

# **Sherlock**

Class activities



IPA Productions 2019



# Sherlock

## Contents

1) The Story of Sherlock - Teaching notes	3
1) The Story of <i>Sherlock</i>	4
2. Reading Comprehension - Teaching notes	5
2) Reading comprehension	6
3) Listening - The Opening Act - Teaching notes	7
3) Listening - The Opening Act	8
4) The Curse! - Teaching notes	9
4) The Curse!	10
5) Arthur Conan Doyle - Teaching notes	13
5) Arthur Conan Doyle	14
6) Listening - A light on the Moor! - Teaching notes	15
6) Listening - A Light on the Moor!	16
7) Songs - Teaching notes	17
7) Songs	18
8) The Question Game - Teaching notes	20
8) The Question Game	21
9) Writing a review - Teaching notes	22
9) Writing a review	23
10) One Day Lesson - Teaching notes	24
10) One Day Lesson	25
Vocabulary	26





# Sherlock



## 1) The Story of Sherlock

### Teaching notes

#### Time

20–30 minutes

#### Level

Easy/medium

#### Skills Focus

Listening and reading (possibly speaking).

#### Aim

To familiarize the student with the story of *Sherlock*. It's also an opportunity for the students to learn any new vocabulary.

#### Procedure

##### WARMER

- Ask students what they know about Sherlock Holmes e.g How does he dress? What does he do? Who are his friends? Any films or TV shows they have watched?

##### MAIN ACTIVITY

- Ask students to read the story. Check they understand the vocabulary.
- Questions:
  - Are they familiar with this story?
  - What do they think the answer to the mystery might be?
  - Is there really a hound of the Baskerville's or is one of the characters responsible for the murders?
  - If so, who? And why?





## Sherlock



# 1) The Story of *Sherlock*

Read and listen to 'The Story of Sherlock'.

The story begins in Sherlock Holmes's house, 221B Baker Street. Dr Watson is bored and keen to have a new case to investigate. Sherlock informs him that the next client is just about to arrive and that his name is Sir Henry Baskerville. Watson is very surprised when a few moments later Sir Henry arrives. Sir Henry has come to Sherlock because of the suspicious death of his uncle, Sir Charles Baskerville. Sir Charles died of a heart attack but Sir Henry believes that his uncle was frightened to death. He explains the curse that haunts the Baskerville family. The curse came from Hugo Baskerville, his ancestor, who was allegedly killed by the Hound of the Baskervilles. He shows Sherlock a letter he had received, warning him to stay away from the moor. Sherlock deduces that the letter is from a woman.

When Sir Henry leaves they see a bearded man following him. The man steals Sir Henry's shoe. Holmes believes the hound is real as the shoe will be used to give the hound his scent. Sherlock asks Watson to go to Baskerville Hall to protect Sir Henry.

When Watson and Sir Henry arrive at Baskerville Hall they meet a policeman who is guarding the Hall. The policeman explains that there is an escaped murderer called Selden, in the area.

Inside the Hall they are greeted by the butler, Mr Barrymore. Mr Barrymore shows a suspicious

amount of interest in Sir Henry's coat.

Later, that evening Sir Henry and Watson see Mr Barrymore signalling with a light to someone across the moor. They are very suspicious as Mr Barrymore denies doing this. They decide to investigate. They are suspicious that the man on the moor might be Selden.

On the moor, they meet Mr Stapleton, a botanist. He says he is studying nocturnal insects and animals. Watson decides to follow him.

Stapleton's sister, Beryl arrives. Beryl warns Sir Henry about the dangers of the moor. They are very attracted to one another.

Watson comes across a man on the moor and thinks that it is Seldon, but really it is Sherlock in disguise. He tells Watson that Seldon is Barrymore's brother and that Stapleton has been giving him food and some of Sir Henry's clothes. He also says that Beryl is Stapleton's wife not his sister.

Suddenly, there is a terrifying scream from across the moor! The hound has killed again...but who? And why? Sherlock is the only one who knows all the answers...





## Sherlock



# 2) Reading Comprehension

## Teaching notes

### Time

45–60 minutes

### Level

Easy/medium

### Skills Focus

Writing and reading

### Aim

To practice reading for cohesion and coherence and reading for specific information.

### True/False

Ask the students, as a group, to decide if sentence one is correct. Then correct the sentence together on the board. After the activity let the students take turn to write corrected sentences on the board. If there are errors in their work allow their class-mates help correct them.

