

The Hound of the Baskervilles

The Hound of the Baskervilles

A worksheet to accompany
Vienna's English Theatre's 2016/2017 touring production
by Helena Hirsch

WARMING UP

Scene 1

As this play is based on a *Whodunnit*, a detective story, most tasks are designed as post-reading/post-watching activities, so as to not give away too much of the play's conclusion. However, some students might know the storyline already (e.g. having seen a film version or having read a simplified text).

Abbreviations used throughout the worksheet:

SD take particular note of/refer to the stage directions
WR web research

1. In scene 1, the actors talk about Sherlock Holmes, Dr Watson, and the author who created these literary figures. Look at the sets of words/phrases below. In each line, one word/phrase/ expression doesn't quite fit in. Find your 'odd one out' and say why you think so (several answers possible!)

man – character – personality – detective – inspector

local celebrity - internationally famous – literary star – movie star – TV star – PC Game avatar

still going strong – ageless – most perfect ... ever – an all-time hero – hardly known any more

chronicler – creator – mastermind – inventor – designer – director

prominent – ingenious – truly remarkable – famous – extraordinary – unusual

2. (WR) https://en.wikipedia.org/wiki/Dr._Watson
Who is Dr Watson? How is he connected to master detective Sherlock Holmes?
3. (WR) https://en.wikipedia.org/wiki/Sherlock_Holmes
Look at the fictional character of Sherlock Holmes: biography, personality, skills, influence on literature, films, forensic science, etc.
4. (WR) <http://www.arthurconandoyle.com/>; Wikipedia
Sir Arthur Conan Doyle, medical doctor and author. Find out about his life, career/profession, the background to his writing career and the novels and short stories he created.

Tasks 2, 3 and 4: Portfolio work

On an A4 piece of paper, put together a fact sheet on either Sherlock Holmes, Dr Watson, or Sir Arthur Conan Doyle. The suggested websites (the WWW) provide vast amounts of information. Concentrate on the main facts and try not to get distracted or lost in details. Check and compare with your colleagues. A little while later, look at your fact sheet(s) again. Make all the changes that you feel are necessary. Keep editing, adding to and revising your piece of writing, asking your teacher and/or your colleagues for improvement feedback.

WORKING OUT

Scene 2

- (SD) Actor 1 takes a pipe out of the pocket of his smoking jacket. Work with a partner. What does his smoking jacket look like (make a drawing, if you like) and why is the pipe so important, do you think?
- Sherlock Holmes and Dr Watson share a flat in London. Where is it? Find the address on a London map/Google Maps/Google Earth.
 - (WR) Are there any other interesting places, sights, etc. along Baker Street? Make a list or mark them on your map.
- Sherlock Holmes asks Dr Watson to examine the walking stick.
 - In the text, underline/highlight all words that create a visual image in your mind.
 - Now close your eyes – can you see it before you in your mind's eye?
 - Imagine running your fingers along the stick. How does the surface feel to you?
- What kind of effect does Dr Watson's description of the stick and his deduction (it belongs to a country gentleman) have on the reader/audience? Talk to a partner and agree on one of the statements below:
 - it makes you wonder how important the stick is for the whole story
 - you immediately think that the stick was used to hurt/kill somebody
 - the country gentleman (who the stick belongs to) was murdered
 - the country gentleman (who the stick belongs to) murdered somebody
- Why can Sherlock Holmes be so sure that the owner is a country gentleman? How does he know?
 - Who does the stick really belong to?
 - Keep the statement *-It is my business to know what other people don't know* -in mind.
 - Elementary, dear Watson*. This is one of the most famous quotes in the tradition of the British Whodunnit (=who has done it, i.e. detective novel). Have you perhaps come across it before? Where? Talk to a partner or tell the class.
- How did you feel when Sherlock Holmes reveals that the owner, Dr Mortimer, has left a calling card? Choose one of the statements below and say why.
 - It was a bit of a let-down. I expected something more exciting.
 - It doesn't take a great detective to read a calling card.
 - Maybe he wanted to test Dr Watson's ability of logical reasoning and deduction?
 - He wanted to show Dr Watson (and us) just how brilliant a detective he is.
- Look at the adjectives/adverbs/phrases below and circle/underline all synonyms (=words that have the same or a very similar meaning) of *elementary*. Why/how do some words work in the context (*Elementary, dear Watson*) while others don't? A Dictionary (of Synonyms) will help you.

secondary – basic – primary – simple – natural – light – easy – smooth – dead-easy – childish – logical – clearly – obvious – plain/-ly – unmistakable – reasonable – presumable/-ly
- Both, Watson and Mortimer, carry the title *Doctor*. How does Mortimer explain the little confusion when introductions are made?
- (WR) The Strand Magazine (https://en.wikipedia.org/wiki/The_Strand_Magazine)
 - When did it first appear and how long did it appear for?
 - What kind of writing (genre, authors) was published in this magazine?

