


Question raised: How does Sherlock Holmes' keen sense of observation and great logical mind Help him solve cases?

Programme culturel - Langages :  
Découvrir Sherlock Holmes, icône de la littérature britannique.



Develop your  skills.

**YOUR FINAL TASK**  : You're a detective.  Solve the case and present your investigation report. 

Je vais <b>apprendre</b> ....	...pour <b>être capable de</b> ...
du vocabulaire lié au crime : protagonistes, preuves, mobiles...	 <b>... présenter oralement un rapport d'enquête.</b>  Vous pourrez : <ul style="list-style-type: none"> <li>➤ décrire les événements et vos observations</li> <li>➤ lister les différents suspects, leur mobile et éventuel alibi</li> <li>➤ présenter vos déductions, convictions et convictions</li> </ul>
des marqueurs logiques (cause/conséquence/concession) et chronologiques	
des adverbes de probabilité	
des verbes liés à l'observation, la déduction, la justification et l'opinion	
le prétérit Ø et quelques verbes irréguliers	
le prétérit BE-ING	
à distinguer et reproduire les sons voyelles (SOUND BOX)	
la prononciation de la terminaison -ed du prétérit Ø	



## DIGITAL RESOURCES

Stick QR codes here....

GET READY !

Are you shrewd ? Break the code and discover your role in this project : **You're a** .....

Are you observant ? How many hidden words can you find ?  
Highlight them on the picture below.



How many can you define ?

The fact of **kill**ing someone : a .....

Someone who **investigat**es : a .....

Someone who **steal**s: a .....

A **piece of evidence** that helps **solve** a **case** : a .....

Someone who might be **guilt**y : a .....

Someone who **kill**s: a .....

A **proof** that someone is not **guilt**y : an .....

Find the hidden message in this puzzle.

First **highlight** all the words in the list.

Then circle the unused letters starting in the top left-hand corner into the blanks to reveal the hidden message :  
Your mission is to \_\_\_\_\_

I N V E S G N M T I G C I A E  
 T E A K U T O U N D L R N C M  
 E P O I I T R L G U T R N K A  
 E B L M I L M A E L J E O T G  
 X T M V D E L E Z Y D L C C N  
 Y O E Z D S Z T D I C L E E I  
 C T F O O R P S V T A I N P F  
 M P N R K E Z E C Q S K T S I  
 U S G N V I F E F J E V R U E  
 R O I L B O P W I T N E S S R  
 D F O I E S T N I R P T O O F  
 E S L C U M U R D E R E R O X  
 R A E S T N I R P R E G N I F  
 V I N O I T A G I T S E V N I  
 P H I Q E V I T C E T E D M R

- |            |         |        |                   |           |           |          |
|------------|---------|--------|-------------------|-----------|-----------|----------|
| suspect    | solve   | clue   | fingerprints      | murderer  | proof     |          |
| alibi      | killer  | motive | piece of evidence | steal     | magnifier |          |
| commit     | witness | gun    | case              | detective | guilty    |          |
| footprints | motive  | kill   | investigation     | knife     | murder    | innocent |

STEP 1 : FIND OUT ABOUT A FAMOUS DETECTIVE !



Break the code to discover the author's name : BSUIVS DPOBO EPZMF

= .....



The detective is .....



LEARN more about him. Watch the video to pick out the following pieces of information about the famous detective. Use the **HELP CARD** if you wish.

❖ His city : .....

❖ His outfit and accessories : complete...



a deerstalker \_ \_ \_

a calabash \_ \_ \_

an Inverness \_ \_ \_

❖ Say who the other protagonists are:



Moriarty : his.....

Doctor Watson : his .....

Mrs Hudson : his .....

❖ Say what his main talent is : .....

❖ Copy his catchphrase : « ..... ! »

LEARN THE VOCABULARY !

<https://urlz.fr/gEB4>



STEP 2 : DISCOVER HIS INFALLIBLE METHODS



Get ready!

Identify the protagonists.



.....  
.....

Make hypotheses about this man :



- ✓ say who he probably is.
- ✓ observe him and **notice** details, conclude on his probable feelings and intentions.

.....  
.....  
.....  
.....  
.....

WATCH and focus on...