### True/False Answers

1. True. Watson is bored and wants a new investigation to begin.
2. **False.** Sherlock reads about Sir Henry in the newspaper and deduces that he will arrive soon.
3. **False.** Sir Charles died after a heart attack.
4. True. Sir Henry believes that his uncle was frightened to death.
5. True. Sherlock thinks the warning letter is from a woman.
6. **False.** The murderer is called Selden.
7. True. Mr Barrymore is interested in Sir Henry's coat.
8. True. Mr Stapleton is a botanist and studies nocturnal creatures.
9. **False.** Beryl Stapleton tells Sir Henry that the moor is a dangerous place to be.
10. **False.** Watson meets Sherlock in disguise on the moor.

### Story Order

This activity could be made into a competition for small groups. Before the class begins, cut the sentences into ten strips, each containing one of the sentences from activity three. Give each small group a set of the ten sentences and tell them to put them in the correct order. The teacher should move around the classroom checking to see who gets the correct order first. This activity is great as a fun group activity.

### Story Order Answers

1. Watson is bored.
2. Sir Henry arrives at 221B Baker Street.
3. Sir Henry tells the story of the Baskerville family curse.
4. Holmes says the letter is from a woman.
5. A bearded man steals Sir Henry's shoe.
6. Watson arrives at Baskerville Hall.
7. Barrymore signals to someone across the moor.
8. Watson and Sir Henry meet Stapleton on the moor.
9. Watson meets Sherlock in disguise.
10. The Hound kills someone else on the moor.





## Sherlock



## 2) Reading comprehension

### True or False

Read and listen to 'The Story of Sherlock' then decide if the sentences are true or false. If you think a sentence is false write the correct version below.

1. Watson is bored and wants a new investigation to begin. T F
2. Sherlock knows that Sir Henry will arrive soon because he sees him through the window. T F
3. Sir Charles died after a long illness. T F
4. Sir Henry believes that his uncle was frightened to death. T F
5. Sherlock thinks the warning letter is from a woman. T F
6. The policeman guarding Baskerville Hall is called Seldon. T F
7. Mr Barrymore is interested in Sir Henry's coat. T F
8. Mr Stapleton is a botanist and studies nocturnal creatures. T F
9. Beryl Stapleton tells Sir Henry that the moor is a safe place to be. T F
10. Watson meets Seldon on the moor. T F

### Story Order

Read and listen to 'The Story of Sherlock', then put the events of the story in the correct order.

1. \_\_\_\_ 1. A bearded man steals Sir Henry's shoe.
2. \_\_\_\_ 2. Watson arrives at Baskerville Hall.
3. \_\_\_\_ 3. Watson and Sir Henry meet Stapleton on the moor.
4. \_\_\_\_ 4. Sir Henry tells the story of the Baskerville family curse.
5. \_\_\_\_ 5. Barrymore signals to someone across the moor.
6. \_\_\_\_ 6. The Hound kills someone else on the moor.
7. \_\_\_\_ 7. Watson meets Sherlock in disguise.
8. \_\_\_\_ 8. Watson is bored.
9. \_\_\_\_ 9. Sir Henry arrives at 221B Baker Street.
10. \_\_\_\_ 10. Holmes says the letter is from a woman.





## Sherlock



### 3) Listening – The Opening Act

#### Teaching notes

##### Time

20–30 minutes

##### Level

Medium

##### Skills Focus

Listening, reading (possibly speaking).

##### Aim

To test the students understanding of the scene and the complexities of what is happening within it.

##### Notes

This activity could be done individually as a simple written comprehension activity or in pairs with students discussing the answer. Encourage students to give as much information as possible to support their answer.

##### Answers

1. He is bored because they haven't had a good, interesting case in months.
2. Sherlock Holmes knows that Henry Baskerville will arrive soon because he reads about the case in the newspaper.
3. Sir Charles Baskerville died of a heart attack
4. The curse of the Hound of the Baskervilles haunts the Baskerville family.
5. Hugo Baskerville was one of Sir Henry's ancestors.
6. Sir Charles didn't have any children.
7. Sherlock Holmes thinks a woman wrote the warning letter because it smells of perfume and the letters were cut out with a small pair of nail scissors.
8. Sherlock sends Watson to Baskerville Hall to protect Sir Henry.





## Sherlock



### 3) Listening – The Opening Act

Listen to Scene One. Then answer these questions about the scene.

1. Why is Watson bored?

---

2. How does Sherlock Holmes know that Henry Baskerville will arrive soon?

---

3. How did Sir Charles Baskerville die?

---

4. What curse haunts the Baskerville family?

---

5. Who was Hugo Baskerville?

---

6. Did Sir Charles have any children?

---

7. Why does Holmes think a woman wrote the warning letter?

---

8. Why does Sherlock send Watson to Baskerville Hall with Sir Henry?

---





# Sherlock

## 4) The Curse!

### Teaching notes

#### Time

30–40 minutes

#### Level

Medium

#### Skills Focus

Descriptive Adjectives, Past Verbs and past passive

#### Aim

- To extend the students' vocabulary drawing attention to adjective order.
- To see the past verbs in context and to highlight the use of past passive.
- To aid in understanding the main story of the mystery

#### Extension activity

If the students are interested in the idea of acting out the scene, why not let them learn the words as homework and then do a performances day in the next class.

