

Objectives

Listening

Listening for gist and specific information

Grammar

Passive verb forms

Reading

Reading for specific information and for detail

Critical thinking

Thinking about what we can do to help people in poor countries

Writing

Writing a mystery story

17 UNIT Conan Doyle

OBJECTIVES

Listening Listening for gist and specific information

Grammar Passive verb forms

Reading Reading for specific information and for detail

Critical thinking Thinking about what we can do to help people in poor countries

Functions Telling and explaining mysteries

Writing Writing a mystery story

Listening

1 **Guess the meaning of the highlighted words from the listening text.**

a Charles Dickens **based** his characters **on** people he knew.

b It is a **crime** to take things from other people.

c I'd like to **decorate** our house in bright colours.

d A **detective** is a special police officer who tries to find criminals.

e The Egyptian city in this story is **fictional**. There is no city of that name in Egypt.

f My brother is a student. He pays his **landlady** for his flat every month.

g Do you remember the **scene** in the film where the characters first meet?

2 **Listen to a talk in the Sherlock Holmes Museum and answer the questions.**

a Can you match the four people with the correct descriptions below?

b Who is the only real person?

<p>a <input checked="" type="checkbox"/> Sherlock Holmes</p> <p>b <input type="checkbox"/> Sir Arthur Conan Doyle</p> <p>c <input type="checkbox"/> Dr Watson</p> <p>d <input type="checkbox"/> Mrs Hudson</p>	<p>1 a friend of one of the other people</p> <p>2 the landlady</p> <p>3 a detective</p> <p>4 a writer of stories</p>
--	--

3 **Listen again and complete these sentences.**

a Sherlock Holmes and Dr Watson lived at 221 Baker Street.

b The building, which is protected by the was built in

c Millions of Sherlock Holmes's fans visit the every year.

d Holmes's study is on the floor of the building.

e In this room, you can see the that he wore and the that he sat in.

f On the third floor, you can see of scenes from Sherlock Holmes stories.

4 **Discuss this question in pairs.**

What other fictional detectives do you know?



SKILLS FOR LIFE

Try to visit as many museums as you can. Many of them can teach you interesting facts that you might not learn at school.

WORKBOOK PAGE 97

106

LESSON 1

SB page 106

WB page 97

Before using the book:

- Find out whether the students like reading books or watching TV programmes about

crime and detectives. Ask if they have heard of Sherlock Holmes.

Listening

1 Guess the meaning of the highlighted words from the listening text.

- 1 Tell the students that the highlighted words are ones which they will need in this unit. Read the sentences aloud or ask several students to read them.
- 2 Give the students a few minutes to think about the words, look at the context in which they occur and decide what they think might mean. Ask several students for their guesses before allowing them to check in their dictionary.

Answers:

- a based on: used particular information or facts as a point from which to develop an idea, plan, etc.
- b crime: an illegal action that can be punished by law
- c decorate: to put new paint or paper on the walls of a room or building
- d detective: a police officer whose job is to discover the person who is responsible for a crime
- e fictional: from a book or story, not real
- f landlady: a woman you rent a room or house from
- g scene: a short part of a play or film, when the events happen in one place

2 Listen to a talk in the Sherlock Holmes Museum and answer the questions.

- 1 Tell the students they are going to listen to a conversation between a museum guide and some visitors to the Sherlock Holmes Museum. Go through the list of people and the descriptions with the class before playing the recording so that they know what information to listen out for.
- 2 You may need to play the recording or read the script more than once. Then ask the students to match the people with the descriptions and answer question b.
- 3 Check answers with the class.

Answers:

- a
b 4 c 1 d 2
b
Sir Arthur Conan Doyle

Sherlock Holmes and his friend Dr Watson lived between 1881 and 1894. As you know, this is now the Sherlock Holmes Museum. I'll show you some of the places you'll know about if you have read the Sherlock Holmes stories or seen the films. If you have any questions, just ask them as we walk round.

Visitor 1: Excuse me, Sherlock Holmes wasn't a real person, was he?

*Tour guide: No, he wasn't. He was a fictional detective who was invented by the writer Sir Arthur Conan Doyle. However, to many people he is very real. Some people believe that the character was based on a doctor who once taught the writer. The house itself, which is protected by the government, was built in 1815. It has been visited by millions of Sherlock Holmes's fans from all over the world. If you want to ... [fade]
... OK, we're now on the first floor, and this is the famous study where many crimes were discussed and solved by the detective and his doctor friend. Here you can see the great man's hat and pipe.*

Visitor 2: Is that Holmes's chair?

