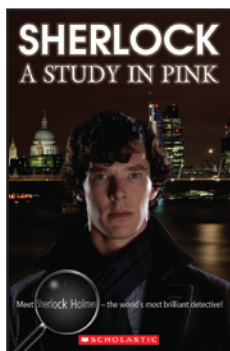


A **FREE** RESOURCE FOR TEACHERS!

SHERLOCK

A STUDY IN PINK

- EXTRA

Level 4

This level is suitable for students who have been learning English for at least four years and up to five years. It corresponds with the Common European Framework level B2. Suitable for users of CLUB magazine.

SYNOPSIS

Having recently left the army in Afghanistan because of an injury, Doctor John Watson is introduced to Sherlock Holmes, a brilliant detective who often helps the police with difficult cases. The police approach Sherlock now to help with the case of several apparent suicides which seem to be linked. The most recent is a woman dressed all in pink – the fact that gives the book its title. Sherlock realises that the deaths are not suicides; they are murders. Learning that the phone of the murdered woman in pink is still in the possession of the murderer, Sherlock sets about tracking the killer down. He discovers that the killer is a London taxi driver who has a terminal illness. He kills his victims by forcing them to choose between two pills – one harmless and the other deadly. After the victim has made a choice, the taxi driver takes the other pill. Seeing this as the ultimate battle of wits, the taxi driver challenges Sherlock to play this deadly game. However, before either man takes a pill, John Watson finds Sherlock and shoots the taxi driver. At the end of the story, Holmes and Watson have become good friends.

THE BACK STORY

A Study in Pink was the first episode of the BBC's television series *Sherlock*, which updates two of the most famous characters in English literature – Sherlock Holmes and Doctor Watson – and

set them in the present day. Writers Steven Moffat and Mark Gatiss discovered their shared love of the original stories by Sir Arthur Conan Doyle when they were both working on the television series *Doctor Who*. The modern stories in *Sherlock* are inspired by Conan Doyle's original stories and contain many references to them, but in new and original ways. *A Study in Pink* was inspired by Conan Doyle's first Sherlock Holmes story, *A Study in Scarlet*. Both stories include the meeting of Holmes and Watson and also a killer who forces his victims to make a deadly choice.

Sherlock was an immediate success with critics and audiences around the world. Booksellers even reported that it was responsible for a rise in sales of the original Arthur Conan Doyle stories about Sherlock Holmes.

MEDIA LINKS

DVD: A DVD of *A Study in Pink* is available in *Sherlock: Series 1*.

CD: An audio recording of *Sherlock: A Study in Pink* is available to accompany the Scholastic Reader.

Internet: The official website of the BBC television series is at: www.bbc.co.uk/programmes/b018ttws

Books: The original Sherlock Holmes stories by Sir Arthur Conan Doyle are widely available. Also available as a Scholastic Reader is *Sherlock: The Hounds of Baskerville* (level 3).

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Have the students read any Sherlock Holmes stories or seen any of the many films and television programmes with the character? Have they watched the BBC series, *Sherlock*, on TV? Motivate them with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 5 of this resource sheet.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English language option on the DVD. The programme is around 90 minutes. You could show it in chunks of, say, 10 minutes in parallel with the class reading schedule. Alternatively, show it when the class have finished the book, as a reward.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Conversational language

Introduce the informal expressions used in *Sherlock: A Study in Pink* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Ask students to look out for them as they read.

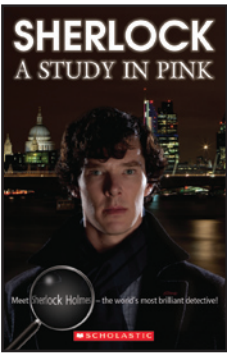
Fact Files

Set these as self-study or use for whole class work. These provide background information about the character of Sherlock Holmes and the reason for his success; other famous detectives in literature and film; and the use of forensic science in detective work.

What did they think?

Get everyone to do a written or spoken review of *Sherlock: A Study in Pink*. Compare opinions. Will they go and see the film? Did you like it? Let us know at readers@link2English.com.

RESOURCE SHEET STUDENT ACTIVITIES



SHERLOCK
A STUDY IN
PINK
-EXTRA

ANSWER THESE QUESTIONS IN YOUR NOTEBOOK

People and places

1 Answer the questions.

- a) What is the name of the victim whose body is discovered? *Jennifer Wilson*
- b) Why did John Watson leave the army?
- c) Who owns the flat that Sherlock lives in?
- d) What does Sergeant Donovan think of Sherlock?
- e) What is John's connection with St Bart's Hospital?