#### Answers

##### A – Ex 1

Positive	Neutral	Negative
Beautiful	Old	Scary
Strong	Young	Horrific
Healthy	Giant	
Handsome	Enormous	
interesting	dark	

##### A – Ex 2

- |            |                |               |
|------------|----------------|---------------|
| 1. Young   | 6. Giant       | 11. Beautiful |
| 2. Healthy | 7. Enormous    | 12. Young     |
| 3. Strong  | 8. Interesting | 13. Dark      |
| 4. Scary   | 9. Old         | 14. Horrific  |
| 5. Giant   | 10. Handsome   | 15. Giant     |

##### B – Ex 1.

- Find** = to **discover** something or someone that you have been **searching** for
- Imprison = to put someone in **prison** or **keep** them as a **prisoner**
- Die = to **stop living**
- Escape = to **succeed** in getting away from a **place** where you do not **want** to be
- Follow = to **move** behind someone or something and go where they go, sometimes **secretly**
- Attack = to **hurt** or **damage** someone or something with violence
- Take = to get and **carry** something with you when you go **somewhere**
- Vanish = to **disappear suddenly**

##### B – Ex 2.

- |               |             |
|---------------|-------------|
| a. Died       | f. Escaped  |
| b. Frightened | g. Followed |
| c. Found      | h. Attacked |
| d. Took       | i. Vanished |
| e. Imprisoned |             |

##### B – Ex 3

- Who does the action in each sentence?
- Unknown
- The horrific giant hound
- Why do we not say the agent in the first sentence?
- Because it is unimportant or unknown who found him
- What is this called?
- Past passive
- Can you find another example of this in the text?
- (Final line) "and was never seen again"





## Sherlock

### 4) The Curse!

#### A. Adjectives

1. Add the adjective to the correct box. Do you know what they all mean?

Beautiful young dark scary giant old handsome strong  
horrific enormous healthy enormous

Positive	Neutral	Negative

2. Add the adjectives in the box to the correct gap (1-15) in the text. Some of the words may be repeated.

#### B. Past Verbs

1. Match the verb to the definition

Die frighten find take imprison escape follow attack vanish

- a. \_\_\_\_\_ to discover something or someone that you have been searching for
- b. \_\_\_\_\_ to put someone in prison or keep them as a prisoner
- c. \_\_\_\_\_ to stop living
- d. \_\_\_\_\_ to succeed in getting away from a place where you do not want to be
- e. \_\_\_\_\_ to move behind someone or something and go where they go, sometimes secretly
- f. \_\_\_\_\_ to hurt or damage someone or something with violence
- g. \_\_\_\_\_ to get and carry something with you when you go somewhere
- h. \_\_\_\_\_ to disappear suddenly
- i. \_\_\_\_\_ to make someone afraid or nervous





# Sherlock

**2. Add the verbs from Ex 1 to the correct gap (a -i) in Extract from Scene 1 using the correct form. Some of them are irregular verbs.**

**3. Look at these sentences from Extract from Scene 1.**

1. "He was found in the garden"
2. "Suddenly they were attacked by a horrific, giant hound"

- a) Who does the action in each sentence?
- b) Why do we not say the agent in the first sentence?
- c) What is this called?
- d) Can you find another example of this in the text?

**4. Listen to Scene 1 to check all your answers!**

**5. Get into groups of 4 and now you can practice performing the play!**

## Extract from Scene 1

**Holmes** And why do you need a detective, Sir Henry?

**Sir Henry** Well, as you know, my uncle (a)\_\_\_\_\_ (die), suddenly. The doctors say it was a heart attack. But my uncle was (1)\_\_\_\_\_ and (2)\_\_\_\_\_. His heart was (3)\_\_\_\_\_. Something must have frightened him. (b)\_\_\_\_\_ (frighten) him to death.