Tour guide: Yes, it is. You can sit in it if you like.

Visitor 1: It's very dark in this room, isn't it?

Tour guide: Yes. Victorian houses were usually painted in dark colours ... [fade]

... We're now on the second floor with Dr Watson's bedroom at the back and Mrs Hudson's room at the front.

Visitor 2: Excuse me, who was Mrs Hudson?

Tour guide: She was Holmes and Watson's landlady. Unfortunately, we can't go up to the third floor today because it's being decorated. But next time you visit, remember to go up to the third floor to see models of famous scenes from Sherlock Holmes's stories. You can also... [fade]

3 Listen again and complete these sentences.

- 1 Go through the sentences before playing the recording or reading the script again so that the students know what words to listen out for. Pause the recording at appropriate places to allow them to take notes.
- 2 Ask the students to complete the sentences and allow them to compare them in pairs before checking answers with the class.

Answers:

- b government, 1815 c house/museum
d first e hat, chair
f models

TAPESCRIPT

Tour guide: Well, good morning everyone and welcome to 221 Baker Street, the building where

4 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to

discuss the question. As they do this, go round encouraging and helping where necessary.

- 2 Ask a representative from each pair to report back to the class on their ideas.

Students' own answers

Skills for life

Ask a student to read the Skills for Life box. Ask students to tell you about any museums they have visited recently or in the past.

WORKBOOK page 97

1 Match words a–e with their meanings 1–5.

- 1 Remind the students that these are words which they studied in the Student's Book. Ask them to match the words and meanings.
- 2 Check answers with the class.

Answers: _____

- | | | |
|-----|-----|-----|
| 1 f | 2 d | 3 a |
| 4 c | 5 b | 6 e |

2 Complete these sentences with words from Exercise 1.

- 1 Give the students a few minutes to read and complete the sentences. One of the missing words is not in exercise 1 (fictional). See if they can work out the answer.
- 2 Check the answers with the class.

Answers: _____

- | | |
|-------------|-------------|
| b decorate | c crime |
| d detective | e fictional |

3 Match words from A and B to make a pair of words that go together.

- 1 Remind the students that some words often go together. They are often combinations of two nouns, but can also be an adjective and a noun. Sometimes they are written as one word, sometimes as two separate words, and sometimes they are hyphenated.
- 2 Ask the students to make pairs of words with the words from the two boxes. Check answers with the class.

Answers: _____

- | | |
|-------------------|------------------------|
| b detective story | c fictional character |
| d landlady | e physical injury |
| f police officer | g terrified expression |
| h third floor | |

Conan Doyle **UNIT 17**

1 Match the words a–e from with their meanings 1–5.



- | | |
|-------------|---|
| a crime | 1 <input type="checkbox"/> not real |
| b decorate | 2 <input type="checkbox"/> one part of a book or film |
| c detective | 3 <input checked="" type="checkbox"/> stealing and killing are examples of this |
| d scene | 4 <input type="checkbox"/> a police officer who tries to find criminals |
| e solved | 5 <input type="checkbox"/> paint a room or building |
| f fictional | 6 <input type="checkbox"/> found the answer to a problem |

2 Complete these sentences with words from Exercise 1.

- The last scene in the film shows a man running into the desert.
- I want to _____ my bedroom, but I can't decide what colour to choose.
- It is a _____ to steal things from shops or people.
- Sherlock Holmes was a famous _____ in many stories.
- Sherlock Holmes was _____, although many people thought he was real.

3 Match words from A and B to make a pair of words that go together.

- A** climate detective fictional land physical police terrified third
- B** change-character expression floor injury lady officer story

- | | |
|-------------------------|---------|
| a <u>climate change</u> | e _____ |
| b _____ | f _____ |
| c _____ | g _____ |
| d _____ | h _____ |

4 Make sentences.

- Sherlock Holmes/Baker Street/Dr Watson
Sherlock Holmes lived in Baker Street with Dr Watson.
- Conan Doyle/based/detective/doctor/had known

- millions/Sherlock Holmes fans/visit/museum every year

- Sherlock Holmes's/study/first floor/building

- visitors/sit/Sherlock Holmes's/chair

4 Make sentences.

- 1 Go through the example with the class and point out how the prompts have been used to make a complete sentence. Ask the students to look at the other prompts and decide which words they will need to add to turn them into full sentences.
- 2 Ask the students to write out the sentences. Then check answers with the class. Make sure they form the past perfect correctly in sentence b.

