

**SELECTIVE
SOFTWARE**

**SHYLOCK
GNOMES**

AN EDUCATIONAL ADVENTURE

**THE
TRANSYLVANIAN
TERROR!**

Contents

- 1.1 Introduction
- 1.2 The reading level.
- 1.3 Getting started . . the documents.

- 2.1 Loading the program.
- 2.2 A note about sound.

- 3.1 The aim of the adventure.
- 3.2 The menu page.
- 3.3 Inside the castle . . .

- 4.1 Location displays.
- 4.2 Prompt messages.
- 4.3 The RED keys.
- 4.4 Points to remember.
- 4.5 SAVE errors.

- 5.1 The adventure . . plan of approach.
- 5.2 Mapping.
- 5.3 The puzzles.
- 5.4 Quitting the puzzles.
- 5.5 The final encounter !
- 5.6 Using the password.

- 6.1 Follow-up ideas.

- 7.1 Resources.

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**Selective Software,
64 Brooks Rd, STREET, Somerset. BA16 0PP Tel. 0458 43079**

SHYLOCK GNOMES

1.1 Introduction

This program has been devised by teachers and thoroughly tested within schools.

The notes within this booklet refer only to 'teacher' and 'pupil', this is not to say that the only place for the adventure is in the classroom. The program will be just as enjoyable to the child playing at home. However, whether the program is to be used within the classroom or at home, we strongly urge you, teacher or parent, to spend a little time familiarising yourself with the notes and the adventure itself.

N.B. For the purpose of this manual the notes refer to 'teacher' & 'pupil'.

The concept of 'Shylock Gnomes' has been structured in such a way that it is possible to incorporate a wide range of activities both at the computer and away from it. The stimulus for additional work **MAY** be found within the adventure, but it is just as likely to come from close observation of the children using the program, listening to their discussions and comments, or indeed, from the children's own suggestions.

1.2 The reading level

The reading level of the text within the program makes it suitable for children with a reading age of 10+. It has successfully been tested with Third year Juniors and above. Although the adventure can be used by individuals it will prove to be of much more value when used by small groups.

The storyline is one enjoyed by children of all ages . . . deep down every child likes to be scared . . . just a little! Count Dracula and his creepy friends will prove just the right mixture to entertain yet test the children's powers of deduction!

1.3 Getting started . . . the 'documents.'

Before using the program for the first time the pupils should be given the opportunity to study the 'documents' included with the program.

These consist of:

- (a) A front page copy of the 'Gazette.'
- (b) Inspector Gnomes' personal case-notebook.
- (c) Two of Gnomes' recent telegrams.

These items are intended to set the scene for the whole adventure. The 'Gazette' details accounts of the disappearance of the Inspector and the theft of the fabled 'Crystals of Chaos.'

The telegrams and notebook give further background clues to the case.

Each of these may be used as starting points for additional work.

(See 6.1 for follow-up ideas.)

Armed with the details supplied by the documents and the clues deduced from them the pupil is ready to begin the adventure proper

2.1 Loading the program

Place the program disc in the disc drive. The program is loaded by means of an 'AUTO-BOOT', and this is executed as follows:

- (1) Close the door on the disc drive.
- (2) Press the SHIFT key.
- (3) While holding down SHIFT, press and release the BREAK key.
- (4) Release the SHIFT key.

This procedure will automatically LOAD and RUN the adventure.

N.B. The 'write-protect' notch on the disc must NOT be covered!

The disc should be left in the drive through the adventure unless the pupil is directed otherwise.

N.B. After the title screen is displayed please check that the caps lock red light is ON. If it is not then press the CAPS LOCK key. CAPS LOCK should remain on throughout the adventure.

2.2 A note about sound.

Sound within the adventure is limited to a title tune, a few short sound effects and the closing tune. (If, of course, the pupils have managed to defeat the evil Count!)

For this reason the sound option is limited to ON or OFF. Listen to the title tune first . . . bearing in mind that what may appear loud in the peace of an empty room is often barely audible within the working atmosphere of a classroom.

3.1 The aim of the adventure.

The object of the game is for the pupil (taking the part of Shylock Gnomes) to search Dracula's castle for the 12 missing Crystals of Chaos.

3.2 The menu page.

The screen will first display the title graphics, followed by a Choice Page.

There are three options available:

- (1) Read the instructions.
- (2) Start the adventure.
- (3) Load a 'saved' position.

If option (1. is chosen the pupil is given a brief introduction to the story followed by a list of commands available. These commands will only operate once the pupil has entered the Castle.

To aid the pupil in the adventure the RED function keys have been allocated to specific commands, a list of these is displayed.

A keystrip is included which outlines the function of the programmed keys. This should be placed under the clear plastic strip at the top of the keyboard.