**Watson** (b)\_\_\_\_\_ (frighten) him? What?

**Sir Henry** I don't know. That's why I am here. Mr Holmes, I need your help. I need your help to find out **what frightened my uncle to death!**

**Holmes** Tell me, where did he die?

**Sir Henry** Where? He was (c)\_\_\_\_\_ (find) in the garden. Dead. He looked very scared.

**Watson** Scared. How?

**Sir Henry** Like this. (*He makes a grimace. Watson jumps, scared.*)

**Watson** Goodness me! That is (4)\_\_\_\_\_!

**Sir Henry** He had been running.

**Watson** Running. How?

**Sir Henry** Like this. (*Sir Henry gives them a strange run.*)

**Watson** Hmm, that's quite scary too!

**Sir Henry** And next to his body...On the ground...By his head...There were footprints...

**Holmes** Footprints!

**Sir Henry** Of a (5)\_\_\_\_\_ hound!





# Sherlock

- Watson/Holmes** A (6)\_\_\_\_\_ hound? (*Pause. Confused.*)
- Sir Henry** Yes, a hound, you know; a dog. Woof, woof. They were the footprints of an (7)\_\_\_\_\_ dog!
- Holmes** (8)\_\_\_\_\_. Tell me, did your uncle have a dog at the hall, Sir Henry?
- Sir Henry** No, but wait. Let me explain. There is a curse that haunts the Baskervilles.
- Watson** A curse?
- Sir Henry** **Yes, the curse of The Hound of the Baskervilles!**
- Mrs Hudson** (*Enter Mrs Hudson. She comes in with the tea giving them a scare.*) Tea, gentlemen.
- Holmes** What is the curse, Sir Henry?
- Sir Henry** It is very complicated. I will need your help to act it out. Dr Watson, you play Hugo Baskerville, my ancestor!
- Watson** Very well.
- Sir Henry** Mr Holmes you play the hound.
- Holmes** The hound, eh? Grrr.
- Sir Henry** Very good! Now we need someone to be the farmer's daughter....
- Holmes** Mrs Hudson! Can you be the farmer's daughter?
- Mrs Hudson** Oh, I don't know....(*They force her into submission.*)
- Sir Henry** **Good, everyone ready?**
- Sir Henry** This is a very (9)\_\_\_\_\_ story about my ancestor, Hugo Baskerville. Hugo Baskerville was very (10)\_\_\_\_\_. He was in love with a (11)\_\_\_\_\_, (12)\_\_\_\_\_, farmer's daughter.
- Mrs Hudson** "I am a beautiful, young, farmer's daughter."
- Sir Henry** So, Hugo Baskerville (d)\_\_\_\_\_ (take) the farmer's daughter and (e)\_\_\_\_\_ (imprison) her in his bedroom.
- Watson** "Come here, girl. I love you and will imprison you in my bedroom."
- Mrs Hudson** "No, no, help!"
- Sir Henry** One day the girl (f)\_\_\_\_\_ (escape).
- Mrs Hudson** "Look, look, I am escaping!"
- Sir Henry** He (g)\_\_\_\_\_ (follow) the girl onto the (13)\_\_\_\_\_ moor. (*Watson chases after her.*)
- Watson** "Come back, come back."
- Sir Henry** Suddenly they were (h)\_\_\_\_\_ (attack) by a (14)\_\_\_\_\_, (15)\_\_\_\_\_ hound and they both died of fright! The hound (i)\_\_\_\_\_ (vanish) into the night and was never seen again.





## Sherlock

# 5) Arthur Conan Doyle

### Teaching notes

#### Time

30–40 minutes

#### Level

Medium

#### Skills Focus

Writing, speaking, grammar

#### Aim

- To allow students to use a variety of question forms.
- To read a text about Arthur Conan Doyle

#### Procedure

##### WARMER

- Write some basic information about Arthur Conan Doyle on the board:
- 1859, Scotland, Sherlock Holmes, Doctor, Moriarty
- Have students ask questions about the information to practice question formation; e.g. Where was he born? (Scotland)
- Cross off each piece of information as students ask the correct questions.

##### MAIN ACTIVITY

- Separate the text into two parts. Give students part A or part B equally. Give the students ten minutes to work on the questions either individually or in groups.
- Then put students into pairs and give them the worksheet (one part A, one part B) and let them ask and answer the questions to complete the information.

##### VARIATION

To make the activity more difficult, take away the question words given in the answer. To make the activity easier, add extra words, e.g.

When \_\_\_\_\_ Arthur Conan Doyle born?

#### Answers

1. When was Arthur Conan Doyle born?
2. Where was he educated?
3. What did he train to be?
4. Where did he train?
5. What did he have a strong belief in?
6. What do many of his characters use?
7. What supernatural elements appear in his stories?
8. What was the first story that Sherlock Holmes appeared in?
9. What did he study?
10. Who killed Sherlock Holmes in the story, *The Final Problem*?





## Sherlock

### 5) Arthur Conan Doyle

Separate the text into two parts and with a partner practise asking questions and giving answers.