- the close-ups\*, say what they show.
- Sherlock's way of speaking, account for (=explain) it.
- the man's face, then conclude on his probable feelings.

.....  
.....  
.....  
.....  
.....

LISTEN for the man's question and pick out Sherlock's answer: "I didn't \_ \_ \_ \_ , I \_ \_ \_ \_ \_ D" \*\*

Conclude on the INFALLIBLE METHOD he used: .....



Develop your vocabulary: classify the following verbs into one of the categories below:

observe, conclude, find out = discover, see, notice = remark, deduce, come to the conclusion that, understand

OBSERVATION	DEDUCTION



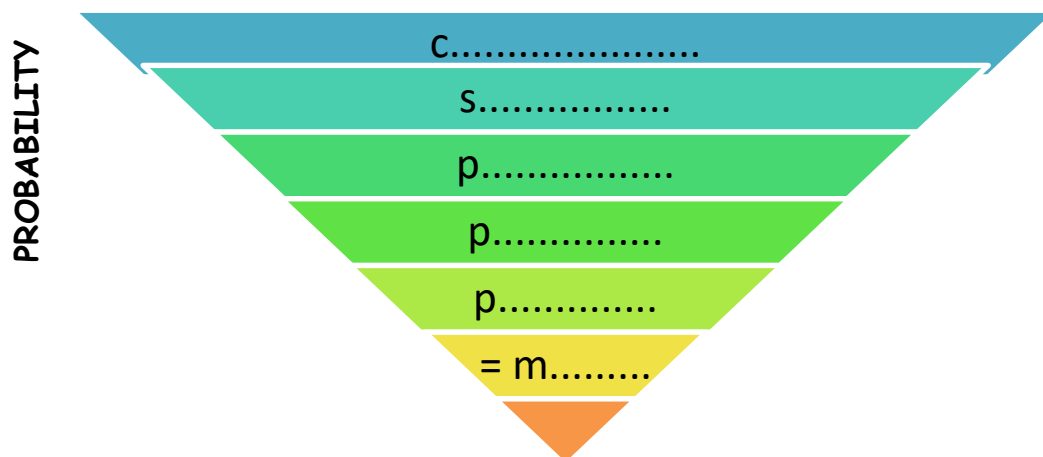
the new words!



\*

\*\* 11-14-15-23 14-15-20-9-3-5

How many can you remember?



STEP 2 : DISCOVER HIS INFALLIBLE METHODS



Text 1 -

Source: **Sherlock, Season 2, episode 2 transcript: The Hounds of Baskerville.**

<https://arianedevere.livejournal.com/28352.html>

**PART 1 - INDIVIDUAL investigation** - Develop your reading skills - **Work on EXTRACT 1 - CLUES n°1/2**

1 HENRY: How on earth did you notice all that?! (...)

SHERLOCK : (looking at two small round white pieces of paper stuck to Henry's coat): Two punched-out **holes** where your train ticket's been **checked** (...)

Then there's the nicotine stains on your fingers ... your *shaking* fingers. I know the signs. (...) No chance to

5 smoke one on the train; no time to roll one before you got a cab here.  
 (He glances at his watch.) It's just after nine fifteen. The first train from Exeter to London leaves at five forty-six a.m. You got the first train possible...

Read the text and ...

1. **Highlight** transparent words and all the words you understand.

2. Use the punctuation, match:

- |   |   |                                    |
|---|---|------------------------------------|
| (looking at ...) - line 2               | ● |                                    |
| "two punched out holes" - line 2        | ● | ● what Sherlock does = his actions |
| (He glances at his watch.) - line 6     | ● | ● what Sherlock says = his words   |
| "It's just after nine fifteen" - line 6 | ● |                                    |

3. Use the following strategies to better understand the passage :

- lines 2/3:

**HELP: ENVELOPPES 1.A + 1.B**

"two (...) *pieces of paper stuck to Henry's coat*" = "*two punched-out holes where your train ticket's been checked*"

Use the context to find the meaning of: "holes": ..... "checked": .....

- lines 6/7:




**Highlight** Exeter and London on the map. Circle the times (🕒) and the words which are repeated.

Describe Henry's probable feelings: .....