10. True or false? Read the sentences below and circle the appropriate letter. If you choose **F**, say why.

Two dear friends of Dr Mortimer have already been murdered.	T	F
Three months ago Sir Charles Baskerville went for an afternoon walk.	T	F
He didn't return so all his servants went in search of him.	T	F
He was found dead at the edge of the moor by Barrymore.	T	F
The papers said that Sir Charles died of a massive heart attack.	T	F
Dr Mortimer saw his bloody face and bruised body.	T	F
The police didn't notice the footprints of a large animal.	T	F
Sir Charles didn't believe in the curse and superstition.	T	F

11. Dr Mortimer comes across as a rather dramatic character. Work with a partner. Which of the following statements do you think are appropriate? Tick the boxes next to them and/or add your own ideas. Then compare with other pairs.

- Forgetfulness (his walking stick) is a sign of distraction.
- He believes in old legends and curses and is frightened.
- He is drinking too much coffee because it's cold, damp and foggy outside.
- When under stress, people usually have to use the toilet quite often.
- Sir Charles was his friend and therefore he is worried about Sir Henry, the heir.
- He seems quite obsessed with the hound-story.
-

12. (SD) While Dr Mortimer is out of the room, Sherlock Holmes reads Sir Charles' manuscript of the coming of the hound. Put the sentences below in the correct order, numbering them from 1 – 11.

- One night he saw her trying to run away. ...1...
- Hugo screamed when the growling beast attacked him. ...2...
- The curse of the Baskervilles goes back to the 17th century. ...3...
- He was very angry and followed her on his horse. ...4...
- The poor, pretty girl from the village didn't like the way he forced himself on her. ...5...
- Hugo's body was bloody and torn from the beast's attack. ...6...
- The girl probably died of exhaustion as her body had no marks on it. ...7...
- The villagers believe that the hound can be seen on the moor when it's dark. ...8...
- She tried to run away but he caught her and locked her into a room at Baskerville Hall. ...9...
- Hugo Baskerville was a nasty man who drank a lot and abused women. ...10..
- She kept trying to get away but he always caught up with her and hit her. ...11..

13. What does Sherlock Holmes think of the story? What do you think? Talk to a partner or in class.

14. Who is the person Dr Mortimer is worried about? Fill in the blanks below:

Sir Baskerville has the whole estate. He's been living in and knows about

..... He is not and wants to

..... He is

about the curse. He a few days ago.

15. (WR) When was the story published? What is this/are these period/s in English history called? Collect information (*Google, Wikipedia*) and put together an A4 fact sheet or a poster on the social, economical and political issues in Britain from the mid-19th to the early 20th century. Add significant dates and pictures.

16. Now look at the text again, paying particular attention to the language the three characters are using. Work with a partner and tick the boxes you think are appropriate. Find examples from the text. Then talk to other pairs. Do you agree? Why/why not?

The language is

- very formal formal/polite everyday language informal

The characters are probably

- Upper class Upper Middle class Lower Middle class Working class

17. Imagine going to a pub or hanging out with young British people. What kind of language are you likely to hear/use? Choose two items from the list below. Say why you think so.

- very polite, formal English
- slang
- BBC English
- different accents
- the Queen's English
- colloquial/everyday language

18. Now work in small groups. Look at the quotes from the text. 'Translate' them into current 'youth speak'. If possible, offer different versions (in English and perhaps also in German).

Here's an example for you:

p. 9: HOLMES: Please, *continue*. ----> *Go on ... keep going ... anything else ... and ...*

a. ... *goodness me*, Holmes, how do you ...

.....

b. ... *would you, please, be kind enough* to open the door

.....

c. ... *forgive me*, I'm a little stressed

.....

d. ... *may I please* use your W.C.

.....

e. ... *I will bid you a good day*

.....

Scene 3

1. What does Dr Watson think about the case so far? Why does Sherlock Holmes feel there are very few facts at all? Does he believe in supernatural phenomena?
2. How about *you*? Are you a 'facts only'-person or do you believe in supernatural goings-on? Talk to a partner. Would people who know you well (your family/friends) agree, do you think?

- Can you remember a (seemingly?) strange situation you've been in? Tell your partner about it. Then try to decide if this incident was 'fact' or 'fiction', i.e. if there was/is a logical explanation for the strange situation.