Answers: _____

- Conan Doyle based the detective on a doctor he had known.
- Millions of Sherlock Holmes fans visit the museum every year.
- Sherlock Holmes's study is on the first floor of the building.
- Visitors can sit in Sherlock Holmes's chair.

LESSON 2

SB page 107 WB page 100

UNIT
17

Grammar Passive verb forms

1 Underline the two/three words that make the passive in these sentences from the listening text.

- a *Sherlock Holmes was invented by Sir Arthur Conan Doyle.*
- b *The house itself, which is protected by the government, was built in 1815.*
- c *It has been visited by millions of Sherlock Holmes's fans.*
- d *Some people believe that the character was based on a doctor.*
- e *We can't go up to the third floor today because it is being decorated.*

GRAMMAR
REVIEW
PAGE 135

"Was invented" is
past simple passive.



2 Discuss these questions about the sentences in Exercise 1.

- a What tenses are the underlined verbs in Exercise 1?
- b How do we make passive verbs?
- c Who does the action of the passive verbs in sentences a-c?
- d Which preposition comes before the person/thing that does the action?
- e Who do you think does the action in sentences d and e?

3 Rewrite the sentences in Exercise 1 using active verbs.

Example:

Sir Arthur Conan Doyle invented Sherlock Holmes.

4 Rewrite these sentences using passive verbs.

- a Millions of people have read Sherlock Holmes stories.
Sherlock Holmes stories have been read by millions of people.
- b Holmes and Watson solved hundreds of crimes.
- c People all over the world know Sir Arthur Conan Doyle's stories.
- d A British company is making a new Sherlock Holmes film.
- e Last week, they were making the film in Baker Street.



FOCUS ON GRAMMAR

Passive verb forms

GRAMMAR
REVIEW
PAGE 135

- To form the passive, use the verb *be* in the same tense as the active verb and add the past participle:
Doyle wrote the book. → *The book **was written** (by Doyle).*
They have made a film. → *The film **has been made** (by them).*
- You don't always need to say who does the action:
*The email **will be sent** from Japan.*

WORKBOOK
PAGE 98

107

Grammar

Passive verb forms

1 Underline the two/three words that make the passive in these sentences from the listening text.

- 1 Ask the students to look at the example and then to underline the passive forms in sentences b-e. Point out that in one of the sentences (sentence b) there are two passive verbs.
- 2 Check answers with the class.

Answers:

- b The house itself, which is protected by the government, was built in 1815.
- c It has been visited by millions of Sherlock Holmes's fans.

- d Some people believe that the character was based on a doctor.
- e We can't go up to the third floor today because it is being decorated.

2 Discuss these questions about the sentences in Exercise 1.

- 1 Go through the questions one by one with the class, encouraging class discussion. Begin with a by helping them to identify the different passive tenses in the sentences in Exercise 1. In questions e, you may need to explain that they need to identify the person (or people) who performs the passive verb, not the subjects of the active verbs.

Answers:

- a
- a past
- b present, past
- c present perfect
- d past
- e present continuous
- b with the verb be in the same tense as the active verb + the past participle.
- c Sir Arthur Conan Doyle/the government and builders/Sherlock Holmes's fans
- d by
- e Sentence d: Sir Arthur Conan Doyle, Sentence e: decorators

3 Rewrite the sentences in Exercise 1 using active verbs.

- 1 This exercise gives the students the opportunity to turn passive sentences back into active sentences. If students need more help, refer them to the Focus on Grammar box and the Grammar Review on page 135. It would also be worth pointing out that the use of the passive often adds a degree of formality which is why it is often used in letters and formal writing.
- 2 Go through the example with the class, then ask them to work individually to rewrite the remaining sentences.
- 3 Check answers with the class and point out how clumsy the first and last sentences are when you have to include the details that it was the builders who built the house and the decorators who are decorating it.

Answers: _____

- b People/Builders built the house, which the government protects, in 1815.
- c Millions of Sherlock Holmes's fans have visited the house.
- d Some people believe that Sir Arthur Conan Doyle based the character on a doctor.
- e We can't go up to the third floor today because people/decorators are decorating it.

4 Rewrite these sentences using passive verbs.

- 1 This exercise gives the students the opportunity to write passive sentences.
- 2 Go through the example with the class and then ask the students to rewrite the remaining sentences in the passive. As they do this, go round giving extra help where it is needed.
- 3 Check answers with the class.

Answers: _____

- b Hundreds of crimes were solved by Holmes and Watson.
- c Sir Arthur Conan Doyle's stories are known by people all over the world.
- d A new Sherlock Holmes film is being made by a British company.
- e Last week, the film was being made in Baker Street.