**RECAP on your findings!**

Clues -	Deductions - Conclude on...
1. The pieces of paper	the means (=types) of transport Henry took: ..... / .....
2. The times	how Henry felt: ..... probable reasons: ..... .....

Complete the deductions with the help of other detectives;

 Clues - 	 Deductions - Conclude on...
3/ The napkin	the means of transport Henry took: .....
4/ The stains on the napkin	what he had for breakfast: .....
5/ The napkin	the means (=type) of transport Henry took: .....
6/ The number on the napkin	what happened to Henry during the trip: ..... .....

**PART 3 -**  **SPEAKING PRACTICE 1** - in groups: everyone SPEAKS in turn!

**You're Watson**, tell Mrs Hudson about the meeting with Henry: describe the clues and Sherlock's deductions.

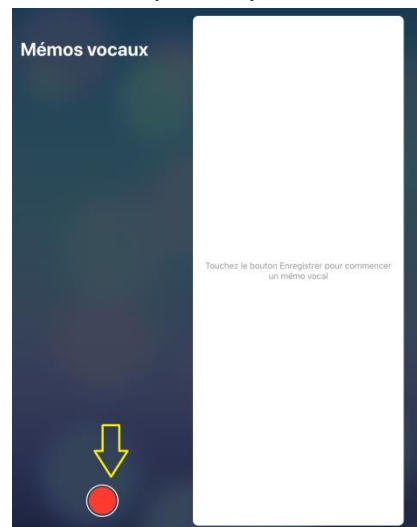
You can use the following prompts.

"Today, we met Henry. Sherlock immediately noticed.....	so he concluded.....
He observed....	so he understood...
He saw...	so he discovered....
He remarked .....	so he deduced ...
He saw...	so he came to the conclusion that... "

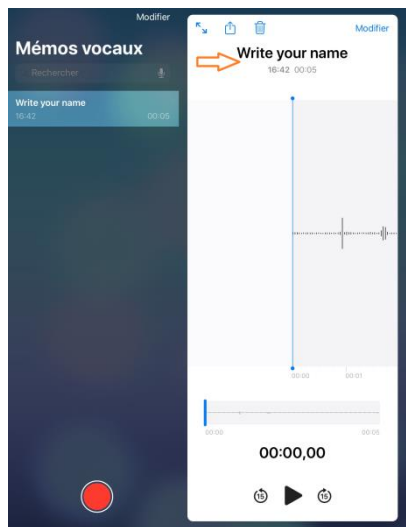


Open the **Dictaphone** APP.

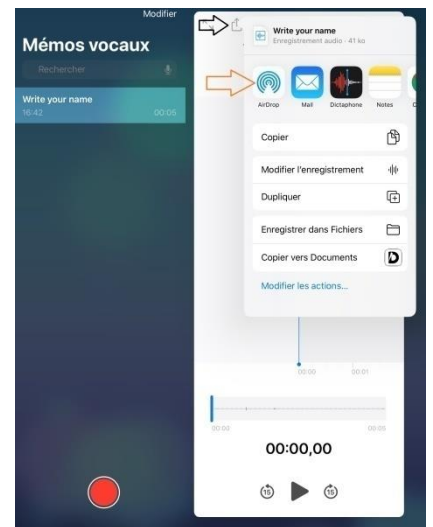
1/ Record your report.



2/ Name it.



3/ Share it with the teacher



**STEP 2 : DISCOVER HIS INFALLIBLE METHODS**



Text 1 -

Source: **Sherlock, Season 2, episode 2 transcript: The Hounds of Baskerville.**

<https://arianedevere.livejournal.com/28352.html>

**PART 1 - INDIVIDUAL investigation** - Develop your reading skills - **Work on EXTRACT 2 - CLUES n°3/4**

1 HENRY: How on earth did you notice all that?! (...)

SHERLOCK: The train **napkin** that you used to mop up the **spilled** coffee: the strength of the **stain** shows that you didn't take milk. There are traces of ketchup on it and round your **lips** and on your sleeve. Cooked breakfast -probably a sandwich.

Read the text and ...

1. **Highlight** transparent words and all the words you understand.