#### Arthur Conan Doyle

Arthur Conan Doyle was born on (1) \_\_\_\_\_. He was educated in Scotland at the Jesuit Stonyhurst school. Despite training to be a (3) \_\_\_\_\_ in Edinburgh, Scotland, Conan Doyle maintained a strong belief in (5) \_\_\_\_\_ and life after death. Many of the characters created by Conan Doyle use science and logic to complete their adventures, while supernatural elements often appear in his writings including (7) \_\_\_\_\_ and mythical creatures.

Conan Doyle's most famous character, Sherlock Holmes made his first appearance in the story *A Study in Scarlet*, published in 1887. Holmes is believed to be based on a tutor at the University of Edinburgh, where Conan Doyle studied (9) \_\_\_\_\_. His beliefs are shown in the character of Sherlock Holmes, through his return from his apparent death in the story, *The Final Problem*. Published in 1893, *The Final Problem* tells the story of Holmes death at the hands of Professor Moriarty, before the character returns in *The Case of the Empty House*, published in 1905.

1. When \_\_\_\_\_?
3. What \_\_\_\_\_?
5. What \_\_\_\_\_?
7. What \_\_\_\_\_?
9. What \_\_\_\_\_?

#### Arthur Conan Doyle

Arthur Conan Doyle was born on May 22nd, 1859. He was educated in (2) \_\_\_\_\_ at the Jesuit Stonyhurst school. Despite training to be a medical doctor in (4) \_\_\_\_\_, Scotland, Conan Doyle maintained a strong belief in spiritualism and life after death. Many of the characters created by Conan Doyle use science and (6) \_\_\_\_\_ to complete their adventures, while supernatural elements often appear in his writings including monsters and mythical creatures.

Conan Doyle's most famous character, Sherlock Holmes made his first appearance in the story (8) \_\_\_\_\_, published in 1887. Holmes is believed to be based on a tutor at the University of Edinburgh, where Conan Doyle studied medicine. His beliefs are shown in the character of Sherlock Holmes, through his return from his apparent death in the story *The Final Problem*. Published in 1893, *The Final Problem* tells the story of Holmes death at the hands of (10) \_\_\_\_\_, before the character returns in *The Case of the Empty House*, published in 1905. Arthur Conan Doyle died in 1930.

1. Where \_\_\_\_\_?
3. Where \_\_\_\_\_?
5. What \_\_\_\_\_?
7. What \_\_\_\_\_?
9. Who \_\_\_\_\_?





## Sherlock



# 6) Listening - A light on the Moor!

## Teaching notes

### Time

20–30 minutes

### Level

Medium

### Skills Focus

Reading, writing, speaking

### Aim

- To aid the students' comprehension of a scene of the play
- To practise listening for specific information

### Procedure

#### WARMER

- One idea to help students with understanding is to have them predict what happens in the scene. Write a list of key words that appear in the scene on the board. (You may have to explain what some of this vocabulary means: Police-man, prison, escape, murderer, sixteen, Butler, moor, light.)
- Students work in pairs or small groups to predict what will happen. Discuss their ideas in open class.
- Play the audio once to check their ideas. Discuss whose ideas were the closest and why. Did the students hear all of the key words in the listening?

#### MAIN ACTIVITY

- Give students the worksheet and have them read all of the sentences, check they understand all of the vocabulary.
- Play the audio again and students choose if the sentence is true or false.
- Students correct the sentences that were false and write the correct answer on their worksheets.
- Discuss the reflection questions in pairs or in open class.

#### SUGGESTED POST ACTIVITY

Ask the students to look at a different scene in the play and in pairs or small groups to come up with five true or false questions. Then each group should pass their sentences to another group to answer. Answers could be marked as a whole class board activity.

#### Answers

1. **False. The moor is a horrible place.**
2. **True.** The policeman is guarding Baskerville Hall as there is a murderer nearby.
3. **True.** The murderer has killed sixteen people.
4. **False. Barrymore is going to show them to their rooms.**
5. **False. Watson thinks that Barrymore is signalling to someone across the moor.**
6. **False. Barrymore said that it was a lovely evening.**
7. **True.** Sir Henry was distrustful about what Barrymore was doing with the lantern.
8. **False. Watson wants Sir Henry to come with him while he investigates the light across the moon.**





## Sherlock



### 6) Listening - A Light on the Moor!

Read and listen to Scene Three. Now decide if the sentences are true or false. If you think a sentence is false, write the correct version.