5 Discuss these questions in pairs.

- 1 Put the students into pairs and ask them to discuss the questions. As they do this, go round encouraging and helping where necessary.
- 2 Ask a representative from each pair to report back to the class on their ideas. Encourage them to use passive verbs.

Students' own answers

WORKBOOK page 98

1 Answer the questions using passive verbs and the words in brackets.

- 1 Go through the example with the class and then ask them to write the remaining answers.
- 2 As the students write their answers, go round giving extra help where needed.
- 3 Check the answers with the class.

UNIT
17

1 Answer the questions using passive verbs and the words in brackets.

- a Who wrote the Sherlock Holmes stories? (*Sir Arthur Conan Doyle*)
They were written by Sir Arthur Conan Doyle.
- b When did they build the house in Baker Street? (*1815*)

- c How many people have visited the museum? (*millions*)

- d Why can't visitors go to the third floor of the museum? (*decorate*)

2 Rewrite the parts in brackets using passive verbs.

- Mustafa Are you OK? You look angry.
- Omar **a** (*Someone has stolen my car.*) My car has been stolen.
- Mustafa That's terrible. I'm sorry.
- Omar **b** (*They repaired it only last week.*) It
- Mustafa Where was it?
- Omar **c** (*They took it from my garage.*) _____
- Mustafa What about the police?
- Omar **d** (*I told them immediately.*) _____
- Mustafa Have they done anything yet?
- Omar **e** (*A detective interviewed me yesterday.*) _____
- Mustafa Did he say anything?
- Omar **f** (*He doesn't think they'll find my car.*) He doesn't think my



3 Write five passive sentences using the words in brackets.

- a (*Egypt/visit*) Egypt is visited by thousands of tourists every year.
- b (*Pyramids/build*) _____
- c (*King Lear/write*) _____
- d (*Shakespeare/know*) _____
- e (*football/watch*) _____



Answers: _____

- b It/The house was built in 1815
- c It/The museum has been visited by millions of people.
- d It/The third floor is being decorated.

2 Rewrite the parts in brackets using passive verbs.

- 1 Go through the example with the class, reminding them that when you don't know who has done something, or when it is obvious or unimportant, you don't need to mention the doer when making passive sentences. So here, you don't need to say *My car has been stolen by thieves.*
- 2 Ask the students to rewrite the remaining

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

- expression face (n)
- hound (n) inherit injury
- investigate legend physical
- shoot terrified

2 Read the summary of *The Hound of the Baskervilles* and answer these questions.

- a Who lives in the west of England?
Sir Henry Baskerville
- b What does the Hound of the Baskervilles look like?
- c Who is Stapleton?
- d Why isn't Stapleton successful?
- e What is the Hound of the Baskervilles?

3 Read the story again. Are these sentences True or False?

- a Sir Henry Baskerville asked Sherlock Holmes for advice.
- b Sir Henry Baskerville is going to inherit a house belonging to his family.
- c As soon as Sherlock Holmes hears Dr Mortimer's story, he believes it.
- d Sir Charles Baskerville died because he was bitten by a dog.
- e Sir Charles Baskerville looked very frightened.
- f Stapleton was not a member of the Baskerville family.
- g The dog is dangerous because it is not given food.
- h Holmes and Watson save Sir Henry.
- i Stapleton escapes.

4 Discuss these questions in pairs.

- a Do people still believe in legends like *The Hound of the Baskervilles*?
- b Are there any Egyptian legends like this?
- c Why do people like these stories?



The Hound of the Baskervilles

Sherlock Holmes and Watson have a visit from a man called Dr Mortimer. He wants Holmes's advice before he goes to see his friend Sir Henry Baskerville. Sir Henry is the last member of the Baskerville family and is going to inherit the family home, Baskerville Hall, in the west of England. Mortimer is worried about Henry and tells Holmes and Watson an old legend about a wild dog. It is called the Hound of the Baskervilles and it killed Sir Hugo Baskerville hundreds of years earlier. It has also killed other members of the Baskerville family since then. The legend says that this dog will kill anyone called Baskerville.

- 2 Ask them to use remaining prompts to write more sentences. They can do this in pairs. Go round, monitoring and helping where necessary.
- 3 Ask pairs to tell you their suggested answers.

Suggested answers: _____

- b The pyramids were built by the Ancient Egyptians.
- c *King Lear* was written by William Shakespeare.
- d Shakespeare is known all over the world.
- e Football is watched by people in many different countries.