(See Section 4.3 . . . the red keys.)

Option (2. presumes that the pupil understands the instructions and is ready to begin the adventure proper. Choosing this option places Inspector Gnomes on the road leading to the castle . . . and it is getting late!

Option (3. LOADS a 'saved position'.

This should only be used by pupils who have 'saved' their position on a previous visit to the computer.

On choosing this option the pupil is prompted to insert the disc holding the previously saved position and to specify the name of the file to be loaded. Once the file is loaded the pupil is prompted to replace the program disc.

Any mistakes at this stage will result in an error message being displayed. Possible faults are:

- (1) The wrong disc being used.
- (2) An incorrect name entered. The name **MUST** be the same as when the position was **SAVED**.
- (3) The filename has not been found.

Each of these faults can be checked by performing *CAT on the disc. This will show the names of all the files held on that disc.

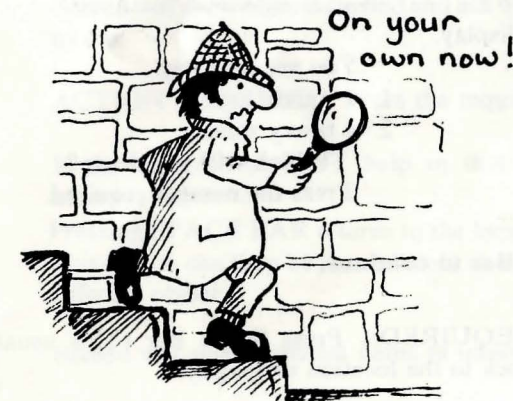
Once the position has **LOADED** the pupil will be able to continue the adventure where they left off. After further progress it would be advisable to **SAVE** the new position using the previous name.

e.g. **LOAD** a position **FRANKY**, play again then **SAVE** the new position with the filename **FRANKY**. This overwrites the previous file of the same name and saves disc space.

The program disc **MUST** be replaced in the drive to resume the adventure.

3.3. Inside the castle . . .

Once inside the castle all actions are initiated by means of the RED keys. (See 4.3 RED keys)



4.1 Location displays.

At each location the screen will display:

- (1) The name of the location.
- (2) A picture (if appropriate).
- (3) A text description which gives the obvious exits available. This **DOES NOT** describe any objects which may be lying around.
- (4) A prompt at the foot of the screen.

4.2 Prompt messages.

Prompts are of 3 sorts:

(A) What will you do next?

ACTION REQUIRED: Press a RED key.

(B) Which will you try/take/leave?

These are accompanied by a numbered list of objects.

ACTION REQUIRED: Press the number required.

e.g. Screen display:

You are carrying:

1. a square key.
2. a heavy statue.

Which will you leave?

Press the number required.

(C) Press Space Bar to continue.

ACTION REQUIRED: Press Space Bar (This usually returns Shylock to the location message.)

4.3 The RED keys

(Please note: The keystrip included with the program should be placed above the RED keys.)

The following keys should be used following the screen prompt 'What will you do?'

f0 MOVE Screen display will show current position and the movement options.

ACTION REQUIRED: Press the first letter of the required direction.

f1 TAKE OBJECT Screen display will list the objects takeable in the room.

ACTION REQUIRED: Press a number. That object will be added to those held.

f2 LEAVE OBJECT Screen display lists the objects currently being carried.

ACTION REQUIRED: Press the number of the object you wish to leave.

f3 LIST Screen display lists the objects being carried.

ACTION REQUIRED: Press SPACE BAR to return to location description.

f4 USE Screen will show objects carried and ask which one you wish to use.

ACTION REQUIRED: Press the required number.

If the object does NOT help in that situation then a message appears.

Pressing SPACE BAR returns to the location description. This option can then be immediately chosen again to try a different object.

f5 LOOK AROUND Screen will show possible items of interest.

ACTION REQUIRED: Press SPACE BAR to return to location description.

f8 SAVE POSITION The program displays the message 'You have keyed SAVE. Are you sure? Y/N ?

ACTION REQUIRED: Press N to return to location description.
Press Y to SAVE position.

The pupil is prompted to remove the program disc and insert a blank, formatted disc on which to save the file. A name (max. 6 letters) must be entered. The position is then saved with that name. The computer confirms the filename, prompts to replace the program disc and then tells the pupil to report to the teacher.

After the SAVE routine has been used it will be necessary to start again by AUTO-BOOTING the disc.

4.4 Points to remember.

- (1) Make sure the CAPS LOCK light is ON.
- (2) Ensure that the correct disc is being used.
- (3) If pupils use their names to SAVE beware of using the same name twice!
- (4) It would be advisable to keep ONE disc just for SAVING pupil positions.
- (5) There is no space on the program disc to SAVE pupil positions. Any attempt to do so may corrupt the program.

