

# *Sherlock Holmes*

## *The Perfect Crime*



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**PRODUCE BY** The Play Group | Casa Del Contemporaneo

## Dear Teachers!

Quest'anno il Play Group è felice di presentare un'avvincente storia poliziesca, Sherlock Holmes: The Baskerville Mysteries. La storia è incentrata sul misterioso omicidio che ha colpito la ricca famiglia Baskerville, ed è ispirato al famoso racconto "Il Mastino dei Baskerville" di Sir Arthur Conan Doyle.

Durante lo spettacolo i vostri studenti potranno seguire il detective più famoso del mondo e partecipare attivamente alla soluzione

del mistero, utilizzando le proprie capacità di osservazione. E magari insieme potremmo arrivare all'identità dell'assassino? In ogni modo, lasceremo il nostro pubblico col fiato sospeso fino all'ultimo colpo di scena. Alla fine dello spettacolo, come nostro solito, dedicheremo del tempo per rispondere a tutte le domande degli studenti.



### MATERIALE DIDATTICO

Questo opuscolo contiene il vocabolario essenziale, giochi ed esercizi per far divertire gli studenti e massimizzare il loro divertimento e l'apprezzamento dello spettacolo. Speriamo che lo troviate utile e divertente!

### CONTATTI



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## ABOUT THIS MATERIAL

This year, we are trying to save trees (and reduce photocopies) with this format for interactive whiteboards (LIM). But you are the best judge of when photocopies are the best way to work with your students!

**This material increases in complexity towards the end...**

Activities for elementary students are at the beginning, more advanced activities towards the end.

We suggest you browse through all the brochure to choose what is appropriate for your classes and how much time you have.

**If time is short**

Look at the story summary, the vocabulary (P1), the vocabulary pictures (P2) and the storyboard (P3 & P4).

## INDEX OF CONTENTS

ACTIVITY	LEVEL
P0 Summary of the story	All
P1 Vocabulary	All
P2 Vocabulary pictures	Elem - medie
P3 & P4 Storyboard	All
P5 Make a Sherlock hat	Elem - medie
P6 & P7 Make a criminal mask	Elem - medie
P8 Detective work	Elem - medie
P9 Word Grid	All
P10 Family Tree	Elem - medie
P11 Kim's game	All
P12 Fingerprints	All
P13 The author	Medie - sup
P14 Role play	Superiori

## P1 Vocabulary

This activity covers essential vocabulary for the show. Here students connect the Italian words next to the English. Display Display page P1 on your LIM and ask students to connect the English words with the Italian...

Or Photocopy page P1 and give one to each student or one between two.

## P2 Vocabulary Pictures

This activity covers simple but important vocabulary for the show for younger learners. For this exercise students can work in pairs. Photocopy page P2 and give students one each or one between two. If you have time, why not play the game 'hangman' with each picture? Students have to guess the letters which form each word.

For every wrong answer, add an element in the picture of someone being hanged!

**ANSWERS:** picture 1 moor, 2 suicide (this is the noun, for more advanced students you can teach the verb: 'to commit suicide'), 3 handcuffs, 4 left hand 5 glass, 6 body, 7 butler, 8 -candlestick, 9 shoe and heel, 10 catapult.

BG

Why not survey your class to see how many left-handed students you have?

Ask them: are you left-handed ? Encourage students to respond with full sentences, like 'Yes I'm left-handed' or 'No I'm not, I'm right-handed'.

Hint: it's important in the show!

## P3 Storyboard

Display page P3 on your LIM OR Photocopy pages P3 and P4. Give page P3 to your students (preferably one each).

Explain that the pictures are not in the correct chronological order.

Ask students to describe what they see and invite them to create a story based on their observations.

Ask them to decide what they believe to be the correct order.

Now display (or photocopy) to show your students the phrases

on pages P4 and P5. These are different levels, P4 is elementary and P5 is more complex.

Ask your students to match each set of phrases with a picture. When they have done this, they should find it easier to place the pictures in the correct order.

**ANSWERS:** The correct picture order is: 6, 5, 3, 4, 1, 2. The correct text order is: F, E, C, A, B, D.

## P4 Make a Sherlock Holmes hat

Photocopy page P5 and give to students. Note carefully the number of pieces required. We estimate you will need 4 pieces of A4 paper or cardboard.

When they have cut out (and painted or coloured) the pieces, they can be glued to a regular baseball cap, to make the typical hat of the world's most famous detective!

## P5 Disguises (Make a mask)

In this exercise, students make a mask with optional beard and glasses of their choice to change their appearance. Check the word “disguise” with students!  
Photocopy pages P6 and P7.

