

A **FREE** RESOURCE FOR TEACHERS!

# SHERLOCK

## The Hounds of BASKERVILLE

### – EXTRA

#### Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

#### SYNOPSIS

Detective Sherlock Holmes is approached by Henry Knight, who believes that his father was killed by a 'monster' on the moors twenty years ago. Recently, Henry also claims to have seen the monster on the moors. Sherlock agrees to take the case and he and his companion, Dr John Watson, travel to the village of Grimpen.

They visit Baskerville, a top-secret scientific research centre, thinking that the monster may have been a failed experiment. At first, they discover nothing there. Later, Sherlock visits the moors at night where he hears growls and sees a frightening dark shape.

On a second visit to Baskerville, the detective discovers that it was a scientist from Baskerville who really killed Henry Knight's father. The scientist had been working on a gas that made people see terrifying things. When Henry Knight's father discovered this secret work, the scientist decided to kill him. More recently, the same scientist was trying to use the gas to make people think that Henry Knight was mad.

#### THE BACK STORY

*The Hounds of Baskerville* is an episode from the second series of the BBC's television series *Sherlock*, which updated two of the most famous characters in English literature – Sherlock Holmes and Dr John Watson – and set them in the present day. The series was created by writers Steven Moffat and Mark Gatiss, who

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 two writers wanted to return audiences to the excitement Conan Doyle's readers felt when Sherlock Holmes was a modern character.

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. Mark Gatiss, the writer of *The Hounds of Baskerville*, was keen to include a lot of references to Conan Doyle's 1902 original, *The Hound of the Baskervilles*, because this was Conan Doyle's most famous Holmes story.

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

#### MEDIA LINKS

**DVD:** A DVD of *The Hounds of Baskerville* is available in *Sherlock: Series 2*.

**CD:** A recording of *Sherlock: The Hounds of Baskerville* is available to accompany the Scholastic Reader.

**Internet:** You can find out more information about the *Sherlock* series at: [www.bbc.co.uk/programmes/b018ttws](http://www.bbc.co.uk/programmes/b018ttws)

**Books:** Also available as a Scholastic Reader is *Sherlock: A Study in Pink* (level 4).

## 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 in their own language? Have they seen any of the many film or television versions of the famous detective? Motivate students with background information (see The Back Story above) and by reading aloud the *Prologue* of the story (pages 6–7) 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 4 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 90 minutes. Show it in chunks in parallel with the class reading schedule. Alternatively, show it when the class has 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.

#### Casual language

Introduce the informal expressions used in *Sherlock: The Hounds of Baskerville* (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 creator of Sherlock Holmes, Sir Arthur Conan Doyle; the new version of the character in the *Sherlock* series; and a survey of new developments in genetic engineering.

#### What did they think?

Get everyone to do a written or spoken review of *Sherlock: The Hounds of Baskerville*. Compare opinions. Will they go and see the film? Did you like it? Let us know at:

[readers@link2English.com](mailto:readers@link2English.com)

RESOURCE SHEET STUDENT ACTIVITIES



SHERLOCK  
The Hounds of  
BASKERVILLE

-EXTRA

People and places

1 Answer these questions.

Who ...

- a) was a doctor in the army? ..... *John Watson* .....
- b) is a fan of Sherlock Holmes? .....
- c) is worried about Henry Knight? .....
- d) is brilliant but difficult to work with? .....

Where ...

- e) is 221B Baker Street? .....
- f) is Dartmoor? .....
- g) was John Watson in the army? .....

2 What do you think? Is Henry Knight's monster real? Where did it come from?

Prologue–Chapter 2

1 Choose the best words in *italics*.

- a) It was very *rainy* / (*foggy*) when Henry Knight's father died.
- b) Years later Henry can't escape from his *memories* / *dreams* of that night.
- c) Sherlock is *happy* / *bored* when he hasn't got a case.
- d) Henry came to see Sherlock by *train* / *car*.
- e) Henry saw the *head* / *footprints* of a big animal.
- f) Henry describes his memories of his father's death to a *psychologist* / *police officer*.
- g) *Scientists* / *Tourists* come to Grimpen to learn about the 'monster of the moors'.

2 Answer these questions.

- a) Why is there a minefield in the area?  
*To protect Baskerville.* .....
- b) Why is it strange that the pub restaurant bought meat?  
.....
- c) What does the tour guide tell Sherlock about Baskerville?  
.....

3 Talk to a partner. Henry Knight is frightened of the monster on the moors. What do you find frightening?

Chapters 3–4

1 Put these events in the correct order.

- a) Frankland offers to help Sherlock in the case.
- b) Henry gets a gun to protect himself.
- c) Sherlock and John drive to Baskerville.
- d) Sherlock asks Dr Stapleton about her experiments on animals.
- e) John talks to Henry's psychologist.
- f) Sherlock sends a text message to John.
- g) Sherlock and John take Henry back to Dewey's Hollow.
- h) Sherlock tells John that he saw the monster too.