Tip: if you can't think of such an incident, make one up (e.g. you put something down on your desk in the evening and in the morning it's gone. You turn your room upside down, looking for it everywhere, but it's gone. When you wake up the following morning, you find it lying exactly where you'd put it. Ghosts, the cat, your brother ... or you just didn't see it, even though it's been lying there, because you overslept and your mind was on the maths test ...)

- Are you superstitious? In groups of 3 or 4, talk about and continue the list of common superstitions below. Add your names, then tick/cross all those superstitions you believe in. Once you have completed your list, talk to other groups and find colleagues who believe in the same superstitions than you.

Superstition	G = good luck B = bad luck	Name 1	Name 2	Name 3	Name 4
e.g. four-leaf clover	G	X			X
Friday 13 th	B				

4. The doorbell rings and Dr Watson goes to answer the door again. Introductions are made. Compare this situation to the previous one (when Dr Mortimer arrived). What is similar, what is different? Fill in the diagram below, describing the different characters:

	<i>Dr Mortimer</i>	<i>Sir Henry Baskerville</i>
e.g. accent		

5. What has been happening to Sir Henry since his arrival in London? If something like that happened to *you*, would it worry you? What would *you* do? Talk to a partner, or write a short paragraph.
6. Why, do you think, is Sherlock Holmes getting more interested in the case once Sir Henry tells him about the missing shoe and the note?
7. True or false? Read the sentences below and circle the appropriate letter. If you choose **F**, say why.

The note was pushed through underneath the door of the hotel room.	<i>T</i>	<i>F</i>
Sir Henry wants to take a train to Dartmoor around lunchtime.	<i>T</i>	<i>F</i>
Sherlock Holmes asks Sir Henry to go back to his hotel room.	<i>T</i>	<i>F</i>
He is going to send the note to Dr Mortimer.	<i>T</i>	<i>F</i>
Sir Henry is prepared to pay Sherlock Holmes quite a large sum .	<i>T</i>	<i>F</i>
Dr Watson waves good-bye, rather than shaking hands with Sir Henry.	<i>T</i>	<i>F</i>
Sir Henry and Dr Watson are going to Devon on the same train.	<i>T</i>	<i>F</i>
Dr Mortimer wants to find out more about the Baskerville family.	<i>T</i>	<i>F</i>
Dr Watson is not happy having to leave for Devon so soon.	<i>T</i>	<i>F</i>
The case might be dangerous so Dr Watson should not forget his gun.	<i>T</i>	<i>F</i>

- Why, do you think, is Dr Watson worried about having to accompany Sir Henry to Dartmoor and taking his gun along, while Sherlock Holmes remains in London? Talk to a partner.
- What does Sherlock Holmes want Dr Watson to do? How are they communicating?

Scene 4

- (WR) Where is Paddington Railway Station? Find it on a map of London, or on Google Earth, and try to work out how to get to the station from 221 b Baker Street! How far is it, how long did/does it take (then/now)?
- (WR) Find and check current train timetables. How long, approximately, does the train journey from London to Dartmoor take *now*?

.....

In the early 20th century, the journey took much longer
 took about the same time
 was very slow

- How does Sir Henry greet Dr Watson and how does Dr Watson respond?
 - Do you think a British aristocrat would greet someone he doesn't know too well saying 'hi'? Why/why not?
 - '*Nope. Haven't seen the guy all day*' also doesn't sound very formal. Why, do you think, does Sir Henry use more informal language? Talk to a partner or discuss in class.
 - Do you think that colloquial phrases like *hi* or *nope* were used in the late 19th, early 20th century at all?
 - Working through the text, you may come across more words and phrases which are not typical for 19th c. Britain/English language. Keep a highlighter ready and mark them as you read along.
- During the train journey, Watson is asking Sir Henry several questions. Why, do you think?
 - He wants to make polite conversation
 - He is trying to find any clues and facts to report to Sherlock Holmes
 - He likes listening to Sir Henry's American accent
 - He is trying to find a suspect
 - or what?
- How do Dr Watson, Sir Henry and Barrymore, the butler, describe the countryside?

<i>Dr Watson</i>	<i>Sir Henry Baskerville</i>	<i>Barrymore</i>

Obviously, their individual perceptions are quite different! Close your eyes and try to envisage such sceneries. Talk to a partner or in small groups. What do you associate with the words/phrases? Use your dictionary and find at least 2 synonymys for each adjective/phrase below. Make sure you choose words which are appropriate in this context!

- desolate
- wild, open
- a stark beauty,
dramatic, mysterious

6. (SD) What does Barrymore, the butler, look like? Have you come across this description before? Where?

