *Mrs Ramsay.*

**ELIZABETH:** *(Madly.) That's a lie! She's dead. She was found dead! Everybody knows that!*

**SHERLOCK:** *Elizabeth, calm down! Why are you acting like that? Please continue Watson!*

**WATSON:** *She appeared right in front of me, and I could see her eyes. They were very weird, Holmes. They looked so cold, as if they were not from this earth. She was like a monster. Oh god, I think she's the most terrible sight I've ever seen. Oh my friends, I'm so scared now.*

**SHERLOCK:** *You said she was like the ghost of Mrs. Ramsay. How did you know it was her?*

**WATSON:** *She told me (He does an impression of her) She said: I'm Mrs Ramsay, the literature teacher.*

**SHERLOCK:** *Did she say anything else?*

**WATSON:** *She said that someone was going to kill us if we didn't mind our own business, just like she was killed.*

**ELIZABETH:** *Liar!*

**SHERLOCK:** *Don't worry, Watson. We are here now, and we won't let anything happen to you. What is that?*

*(Watson has stained his trousers.)*

**WATSON:** *Oh! It's so embarrassing. Mrs Ramsay appeared just before I got to the toilets and...*

**ELIZABETH:** *Oh! That's disgusting!*

**SHERLOCK:** *Don't worry, my friend. Let's hurry back to our room so you can get changed.*

**WATSON:** *Oh my god! Thanks for looking for me. If not I would have been here all night and.... Aaaaah!*

*(Mrs Gamal appears.)*

## OTHERS SHOWS

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La Celestina

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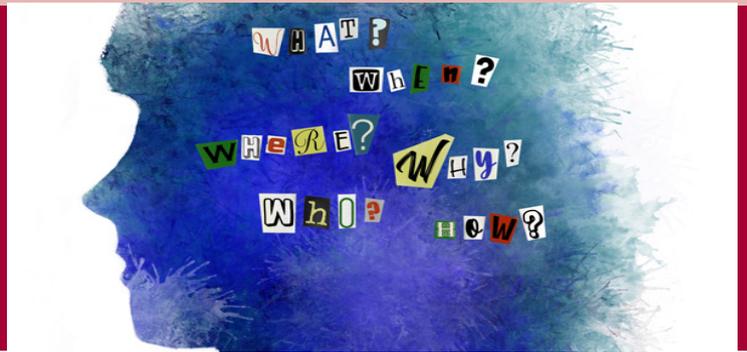
20.000 leguas de viaje submarino

Followers (*In English*)

Cyrano de Bergerac (*En Français*)

## YOUNG SHERLOCK

Didactic Project by  
Elena Valero Bellé



**We all know who they are, but have you ever wondered how it all began?**

Come and meet the Young Sherlock and his inseparable friend Watson in the adventure that gave way to the legend. Humour, mystery and suspense in equal measure, in this story that will engross you from the very beginning. Perfectly adapted to each level, this show asks many questions yet only one thing is certain: you will unveil the best English class of the year.