2 What do you think? What do these chapters show about Sherlock Holmes' personality? Find examples that show ...

- a) that Sherlock is happy to break rules sometimes.  
*He asks his brother for a pass for Baskerville.* .....
- b) that Sherlock does not always tell the truth.  
.....
- c) that Sherlock is not an easy person to be friends with.  
.....
- d) that Sherlock is brilliant.  
.....

Chapters 5–6

1 Complete the sentences with a verb from the box. Use the past tense.

ask	imagine	<del>knock</del>	make	search	speak
		take	tell		

- a) Sherlock ..... *knocked* ..... on Henry's front door.
- b) Sherlock ..... a small plastic bag from his pocket.
- c) John and Sherlock ..... about the case as they walked back to the village.
- d) Inspector Lestrade ..... the pub owners some questions.
- e) John was surprised when Sherlock ..... a cup of coffee for him.
- f) John ..... the labs, looking for anything unusual.
- g) Sherlock ..... John that the hound glowed in the dark.
- h) To remember things, Sherlock ..... a palace in his mind.

**RESOURCE SHEET STUDENT ACTIVITIES**

**2 Answer these questions in your notebook.**

- a) What does Sherlock take from Henry's kitchen?  
Some sugar.....
- b) Why does Sherlock think the word 'hound' is unusual?
- c) What lie does Lestrade try to tell Sherlock?
- d) Why did the pub owners buy meat?
- e) Why does Sherlock make a coffee for John?
- f) What is John afraid of in the lab?

**3 Work with a partner.**

John Watson says that with a friend like Sherlock there are 'different rules'. Do you agree with his opinion of friendship? Why or why not? What makes a good friend?

**Chapters 7–Epilogue**

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

- a) Henry Knight wears a gas mask at Dewer's Hollow.  
F. Bob Frankland wears a mask there.....
- b) The drug is in the fog.  
.....
- c) There is a monster dog at Dewer's Hollow.  
.....
- d) The pub owners lied when they said that their dog was dead.  
.....
- e) Frankland kills himself in the lab.  
.....
- f) Sherlock gave the drug to John.  
.....

**2 If you were John Watson, how would you feel about what Sherlock did in this case?**

**FINAL TASKS**

**Blog**

Imagine you are John Watson. Choose one part of the story and write your blog, telling what happened as you understand it.

**Roleplay**

**Work with a partner.**

One of you is Henry Knight; the other is Henry's psychologist, Dr Mortimer. Roleplay a meeting between the two. Henry tells Dr Mortimer about what happened at the end of the story and Dr Mortimer asks questions to find out more.

**Dr Mortimer:** Ask questions to learn the truth and Henry's feelings about it.

**Henry:** Include your feelings about what happened.

**VOCABULARY BUILDER**

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

- 1. a noise that a dog makes ..... growl.....
- 2. a large area of high land .....
- 3. a piece of scientific equipment .....
- 4. something that covers your face .....
- 5. a person who looks for criminals .....
- 6. a small animal that eats plants .....
- 7. a person who works with animals .....
- 8. it helps you see at night .....

**2 In your notebook answer the questions with 'New Words' from the back of the book.**

- 1. Who studies how people's minds work?  
a. psychologist.....
- 2. Where might you keep a dangerous animal?
- 3. Where do scientists often work?
- 4. What word describes being free?
- 5. What can stop other people from using your computer?
- 6. What can cause many deaths in war?

**Casual language**

- **get on with** (p.17). John learns that Sherlock does not always 'get on with' his brother Mycroft. They are not very friendly and do not seem to like each other.
- **there is/was no point** (p.27). Henry Knight does not go to his bedroom because 'there was no point'. He knew that he would not sleep and so he did not even try.
- **can't think straight** (p.48). Henry 'could not think straight' when he had the gun at Dewer's Hollow. He could not think clearly and he was not really sure what was happening.
- **'I can't take it!'** (p.49). Henry shouts, 'I can't take it!' at Dewer's Hollow. He is worried about the monster and about his own mind, and he does not think that he can continue like this.
- **'scared out of my mind'** (p.55). Remembering the frightening time in the lab, John says, 'I was scared out of my mind!' He was so afraid that he could not think clearly.

**Choose the right expression to complete the sentences.**

- 1. She did not study for the exam. .... because she already knew everything.
- 2. I ..... my sister very well. We talk on the phone most days.
- 3. I thought that the plane was going to crash. I was ..... !
- 4. I didn't sleep last night and now I .....
- 5. Don't be so rude! ..... anymore!