2. Use the context to find the meaning of:

**HELP: ENVELOPPES 2.A + 2.B + 2.C + 2.D**



"napkin": .....

"spilled": .....

"stain": .....



"lips": .....

**RECAP on your findings!**

 Clues -	 Deductions - Conclude on...
3. The napkin	the means (=types) of transport Henry took: .....
4. the stains on the napkin	what Henry had for breakfast: ..... .....



Complete the deductions with the help of other detectives;

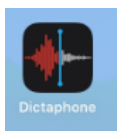
 Clues -	 Deductions - Conclude on...
1/ The pieces of paper	the means (=types) of transport Henry took: ..... / .....
2/ The times	how Henry felt: ..... probable reasons: ..... .....
5/ The napkin	the means (=type) of transport Henry took: .....
6/ The number on the napkin	what happened to Henry during the trip: ..... .....

**PART 3 - SPEAKING PRACTICE 1** - in groups: everyone SPEAKS in turn!

**You're Watson**, tell Mrs Hudson about the meeting with Henry: describe the clues and Sherlock's deductions.

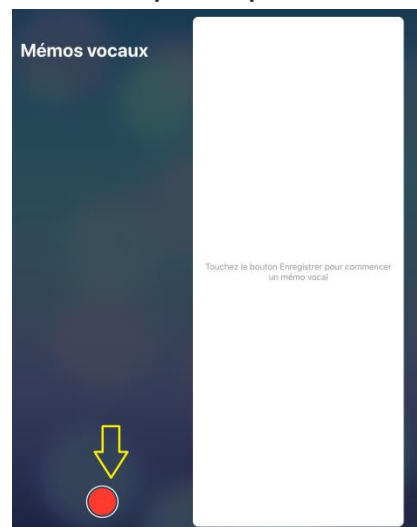
You can use the following prompts.

"Today, we met Henry. Sherlock immediately noticed....	so he concluded....
He observed....	so he understood...
He saw...	so he discovered....
He remarked .....	so he deduced ...
He saw...	so he came to the conclusion that... "

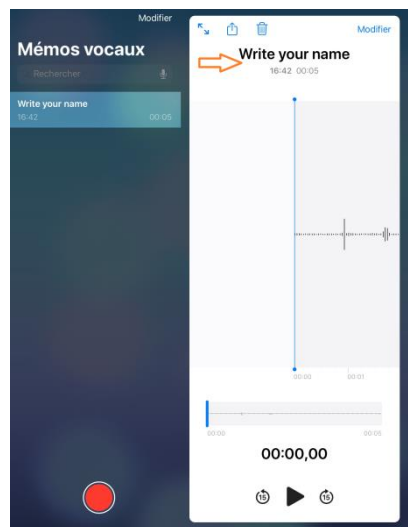


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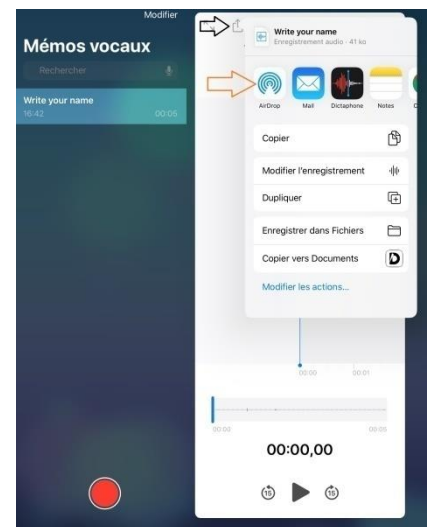
1/ Record your report.



2/ Name it.



3/ Share it with the teacher =



**STEP 2 : DISCOVER HIS INFALLIBLE METHODS**



Text 1 -

Source: Sherlock, Season 2, episode 2 transcript: The Hounds of Baskerville.

<https://arianedevere.livejournal.com/28352.html>

PART 1 - INDIVIDUAL investigation - Develop your reading skills - Work on EXTRACT 3 - CLUES n°5/6

1 HENRY: How on earth did you notice all that?! (...)

SHERLOCK The girl - female handwriting's quite distinctive. Wrote her phone number down on the napkin. I can tell, from the angle she wrote at, that she was sat across from you on the train. Later - after she got off, I imagine - you used the napkin to mop up your spilled coffee, accidentally smudging the numbers.

