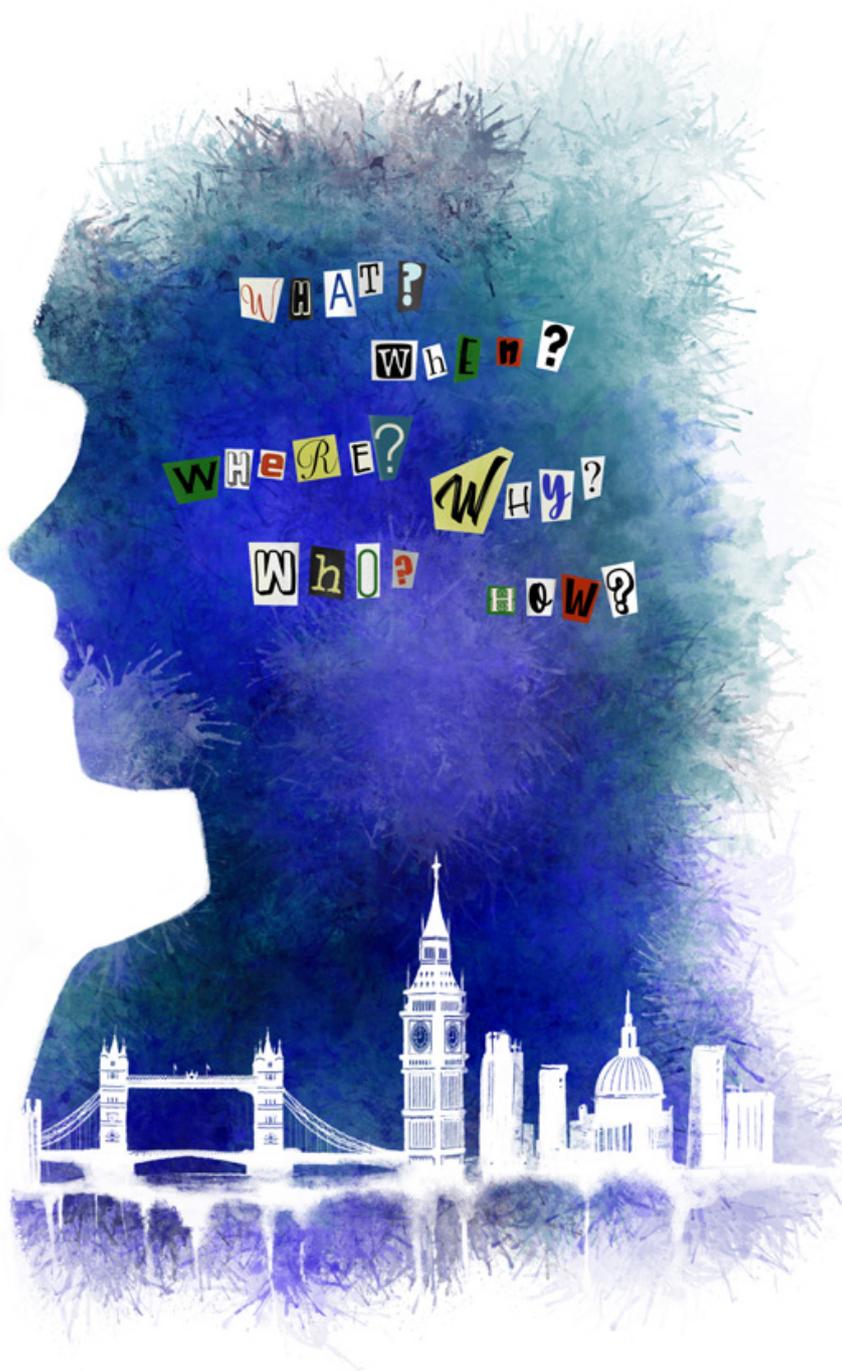


YOUNG SHERLOCK

3º & 4º E.S.O.



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1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging students to discover, learn and apply the language they have learned.
- The plays present social content and are focused on an educational/student environment with values that the students can easily identify.
- Apart from being written for live performance in a theatre for recreational and visual purposes, the scripts also help to develop communicative functions, vocabulary and grammatical structures. These aspects can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives stipulated for the relevant level by the Ministry of Education.