LESSON 3 SB page 108

Reading

1 Check the meanings of these words in your dictionary.

- 1 Tell the students that in this unit they are going to read about the story *The Hound of the Baskervilles*, a famous Sherlock Holmes story. Point out that the words in this exercise are important in the story. Ask them to guess their meanings and then check in their dictionary.
- 2 Check answers with the class.

sentences. Go round making sure they are doing this correctly.

- 3 Check answers by asking students to read the whole conversation aloud.

Answers: _____

- b It was repaired only last week.
- c It was taken from my garage.
- d The police were told immediately.
- e I was interviewed by a detective yesterday.
- f He doesn't think my car will be found.

3 Write five passive sentences using the words in brackets.

- 1 Go through the example with the class, and then elicit various ideas for other ways to complete the sentence. Write the students' ideas on the board.

Answers: _____

- expression:* a look on someone's face
- face (n):* the front part of your head, where your eyes, nose and mouth are
- hound (n):* a dog used for hunting
- inherit:* to receive money, a house, etc. from someone who has died
- injury:* physical harm that someone suffers in an accident or attack, or a particular example of this
- investigate:* to try and find out about something, especially about a crime or accident
- legend:* an old, well-known story, often about brave people and their actions and adventures
- physical:* relating to someone's body rather than their mind

shoot: to kill or injure someone with a gun
terrified: very frightened

2 Read the summary of *The Hound of the Baskervilles* and answer these questions.

- Go through the questions so that they know what information they should look out for when they read the story for the first time. Encourage them to read quickly to find the answer to these questions.
- Check the answers with the class.

Answers: _____

- It looks like a wild dog.
- He is a cousin of the Baskervilles who wants to inherit the family home.
- Because Sherlock Holmes finds out what he is planning to do. They shoot the dog and Stapleton drowns as he is trying to escape.
- It is a black dog which Stapleton does not feed so that it will kill people.

3 Read the story again. Are these sentences True or False?

- Give the students time to read the story again and answer any questions they have about vocabulary or meaning.
- Ask the students to work individually to decide whether the statements are true or false.
- Allow them to compare in pairs before checking answers with the class. Encourage them to try to correct the false statements.

Answers: _____

- F (Dr Mortimer asked Holmes for advice.)
- T
- F (At first he laughs.)
- F (He had no physical injuries.)
- T
- F (He was a cousin.)
- T
- T
- F (He drowns as he is trying to escape.)

Critical thinking

1 Sir Charles Baskerville died with a terrified expression on his face. Look at the pictures and answer the questions.

a Which face has a *terrified* expression?



b Can you match the other six faces with the correct expression?

<input type="checkbox"/> angry	<input type="checkbox"/> surprised
<input type="checkbox"/> bored	<input checked="" type="checkbox"/> terrified
<input type="checkbox"/> happy	<input type="checkbox"/> worried
<input type="checkbox"/> interested	

c When was the last time you felt any of these emotions?

At first, the detective laughs at the story, but then Dr Mortimer tells him about Henry's uncle, Sir Charles Baskerville, who has just been found dead in his garden. He had no physical injuries, but he had died with a terrified expression on his face. Also near to his body there were the footprints of an enormous dog. Suddenly, Holmes is very interested and goes to Baskerville Hall to investigate.

Holmes and Watson solve the crime. They discover that the criminal is called Stapleton, a cousin of the Baskervilles who wants to inherit the family home. He knows the legend of the hound, and trains a black dog to kill the first person it sees. He doesn't feed the dog because he wants to make it very hungry. However, when he sends it to kill Sir Henry Baskerville, Holmes and Watson are waiting. When they shoot the dog, everyone realises that the hound is just an ordinary dog. Stapleton drowns as he is trying to escape.

2 Read about Sir Arthur Conan Doyle's life and answer these questions.

- Where did Conan Doyle train to be a doctor? *Edinburgh University*
- Where did he work as a doctor?
- How old was he when he died?

- 1859** Arthur Ignatius Conan Doyle was born in Edinburgh.
- 1876** He went to Edinburgh University to train to become a doctor.
- 1881** He left university and worked as a doctor in South Africa and other countries.
- 1885** He married Louisa Hawkins. They had two children.
- 1887** He wrote his first story about Sherlock Holmes: *A Study in Scarlet*.
- 1930** He died at the age of 71.



3 Discuss these questions in pairs.

- Why do you think that Conan Doyle wanted to be a doctor?
- Why do you think that he went to work in Africa and other countries instead of being a doctor in Britain?
- How can doctors help people in poor countries?
- What other kinds of work can help people in poor countries?