5 You've been over the last four digits yourself with another pen, so you wanted to keep the number.

Read the text and ...

1. Highlight transparent words and all the words you understand.

2. Use the following strategies to better understand the passage :

Concentrate on the word "accidentally", line 4. "-ly" is a suffix forming adverbs, translate "accidentally" into French: .....

Use the context to understand "spilled": ..... "smudging": .....



"napkin": .....

HELP: ENVELOPPES 3.A + 3.B + 3.C 3.D

RECAP on your findings!

Clues -	Deductions - Conclude on...
5. the napkin	the means (=type) of transport Henry took: .....
6. the number on the napkin	what happened to Henry during the trip: ..... ..... .....

Complete the deductions with the help of other detectives;

 Clues -	 Deductions - Conclude on...
1/ The pieces of paper	the means (=types) of transport Henry took: ..... / .....
2/ The times	how Henry felt: ..... probable reasons: .....
3/ the napkin	the means of transport Henry took: .....
4/ the stains on the napkin	what he had for breakfast: .....

**PART 3 - SPEAKING PRACTICE 1** - in groups: everyone SPEAKS in turn!

**You're Watson**, tell Mrs Hudson about the meeting with Henry: describe the clues and Sherlock's deductions.

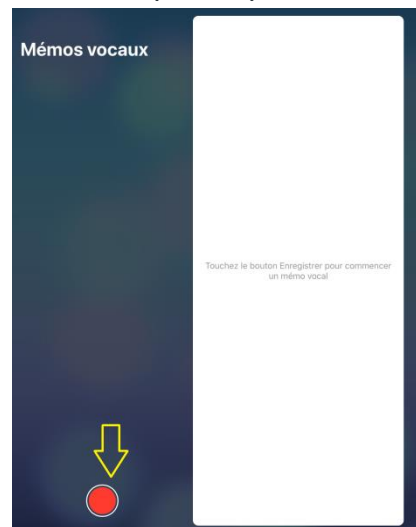
You can use the following prompts.

"Today, we met Henry. Sherlock immediately noticed....	so he concluded....
He observed....	so he understood...
He saw...	so he discovered....
He remarked .....	so he deduced ...
He saw...	so he came to the conclusion that... "

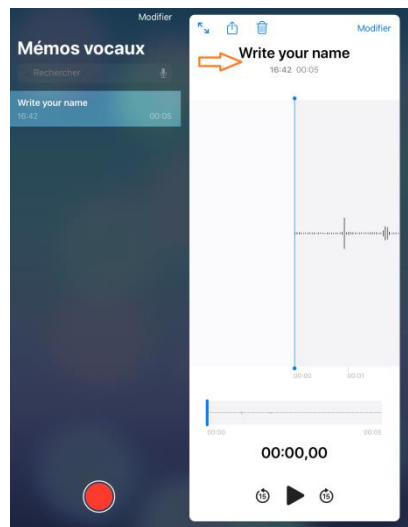


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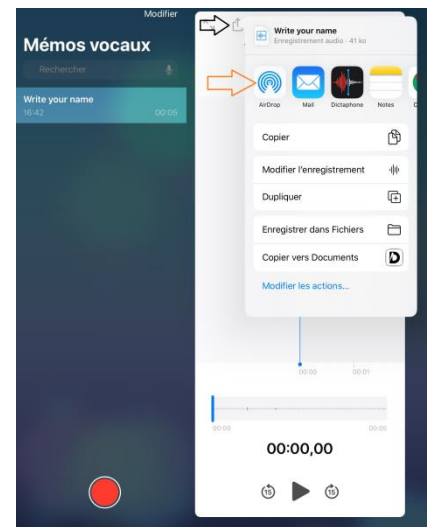
1/ Record your report.



2/ Name it.



3/ Share it with the teacher



TALKING CIRCLE – remedial pronunciation +Phono practice



## Phonology practice

1. Fill in the first line of the grid : classify the following words into 7 categories according to the pronunciation of the letters in **bold**.