## FACT FILE FOLLOW-UP

**SIR ARTHUR CONAN DOYLE (pages 56–7)****Quiz**

Students read the Fact File and remember as much as they can. (Give them a time limit of about ten minutes for this.) Tell the students to close their books and divide the class into two groups. Ask each team a question in turn. If they get an answer right, they get a point. If they get an answer wrong, the other team gets a chance to answer and win a point. The team with the most points at the end is the winner.

**A NEW SHERLOCK HOLMES (pages 58–9)****Discussion/Presentation**

Sherlock Holmes has been portrayed in hundreds of different ways in film, television and illustration. Collect enough contrasting images of these different Sherlocks from the Internet to allow for at least one per student and print them out before the lesson. Then ask students to work in pairs, with each pair choosing 2 or 3 pictures to compare and contrast. Choose some students to present their findings, encouraging them to say what they think looks good (or not) in these representations of the detective.

**Story Writing**

Ask the students to think of an idea for a new modern Sherlock story. They could write individually or in small groups. They do not need to write the whole story, just notes about the crime and the case.

**GENETIC ENGINEERING (pages 60–1)****Debate**

Hold a debate in the class on the following topic:

***GM foods are necessary to feed the world***

After discussing the key arguments in class, select two students to prepare a speech in support of this statement and two students to prepare a speech against the statement. When the other students have listened to the arguments, they can ask questions and make their own comments. At the end of the debate, hold a vote to see what the majority of the class believes.

**FILM/CD FOLLOW-UP**

If you plan to show *The Hounds of Baskerville* in class, watch it yourself first. There are lots of twists and turns in the plot, and so identify good places to stop or pause. Students should not be discouraged if they can't follow it at first.

**Prediction**

While students are reading the story, choose a frame from the programme ahead of where they have got to. Show them the single frame in class and get them to predict what is happening and how the story gets from where they are to this frame.

**Observing**

Choose a short scene before class and prepare questions on it. Tell students to watch very carefully, noting down details about clothes, props, where people are, etc. Play the scene a couple of times and then ask your questions. Play the scene again for students to check their answers.

**Put it in context**

Play short sections of the story on the CD. After each section, ask students to give the context, ie explain who the speakers are, where they are, and what they are talking about. This could be a written quiz with students writing down the answers.

**ANSWER KEY****Self-Study Activities (pages 62–4)**

- a) hound, rabbit b) detective, psychologist c) experiment, lab d) memory, mind e) army, minefield
- a) case b) fog c) glows d) moors e) footprints f) mask g) cages h) liberty i) monster j) pass
- a) He is a detective.  
b) Doctor John Watson goes on cases with him.  
c) He died in Dewer's Hollow/on the moors.  
d) It is a scientific research centre.
- a) Henry b) John c) Sherlock d) Mycroft e) Dr Stapleton f) Frankland
- Open answers.
- a) animals b) a dog c) at night
- Open answers.
- a) F. Henry lives alone. b) T c) T d) T  
e) F. Watson talks to Henry's psychologist at the pub.  
f) F. Lestrade is in Grimpen to help with the case.  
g) F. The pub owners kept a dog on the moors to bring tourists to the area.
- a) Sherlock to John b) Louise Mortimer to John Watson  
c) John Watson to Louise Mortimer
- Open answers.
- a) microscope b) drug
- Open answers.
- The correct order is: c, i, d, a, f, h, g, e, b.
- Open answers.

**Resource Sheet Activities****People and places**

- b) Frankland c) Dr Mortimer d) Sherlock Holmes e) in London f) in the south-west of England g) in Afghanistan
- Open answers.

**Prologue—Chapter 2**

- b) memories c) bored d) train e) footprints f) psychologist g) Tourists
- b) It is a vegetarian restaurant.  
c) He tells Sherlock that the scientists at Baskerville made 'terrible things'/'dogs the size of horses'.
- Open answers.

**Chapters 3–4**

- The correct order is: c, d, a, g, h, b, f, e.
- Open answers.

**Chapters 5–6**

- b) took c) spoke d) asked e) made f) searched g) told h) imagined
- b) nobody says it anymore  
c) that he is here on holiday  
d) to feed the dog that they kept on the moors  
e) he thinks that there is a drug in Henry's sugar and he wants to test it  
f) the hound/the monster
- Open answers.

**Chapters 7—Epilogue**

- b) T c) F. There is a *real* dog (*not a monster dog*) at Dewer's Hollow. d) T e) F. Frankland kills himself in the *minefield*.  
f) F. Sherlock *thought that he had given* the drug to John.
- Open answers.

**Vocabulary Builder**

2. moor 3. microscope 4. mask 5. detective 6. rabbit 7. vet 8. torch
1. psychologist 2. cage 3. lab 4. drug 5. liberty 6. password 7. mine(field) 8. monster

**Casual language**

1. There was no point 2. get on with  
3. I was scared out of my mind! 4. I can't think straight.  
5. I can't take it