4 Discuss these questions with a different partner.

- If you wanted to help people in poor countries, what kind of work would you choose to do?
- Do you think rich countries should give poor countries money, or is it better to teach them to help themselves? Give your reasons.

WORKBOOK PAGE 99

LESSON 4

SB page 109 WB page 99

Critical thinking

1 Sir Charles Baskerville died with a terrified expression on his face. Look at the pictures and answer the questions.

- Ask students what they can remember about the story *The Hound of the Baskervilles*. Why did Sir Charles Baskerville die with a terrified expression on his face?
- Go through the instructions with the class to make sure that everyone understands. Then

ask them to find the face with the terrified expression. Check the answer with the class.

- 3 Now ask the students to match the remaining faces with the correct expression word. Check answers with the class.
- 4 Put the students in pairs to discuss question c. Go round, monitoring and helping as they discuss, then ask several pairs to report back with their answer.

Answers: _____

- a 5
- b
 - 7 angry
 - 3 surprised
 - 4 bored
 - 5 terrified (given)
 - 2 happy
 - 1 worried
 - 6 interested
- c Students' own answers.

2 Read about Sir Arthur Conan Doyle's life and answer these questions.

- 1 Tell the students they are going to read a list of information about Sir Arthur Conan Doyle. Go through the questions with the class so they know the information to look for.
- 2 Give the students time to read and find the answers, then check the answers with the class.

Answers: _____

- b He worked in South Africa and other countries.
- c 71

3 Discuss these questions in pairs.

- 1 Read through the questions with the class and answer any questions about vocabulary and meaning.
- 2 Put the students into pairs and ask them to discuss the questions. As they work, go round, monitoring, encouraging and helping as required.
- 3 Ask several pairs to report back to the class.

Suggested answers: _____

- a Maybe his father was a doctor. Maybe he had seen many sick people and wanted to help them. Maybe he wanted to help people in poor countries where there were no/few doctors.
- b It is likely that there was a greater need for doctors in Africa than in Britain. Perhaps he wanted to help people there and maybe he thought he could be more useful there.
- c They can help them to get better when they are ill and also help them to avoid getting illnesses with better hygiene and sanitation.
- d Working as a nurse, teacher, and perhaps engineer to help build better roads etc.

4 Discuss these questions with a different partner.

- 1 Read through the questions with the class and answer any questions about vocabulary and meaning.
- 2 Put the students into different pairs and ask them to discuss the questions. As they work, go round, monitoring, encouraging and helping as required.
- 3 Ask several pairs to report back to the class, giving reasons for their answers. Encourage class discussion.

Students' own answers



1 Complete the puzzle.

- 1 Ask the students to work individually to complete the puzzle.
- 2 Check answers with the class.

Answers: _____

Across

- 1 face (given)
- 6 photo
- 7 investigate
- 9 hound
- 10 injury

Down

- 2 expression
- 3 shoot
- 4 wrong
- 5 legend
- 7 inherit
- 8 only

2 Correct the facts in these sentences.

- 1 Go through the example with the class and point out that all the information they need is in the story *The Hound of the Baskervilles*. Then ask the students to work individually to correct the facts.
- 2 Allow them to compare their sentences in pairs before checking answers with the class.

Answers: _____

- b investigate inherit
- c ~~bedroom~~ garden
- d ~~surprised~~ terrified
- e ~~thirsty~~ hungry
- f ~~is shot~~ drowns

3 Make sentences.

- 1 Ask the students to answer the questions, describing times in their lives when they feel the different emotions given. Ask them to provide an example of why they feel these emotions.

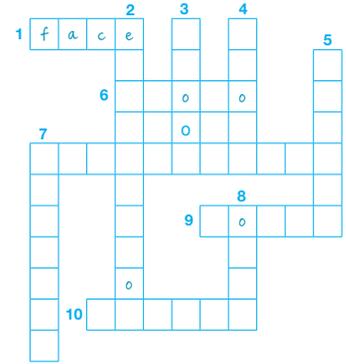
1 Complete the puzzle.

Across

- 1 He's got a smile on his _____ .
- 6 You take this with a camera.
- 7 To try to find out about a crime
- 9 a hunting dog
- 10 damage to your body

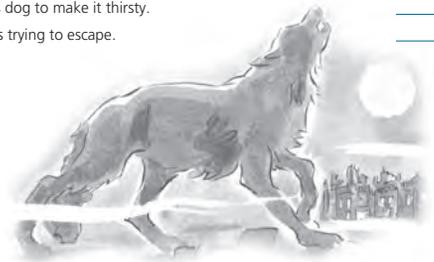
Down

- 2 He has a happy _____ on his face.
- 3 You do this with a gun.
- 4 the opposite of right (not left)
- 5 An old story that may be true
- 7 To get money and other things when someone dies
- 8 I may look 18, but I'm _____ 15.



