

HOLMES AND WATSON, PRIVATE DETECTIVES

Teachers' notes



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BEFORE GOING TO THE THEATRE

Welcome to Holmes and Watson, Private Detectives! Are you ready to go to the theatre? We are sure you will have a lot of fun!

Before going to the theatre, please, answer to the following questions. Good luck!

1. What do you know about Holmes and Watson? Have you ever heard about them? Write your answer here. Then share it with your classmates.

The answer is free and open. If you previously read something related to Sherlock Holmes it would be great, as you can participate to the conversation by giving valuable contributions.

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2. Do you know about any other famous private detective? Tell us something about him or her :) Write your answer here. Then, share it with your classmates.

The answer is free and open. If you previously read something related to some famous private detective it would be great, as you can participate to the conversation by giving valuable contributions.

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3. Now read the following short text. It's the synopsis of the play.

Before reading the synopsis, you can propose the following exercise. Explain to the group what a synopsis is and then ask them what spoiling means. Encourage them to start a short talk about personal experiences about spoiling. It will be a fun way for them to get into the story and to start speaking in English .

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5. Now you already have some information about the play. You are going to see the characters onstage. But...how do you imagine them? Try to describe the main ones by filling in the table below. Be as specific as possible: physical appearance, personality, main habits...

To do this exercise, it would be good if students can use their dictionary. Let them work individually and write on the blackboard the grammar constructions they should use to write the descriptions (depending on their English level).

Sherlock Holmes	<i>He is clever and smart...</i>
Watson	
Mary Smith	
Jeremy Smith	

Now move the tables and set a circle. It would be nice if you participate too. In this game you are working on speaking and non verbal communication. Leave them time to get the rules and play :)

Now we are almost ready to go to the theatre. But first, **let's play!**

Are you ready to become a real detective?

This game is called *Two Lies and One Truth*. Make a circle with your classmates. Each one of you has to tell two lies and one truth about his or her life (For example: "Two months ago I met Justin Bieber"). The others have to guess which fact is true. Every time that someone gives the right answer, he or she gets one point. Be careful! Before giving your answer, you must think about it like Sherlock Holmes. You only have one chance to answer for each one of your classmates. You have to play in English, of course ;)

After the play

Teachers' notes

6. Here we are again! Did you like the play? Why? Was there anything in the play that surprised you? Give us your personal opinion about it. Then share your answer with your classmates.

The answer is free and open.

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7. Now order the sequences of scenes. Then share your answer with the whole class.

SEQUENCE	NUMBER
<i>Holmes and Watson visit a flat.</i>	6
<i>The Inspector tells Dr. Watson that they are not the only detectives involved in this case.</i>	4
<i>Mary Smith visits Sherlock Holmes and Dr. Watson for the first time.</i>	2
<i>A tourist takes a picture of Mary Smith and the man with dark glasses.</i>	3
<i>Two men chase Jeremy Smith.</i>	1
<i>The tourist turns out to be Sherlock Holmes.</i>	5
<i>Mary Smith shoots someone in Hyde Park.</i>	7
<i>The Inspector arrests Mary Smith/Maria Lopez.</i>	8

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8. What about the characters? Fill in the table below with a complete description of the characters. Once you finish, work in couples. Compare your descriptions with the ones you and your classmate wrote for question 6. Are they similar? Are they different? Why? Share your descriptions with the whole class and discuss it with your classmates.

To do this exercise, it would be good if students can use their dictionary. Let them work individually and write on the blackboard the grammar constructions they should use to write the descriptions (depending on their English level). After finishing, make couples, student A and B. Student A will read descriptions that were written on question 6. Student B will read descriptions below. Together, student A and B have to list similarities and differences between the two descriptions. Once they finish, they change roles. Student A will read the descriptions he or she wrote below while student B will read the ones he or she wrote on question 6. They will do the same exercise again.

Sherlock Holmes	<i>He is clever and smart...</i>
Watson	
Mary Smith	
Jeremy Smith	

Ask the students which character they felt more identified with. Depending on their answers, set groups of students who gave the same answer. Each group has to prepare a short oral presentation about their character. If there are more than 5 people who feel identified with the same character, you can create 2 or more groups. Each group cannot be formed by more than 5 students. Once they finish, students have to share their presentation in open class. Make sure that everybody in the group has a part to explain during the presentation.