7. Put the following statements in the correct order, numbering them 1 – 12.

- | | |
|--|---------|
| Dr Watson has heard about the prisoner. | ...1... |
| The policeman tells them to be careful and hurry up as it's getting dark. | ...2... |
| The butler tells them that strange things are happening on the moor. | ...3... |
| Barrymore introduces his wife who is the housekeeper. | ...4... |
| A policeman stops them because a dangerous man has escaped from prison. | ...5... |
| Sir Henry is very excited about being the owner of Baskerville Hall. | ...6... |
| Apparently the Notting Hill murderer has escaped from prison. | ...7... |
| Sir Henry is not worried about the hound and the curse. | ...8... |
| The guest room has already been prepared for Dr Watson. | ...9... |
| Dr Watson is wondering about Barrymore and the person following Sir Henry. | ..10.. |
| Before dinner, Sir Henry wants to have a look around the house. | ..11.. |
| They can hear a hound howling. | ..12.. |

8. *Well, this is one helluva place!* What is Sir Henry saying? Choose one of the options below. Say why.

- it's big, old and a bit run-down
- it's big, old and very impressive
- it's big, old and quite mysterious
- it's big, old and it belongs to him now

9. Bearing in mind that this is the late 19thc., is it a formal/informal/colloquial/standard language/British Upper class/American expression? Say why.

10. Sir Henry refers to Dr Watson as *'my friend'* or *'a friend'*. What do you think - are they really friends? Talk to a partner or discuss in class why he would refer to a person he has only met the day before as 'friend'?

- What does it take to be 'friends'? How well do you need to know a person before you call him/her 'friend'?
- Think of the class system in the UK at the turn of the 19thc. Would an aristocrat call a member of the (Upper) Middle class (he has only met the previous day) 'friend'?
- How would you describe the relationship between Sherlock Homes and Dr Watson?

11. a. What does the expression 'mumbo jumbo' refer to? Does Sir Henry believe the curse-story? What are his main concerns?
 b. Find the quote in the text: Sherlock Holmes describes himself as
 '..... man who doesn't believe in

Scene 5

1. Dr Watson doesn't seem to feel very comfortable at Baskerville Hall. Why is that, do you think? Exchange ideas with a partner or in small groups.
2. Although Dr Watson has seen/heard Mrs Barrymore crying, neither she nor her husband will admit it. Why is that, do you think? Choose one of the options below. Say why you think so.
 - Mrs Barrymore was crying because she had a quarrel with her husband
 - It's part of their plan to make Sir Henry leave as soon as possible
 - The Barrymores are playing on/expanding the curse-mystery-danger story
 - Mrs Barrymore is afraid of Dr Watson
3. How do you feel about this incident? With a partner, speculate what might be going on at Baskerville Hall. Make notes and compare your story with that of other pairs.
4. (WR) Look at Dr Watson's description of the moorland. Imagine standing there, your eyes scanning the landscape. Try to get the feel of the area. If possible, make a rough sketch. Now look for information on Dartmoor on the internet. Put together an A4 fact sheet or a poster, adding some photographs. Perhaps have a look at Google Earth or watch a video clip on YouTube. Compare your sketch/drawing to the pictures/video images. How did you do?
5. Who is Jack Stapleton? Where does he live? Who with? How long for?
 - How, do you think, does he know who Dr Watson is?
 - What does he tell Dr Watson about Sir Charles' death?
 - Does he believe in the curse of the hound?
 - Does *he* believe the hound really exists?
6. While he's off after a rare butterfly, Beryl implores Dr Watson to go back to London. Who, does she think, he is? What is her excuse?
 - What do you think about this incident? Does it strike you as *normal – suspicious – strange – just a mistake – important in the course of the action?*
7. How does he explain the howl?
 - Who or what is *Grimpen Mire*? Why is it so dangerous? (WR) Google it to find out more about this area (https://en.wikipedia.org/wiki/Fox_Tor)
8. Beryl pretends she's lost her handkerchief to talk to Dr Watson again. What does she think about the curse of the hound?
9. How do you feel about the 'butterfly hunt'-episode? Choose one of the options below or add your own. Say why.
 - I think it's really funny, swinging the butterfly net and talking to a butterfly!
 - Why would he try and catch butterflies in this dangerous area?
 - Something is not quite right there ...

- He keeps interrupting Dr Watson's questions, trying to catch butterflies - and failing.
- It's quite nice of him to warn Dr Watson about the danger of the moor/hound :
- Although Dr Watson is asking *him* questions, it seems as if Stapleton is trying to find out things from Dr Watson (e.g. when Sherlock Holmes is due to arrive) ...
-

10. Take a look at Stapleton's language and way of speaking (words/phrases, short sentences, etc.)

- What kind of words are *damn/damned/bloody*?
- Rewrite the following statements, using other words which have a similar meaning:

Damned, awful business

Damn... bloody thing got away!