*murder, motive, case, suspect, investigation, gun, alibi, notice, blood, knife, stain, discover*

<b>m</b> urder, <b>s</b> uspect <i>gun, blood,</i>	motive, notice,	<i>case, investigation,</i> <b>s</b> tain,	<i>alibi, knife,</i>	<i>discover</i>
n°	n°	n°	n°	n°

2. Copy the words into your « Phonology pages », make sure you underline the letters in bold.  
f.e. (= for example) : murder

## STEP 2 : DISCOVER HIS INFALLIBLE METHODS



### Text 2 -

**Source:** Adapted from *The adventure of the Speckled Band*, Sir Arthur Conan Doyle, 1892

... « Good morning, madam », said Holmes cheerily. « My name is Sherlock Holmes. This is my friend and associate, Dr Watson. (...) I shall order you a cup of hot coffee, for I observe that you are shivering. »

... « It is not cold which makes me shiver », said the woman in a low voice.

... « What, then ? »

... « It is fear, Mr Holmes. It is terror. »

... « You must not fear », he said soothingly. « We shall soon set matters right, I have no doubt. You have come by train this morning, I see. »

... « You know me, then ? »

... « No, but I observe the second half of a return train ticket in the palm of your left glove. You certainly started early, and yet you had a good drive in a cart before you reached the train station. »

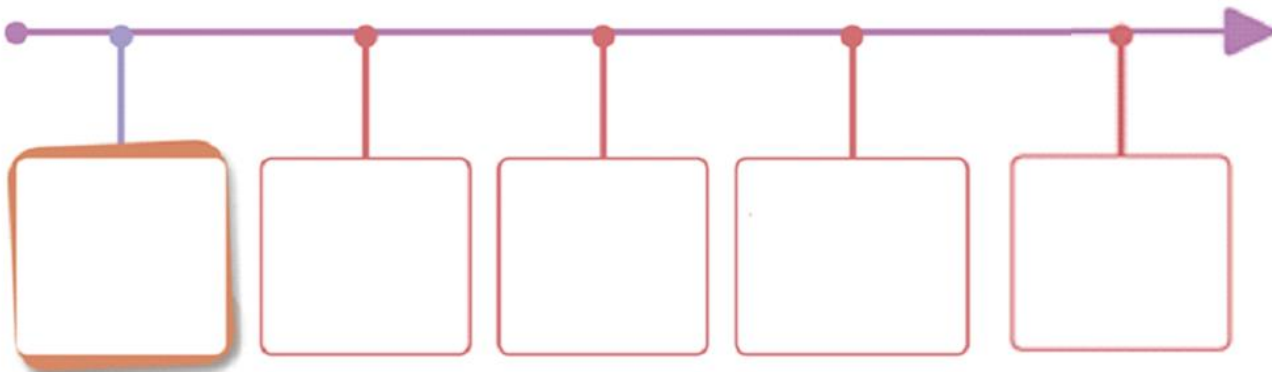
The lady stared at Holmes.

... « There is no mystery my dear madam », he said, smiling. « The left arm of your jacket has fresh marks of mud. Only a cart can throw up mud in that way. »

... « You are perfectly correct », she said. « I started from home before six, reached the train station at Leatherhead at twenty past, and came in by the first train to London. »

### Read the text and ...

1. Highlight the **Names**, list the characters.
2. Identify the speakers on each line of the dialogue, indicate the first letter of their names.
3. Underline all the **references to places**, then circle the place where the scene is set.
4. Pick out the words describing the woman's feelings. Then make hypotheses about the reason why she came to see Sherlock Holmes.
5. Re-establish the woman's timetable: place the following verbs on the timeline below:  
*she took a train - she took a cart - something happened - she met Sherlock Holmes and talked about her situation - she arrived in London*



### PRACTICE 2 - individual

**You're Holmes**, recap on your client's timetable.

You can talk about her situation and her feelings too.



# THINK ABOUT TENSES !

Identify the **tense** used in the timeline : \_\_\_\_\_

Remember its **value** (= when to use it): \_\_\_\_\_

 I need an **AUXILIARY** ! = .....

How to **form** it :

+ affirmative sentence	- negative sentence	? Yes/No question

S = subject    V = Verb ( **NOT** conjugated)

## Practice !

Conjugate the verb in the preterit, then turn the sentence into a negative sentence (-) and a question (?)