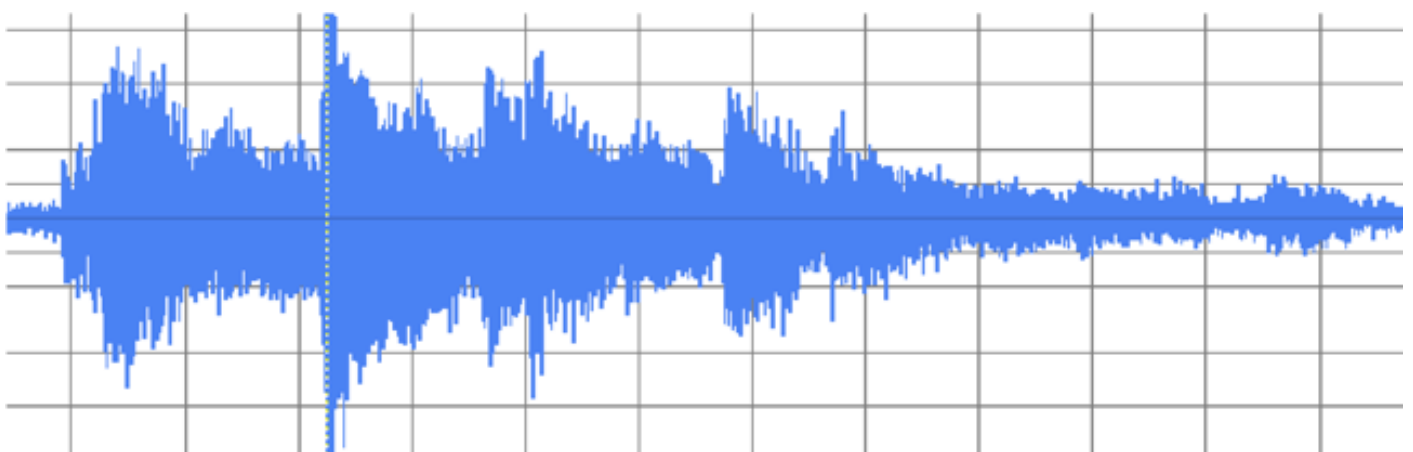
Which character from the play did you identify with the most? Why? Now join the classmates that have chosen the same character. Prepare a short presentation with your group based on the topic "We like (name of the character) because..." Remember, everybody has to talk :)



9. Now work in groups of four. Come up with a list of clues that Sherlock Holmes used to solve the case. How many clues could your group find? Write them down here.

1	In the office Mary Smith didn't accept a cigarette. But Sherlock could smell tobacco and in the flat there was Spanish tobacco.
2	Mary Smith didn't read the book and she was not happy when Sherlock asked to borrow it.
3	Mary's bag was too heavy. A very heavy thing can be a gun.
4	The book talks about Italian mafia, Russian mafia... But Spanish mafia doesn't exist. Mary Smith is actually Spanish and she set the flat as it was a Spanish flat.
5	Jeremy Smith's information is on the Gentleman's club files. The address is not the same. Mary took Sherlock and Watson to her flat, not to Jeremy Smith's flat.
6	The letter with the threat is made using letters from La Vanguardia, not a British newspaper.

Now listen to the following audio track! Did you list all the clues? (track 7)



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Please use the audio track we provided you. It contains the following Sherlock's explanation; it's taken from the play.

Holmes.- Remember this morning? In the office? You were wearing perfume. Channel Number Five. I offered you a cigarette.

You said: Girl.-'Thank you. I don't smoke.'

Holmes.- But I could smell tobacco. Spanish tobacco. Ducados cigarettes! This afternoon, in the flat, I saw a packet of Ducados cigarettes! Curious!

I saw the book by your father - 'The Mafia', by Jeremy Smith. I asked 'Have you read this?' I said 'Can I borrow this book?' You said 'Of course'. But you were not happy. When we left I picked up your bag and gave it to you. It was very heavy. Why? Because a gun is heavy. There was a gun in your bag...

Holmes.- And the book, of course. It is a very interesting book. Listen: page twenty - "There is an Italian mafia; there is a Russian mafia. But there is no other mafia. For example, there are criminals in Spain - there are criminals in all countries - but there is no Spanish mafia. The Spanish mafia does not exist." You are Spanish. But you are working for the Italian mafia or for the Russian mafia. You invented the Spanish mafia. Why? Because you are Spanish. The things in your flat are Spanish - the Spanish wine, the Spanish newspapers, the Ducados cigarettes. It is a Spanish flat. A good detective wants to investigate everything. A good detective wants to see Jeremy Smith's flat. It is easier for you if Jeremy Smith is interested in Spanish culture.

Watson.- But Holmes... How...?!

Holmes.- The address. Jeremy Smith is a member of my gentleman's club. All I had to do was to check in the club's office, where all members give their full name and address. (He takes out the piece of paper which the girl gave him that morning in the office). The address you gave is different.

