

VR tour to Sherlock's London (teacher's notes)

1. Lead-in (Activity 1) 5 min

Aims: to make students interested in the topic and to activate students' background schema.

Procedure: ask students to work in pairs or small groups and answer the questions on their worksheets. They also should come up with as many things that they associate with England as they can. Set the time limit of 2 minutes. Ask them to give feedback as a whole class. One presenter from each group presents the ideas.

2. Pre-watching (Activity 2) 4 min

Aim: to set the context for the video.

Procedure: Draw a KWL chart on the board or give to students as a worksheet.

Know	Want to see	Seen
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Let students work in pairs, discuss the questions and put their ideas in the first column, give an example "Baker street 221B - the address". Ask students to come up with three things they would like to see in London that are connected with Sherlock. Ask them to put their ideas in the second column.

3. Video (Activity 3) 5 min

Aim: listening for specific information.

Procedure: give your students the VR glasses (made of cardboard or a plastic one if available). In this case, ask them to turn around and enjoy the sights. If you have no time to prepare glasses, use YouTube on your computer, or project the video on the board.

Play the video - <https://www.youtube.com/watch?v=D-CYu2OOL0o>

Ask students to notice how many named sights they see in the video. Ask them to tick the thing they have seen.

Let them discuss the result with their partners.

4. Video (Activity 4) 5 min

Aim: listening for details.

Procedure: Students watch the video and mark the statements as 'True' or "False". After watching, check in pairs. As whole class feedback, ask which sentences were false and why.

Key:

1. Sherlock Holmes was a real person. **False**
2. There is a museum in Baker Street 221b now. **True**
3. In the series, Holmes and Watson live in Baker Street. **False**
4. The Chinese community has always been in the same place. **False**
5. Diogenes Club was pictured as a place where Sherlock met his brother. **True**
6. In reality, it is the British Academy building. **True**
7. The government never planned anything instead of the South Bank Skate Park. **False**
8. St Bartholomew's Hospital is a place where Sherlock meets Watson only in the series. **False**

5. Sights in London (Activity 5) 5 min

Aims: to practice reading for specific information and speaking for fluency.

Procedure: ask students to work individually. Ask them to use their phone and the QR code on their worksheet. They go on the [website](#), choose one sight, and prepare some sentences about it. Ask them to talk to the partner and retell the main information, explain the choice and tell if they remember this sight in the series or think how this sight could appear in it. Organize a mingle activity and let students compare their ideas with as many students as possible.

The attractions are the following:

1. Westminster Bridge
2. The London Eye
3. Big Ben
4. Westminster Abbey
5. Buckingham Palace
6. Tower of London
7. Tower Bridge
8. River Thames
9. Globe Theatre
10. Millennium Bridge
11. St Paul's Cathedral
12. The British Museum
13. Trafalgar Square
14. The National Gallery
15. Hyde Park

6. Reading for detail (Activity 6) 5 min

Aim: to practise reading for specific information.

Procedure: Tell your students that you are going to prepare for a trip to London. Ask them to go on the website. They browse through it and look for the answers. Students answers may vary as the information on the website updates. Ask to compare in pairs.

7. Group project (Activity 7) 13 min

Aim: to practise speaking for fluency.

Procedure: students prepare for a trip to London. Ask them to discuss and choose 5 sights they would like to visit, transport and type of accommodation. They can use the map and the website to choose the best ones. Students present their project and vote for the best one.

8. Creative writing (Activity 8) 6 min

Aim: to practise writing skills.

Procedure: students write a review of their tour to London. If you have no time in class, you can set it as homework.

9. Sum up 2 min

Praise students and give feedback about their work. Put sentences with mistakes on the board. Ask students to correct them.