The woman \_\_\_\_\_ (want) help.

Sherlock \_\_\_\_\_ (find) out the truth, as always!

⇒

⇒

⇒

⇒



## PRONOUNCING -ed

Classify the following verbs according to the pronunciation of the -ed ending :

*arrived, happened, wanted, talked, explained, used*

[ ]	[ ]	[ ]

Complete the lists as you come across other verbs...

STEP 2 : MASTER AND APPLY HIS CASE-SOLVING TECHNIQUES



Text 3 -

Read the text and ...

One night, a man killed his wife with a knife in their car. No one saw him. He threw the knife in the river. He was careful not to leave fingerprints. Then, he went back home.

- 1/ Pick out :
  - ↪ The victim : .....
  - ↪ The suspect : .....
  - ↪ The crime weapon : .....

2/ Use the context to understand the verb « threw »: .....

3/ Concentrate on the word « careful ». -ful is a suffix meaning 'with a lot of' and « care » means « attention ».

Give a translation in French : .....

4 / Circle negations or negative words in the text. Conclude : was the murderer worried ? Justify !

Now, let's find out the outcome !

An hour later, the police called him and told him that his wife was dead and that he needed to come to the crime scene immediately. When he arrived, they arrested him.

5/ Concentrate on the word « immediately ». -ly is a suffix to form an ADVERB and « immediate » is transparent. Give a translation in French : .....

6/ How did they know? .....

7/ Imagine his possible motives .....



THINK ABOUT THE STRATEGIES:

Go through the instructions in bold in the three reading practices, conclude in French.

Pour comprendre un texte, je peux:

- .....
- .....
- .....
- .....
- .....

Get ready for the TASK!

- Complete your -ed pronunciation grid and your irregular verb list.
- Pick out time markers, complete the list with others you know:



PRACTICE 3 - individual

**You're the police officer** in charge, report to the press: describe the situation and explain how you unmasked the murderer. Speak from words:


Chain-speaking/ peer coaching and talking circle challenge

Died  
Killed  
Liked  
Looked  
Observed  
Solved  
Murdered  
Wanted  
investigated  
asked  
started  
stopped  
refused  
played

tried  
decided  
concluded  
watched  
noticed  
accepted  
changed  
called  
arrived  
escaped  
worked  
arrested  
discovered  
lived




## Objectifs du test de connaissances linguistiques

Name:		<b>PROJECT 2</b>			
<b>EVALUATION de Connaissances linguistiques</b>					
Maîtrise insuffisante	Début de maîtrise	Maîtrise fragile	Presque Maîtrisé	Maîtrise satisfaisante	Maîtrise très satisfaisante
<u>Objectifs lexicaux:</u>			Atteint	Partiellement atteint	Non atteint à ce jour
connaître le vocabulaire lié au crime			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
connaître des adverbes de probabilité			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
connaître des verbes liés à l'observation et à la déduction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Objectifs grammaticaux:</u>					
être capable de former le prétérit Ø			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
connaître quelques irréguliers			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Objectif phonologique:</u>					
prononcer la terminaison -ed			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEDIATION - Groupes de besoin : travail avec le professeur et/ou travail en autonomie sur tablettes en fonction des degrés d'acquisition des objectifs renseignés sur la copie.

Follow up: video London + Lecture suivie

### PROJECT 2 : REMEDIAL SESSION

<p>If you need to work on the vocabulary again, go to:</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center;"><a href="https://urlz.fr/qEB4">https://urlz.fr/qEB4</a></p>	<p>If you need to focus on the pronunciation of -ed, go to:</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center;"><a href="https://urlz.fr/qSZb">https://urlz.fr/qSZb</a></p>
<p>If you need to work on the preterit Ø again, go to:</p> <p style="text-align: center; margin: 10px 0;"><a href="https://urlz.fr/gT2M">https://urlz.fr/gT2M</a></p> <div style="text-align: center; margin: 10px 0;">  </div>	<p>If you need to revise irregular verbs, go to:</p> <p style="text-align: center; margin: 10px 0;"><a href="https://urlz.fr/gT1q">https://urlz.fr/gT1q</a></p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin-top: 10px;"> <a href="https://urlz.fr/aAWk">https://urlz.fr/aAWk</a> <span style="margin-left: 100px;"><a href="https://urlz.fr/gtBh">https://urlz.fr/gtBh</a></span> </p>