2 What do you think? How will John Watson's life 'change completely' when he meets Sherlock Holmes?

Prologue-Chapter 2

1 Number the sentences in the correct order.

- a) John and Sherlock meet for the first time.
- b) John goes to see his therapist.
- c) John meets an old friend in a park.
- d) John looks around the flat at 221B Baker Street.
- e) Lestrade tells Sherlock about a fourth death in the case.
- f) John has a nightmare about his time in the army.
- g) Sherlock and John take a taxi to the crime scene.
- h) Lestrade is interrupted by text messages.

2 Who is speaking? Match the people and the sentences.

- | | |
|---------------------------------|------------------------------------------------------------------------|
| a) Detective Inspector Lestrade | i) 'I'm a different kind of detective.' |
| b) Sherlock Holmes | ii) 'Nothing happens to me.' |
| c) John Watson | iii) 'It isn't my job to make you tea.' |
| d) Mrs Hudson | iv) 'He's making us look stupid.' |
| e) Sergeant Donovan | v) 'You know how these suicides never leave notes? Well this one did.' |

3 Imagine that you are meeting Sherlock Holmes. What information about you might Sherlock know by looking at one of these things?

- your phone • your shoes • your clothes • your bag

Discuss with a partner.

Chapters 3-4

1 Match Sherlock's ideas about Jennifer Wilson with his reasons for them.

- a) Jennifer Wilson was seeing a man who was not her husband.
- b) She'd been in the rain.
- c) She'd been in windy weather.
- d) She'd come from Cardiff.
- e) She had a suitcase with her.
- i) Her coat was wet.
- ii) She hadn't used an umbrella.
- iii) She took her wedding ring off regularly.
- iv) There were little marks on the back of one leg.
- v) This was the only city with the right kind of weather within a travel time of two to three hours.

2 Answer the questions.

- a) When John leaves the crime scene, how does the tall man watch him? *on CCTV cameras*
- b) How does John go to see this man?
- c) How is the man dressed?
- d) How does he describe his relationship to Sherlock?
- e) What does he want John to do?
- f) What private information does the man have about John?

3 Look at your answers to question 2. What do you think? Who is the tall man? What part will he play in the rest of the story?

Chapters 5-6

1 Are these sentences true (T) or false (F)? Correct the false sentences.

- a) The dead woman's suitcase isn't in the flat in *.....T.....* Lauriston Gardens.
- b) Sherlock thinks that the murderer still has Jennifer's mobile phone.
- c) At the restaurant, John and Sherlock wait for Lestrade to arrive.
- d) The man in the back of the taxi isn't guilty of a crime.
- e) In the excitement of the chase, John forgets about his limp.
- f) The name 'Jennifer' is a password for the dead woman's smartphone.

RESOURCE SHEET STUDENT ACTIVITIES

2 What do you think? Answer the questions.

At the end of Chapter 6, Sherlock has a decision. Should he shout to the police and tell them that the murderer is here? Or should he get in the taxi so he can find out more about the crime.

- a) What is Sherlock going to do? Why?
- b) If you were Sherlock, what would *you* do? Why?

Chapter 7–9

1 Choose the correct option.

- a) When John Watson phoned Jennifer Wilson's number, Lestrade realised that the phone *was* / *wasn't* in the flat.
- b) The taxi driver recognised Sherlock Holmes from *his website* / *the time Sherlock had chased his taxi*.
- c) The taxi driver *was* / *wasn't* sure that Sherlock Holmes would follow him into the building.
- d) Sherlock Holmes wasn't afraid of the gun because he knew *the taxi driver wouldn't use it* / *the gun couldn't hurt him*.
- e) John Holmes shot the taxi driver because he was afraid *Sherlock had chosen the wrong pill* / *the taxi driver would shoot Sherlock*.
- f) Sherlock knew *immediately* / *as he started describing the shooter*, that it was John Watson.
- g) John was surprised to find out that Mycroft *worked for the British government* / *was Sherlock's brother*.

2 Who is speaking? Who are they talking to?

- a) 'Can you beat me? Are you clever enough?'
.....
the taxi driver to Sherlock.....
- b) 'You'll need to get the marks from the gun off your hands.'
- c) 'We are more similar than you'd like to believe.'
- d) 'I was shot ... in the shoulder.'