Damned difficult

Blast!

- (*WR*) Have you come across the phrase *jolly good* before? Do some internet research and find out **a.** what the meaning is; **b.** when it is used; **c.** who would use it, e.g. a certain group of people (in everyday speech).

11. Talk to a partner or in small groups. Studying the dialogue (i.e. Stapleton's language and way of speaking) again, does it tell you anything about his character? Choose one of the statements below. Say why.

- nice, friendly and open, wanting to make friends
- good-natured but a bit odd (butterfly hunting)
- not very polite (he uses a lot of swearing words) and keeps interrupting the conversation
- a bit too jovial to come across as genuine; a bit irritating

Scene 6

1. Dr Watson has to write to Sherlock Holmes and report his observations *since his arrival* at Baskerville Hall. Write the letter (i.e. a short *summary* of the events) to Sherlock Holmes, making sure he gets a very clear picture of the goings-on. Be careful to keep to the facts; don't interpret or make assumptions.

2. True or false? Read the sentences below and circle the appropriate letter. If you choose **F**, say why.

Dr Watson tells Sir Henry about Barrymore's activities during the night.	T	F
The next evening, they were waiting in the main hall.	T	F
Barrymore makes howling noises, opens a window and waves a torch.	T	F
Sir Henry wants to know who Barrymore is signalling to.	T	F
Sherlock Holmes notices a light in the dark of the moor.	T	F
Mrs Barrymore admits that the escaped prisoner is her brother.	T	F
Sir Henry is going to report them to the authorities.	T	F
Mr and Mrs Barrymore and her brother are leaving Britain for South America.	T	F
Sir Henry is disappointed by the Barrymores' actions.	T	F
The Stapletons have invited Dr Watson and Sir Henry to afternoon tea.	T	F

3. Write a short note to Sherlock Holmes, telling him what Dr Watson and Sir Henry found out about the Barrymores and the escaped prisoner.


4. Have you ever heard of the *Notting Hill murderer*? Did he really exist or is he/his story just a myth? Which crime(s) did he commit? (WR) [https://en.wikipedia.org/wiki/John_Christie_\(murderer\)](https://en.wikipedia.org/wiki/John_Christie_(murderer)). Having had a look at the Wikipedia entry, is there (at all) a connection between the *Notting hill murderer* and the escaped prisoner from Princetown? If yes, how? If no, why not?

Scene 7

1. Sir Henry is very attracted to Beryl. In the the text, underline or highlight all words/phrases which indicate that he finds her attractive. What is he trying to do?
 - Earlier on, he told Dr Watson that wide, open spaces stimulated him. How does he describe the countryside now? What has changed? Why?
 - Rephrase '*What a gal!*' in your own words:
 - Talk to a partner. What, do you think, is the '*serious thinking*' he needs to do about Beryl?
2. Dr Watson feels that Jack Stapleton is not very pleased about Sir Henry being interested in Beryl. Why is that, do you think?
3. Over the next few days, Dr Watson keeps observing things and reporting back to Sherlock Holmes. Then he sees a hooded figure on the moor. He is not quite sure who this could be. Can you guess?
 - the escaped prisoner, Seldon
 - the policeman in disguise
 - Mr or Mrs Barrymore
 - Jack Stapleton, trying to catch butterflies
 - Beryl
 - or

4. Put the following statements in the correct order, numbering them 1 – 12.

He has been staying in a tiny hut close to the moor.	...1...
The figure doesn't stop until Dr Watson threatens to use his gun.	...2...
Dr Watson can see someone up on a rock overhang.	...3...
Sherlock Holmes found out interesting facts about the people involved.	...4...
Somebody wants to kill Sir Henry.	...5...
They can hear a hound howling, then a man screaming.	...6...
At this point there is no proof that the suspect is guilty.	...7...
Next time he sees the figure on the moor, Dr. Watson follows him.	...8...
The body is wearing Sir Henry's coat, but it's the Notting Hill murderer.	...9...
The figure takes off the hood: it is Sherlock Homes himself.	..10..
Suddenly a body falls to the ground in front of them.	..11..
Apparently the suspect plans everything very carefully.	..12..



5. Dr Watson is a medical doctor. He can tell that the person is dead. How does Sherlock Holmes find out that the body is not Sir Henry?
6. Detection is Sherlock Holmes' profession. He deals with facts. In the next section of the text (p.26) we get a sample of the logical reasoning and deducting he is famous for. In groups, talk about the way the master detective comes up with bits and pieces of the puzzle.

- Would you have made the connection so quickly (i.e. coat -> shoe -> scent -> killer hound -> story of the curse)?
- Sherlock Holmes already knows who the suspect/the murderer is. Do you? Who? Why?