1. The moor is an attractive place. T F
2. The policeman is guarding Baskerville hall as there is a murderer nearby. T F
3. The murderer has killed sixteen people. T F
4. Barrymore is going to take Watson and Holmes to the kitchen. T F
5. Watson thinks that Barrymore is signalling to someone in the next house. T F
6. Barrymore said that it wasn't a very nice evening. T F
7. Sir Henry was distrustful about what Barrymore was doing with the lantern. T F
8. Watson tells Sir Henry to stay at the Hall while he investigates the light across the moor. T F

#### Reflection

- What do you think Barrymore was doing?
- How do you think Watson and Holmes are feeling now they know there is an escaped murderer?
- What do you think will happen next?





# Sherlock

## 7) Songs

### Teaching notes

**Time:** 30–40 minutes

**Level:** Medium

**Skills Focus:** Listening, vocabulary.

#### Aim

To increase vocabulary by becoming familiar with the words to the songs in the play. We find students enjoy the show more when they are familiar with the songs.

#### Notes

Give the students a chance to go through the song and predict what they think the missing words will be before they listen to the music. They can do this either individually or in pairs. Then let them listen to the song at least twice to fill in the gaps. Check the answers together and when everyone has the correct answer the second part of the activity can be done individually, in pairs or as a whole group activity.

### Hound of the Baskervilles

#### Answers

##### 1st verse

My **name** is Holmes; I'm sure you've heard of me – and Watson

Solving most crimes is elementary – Mrs Hudson  
But once there **was** a case So difficult to solve  
More scary than the rest And this is the **story**

##### Chorus

Hound of the Baskervilles, he's a doggy  
Turn your back and you'll be **sorry**

Hound of the Baskervilles, he's a doggy  
**Don't** go out on the moor, if you do you'll die  
I'm not **telling** you a lie (He's gonna get ya!)

##### 2nd verse

He'll **eat** you up and then he'll spit you out – there are traces  
The doctors say it was a **heart** attack – scary faces  
They found him on the **floor** Lying down, scared to death  
But there right by his **head** Big, doggy footprints

#### Question Answers

- Find 3 parts of the body. **Head, Heart, Foot**
- Find the verb which means to find the solution.  
**Solve**
- Find the synonym for 'simple' and 'easy'.  
**Elementary**
- Find the homophone for 'write'. **Right**
- Find the antonym for 'truth'. **Lie**

### Seldon Prison Blues

#### Answers

That Selden he's a **bad** one, he's certainly no fun  
He kills his victims with a knife and sometimes with a **gun**,  
He strangles them around the **neck**, or poisons them  
with rum. But I know that we'll **catch** him with the help of  
Sherlock Holmes.

He'll kill you when you're **sleeping**, he'll kill you in your home

He'll kill you when you're wide awake or when you're on the **phone**

He'll drown you, burn you, bury you, just to watch you **die**  
When you hear that **devil** coming, just hang your head and **cry**.

That Selden he's a **bad** one, he's certainly no fun  
He kills his victims with a knife and sometimes with a **gun**,  
He strangles them around the **neck**, or poisons them  
with rum. But I know that we'll **catch** him with the help of  
Sherlock Holmes.

#### Question Answers

- Find the word that is an alcoholic drink. **Rum**
- Find the word for 'the place you live in'. **Home**
- Find the antonym for 'angel'. **Devil**
- Find the synonym for 'definitely'. **Certainly**
- Find two weapons. **Knife, Gun**





# Sherlock



## 7) Songs

### Hound of the Baskervilles

Listen to the song and try to fill in the missing words.

My \_\_\_\_\_ is Holmes; I'm sure you've heard of me - and Watson

Solving most crimes is elementary - Mrs Hudson

But once there \_\_\_\_\_ a case

So difficult to solve

More scary than the rest

And this is the \_\_\_\_\_

*Chorus*

Hound of the Baskervilles, he's a doggy

Turn your back and you'll be \_\_\_\_\_

Hound of the Baskervilles, he's a doggy

\_\_\_\_\_ go out on the moor, if you  
do you'll die

I'm not \_\_\_\_\_ you a lie

(He's gonna get ya!)

He'll \_\_\_\_\_ you up and then he'll spit you out -  
there are traces

The doctors say it was a \_\_\_\_\_ attack -  
scary faces

They found him on the \_\_\_\_\_

Lying down, scared to death

But there right by his \_\_\_\_\_

Big, doggy footprints

(Repeat Chorus)

Now find the correct words from the song.

- Find 3 parts of the body. \_\_\_\_\_
- Find the verb which means to 'find the solution'. \_\_\_\_\_
- Find the synonym for 'simple' and 'easy'. \_\_\_\_\_
- Find the homophone for 'write'. \_\_\_\_\_
- Find the antonym for 'truth'. \_\_\_\_\_





## Sherlock

### Selden Prison Blues

**Listen to the song and try to fill in the missing words.**

That Selden he's a \_\_\_\_\_ one, he's certainly no fun  
 He kills his victims with a knife and sometimes with a \_\_\_\_\_,  
 He strangles them around the \_\_\_\_\_, or poisons them with rum.  
 But I know that we'll \_\_\_\_\_ him with the help of Sherlock Holmes.

