

LEVEL 10: Sherlock Holmes
(‘The Man with the Twisted Lip’, ‘The Engineer’s Thumb’, ‘The Patient’)

Objective : Ss will develop their reading skills, broaden their vocabulary and use the grammar structures, learned at this level, in context.

Apart from the activities suggested here and at the back of the reader, you will find more activities at this webpage: http://plrcatalogue.pearson.com/Samples/PRFS_0582419387.pdf Choose the ones that fit your students’ interests and lesson planning.

H O W t O U S E T H e R e a d e r	Session	Stage of the lesson	Type of the activity	Description of the activity.	Material	Linguistic elements involved.	
						Grammar	Vocabulary
Before reading the book	2	Testing narrative tenses	Writing a summary	Who was Arthur Conan Doyle? Look up for information and write a short attractive biography of him. Try to include interesting details or an anecdote.	Research	Past simple and past perfect.	Arthur Conan Doyle biography
	2	Communicative activities: written and spoken	Research and discussion	Have you ever seen films or videos or TV series about Sherlock Holmes? Did you like them? What are they about? In groups, do research on films or videos or TV series about Sherlock Holmes. Before doing, in groups, write some questions you would like to know about them. For example: When was the first Sherlock Holmes movie filmed? How many movies have been filmed?	SS' research	Past simple vs present perfect. Active vs passive voice)	Media and film industry
While reading the book	3	Communicative activities	Group discussion	Use some situations described in the short stories to encourage Ss to give tips and advice to avoid possible problems or to get the most out of a situation. Example: ‘The Engineer’s Thumb’ <i>Read the first pages. It’s described how the engineer did basic first aid after realizing he had lost his thumb and it was bleeding.</i> <i>Do you know how to give basic assistance to someone who has been injured or become suddenly ill?</i> <i>Make a list of common cases of emergency and how to react.</i>	reader	1 st conditional (will, should, must and can)	Problems and possible solutions
	3 or 7	Communicative activities to practice or review	Group discussion	Use some situations described in the short stories to encourage Ss to express their reactions to unreal/improbable situations. Example: ‘The Man with the Twisted Lip’ <i>Would you forgive your boy/girlfriend if he were living another life?</i> (You can prepare the questions for session 3. If it is for the review session you can divide the group into 3 teams and assign a short story to each group to come up with the questions and then ask their partners.)	reader	2 nd conditional	Unreal or improbable situations
	4, 5 or 7	Communicative activities to practice or review	brainstorming	Select a random page of a short story you haven’t read yet . Start reading it with your group and stop . Elicit some hypothesis. You can make some questions to guide them. Example : Why might they be doing? What might have happened to the	reader	Modals for probability in present and past.	Vocabulary related to the reader

IDEAS AND ACTIVITIES TO CRACK THE READER:

					character?			
	After reading	7	Task	Short presentation	Choose one of the stories to present it as a news report. Imagine you're a news reporter in charge of informing the audience about another Holmes' case that has been solved.	reader	NEWS REPORTS (present perfect active and passive voice)	Vocabulary related to the reader