3 What do you think? Is Sherlock right not to tell Lestrade that John shot the taxi driver? Why or why not?

FINAL TASKS

1 Imagine that John did not arrive at the college in time. What would have happened? Would Sherlock take the pill? Would he win the 'game'? Write a new scene.

2 Work in pairs. One of you is Lestrade and the other is Donovan.

Lestrade: You are happy that the case is over. The question of who killed the driver is a different case.

Donovan: You are sure that Sherlock is guilty of something. You want to bring him in to the police station to answer questions.

Have a conversation about the case.

VOCABULARY BUILDER

1 Find 'New Words' at the back of the book for these definitions.

1. something that you use to light cigarettes *cigarette lighter*
2. a secret word that lets you get into an area
3. to say yes by moving your head
4. to know who somebody is
5. killing yourself
6. a sudden bright light
7. a person who helps others with their problems
8. the place where something happened
9. a place with scientific equipment
10. a person who has been hurt or killed in a crime
11. to try to win money by saying who will win a race
12. a narrow street between buildings

2 Complete the sentences with the 'New Words'.

1. It was raining so I turned up the *collar* of my coat.
2. Every weekend I play a game of with my sister.
3. I can't use my phone. The has died!
4. Oh no! There's a dirty on my shirt.
5. Look at your hands! Go and cut your !
6. Do not put your hand too near the or you will burn yourself.
7. Several policeman arrived to the crime.

Casual language

- **'won't take no for an answer'** (p.11). John Watson doesn't really want to have a coffee and discuss the past. But Mike 'wouldn't take no for an answer'. He goes and gets the coffee anyway.
- **'all in your mind'** (p.13). Sherlock tells John that his limp is 'all in his mind'. He means that it is not really a physical problem.
- **'There's no point in ...'** (p.19). When Sherlock finds out about the case, he says, 'There's no point in sitting at home!' He means that sitting at home is a useless thing to do when there is a crime to investigate.

VOCABULARY BUILDER / FACT FILE FOLLOW-UP

VOCABULARY BUILDER (continued)

- **'to keep up with somebody'** (p.27). When Sherlock is investigating the death of Jennifer Wilson, John realises that it 'wasn't easy to keep up with' the speed of Sherlock's ideas. His ideas move too fast for others to follow them easily.
- **'Take your time'** (p.66). When Sherlock must choose between the two pills, the taxi driver tells him: 'Take your time.' This means that he doesn't have to make a choice in a hurry.

Complete the sentences with the expressions.

1. A: I'm not ready yet.
B: Our taxi won't arrive until eight o'clock.
2. She's brilliant at maths. I her.
3. A: I don't feel very well.
B: Go to school!
4. Let's go to the cinema. Come on. I !
5. If you want to do well in your exams, watching TV every evening.

WHO IS SHERLOCK HOLMES? (pages 78–9)

Survey

Ask students to create a survey to find out how much others know about the original Sherlock Holmes. They should agree on a list of questions about the character, for example:

- Who is Sherlock Holmes' close friend? (Dr Watson)
- What city does Sherlock Holmes live in? (London)
- What musical instrument does he play? (the violin)

Students should ask their questions – perhaps to the students in another class – and then think of a way to present their findings to show how much people knew about the character.

Discussion

Ask students to create a list of modern technology that was not available to the original Sherlock Holmes in the late nineteenth century (e.g. mobile phones, computers, etc.).

Students should work in small groups to choose the three inventions that would be most useful to a detective like the modern Sherlock. They can then explain and discuss their choices with the rest of the class. The class might try to agree on a final list of three for the whole class.

MEET THE DETECTIVES (pages 80–1)

Research

Ask students to work in small groups. Each group should find out more about one of the detectives mentioned in the Fact File:

- Miss Marple
- Philip Marlowe
- Hercule Poirot
- Precious Ramotswe

(Alternatively groups can choose a different literary detective they know.)

Each group should present the results of their research to the rest of the class, either as a written report or a spoken presentation.

Writing: create a detective

Ask students to create their own literary detective, working alone or in pairs. The following questions might help them:

- Is the detective a man or a woman?
- How old is she/he?
- Where does she/he live?
- Does she/he work for the police? Is she/he a detective? Amateur or professional?
- What sort of crime does she/he usually work on?
- Is there anything unusual about this detective?

Students should describe their detectives to the rest of the class.