He'll kill you when you're \_\_\_\_\_, he'll kill you in your home  
 He'll kill you when you're wide awake or when you're on the \_\_\_\_\_  
 He'll drown you, burn you, bury you, just to watch you \_\_\_\_\_  
 When you hear that \_\_\_\_\_ coming, just hang your head and \_\_\_\_\_.

That Selden he's a \_\_\_\_\_ one, he's certainly no fun  
 He kills his victims with a knife and sometimes with a \_\_\_\_\_,  
 He strangles them around the \_\_\_\_\_, or poisons them with rum.  
 But I know that we'll \_\_\_\_\_ him with the help of Sherlock Holmes.

**Now find the correct words from the song.**

1. Find the word that is an alcoholic drink. \_\_\_\_\_
2. Find the word for 'the place you live in'. \_\_\_\_\_
3. Find the antonym for 'angel'. \_\_\_\_\_
4. Find the synonym for 'definitely'. \_\_\_\_\_
5. Find two weapons. \_\_\_\_\_





## Sherlock

# 8) The Question Game

### Teaching notes

#### Time

50–60 minutes

#### Level

Difficult

#### Skills Focus

Speaking

#### Aim

To allow students to practise a variety of question forms.

#### Notes

This is a fun activity based on the game Jeopardy. At the beginning of the class draw the grid with answers on the white/blackboard. Separate the class into groups of five or six and tell them to look at the answers. Give the groups 10 – 15 minutes to prepare questions for the answers. Each team then takes turns to choose an answer. The question they give must be factually and grammatically correct to win the points. There may be a variety of correct answers, e.g. the answer Dr Watson could produce the answers:

*Who is Sherlock Holmes's assistant?*

Or

*Who travels to Baskerville Hall with Sir Charles Baskerville?*

Or

*Who narrates Sherlock Holmes's cases?*

#### Possible Answers

Sherlock	What is Holmes's first name?
Watson	(see above)
Stapleton	Who is the botanist who looks for insects on the moor?
Selden	Who is the escaped murderer?
221B Baker Street	Where does Sherlock Holmes live?
Baskerville Hall	Where is the policeman guarding?
The moor	Where does the Hound kill Sir Charles Baskerville?
1742	When did the curse of the Baskervilles begin?
A detective	What is Sherlock Holmes?
A hound	What animal frightened Sir Charles to death?
A coat	What does the butler steal?
Footprints	What are found next to the body of Sir Charles?





## Sherlock

### 8) The Question Game

In groups, take turns to choose an answer and then create a question.

Points	Characters	Times and Places	General
10	Sherlock	221B Baker Street	A detective
20	Watson	Baskerville Hall	A hound
30	Stapleton	On the moor	A coat
50	Selden	1742	Footprints



### 8) The Question Game

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## Sherlock

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# 9) Writing a review

### Teaching notes

**Time**

40–60 minutes

**Level**

Difficult

**Skills Focus**

Writing

**Aim**

To write a review of the play.

**Notes**

The activity should be presented on the board for an open class discussion or discussed in pairs or small groups. The student can then individually write the review. The review could be written as homework.

**Suggested post activity**

Ask the students to read their reviews to the class. Are they mostly positive or negative? Ask them to write another review using the guide below. Tell the students to write a review of a film/play/book they loved or one they hate.





## Sherlock

# 9) Writing a review

These questions are designed to help you write a review of *Sherlock*. You don't need to answer all of these questions, but the answers will help you to write your review.

### "What" questions

What is the play about?  
 What genre or classification does it fit?  
 What is the tone?

### "Who" questions

Who wrote it?  
 Who are the main characters?

### "When" and "Where" questions

When does the action take place?  
 Where does the action take place?

### Evaluation questions

Did I like it in general? Why?  
 When does the action take place?  
 Did I agree with the main purpose/theme?  
 Why /why not?  
 What specifically did I like or dislike? Why?  
 How could it be improved?

**In writing your review remember that you are trying to be persuasive. Plan your review and organize it in this way:**

### Introduction

Give the title and author and summarize the plot. Offer your general impression of the play.

### Paragraph 2

How did the actors portray the main characters? Did they fulfil your expectations? Which performance was the most memorable?

### Paragraph 3

Describe a memorable scene and say how it made you feel.