7. (WR) How are dogs trained to pick up scents? Why is this so important?
8. What happens to Seldon's body? Why?

Scene 8

1. Safely back at Baskerville Hall, Sherlock Holmes and Dr Watson are talking to Sir Henry. True or false? Read the sentences below and circle the appropriate letter. If you choose **F**, say why.

Mrs Barrymore doesn't care that her brother has been killed.	T	F
Sir Henry is very impressed by what Sherlock Holmes found out.	T	F
Sherlock Homes needs only one more clue.	T	F
He wants to have a look the Baskerville family album.	T	F
Dr Watson is getting impatient to hear who the murderer is.	T	F
Holmes wants Sir Henry and Watson to take a good look at the photographs .	T	F
Dr Watson notices that Sir Henry looks exactly like Hugo Baskerville.	T	F
It turns out that Sir Henry's brother died in South America.	T	F
Before he died, Rodger Baskerville had a son who turned into a criminal.	T	F
He wanted to gain the family fortune by killing Sir Charles and Sir Henry.	T	F
Stapleton's wife, Beryl, tried to warn Sir Charles.	T	F
To get some proof the he is guilty, they are going to set a trap for Stapleton.	T	F

2. Why is it important for Sherlock Holmes that both, Dr Watson and Sir Henry, look at the pictures in the gallery?
3. Where did Stapleton grow up? What did he do for a living? How did he find out about the Baskerville family fortune?
4. Work in pairs. Outline Jack Stapleton's plan. Start with his childhood in Costa Rica. If you like, visualise the plot by drawing a timeline.
5. '*I'll be damned!*' - Is Dr Watson swearing? Check your dictionary. What does the expression mean? Can you think of a German equivalent? Compare with colleagues.

.....

6. Talk to a partner. How does Sir Henry feel about Beryl now? Do you agree? Why/why not?
7. Try to work out what the relationship between Sir Henry and Jack Stapleton is. Are they related? How?
8. Are the expressions '*son-of-a-bitch*' and '*bastard*' ...

- | | | |
|-----------------------------------|------------------------------------|---|
| <input type="checkbox"/> British | <input type="checkbox"/> American | <input type="checkbox"/> South American |
| <input type="checkbox"/> formal | <input type="checkbox"/> informal | <input type="checkbox"/> slang |
| <input type="checkbox"/> friendly | <input type="checkbox"/> offensive | <input type="checkbox"/> casual |

Tick at least two items which *you* think are appropriate. Compare with your colleagues. Do you all agree?

9. What kind of attitude do they suggest? Do they fit into Sir Henry's language pattern? Why/why not? Find other examples in the text (or cf. Worksheet p. 6, 7, 10)
10. How does Sherlock Holmes intend to expose Jack Stapleton? Why does he call him 'a rat', do you think?

Scene 9

1. Why, do you think, is Dr Watson's mind buzzing? Work with a partner. Choose one of the options below and say why you think so.

- He hasn't slept well for days and is tired and confused.
- He's not as cool as Sherlock Holmes about finding the body of the murdered convict.
- There's just too much going on and he feels out of his depth.
- He is worried that their plan could go wrong and fears for Sir Henry.

2. Put the following statements in the correct order, numbering them 1 – 12.

When Sir Henry arrives, Jack tells him that Beryl is not feeling well.	...1...
Then he takes Sir Henry's horse away.	...2...
Dinner takes about 2 hours and fog is coming in over the moor.	...3...
Stapleton invited Sir Henry for dinner.	...4...
Stapleton was disappointed that the hound had killed the prisoner.	...5...
Sir Henry wants to walk back, he isn't worried about the hound.	...6...
Before it was getting dark, Holmes and Watson walked to Merripit House.	...7...
Sir Henry walked to the Stapleton's house and told them about Seldon.	...8...
Stapleton lets his hound sniff Sir Henry's shoe.	...9...
He invites Sir Henry to stay the night.	...10..
Beryl was upset and ran out of the room, crying.	...11..
Jack tells Sir Henry that he cannot ride his horse back to Baskerville Hall.	...12..

3. Stapleton tells Sir Henry that his horse was fine when he took him to the stable but that he can't ride him back now. Talk to a partner. What, do you think, happened to the horse?

4. *I've faced up to bears in Canada. To hell with the hound!* – What is Sir Henry saying? Tick one of the statements below. Talk to a partner and say why you think so. Do you agree?