4.5 SAVE errors.

If an error is detected by the computer during the SAVE routine a message will be displayed. Possible errors are:

- (1) Disc is unformatted. (Format the disc!)
- (2) Disc is full. (Perform *CAT to find number of files held already.)
- (3) Disc read only. (Disc is protected by read only label: Remove label)

In all the above cases you will still be able to continue with the adventure but you will need to use a different disc to SAVE the position.

5.1 The adventure . . . suggested plan of approach.

Movement within the Castle is very easy, but it is also quite easy to miss details.

For this reason the pupils should be encouraged to develop a strategy for the order of their choices.

e.g. MOVE to a new location then LOOK AROUND before deciding what to do next. This will ensure that useful objects are not overlooked.

A word of warning: Objects should NOT be discarded until it is obvious they are no longer likely to be useful! Ignoring this warning may result in Shylock being trapped in the castle forever!

5.2 Mapping

As with all adventures the construction of a map is good policy. Grid paper is ideal for this purpose, 2 cm. squares are a good size. Mapping strategies are best left to the pupils themselves. but a few points may help them in their task:

How will the exits be shown?

How will you show stairways up/down?

They will soon discover that some exits are only available if a certain object is used.

For those who experience real difficulty (these tend to be the teachers rather than the pupils!) a room plan is available on receipt of a S.A.E. sent to the address at the front of this booklet.

5.3 The puzzles.

Inside the castle the Count and his friends have set some puzzle traps! These are mainly of a mathematical or logical nature. Some of the puzzles are straightforward and may be quickly solved. Others will need a great deal of thought, and even work away from the computer to develop a winning strategy.

5.4 Quitting the puzzles.

In most instances the pupils are given the option to Quit puzzles if they prove initially difficult. This option is shown on-screen if applicable.

Pressing 'Q' to quit gives the opportunity to start a puzzle again or give up. Quitting results in an unexpected surprise . . . and this might be a good place to SAVE position! A puzzle will be re-encountered in a specific location until it is eventually solved.

5.5 The final encounter!

When 12 Crystals have been discovered the pupils are given a password. This should be used on future visits to this final section.

Count Dracula sets Gnomes a very difficult puzzle, this will not be easy . . . after all, the world's most brilliant scientists have been struggling over it for years!

As the problem will require careful thought it is likely that the pupils will wish to work it out away from the computer.

5.6 Using the password.

Once the password is known it will not be necessary (or possible) to SAVE position. The password should be used when returning to the adventure. Follow the procedure as follows:

- (1) **AUTO-BOOT** the program and choose Option 3: 'Loading a saved position.'
- (2) **IGNORE** the prompt to remove the **PROGRAM** disc, but **leave** the **PROGRAM** disc in the drive.
- (3) Enter the password. The program will go to the final section automatically.

SHYLOCK GNOMES

6.1 Follow-up ideas.

It is possible to extend the program ideas in many ways to make it part of an integrated curriculum topic. Some suggestions are listed here. Many of these have originated as ideas from teachers and children involved in the trialling of the program. It is by no means an exhaustive list and we would welcome any ideas, comments or suggestions from teachers, parents or pupils.

Mainly Mathematical!

Logic problems e.g. Nim, Four in a row, Fox and geese.

Magic squares lots of different variations. A lot of number and logical thinking can be generated from work on magic squares. Look at 'square', 'rectangular' and 'triangular' numbers.

Roman Numerals . . . , this can lead to a study of different number systems.

Time, . . . as a follow on from Roman numerals the story of Clocks and Time could usefully be studied.

Shape in all forms; sliding blocks, puzzles, pattern, polygons, polygon patterns, tessellation,

Codes and ciphers, number and letter codes.

Weighing, . . shopping surveys (great for a trip out!) comparisons of brands; named vs unnamed. Value-for-money shopping, graphs, charts etc.

Recipes, . . . in small groups this is a valuable way of putting number and weighing skills into practice. Perhaps, as an exercise, the recipe could be given in Imperial units and converted to Metric units.

(Try the recipe for 'Crystal Cakes' on the next page)

Essentially English . . . !

Newspaper reports. Why not start a class newspaper.
Research into how 'papers are produced.
Front page headlines (See Resources)

Television newscasts. Enrol some junior reporters to gather and collate news, stories and data. This can be related to the Class, the School, the community or further afield. Incorporate with craftwork and drama; make and present your own T.V. News. (Borrow a video camera . . . Use a tape recorder).

Try a telegram . . . lots of thought needed here to outline a story in concise telegram form.

Casebook notes, . . . daily diaries . . . news reports.
Imaginative writing of all sorts! Escape, Spy, Detective stories. Even further adventures . . . !