If you want to save paper, page P7 could be distributed to one between pairs or small groups.  
The face-mask should ideally be made on cardboard and reinforced at the ears in order to attach elastic.

## P8 How detectives work

This is an introduction to the world of detectives and policing. Display page P8 on your LIM OR photocopy and give to students (one each or one between two). Review the vocabulary of the words at the top, then ask students to fill in the blanks in the texts, using the words provided.

### ANSWERS

#### Police Organisation

Detectives in large police agencies are often organised into squads or departments, specialising in different types of crime.

These may include: *homicide* or murder; robbery; burglary; car theft; *organised* crimes and the mafia; missing people; juvenile crimes; fraud, drugs, taxes, computer crime or hacking, domestic violence, protection of VIPs and others.

#### Solving a crime

Detectives have many *techniques* for making investigations. Many cases are *solved* by the interrogation of suspects and inter- views of *witnesses*, which requires talking to many people. Detectives may also use *informants* who have private connections with suspects. Sometimes the informants are paid. The collection of evidence also helps to *identify* a suspect.

### Forensics

One way to solve a case is to use physical forensic *evidence* in an investigation. Forensic science involves many types of *tests* on the scene of the crime, including DNA, footprints, clothes and other *physical* objects. Police detectives can use fingerprint records, which are traces left at the crime scene by criminals. Many major police stations have special forensic *laboratories*.

### Going to Court

When detectives have collected enough information and has a *suspect*, they must produce solid evidence for the court of justice. The best way is to obtain a *confession* from the suspect. But evidence and witnesses can also force suspects to understand the real situation and make a confession.

### Other investigations

Detectives can use *public* and private records to find *information* on a suspect. The police have records of people who have committed *crimes*, as well as photographs of people arrested. Detectives can also investigate the records of banks and *credit* cards, as well as telephone or mobile phone *conversations*, which give information on the location of the suspects.

## P9 Word Grid

The Word Grid includes character names, locations and one or two key words from the show in a graphic format. Photocopy page P9 and give to students (one each or one between two).

Ask students to highlight or circle the words in the grid provided. One example (Doctor Watson) is already highlighted in green.

## P10 Family tree

The family tree gives students the opportunity to learn more about their family. Explain to the class that heredity is an important factor in *The Perfect Crime* and that members of the family are frequently mentioned.

Photocopy page P10 and give to students. Review the basic vocabulary needed (i.e. cousins, uncles, grandparents and so on). In particular, you might like to draw attention to the difference between “parents” and “relatives” in English.

Then ask students to write their name in the box at the bottom (or add a drawing or photo) and continue upwards. They will probably need to ask other members of their family, so this exercise may be completed at home!

## P11 Detective game (Kim's Game)

This is a game you can play in your classroom.

But it needs a little preparation.

Things you need: No photocopies! But you do need 5 or 6 everyday objects, of which 2 or 3 are possible murder weapons (like a toy pistol, a knife, a hammer, a piece of cord). Otherwise ordinary objects like toothbrush, a credit card, some keys, a sock... but you choose! If you have a magnifying glass, that will add to the atmosphere of the mystery.

Preferably before the lesson, place these objects on a desk and cover them so they are not seen by the students.

Explain to the students that a murder has been committed and that they are now forensic detectives. Like many famous TV detectives, they should work in pairs. Ask them to take a piece of paper and a pen.

Remove the cover and ask them (maybe not all at the same time) to come and examine the evidence. But as good detectives, they must NOT touch anything, they might destroy valuable evidence and the murderer's finger-prints might be on the items. They should write down the names of all the objects. Help them if they don't know the English words.

When they return to their seats, they should begin to reconstruct the murder. Their story MUST contain at least 6 of the objects (not all). If they need more words, help them with phrases and vocabulary, as simple as possible.

When their stories are ready, ask students to read them to the class.

Advanced level: ask them to tell their stories to another couple of detectives. Each couple should try to discredit the story they are told, and to explain why their own story is better!

Simple level vocabulary might include:

house, room, night, killer, victim, to sleep, to hit, to stab, to shoot, to use, to climb, to drop, to take, to forget.

## P12 Fingerprints

This activity is an introduction to fingerprints and gives your students the chance to be detectives. Display page P12 on your LIM (or photocopy it and give to students, one each or in small groups).

Review the texts together with the class.

Then look at the 'Mr Black is dead' section, where a dead body is found with part of a fingerprint. Students should

study the print and compare it with those of his visitors that day. Then they should say if he killed himself or not. And if not, who killed him... and why?

ANSWER: The killer was Mrs Orange!

## P13 The author - Sir Arthur Conan Doyle

This activity looks at the life and work of Sir Arthur Conan Doyle.

Display page P13 on your LIM (or photocopy it and give to the class - one each or one between two.)