- bears are bigger and more dangerous than hounds
- he is used to wild creatures
- he doesn't believe in the 'hound mumbo-jumbo'
- he is not afraid of the hound

5. Holmes and Watson are following Sir Henry, trying to keep a close watch on him. Look at the following paragraph (without referring to the playscript!) and cross out any words/forms which are not appropriate (the first one has been done for you):

The fog closed in/fell in quicker than they thought. When Sir Henry started running/to run, they were trying to follow, but they lost/missed the path. The situation was getting more and more horrible/dangerous. Sherlock Holmes hadn't thought/didn't think about the fog on the moor. Suddenly they heard a loud/noisy howl. Sir Henry was attacked/struggled by the hound. He screamed/screeched when the beast pulled/pushed him down on the ground and went/headed for his throat, growling/ grumbling loudly. Sherlock Holmes fired at/hit the dog six times and killed it. Dr Watson rushed/ urged up to Sir Henry and found out that he was injured/damaged but alive.

6. Why does Sherlock Holmes think it is necessary to set up a trap for Stapleton? Couldn't he just have him arrested? What do *you* think?
7. Holmes and Watson are hiding near Merripit House to observe the goings-on and keep an eye on Sir Henry. What did Sherlock Holmes *not* prepare for? Choose one of the statements below. Say why.
- the darkness of the night
 - the howl of the hound of the Baskervilles
 - the heavy fog on the moor
 - the eerie, mystic atmosphere of the place
8. Sir Henry is wounded but alive. Stapleton's dog, the hound, is dead. Look at the sentences below and decide whether they are true or false. Circle the appropriate letter, then turn to a partner. If you choose **F**, say why. Do you agree? Why/why not?

Stapleton is very pleased with himself for defeating Sherlock Holmes.	T	F
Dr Watson has to give Stapleton the money he earns writing the story.	T	F
Sherlock Holmes has used up all his bullets killing the dog.	T	F
Sir Henry is asking about Beryl who knew what Stapleton's plans were.	T	F
Stapleton is going to kill them all and throw their bodies off a cliff.	T	F
He's going to show the police the body of Sherlock Holmes and his empty gun.	T	F
Stapleton thinks he's a hero having murdered Sherlock Holmes.	T	F
Holmes provokes Stapleton, calling him a sad, pathetic little man.	T	F
Stapleton and Sherlock Holmes have a fight and both fall into the Mire.	T	F
Dr Watson throws his coat at Stapleton and tells him to grab hold of it.	T	F
The fog is easing up and the police office arrests Stapleton .	T	F
They don't know the way back but Sherlock Holmes has a compass.	T	F
Sir Henry is extremely grateful that Dr Watson has solved the mystery.	T	F
Sherlock Holmes invites Dr Watson to The Royal Opera House next week.	T	F

9. What does Stapleton call his bloodhound?
10. With a partner, read through (again) the section where Stapleton tells Holmes and Watson (and us) about his ingenious, carefully thought-out plan. Then look at the statements below. Which ones do you (both) agree with? Say why. If you have other ideas, add them to the list!
- He must have planned this for a long time, going into so much detail.
 - A highly intelligent criminal – but still a criminal, a murderer.
 - The man is totally corrupt; thank God he doesn't get away with it!
 - It's almost pathological (i.e. he's mentally ill).
 - What a loser!
 -
11. Stapleton cold-bloodedly murdered his uncle; he wants to murder his cousin to get hold of the family fortune; he locks his wife away – yet he seems to be quite upset that Sherlock Holmes shot his 'poor baby'. In class, discuss this aspect of his character.
12. What, do you think, could Beryl have done to 'spoil his party', i.e. stop him from trying to murder Sir Henry? With a partner or in small groups, come up with different scenarios.
13. Go back to p. 11/task 7. What is the relationship between Stapleton and Sir Henry? Were you right?

14. With a partner, find a different ending to 'Stapleton's story'. Write a short paragraph outlining your scenario. Compare with other pairs or in class. Then take a vote: which pair has come up with the most interesting /likely/surprising ending?

15. What matters most to Stapleton? Look at the statements below and choose two which *you* think are most appropriate. Say why.

- ... to be hailed as a hero (for killing the hound)
- ... to please his wife
- ... to get hold of the considerable family fortune
- ... to live in Baskerville Hall, rather than Merripit House
- ... his own private glory
- ... to have beat/defeated the great Sherlock Holmes

-

16. How does Sherlock Holmes respond to Stapleton's self-praise? First look at the words/phrases Sherlock Holmes uses. Complete the statements with different/your own words (which have the same meaning).

You are, Stapleton!

You man!

That's right, Stapleton! You're

Compare your version with colleagues or in class.

17. What, do you think, is Sherlock Holmes trying to achieve by talking to Stapleton in this condescending way? Choose one of the statements below and say why.

- He wants to make Stapleton really angry
- He's provoking him into letting his guard down/making a mistake
- He's telling him what he thinks of him
- He's just stating obvious facts which Stapleton doesn't want to hear

- or what?