### Conclusion

Give your concluding comments and tell the reader why (or why not) to see the play.





# Sherlock



## 10) One Day Lesson

### Teaching notes

#### Answers

#### Questions

##### Who is Sherlock Holmes?

He is a famous detective

##### Who is Dr. Watson?

He is a Doctor who helps Sherlock Holmes

##### Where did they live?

They lived in London at 221b Baker Street

##### What was their job?

They have to investigate and solve crimes

##### Who looked after them?

They were looked after by Mrs Hudson

##### How did they solve their cases?

They solved their cases through observation and deduction

##### When are the stories set?

They are set in the 18th Century

#### Listening

1. **False. The moor is a horrible place.**
2. **True.** The policeman is guarding Baskerville Hall as there is a murderer nearby.
3. **True.** The murderer has killed sixteen people.
4. **False. Barrymore is going to show them to their rooms.**
5. **False. Watson thinks that Barrymore is signalling to someone across the moor.**
6. **False. Barrymore said that it was a lovely evening.**
7. **True.** Sir Henry was distrustful about what Barrymore was doing with the lantern.
8. **False. Watson wants Sir Henry to come with him while he investigates the light across the moon.**

#### Song

My **name** is Holmes; I'm sure you've heard of me  
and Watson solving most crimes is elementary - Mrs  
Hudson

But once there **was** a case  
So difficult to solve  
More scary than the rest  
And this is the **story**

Hound of the Baskervilles, he's a doggy  
Turn your back and you'll be **sorry**  
Hound of the Baskervilles, he's a doggy  
**Don't** go out on the moor, if you do you'll die  
I'm not **telling** you a lie  
(He's gonna get ya!)

He'll **eat** you up and then he'll spit you out – there are  
traces

The doctors say it was a **heart** attack – scary faces  
They found him on the **floor**  
Lying down, scared to death  
But there right by his **head**  
Big, doggy footprints





# Sherlock



## 10) One Day Lesson

### Listening - A Light on the Moor! (Scene 3)

1. Before you listen, invent your own story about what will happen. Here are some words to help you:

Police-man prison escape murderer  
sixteen Butler moor light

2. Listen to Scene Three. Now decide if the sentences are true or false. If you think a sentence is false, write the correct version.

- The moor is an attractive place. T F
- The policeman is guarding Baskerville hall as there is a murderer nearby. T F
- The murderer has killed sixteen people. T F
- Barrymore is going to take Watson and Holmes to the kitchen. T F
- Watson thinks that Barrymore is signaling to someone in the next house. T F
- Barrymore said that it wasn't a very nice evening. T F
- Sir Henry was distrustful about what Barrymore was doing with the lantern. T F
- Watson tells Sir Henry to stay at the Hall while he investigates the light across the moor. T F

### Questions

Put the words in the correct order.

- Sherlock Holmes / Who / is?
- Who / Dr. Watson / is?
- did / they / live / Where?
- job / their / What / was?
- looked / after / Who / them?
- How / their / did / cases / solve / they?
- set / story / is / Where / the?

Now answer the questions.

### Hound of the Baskervilles – Song

Listen to the song and fill in the gaps.

My \_\_\_\_\_ is Holmes; I'm sure you've  
heard of me

and Watson solving most crimes is  
elementary - Mrs Hudson

But once there \_\_\_\_\_ a case

So difficult to solve

More scary than the rest

And this is the \_\_\_\_\_

Hound of the Baskervilles, he's a doggy

Turn your back and you'll be \_\_\_\_\_

Hound of the Baskervilles, he's a doggy

\_\_\_\_\_ go out on the moor, if you  
do you'll die

I'm not \_\_\_\_\_ you a lie

(He's gonna get ya!)

He'll \_\_\_\_\_ you up and then he'll spit you  
out - there are traces

The doctors say it was a \_\_\_\_\_ attack -  
scary faces

They found him on the \_\_\_\_\_

Lying down, scared to death

But there right by his \_\_\_\_\_

Big, doggy footprints





# Sherlock

## Vocabulary

Look at this list of vocabulary that is used in the play. Try to learn the words, as they will help you to understand the play more easily.

ancestors	frightened	portrait
baddie	guard	pretty
beard	gun	rare
boot	handsome	ready
bored	heart attack	scared
butterfly	hounds	scarf
case	housekeeper	scissors
clever	imprison	scream
clue	inheritance	signal
crime	kidnap	solve
criminal	kill	strange
curse	legend	tea
danger	letter	try
death	mercy	uncle
detective	moors	underpants
disappear	motive	victim
disguise	murder	warn
elementary	nephew	worried
enemy	nerves	
escape	newspaper	
evil	out	
family tree	poor	
footprints		