2 Correct the facts in these sentences.

- a Dr Mortimer visits Sherlock Holmes because he needs money.
- b Sir Henry Baskerville is going to investigate the family home. _____
- c Sir Charles Baskerville was found in his bedroom. _____
- d Sir Charles Baskerville died with a surprised expression on his face. _____
- e Stapleton does not feed his dog to make it thirsty. _____
- f Stapleton is shot while he is trying to escape. _____



3 Make sentences.

When do you feel ...

- a terrified? I feel terrified when...
- b happy? _____
- c angry? _____
- d surprised? _____
- e bored? _____
- f worried? _____

- 2 Ask individual students to read their answers aloud to the class.

Students' own answers

LESSON 5 SB page 110 WB page 100

UNIT 17

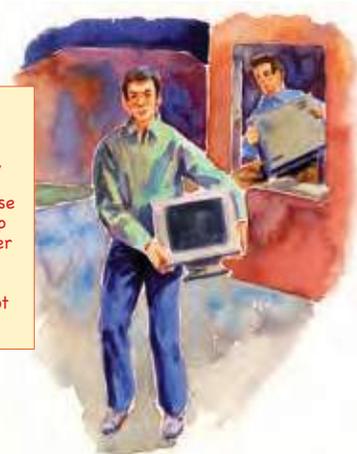
Communication skills Telling and explaining mysteries

1 Read the story "Sara and the Thieves".

- a Try to explain the mystery.
- b Compare ideas in pairs.

Sara and the Thieves

Sara lives with Mr and Mrs Smith. Last week, while Mr and Mrs Smith were out, a neighbour, Louise, came to spend the evening with Sara. At eight o'clock, Louise went out to buy some bread from a shop five minutes' walk away. One minute after she left, two men broke into the house and took the television and a computer. Sara didn't look surprised and she did not try to stop them. Can you explain?



2 You are going to tell a mystery story.

- a Think of a mystery story you know. It can be:
 - an old Egyptian legend.
 - a crime that has never been solved.
 - a puzzle, like the story "Sara and the Thieves".

- b Make notes in answer to these questions, like the sample.

1 Who are the characters in your mystery?

Sara, Mr and Mrs Smith, Louise, two thieves

2 When did the story take place?

One evening last week

3 What was the situation?

Mr and Mrs Smith were out. Louise went out for bread. Two men came in and stole a television and computer.

4 What is the mystery?

Why wasn't Sara surprised? Why didn't she try to stop the thieves?

4 Research the following mystery

Find out the following about the Antikythera mechanism:

- What is it?
- In what year was it made?
- What was it used for?
- What is the mystery about it?



WORKBOOK PAGE 100

3 Tell each other your mystery stories, using your notes.

- a Your partner has to try to explain the mystery.
- b Talk about any other mysteries you know.

and give the students time to think of a mystery story, legend or puzzle that they would like to write about.

It can be a well-known story or one that they have made up.

- 2 Focus attention on the sample notes with the class and make sure everyone understands what to do.
- 3 As the students write their notes, go round giving them help and encouragement. Discourage them from writing whole sentences. Ask them to keep their notes safely, as they will need them for Workbook Exercise 3.

3 Tell each other your mystery stories, using your notes.

- 1 Go through the instructions with the class.
- 2 Put the students into pairs and ask them to take turns to tell their mystery stories to each other, using their notes to help them. Afterwards, they should try to explain each other's mysteries, asking questions about anything they haven't understood. Go round as they do this, monitoring and helping.
- 3 Encourage the students to talk about any other mysteries they know. This can be done as pair work, group work or with the whole class.

4 Research the following mystery

- 1 Go through the instructions with the class and make sure they understand what to do.

- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

Answers: _____

The Antikythera mechanism is a type of computer. It was found under the sea on a boat off the Greek island of Antikythera.

It was made in around the year 100 BCE.

It was used to measure the stars.

The mystery is how the Greek scientists at that time could design something so modern.

Communication skills

Telling and explaining mysteries

1 Read the story "Sara and the Thieves".

- 1 Focus attention on the story and ask the students to read it. Then put the students into pairs and ask them to discuss the mystery and see if they can solve it.
- 2 Ask all the pairs to report back to the class with their ideas before revealing the answer.