18. Stapleton starts a fight and falls into the moor - which is quickly sucking him in. Sherlock Holmes throws him his coat to hold on to/to pull him out. Do *you* think this gesture is:

- a. very nice and forgiving – like a real gentleman
- b. silly – Stapleton doesn't deserve being rescued
- c. generous – he has no reason to feel sorry for Stapleton
- d. calculating – he wants Stapleton to live and go to prison

Choose one option and say why. Would you have tried to help Stapleton? Why/why not?

19. How are they going to find their way back to Baskerville Hall? What did Sherlock Holmes do?

20. Coming full circle: compare and contrast the last few lines with the introductory scene in the text.

a. First complete the statements:

Sherlock Holmes is indeed

..... He solved the case with

..... Dr Watson is going to

..... for the

b. What is similar, what is different? In the text, highlight similarities in blue, and differences in red.

21. What does Holmes suggest they do back in London, the following week?

- (WR) What was/is Marcini's? (<http://www.evo.org/sherlock/london/marcinis.html>)
- (WR) What were they going to see at Covent Garden? What was on at the time? (Tip: google opera-Sherlock Holmes-Hound of Baskervilles)

COOLING DOWN

1. Did you like the play? Choose one of the statements below and say why.

- | | | |
|--|---|---|
| <input type="checkbox"/> yes, it was funny | <input type="checkbox"/> I knew the story already | <input type="checkbox"/> it was quite thrilling |
| <input type="checkbox"/> not really, no | <input type="checkbox"/> I don't really care | <input type="checkbox"/> it was OK, I guess |

2. Which of the characters did you like best? Why?

3. Were there any characters you didn't like at all? Who? Why?

4. Do you generally like detective stories? Why/why not?

5. If you didn't know *Sherlock Holmes* before: having seen this play, would you like to read another Sherlock Holmes story or watch a film version? Why/why not?

6. As the action in the play unfolded, was there any point where you were quite sure who the guilty person was? How did you know? What were the clues? Write a short paragraph, with text/ page references.

7. From which character's point of view is the story told/who is the 'narrator'?

8. How many 'storylines' (= strands of action) did you find in the play (e.g. Sherlock Holmes and Dr Watson; Stapleton's and Beryl's story)?

Sum them up briefly (1 sentence each) below. Compare with your colleagues. How many did you find?

.....

.....

.....

.....

.....

9. Which, do you think, is the main (ostensible) story/strand of action?

10. The novel was originally published as serial in *The* *Magazine*.

The individual chapters/scenes in the play usually end in cliffhangers (=moments of great suspense). Why is that, do you think? In groups, look at the ends of the scenes and find out what the respective cliffhangers might be.

11. What was the author's (Conan Doyle's) intention when he wrote the novel? What was his main topic? Working with a partner, look at the suggestions below. What do you think? Compare with other pairs. Are you in agreement? Why/why not?

- the local legend of the hound/the curse of the Baskerville family
- detection as a profession/forensic science
- life and crime in the late Victorian/Edwardian age
- American expatriates in Britain in the late 19th, early 20th c.

12. What makes Sherlock Holmes such a successful detective? How does he work? From the words/phrases below, choose 3-4 which clearly describe Holmes' methods of investigation:

observation – examination – guessing – researching facts – analytical reasoning – pure logic – deduction – scientific proof – unemotional approach – physical investigation – or what?

13. How observant are you?

In class, watch the *Whodunnit* on YouTube (<https://www.youtube.com/watch?v=ubNF9QNEQLA>) and find out. Then exchange experiences and decide who the most observant colleague in your class is!

14. Choose one of the following topics and write a blog post:

The Hound of the Baskervilles – Vienna's English Theatre's School Tours at our school.

What I like about detective novels/films.

Sherlock Holmes and I – how I helped him solve a mysterious case.

SUGGESTIONS FOR FOLLOW-UP PROJECTS

Literature / Tours /Video Clips/Film

- Conan Doyle and other writers of detective novels (incl. Agatha Christie)
- Sherlock Holmes – fact and fiction (biography of the fictional character, cases)
- Sherlock Holmes' London (Sherlock Holmes sites in London, Sherlock Holmes tours)
- Clips from film versions of The Hound of Baskervilles and other rime/detection classics
- Forensic science on TV – popular TV-series (in German or English)
- Crime in Victorian London (Bow Street Runners, etc.)
- Society (Aristocracy, Landed Gentry, Upper Middle Class) in lateVictorian/early Edwardian Britain
- Tourist information on Dartmoor (Devon)
- Local myths and superstitions (UK, Scotland or in the respective areas of Austria)