Through a magnifying glass; fingerprints, the microscopic world, plants, insects etc. Lots of opportunities for discussion, art, poetry, observations etc.

Look through any window what do you see?

Craftily Creative . . . !

Ideas are plentiful here . . if you run out just ask the children!
Silhouettes, especially of castles against skyline with lightning!
Storm pictures.
What's at the window? cutout castles with 'sliding' windows showing different scenes. Also try stained glass window designs.
Puppets . . . hand, glove, finger, sock, scrap etc.!
Monster portraits.
Pop-up vampire bat cards.
Masses of mobiles bats, skeletons, monsters, ghosts, clouds, lightning bolts etc.
Shield designs this can lead to a creative study of heraldry.
Illustrated castle plans . . . ideal for scale plans, measurements, and flights of fancy.
This can also be used as a historical study of castle developments.
Block graphic pictures on grid paper. (See resources.)

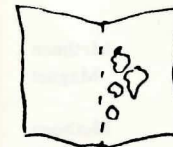


Fig. 1

BLOB BEASTS

Drop blobs of paint onto one half of a piece of paper. Whilst the paint is still wet fold the paper and press the outside.

On opening you will discover your very own Blob Beast.

When dry, add fine details to the shape with felt pens, emphasizing the different areas of colour.

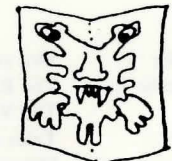


Fig. 2

Frankenstein's Monsters

Using pieces of magazine pictures why not design your own monster?

Use different sized eyes, legs, arms etc. to create something you'd hate to meet in a dark alley!



7.1 Resources Fiction.

The following is a list of books which may provide a stimulus for further work. They may also be used as a core selection for a topic theme.

Alcock V.	Ghostly companions.	Methuen
Ambrus V.G.	Dracula's Bedtime storybook	O.U.P
Ambrus V.G	Dracula's Omnibus	O.U.P
Coren A.	'Arthur' books (comedy)	Hamlyn
Finlay W.	Vampires, werewolves and Phantoms of the night.	Methuen
Finlay W..	Tales of fantasy	Heinemann
	Secret rooms, hiding place	Heinemann
Garner A.	Book of Goblins	H. Hamilton
Hitchcock A.	Daring Detectives	Max Reinhardt
(anthologies)	Sinister Spies	
	Monster Muesum	
	Spellbinders in Suspense	
Hitchcock A.	Ghostly Gallery	Piccolo
Hitchcock A.	The three investigators	Collins
Hoke H.	Creepies, creepies	Franklin Watts
	Ghosts, ghosts, ghosts	
	Horrors, horrors, horrors	
Ladybird	Dracula	Ladybird
	Frankenstein	
	The Mummy	
Lonsdale P.	Spook	Magnet
Magnet	Book of strange tales	Magnet
Manning-	Ghosts and Goblins	Methuen
Saunders R.		

Milton H.	Plot your own . . Horror House	Methuen
Morecambe E.	The Reluctant Vampire The Vampire's Revenge	Magnet
Nesbit E.	Tales of terror	Methuen
Various	Dracula, everything you always wanted to know but were too scared to ask.	O.U.P

Added to these of course could be the original classics; Dracula by Bram Stoker, and Frankenstein by Mary Shelley.

Crime

Mumford P.	Famous names in Crime	Weyland
Smeltzer P. and V.	Unsolved Mysteries Whodunnit?	Nisbet Nisbet

Poetry

Chapman J.	Haunts and Taunts	Hodder/Stoughton
Dugan M.	The Moving Skull	Hodder/Stoughton
Ladybird	Spine Tinglers	Ladybird
Lewis S.	Spooky Stuff	Heinemann

Reference

Databank	Newspapers	Edward Arnold
Ladybird	Codes and Ciphers Printing Processes (Newspapers)	Ladybird
Reference	Communications and media	H/Stoughton
Way P.	Codes and Ciphers	Aldus

Computer resources

There are various programs available for creating magazine/newspaper type 'books', most teletext format

School text	GSN Computing
Mikefax	Rowling Software
Telebook	4Mation Ed. Resources.
Edfax.	MEP

Graphic programs (for printer dumping)

Any Logo style program.

Front Page	A newspaper creation program. MAPE
Scredit	Selective Software
Quickdraw	Selective Software

Music

The music used within the program is based upon Toccata (in Dm) by J.S. Bach.

Try the version by Sky on Ariola Records No. 301 118

Saint Saens - Danse Macabre -

Dukas - Sorcerers Apprentice -

Mussorgsky - Night on a bare Mountain

Humperdinck - Hansel and Gretel (The witches ride)

. and the rest is up to you !
Happy adventuring !

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