You couldn't take us to Jeremy Smith's flat, in Wembley - the police are watching it. You took us to your flat, in Wimbledon! Yes, your flat! Does your father read...

'Bravo'?! One more thing: the letter. (He takes out the letter) It is made of individual alphabet letters. They are from a newspaper. But not from 'The Times' newspaper. Not from a British newspaper.

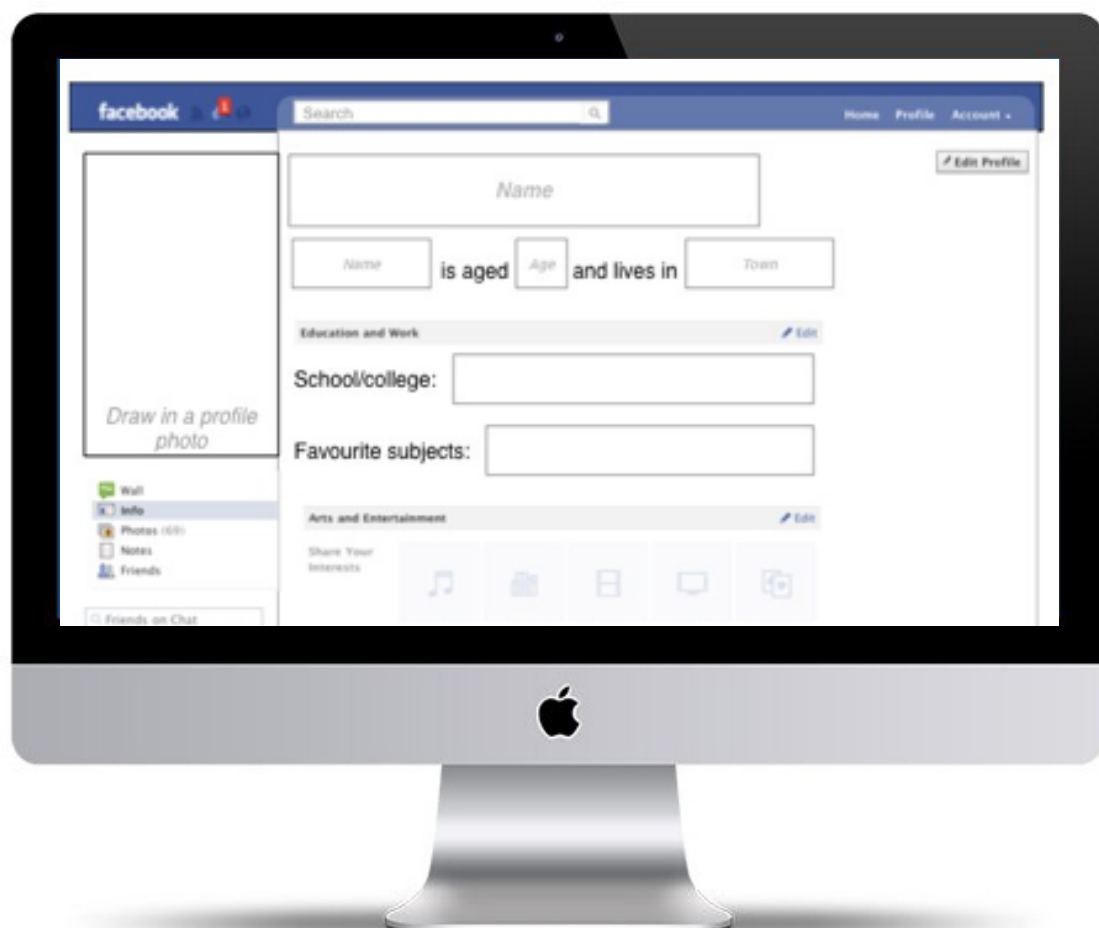
They are from La Vanguardia! I saw a copy of La Vanguardia in the flat. This copy!

Asks the students to come back to their lists and check if they actually have written all the clues included in the audio track.

10. Now work in groups of four. Create a Facebook profile based on the topic “The perfect detective.” Invent the name, add photos, and write information about him or her. You can write, draw and colour your profile. Be as specific as possible. Then show it to the rest of the class and talk about it.

BE CREATIVE!

It would be great if you can work with computers and internet connection, in order to create a real facebook page. Students have to summarize all the information they collected so far (with the play and with this guide) about detectives. They have to invent a “perfect” detective who can be similar to Sherlock Holmes. If you can't work with computers students can create a poster. This facebook page/poster will be the final result of the entire proces. Students should include as many information as possible.



Thanks for your great work!





**Holmes and Watson,
Private Detectives**

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