The students need to complete the texts, using the words provided at the top. **ANSWERS:** 1-m / 2-e / 3-k / 4-r / 5-o- / 6-n / 7-q / 8-I / 9-p / 10-a / 11-l / 12-h / 13-j / 14-c / 15-d / 16-b / 17-f / 18-g.

## P14 Roleplay - Robbery in a pharmacy

### Introduction

This activity is designed for advanced students. It involves them in a role-play for an imaginary robbery in a pharmacy. Students are given roles and are invited to discuss them with other students, in order to reconstruct a crime.

This happens by exchanging information with all the others who were present at the time.

Prepare the class by reviewing essential vocabulary, including:

pharmacy, counter, prescription, post-box, corner, trousers, pullover, shirt, programme, bag, owner, shelves, to shout, to run, to push, to hide, to follow, to help, to steal, to arrest, to catch, to watch, to shout, to send, to carry, to ring  
Plus of course any other useful vocabulary you think might be needed.

Explain that everybody was a participant - in one form or another - at a crime, as witnesses and protagonists.

It is important everybody understands they have a vital role to play in reconstructing the crime, however seemingly insignificant: the result is a surprise!

### Photocopy the next page.

You only need 1 or 2 copies (each copy is enough for 14 students).

1. Cut up the individual roles and give one to each student.
2. Allow students a few minutes to study the role cards and work out some key sentences. Give help where needed.
3. When they are ready, tell them to put down their role cards, but they will need a pen and paper to take notes.
4. They should stand up and mix with the entire group, explaining their roles to one another and taking notes.
5. At the end of the activity put the students into pairs and ask them to tell each other all of the information they have learned from the others.
6. The pairs should write a report of the crime based on the information they have learned.



## P14 Roleplay - Robbery in a pharmacy - role cards

Cut out these roles (there are 14, so calculate how many you will need). Give one to each student.



ROLE 1: You were standing near the pharmacy; you were talking to a friend who had just come back from holiday. You were interested to hear her telling stories about her holiday. Suddenly, you noticed three people running out of the pharmacy.

ROLE 2: You were waiting in the pharmacy for a prescription, you were angry because you had been waiting for a very long time. Suddenly, a man pushed in front of you and started shouting. It was 3.30pm; you knew the time because you had been waiting for your prescription since 3pm!

ROLE 3: You are a police officer. You were standing on the street corner and saw three men running away. You followed them but you only caught the one wearing a red shirt and black trousers. When you told him to stop, he resisted.

ROLE 4: You were working behind the counter in the pharmacy - serving customers. You were hungry and angry because the customers were being so impatient and you wanted your lunch. Suddenly, a man ran up to the counter and told you to give him money.

ROLE 5: You were walking into the pharmacy with your baby. You wanted to buy some baby cream. You noticed a man open the door for you, but as you walked through the door two men came out and pushed you out of the way.

ROLE 6: You heard a man shouting in the pharmacy; you were looking for aspirins. Suddenly, you heard a man shout, "Give me the money!" It was 3.30pm; you were going home to watch *Montalbano* on TV.

ROLE 7: You were standing near the counter in the pharmacy, you saw a man wearing black trousers and a dirty pullover. You were surprised because it was summer and it was hot. Suddenly, he shouted, "Give me the money!"

ROLE 8: You were holding the door of the pharmacy open for a woman with a baby. She had many things to carry and so you tried to help her. But suddenly two men pushed you; you almost fell! As they ran away, you saw that they were wearing black pullovers.

ROLE 9: You were helping your friend behind the counter in the pharmacy, you actually work in the supermarket next door but it was your lunchtime. Suddenly, a man shouted, "Give me the money!" He was wearing a green shirt and a black sweater with a hat. Your friend gave him 2,000 euros.

ROLE 10: You were standing by the post-box near the pharmacy trying to send some letters, when you saw three men running from the store. One had a bag and two were wearing black sweaters, the last man was following them, he was wearing a red shirt.

ROLE 11: You were working at the front of the pharmacy putting things on the shelves. You were wearing a red shirt and black trousers. Suddenly, you saw two men running from the store with a bag. You ran after them to try to stop them.

ROLE 12: You were talking to a friend about your holiday outside the pharmacy, suddenly, your friend shouted, "Look!" You noticed three people running from the store; one was carrying a large bag.

ROLE 13: You were watching *Montalbano* on TV at home - your favourite programme. It was about 4.15pm when the phone rang, it was the police, and they said that John had been arrested for stealing money from the pharmacy. You couldn't believe it was your son!

ROLE 14: You are the owner of the pharmacy. The police called you at 5pm to say that they had arrested John. You have no idea what happened but you knew him well and you always thought that he would create problems one day.