2. OBJECTIVES:

General:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to complete specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal communications and adopting a respectful attitude.
- Writing a variety of texts with different endings with the help of templates and models.
- Reading various texts in order to understand them, extracting general and specific information in accordance with a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding among people with different places of origin, culture and languages.
- Contributing to the student's knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering student interest in this cultural activity.

Specific:

- Fostering interest in participating in oral exchanges about routines and situations from daily life in the relevant foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarising the student, from the start, with the plot and different characters in order to facilitate comprehension of the performance during the play.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the relevant functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to control in order to communicate optimally will also be worked on: listening and reading comprehension (L.C.-R.C.) and written and oral expression (W.E.-O.E).

3. METHODOLOGY

Presentation of Material:

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over four **60 minute sessions**. The idea behind this is that the worksheets should be integrated into the class routine, reinforcing or applying previously acquired knowledge or introducing new but simple content on languages for a certain level.

Material Structure:

The objective of the **first, second and third sessions** is to give the students the necessary preparation in order for them to be able to watch the play without any comprehension problems on the day it is performed.

The **fourth session** will be focused on expression. After having seen the play the students will be allowed to express their opinions on the performance (*comparing the play's actual ending with the ending he/she had previously imagined; comparing the behaviour of the actors with his/her own.*)

BEFORE THE PERFORMANCE

All the sessions are structured as follows:

GRADE 2		OBJECTIVES	SKILLS
SESSION 1	Activity 1	<ul style="list-style-type: none"> • Familiarisation with the plot • Prepositions 	<ul style="list-style-type: none"> • R.C. • W.E.
	Activity 2	<ul style="list-style-type: none"> • Familiarisation with the characters 	<ul style="list-style-type: none"> • W.E. • R.C.
SESSION 2	Activity 1	<ul style="list-style-type: none"> • Synonyms and antonyms 	<ul style="list-style-type: none"> • R.C. • W.E.
	Activity 2	<ul style="list-style-type: none"> • Writing Descriptions • Testing your knowledge 	<ul style="list-style-type: none"> • W.E. • O.E.
	Activity 3	<ul style="list-style-type: none"> • Grammar: Past Simple Passive 	<ul style="list-style-type: none"> • W.E.
SESSION 3	Activity 1	<ul style="list-style-type: none"> • Making hypotheses 	<ul style="list-style-type: none"> • W.E. • O.E.
	Activity 2	<ul style="list-style-type: none"> • Grammar: Adverbial Clauses 	<ul style="list-style-type: none"> • W.E. • R.C.
	Activity 3	<ul style="list-style-type: none"> • Grammar: Conditionals 	<ul style="list-style-type: none"> • W.E.

AFTER THE PERFORMANCE

GRADE 2		OBJECTIVES	SKILLS
SESSION 4	Activity 1	<ul style="list-style-type: none"> • Verifying your hypotheses 	<ul style="list-style-type: none"> • O.E.
	Activity 2	<ul style="list-style-type: none"> • Describing the performance as a whole 	<ul style="list-style-type: none"> • W.E.
	Activity 3	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • L.C. • O.E.

SKILLS	
R.C.	Reading Comprehension
W.E.	Written Expression
L.C.	Listening Comprehension
O.E.	Oral Expression

SELECTED APPROACH:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be fun, visual and communication-based. In fact, on these worksheets, we can find many activities presented as games and which also provide moments of fun in class. Finally, all sessions require the student to express him/herself, with activities focusing on situations from daily life or even acting. As such, the goal is to offer activities as an alternative to the class routine and to make learning a second language more attractive. All of this work is presented as project of the utmost interest: seeing a play in a foreign language.

ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have the play in order to go on to read it. All this material is available on the following website: www.recursosweb.com

In the student section, the sessions are spread out over several worksheets. It is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as the answer key with all the correct answers for all the questions.

Each activity on the didactic worksheets is designed to work the four basic skills in foreign language acquisition: Listening Comprehension, Reading Comprehension, Written Expression and Oral Expression.

Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are worked on in order to develop a series of communicative functions that we consider key for understanding the play as well for applying them to real situations.

In addition to the presence of the different basic skills, the sessions follow a sequential order. It is therefore important to complete each and every one of the sessions, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. Therefore, completing the didactic worksheets before going to see the play is necessary in order to reinforce the overall comprehension of the play and, at the same time, to create excitement and expectations that could very well be completely realised upon leaving the theatre.



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.

When (0) Watson arrives at the school, Sherlock and Elisabeth are two young students **who** (1) are investigating the mysterious death of the literature teacher as a ghostly silhouette walks **around** (2) the school, foreshadowing misfortune. Sherlock is concerned **for** (3) the safety of his friends and is convinced that the deaths will continue **until** (4) he catches the culprit.

Young Sherlock is convinced that the teacher has not been killed **by** (5) a ghost, but by someone real, and that another murder is now being planned **for** (6) a member of the school. Young Sherlock decides **to** (7) take part **when** (8) he believes that Watson and Elisabeth's lives are **in** (9) danger. The soon-to-be-famous detective and his enthusiastic friend are ready **to** (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?*





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.*





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.*





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?*





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.*





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
Beautiful	Lovely, attractive , appealing, pleasing	Ugly
Common	Usual , ordinary, frequent	Weird
Worried	Troubled, concerned , hung up, disturbed	Calm
Shocked	Startled, horrified , agape, astounded	Relaxed
Scared	Frightened, fearful, afraid, spooked	Fearless
Warm	Friendly , pleasant, tender	Rude
Innocent	Guiltless, blameless , naive	Guilty



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

- Mrs. Gammal is a temperamental and **RUDE** person.
- The **GUILTY** person seems to have a characteristic laugh.
- Elizabeth and Sherlock seem to be **RELAXED** when they are alone
- **WEIRD** events are happening in the main corridor.
- Elizabeth said an **UGLY** 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 **CALM** at school.
- Sherlock has a **FEARLESS** 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...

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



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.***

An award was received by Sherlock for his career as a detective.

- ***Sherlock introduced Watson to his friend Elizabeth.***

Elizabeth was introduced to Watson by Sherlock.

- ***Someone murdered the literature teacher last week.***

The literature teacher was murdered last week.

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

A ghostly silhouette was seen by Watson as he made his way to the toilet.

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

Everyone who possessed the Egyptian gem were hypnotized.



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*.

WHEN did Sherlock and Watson meet?

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

WHERE is the college located?

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

HOW LONG has Mrs. Gamma been in service at college?

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

WHO is Elizabeth?

- Elizabeth is *a very good looking girl*.

WHAT does Elizabeth look like?

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

WHERE have you seen the ghostly silhouette?



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?
Its shadow
- I have lakes with no water, mountains with no stone and cities with no buildings. What am I?
A map
- What five-letter word becomes shorter when you add two letters to it?
Short
- What can travel all around the world without leaving its corner?
A stamp
- 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?
A coffin
- What is $\frac{3}{7}$ chicken, $\frac{2}{3}$ cat and $\frac{2}{4}$ goat?
Chicago



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



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

Tercer y Cuarto Curso de E.S.O.

La Celestina

Historia de una escalera

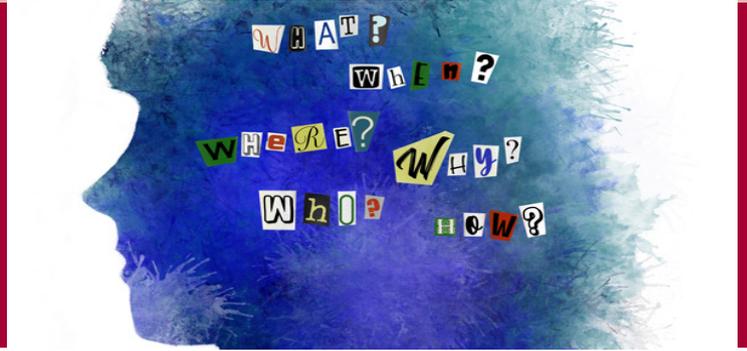
20.000 leguas de viaje submarino

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.