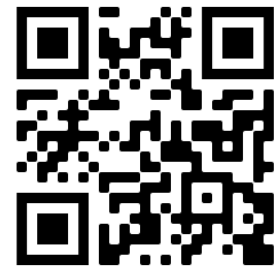
If you master all of the objectives, you can:

- discover Sherlock's city



Watch the series opening credits and highlight the landmarks you can spot.


<https://urlz.fr/gTbi>



- do some reading and discover *The Hound of the Baskervilles* (Text1) - ask the teacher for the texts and worksheets

### STEP 3 : SORT THE TRUTH OUT FROM THE LIES

You're the chief inspector. Read the officer's report and solve the case.

Case n°4-MCCMMGGP-555708-BL  Ministry of Defence Police

DATE and TIME of the crime: Sunday, November 28th, at 8.15 am . . .

Type of crime:  burglary  assault  kidnapping  murder  robbery

Location: Hamilton Manor, London

Name of the victim: Lord Hamilton

Crime weapon:  a revolver  a knife  a blunt instrument  poison

Number of suspects: 5

Alibis: The wife declared she was reading a book in bed.  
 The cook said she was cooking breakfast.  
 The gardener claimed he was planting seeds.  
 The daughter said she was getting the mail.  
 The maid explained she was cleaning the windows.

Conclusion:

Name: \_\_\_\_\_  
 Signature: \_\_\_\_\_



## THINK ABOUT TENSES !

Underline the verbs referring to each suspect's alibi.

Identify the **tense**: \_\_\_\_\_ and its **value**: \_\_\_\_\_

Learn how to **form** it :

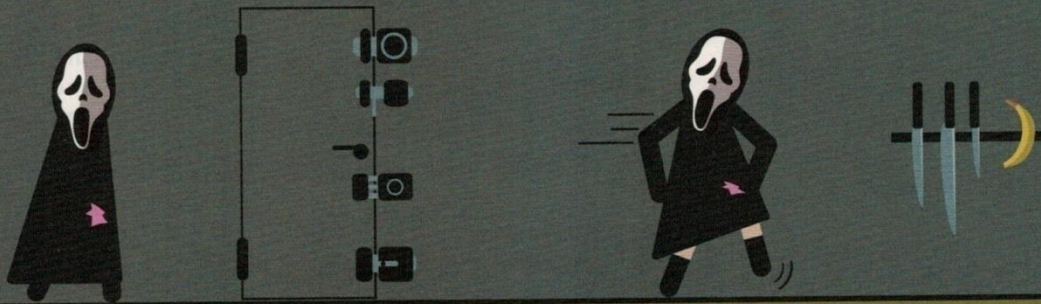
+ affirmative sentence	- negative sentence	? Yes/No question

S = subject    V = Verb ( **NOT** conjugated)





## Comment raconter une **HISTOIRE** en anglais ?



He **came** in, **locked** the door, and **rushed** to the kitchen.

1 Pour des actions passées et terminées, on emploie le **prétérit simple**.



She **was taking** a shower when suddenly she heard the door creak.

2 Pour une action qui était en cours à un moment donné du passé, on emploie le **prétérit en -ing** (WAS ou WERE + -ING).

**Practice 1:** Conjugate the verb, then turn the sentence into a negative sentence (-) and a question (?)

The wife \_\_\_\_\_ (relax).

They \_\_\_\_\_ (wait) for the detective to find the culprit.

⇒

⇒

⇒

⇒

**Practice 2:** Conjugate the verbs in the appropriate past tense.

Holmes (sleep) so I (go) to wake him up. A client (arrive) early in the morning. She (be) a woman. She (wear) a black dress and she (look) very tired. She (shiver). She (say) she (be) afraid and that she (need) our help. While I (listen) to her, Sherlock Holmes (notice) she (have) fresh mud on her clothes. He instantly (deduce) she (take) the train. While he (talk), I (begin) to think this case was going to be interesting.