THE SCIENCE OF DETECTIVE WORK (pages 82–3)

Debate

Have the class stage a debate on this sentence: 'The government should keep a record of everybody's DNA.' Ask two students to prepare a speech in support of this sentence, and two against it. After they have heard the speeches, the rest of the class can ask questions and make their own comments. (There should be a strict time limit for these.) At the end of the debate, have the class vote on what they think.

FILM/CD FOLLOW-UP

Atmosphere

When students watch the scenes in which Sherlock and the taxi driver play their 'game', ask students to think of words to describe the atmosphere and feel of them; e.g. *dark, quiet, calm, cold*. Write the words on the board. Students could practise acting parts of the scene in pairs.

Observing

Choose a short scene and prepare questions on it. Tell students to 'be Sherlock', i.e. watch and observe details about clothes, where people are, etc. Play the scene a couple of times and then ask your questions. Play the scene again for students to check answers.

Predicting

Stop the CD recording at a dramatic moment. Ask students to predict what is going to happen next. Then continue the CD for students to check their answers.

ANSWER KEY

Self-Study Activities (pages 84–8)

- 1 a) limp b) flashed c) scene d) investigating e) landlady
f) scratch g) nodded h) lab i) suicide j) connection
k) therapist l) identify
- 2 a) detective b) the police c) in an empty flat d) army doctor
e) four mysterious deaths f) London
g) He trained to be a doctor there.
- 3 Open answers.
- 4 a) To help him get used to life out of the army.
b) suicide/poison
c) They all took the same poison. They were all found in places where they weren't supposed to be.
d) He trained with him to be a doctor.
e) He offers to share a flat with him.
- 5 a) was a doctor b) Afghanistan c) had been abroad
d) the way he walks e) sister
- 6 Open answers.
- 7 a) fingernails b) mark c) collar
- 8 Open answers.
- 9 a) Lestrade b) John Watson c) Sergeant Donovan
d) Sherlock Holmes e) Anderson f) the tall man in the suit
- 10 a) F. All of Jennifer Wilson's jewellery has been cleaned regularly except her *wedding ring*.
b) T
c) F. A stranger calls John *on the phone in a phone box*.
d) T
e) F. The man in the suit has private information about John from his *therapist*.
f) F. Sherlock sends John a text message to come back to the *flat*.
g) T
- 11 Open answers.
- 12 a) victim b) blacked out c) alley d) battery e) password
- 13 Open answers.
- 14 The correct order is: h, b, d, f, a, c, g, e.
- 15 a) ii b) i c) iii
- 16 a) running b) horse racing c) matches d) flame
- 17 Open answers.
- 18 a) He gives Sherlock a choice between two pills – only one of them is poison.
b) He sees on the computer screen that Jennifer Wilson's smartphone has been moved.
c) He discovers that the taxi driver is going to die soon.
d) He knows that the gun isn't real.
e) He knows that the shooter is his new friend, John Watson.
f) He is Mycroft Holmes, Sherlock's older brother.
- 19–20 Open answers.

Resource Sheet Activities

People and places

- 1 b) He was injured.
c) Mrs Hudson
d) She dislikes and distrusts him.
e) He trained to be a doctor there.

2 Open answers.

Prologue–Chapter 2

1 The correct order is: f, b, h, c, a, d, e, g.

2 b) i c) ii d) iii e) iv

3 Open answers.

Chapters 3–4

1 b) i c) ii d) v e) iv

- 2 b) He is taken in the back of a car.
c) In an expensive suit
d) 'an enemy'
e) To provide him with information about Sherlock.
f) his therapist's notes

3 Open answers.

Chapters 5–6

- 1 b) T
c) F. At the restaurant John and Sherlock wait for *the murderer/killer* to arrive.
d) T e) T
f) F. The name *Rachel* is a password for the dead woman's smartphone.

2 Open answers.

Chapter 7–9

- 1 b) the time Sherlock had chased his taxi
c) was
d) the gun couldn't hurt him
e) Sherlock had chosen the wrong pill
f) as he started describing the shooter
g) was Sherlock's brother

- 2 b) Sherlock to John
c) Mycroft to Sherlock
d) John to Sherlock

3 Open answers.

Vocabulary Builder

- 1 2. password 3. nod 4. identify 5. suicide 6. flash 7. therapist
8. scene 9. lab 10. victim 11. bet 12. alley
- 2 2. chess 3. battery 4. mark 5. fingernails 6. flame
7. investigate

Casual language

1. Take your time. 2. can't keep up with 3. It's all in your mind
4. I won't take no for an answer 5. there's no point in