Answers: _____

Sara is a pet cat.

2 You are going to tell a mystery story.

- 1 Go through the instructions with the class

WORKBOOK page 100

1 Read the story and discuss these questions in pairs. (There is a clue in the picture.)

- 1 Read the story aloud or ask a student to read it. Then go through the questions with the class, making sure everyone understands them. Focus attention on the picture and explain that it contains clues as to what really happened.
- 2 Put the students into pairs or small groups and ask them to discuss their answers and try to solve the mystery.

2 Ask your teacher if your answer is correct.

- 1 Ask pairs/groups to report back with their answers to the questions and their solution to the mystery. Accept any different answers which work – the students' explanations may be just as good as the answers given here.

Answers: _____

- a Ali and Mohamed are flatmates. Misho is a cat and Tito is a goldfish.
- b Because they are not people; they are animals.
- c It was the goldfish bowl.
- d Because the death of a goldfish isn't a crime.

3 Write your mystery story using the notes you made in the Student's Book.

- 1 Go through the instructions with the class and ask the students to find the notes they made when they told mystery stories to their partners in the Student's Book.
- 2 As the students prepare their mysteries, go round, offering help and encouragement. Remind them to end the mystery with a question for the reader. Ask them to write their solutions on a separate piece of paper. They could do this part for homework.
- 3 Make sure the students swap their stories with different partners, not the ones they told their

UNIT 17

1 Read the story and discuss these questions in pairs. (There is a clue in the picture).

Mystery in the living room

Ali, Mohamed, Tito and Misho all live in the same flat. Ali and Mohamed go out to the cinema. When they return, Tito is lying dead on the living room floor. There is water and broken glass next to him. Ali and Mohamed know that Misho must have killed Tito, but they do nothing. Why not?



- a Who are Ali, Mohamed, Tito and Misho, do you think? _____
- b Why do you think Tito and Misho didn't go to the cinema? _____
- c Where do you think the broken glass came from? _____
- d Why didn't Ali and Mohamed report the death to the police? _____

2 Ask your teacher if your answer is correct.

3 Write your mystery story using the notes you made in the Student's Book.

- a Write the story in 60–80 words. End with a question about the mystery for the reader to think about and answer.
- b Then write the answer to the question. Explain the mystery.
- c Exchange your story with another student, but not the student you have already told the story to.
- d When you have had time to read and think about each other's stories, exchange answers.

100

story to before. Encourage them to ask each other questions and guess the solutions to the mysteries before they are given the correct answers by the people who wrote them.

Assessment

Listening Task

Target element: vocabulary from the unit

Use SB pages 108–109, the story. Write the following names on the board:

Sherlock Holmes, Dr Mortimer, Sir Charles Baskerville, Stapleton

Say the following sentences. Students listen and say who each sentence is about (answers in brackets):

He asks for some advice. (Dr Mortimer)

He laughs at the story. (Sherlock Holmes)

He trains a dog to kill people. (Stapleton)

He tells a strange story about a wild dog. (Dr Mortimer)

He goes to Baskerville Hall to investigate the strange story. (Sherlock Holmes)

He drowns as he is trying to escape. (Stapleton)

He solves the crime. (Sherlock Holmes)

Writing and Speaking Task

Target element: the passive and vocabulary from the unit

First, ask students to write four sentences in the passive about a person or thing in the unit, without naming the person or thing, e.g. *It is visited by millions of tourists every year.* (Egypt) They then work in pairs. One student reads their sentence. The other student guesses what it is describing. Encourage them to use tag questions in their answers, e.g. for *It is visited by millions of tourists every year*, the other student can answer *It's Egypt, isn't it?* They then swap roles.

Example answers:

It is visited by millions of tourists every year. (Egypt)

They were written by Sir Arther Conan Dolye. (Sherlock Holmes stories)

The museum is protected by the government. (The Sherlock Holmes Museum)

It was written by William Shakespeare. (King Lear)

Reading Task

Target element: the passive and vocabulary from the unit

Use SB page 110, Ex. 1. Ask students to read the story. Write the following on the board. Students say if they are true or false (answers in brackets below).

- 1 **Last week, Louise spent the evening with Mr and Mrs Smith.** (False. She spent the evening with Sara.)
- 2 **Louise reached the shop at about five past eight.** (True)
- 3 **The house was broken into just after eight o'clock.** (True)
- 4 **Two televisions were taken from the house.** (False. A computer and a television were taken.)
- 5 **The men were not stopped.** (True)
- 6 **Sara was very surprised.** (False. She did not look surprised.)