

A Scandal in Bohemia by Sir Arthur Conan Doyle Chapter 5

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Level: Intermediate

Age: Young adults / Adults

Time: 45 minutes (60 with optional activity)

Aims: In this lesson, students will:

1. describe an illustration and recap the previous chapter;
2. listen for gist;
3. listen for specific information;
4. study and practise the use of *wish* and *hope* (optional);
5. listen to find out the end of the story and correct false statements.

Materials: One copy of the worksheet per student; Track 1 (the beginning of Chapter 5), Track 2 (the rest of Chapter 5) and Track 3 (full audio) downloaded from onestopenglish

Summary: This is a rare case for Sherlock Holmes; the visit to his Baker Street residence by a worried foreign gentleman heralds the beginning of a mystery in which Holmes, for once, meets his match and fails to outwit an impressive and surprising adversary. In the final chapter, Holmes and Watson take the king to Briony Lodge to claim the photo at last. The king is shocked to learn that Mrs Adler is now Mrs Norton and seemingly no longer loves the king. But Holmes also has a shock. It turns out he has underestimated the opera singer.

Speaking

Aim: to recap the previous chapter

1. Put students in pairs. Hand out the worksheet and indicate the illustration. Tell the pairs to identify the people and to explain what is happening in the picture, using points 1 to 5 as a guide.

2. Elicit as much information as possible about the events of the previous chapter, including what happened before the scene in the picture and what happened afterwards.

Listening 1

Aim: to listen to understand the emotions of the king

1. Tell students to listen to the beginning of the chapter and say how the king is feeling and why.

2. Play Track 1. In whole-class feedback, encourage students to read between the lines and to say how he really feels (although it may not be stated).

Key:

The king is shocked, angry and hurt at the news that Irene Adler is married to another man. Although she may not love him anymore, and although he is planning to marry another woman, it is clear he is still in love with her.

Listening 2

Aim: to listen for specific language; to highlight the target language for the next activity

1. Explain that students are going to listen again but, before they do so, they should complete sentences 1 to 8 with a word from the box.

2. Play Track 1 again so that they can check their answers.

Key:

1. shock; 2. quite; 3. cannot; 4. hurt; 5. hope; 6. interfere; 7. wish; 8. queen

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Listening 3

Aim: to find out what happens!

1. Ask the class if they would like to hear the end of the story. Play Track 2.
2. Put students in pairs. Point out the statements on the worksheet. Explain that they are all false. Give them three minutes to identify the reason they are false and to correct them.
3. Play Track 2 again for students to confirm their corrections.
4. Elicit the correct statements from the students.

Key:

1. They arrive at 8.00 in the morning.
2. The old servant is expecting them.
3. Mr and Mrs Norton left at 5 o'clock that morning. They are never coming back
4. There is a photograph there but it is of Irene Adler and not the one of her and the king.
5. The letter is addressed to Holmes.
6. Mrs Norton was tricked at first. She realized when she saw the smoke bomb.
7. She went to Baker Street herself, disguised as a young man.
8. Mrs Norton plans to keep, but not use, the photograph.

Language (optional)

Aim: to become more aware of and practise language for expressing wishes and hopes

1. Put students in pairs or small groups. Indicate questions 1 to 5 on the worksheet and ask the students to discuss them.
2. Copy sentences 5 and 7 from Listening 2 on the board, underlining the words shown below:
 - 'I hope that she loves him, Your Majesty,'
 - 'She is so beautiful,' he said. 'I wish she had been an aristocrat.'

Ask the class which verb describes something that is impossible or imagined (*wish*). Ask whether there is a chance she could be an aristocrat. (*There is not.*) On the other hand, is there is a chance she loves her new husband? (*There is.*) We use *wish* to talk about things that are impossible or probably won't happen. We use *hope* when there is a good chance that something is true or might happen.

3. Ask which tenses can follow *hope* (*It can be followed by a present tense, as in the example on the board, by the future - 'I hope he will come tonight' - or the past - 'I hope he got home safely'*).

4. Which tenses can follow *wish*? (*Past tenses but they don't necessarily have a past meaning. In the example, it is the past perfect, which expresses a wish for the past. The past continuous, the past simple, would and could are also possible after wish and express a wish for the present or the future - for example, 'I wish it wasn't raining', 'I wish I had red hair' and 'I wish you could come with me.'*)
Note: Sentence 7 could also have been written using the past simple: 'I wish she was/were an aristocrat.'

5. Write on the board:

I'm marrying Princess Clotilde on Monday. I _____ that I _____ (marry) Irene.

Ask whether the king is describing the past, present or future in the first sentence (*the future*). Ask: 'Is he marrying Irene?' (*No.*) Ask whether it is possible that he will marry her. (*It isn't.*) Elicit the sentence:

I wish that I was marrying Irene.

Point out that, although a past form is used (the past continuous: *was marrying*), it describes the future. *Wish* is used with past forms to express sadness about things that were or are different from how you want them to be. (**Note:** The sentence *I wish that I had married Irene* is also possible, in which case it would refer to a regret about the past.)

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6. Point out sentences 1 to 7 on the worksheet. Tell students to choose either *hope* or *wish* and complete the sentences with the verbs in brackets in the correct form.

Key:

1. 'I **wish** she **hadn't married** that lawyer!'
2. 'I **wish** I **loved** Princess Clotilde but I don't.'
3. 'The king doesn't love Princess Clotilde now but I **hope** that, one day, he **does/ will do**.'
4. 'I **wish** the driver **hadn't been** in the room yesterday. I could have stolen the photo.'
5. 'I **wish** we **hadn't waited** until today to steal the photo.'
6. 'I hope that the king **isn't/won't be** angry with me because Mrs Adler still has the photo.'
7. 'I **hope** Irene **comes/will come** back to London one day. I'd love to see her again.'

Follow-up tasks

- Students plan a screenplay of the story for television. They decide:
 - who would play the different characters;
 - what locations they would use;
 - what props they would need;
 - what extra scenes they might include from before or after the timeframe of the story.
- Students search online for a televised version of the story, for example on YouTube. They watch it and compare it with the story they have listened to.

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Speaking

Look at the picture. With a partner, describe ...

1. ... where they are;
2. ... who the people are;
3. ... what they are doing and why;
4. ... what has happened before this moment;
5. ... what is going to happen.

Listening 1

Listen to the beginning of Chapter 5. How is the King of Bohemia feeling? Why?



Listening 2

Listen to the beginning of Chapter 5 again. Complete sentences 1 to 8 with words from the box.

cannot hope hurt interfere queen quite shock wish

1. It was obviously a terrible _____ for him.
2. ... she married him yesterday morning. And I'm _____ sure. I was there.
3. 'Ah, she _____ love him,' the king said. 'She loved only me.'
4. It was obvious that his feelings were _____.
5. 'I _____ that she loves him, Your Majesty.'
6. ... she probably won't try to _____ with your marriage plans.
7. 'She is so beautiful,' he said. 'I _____ she had been an aristocrat.'
8. 'She would have been a wonderful _____ for me.'

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Listening 3

Work in pairs. All the sentences are false. Correct them.

1. Holmes, Watson and the king arrive at Briony Lodge at 8.00 that evening.
2. The old servant who opens the door is surprised to see them so early in the morning.
3. Mr and Mrs Norton are coming back at 5 o'clock that evening.
4. The photograph of Irene Adler and the king is still in the secret cupboard.
5. There is a letter addressed to the king.
6. Mrs Norton realized that the clergyman was Sherlock Holmes immediately.
7. She sent a young man to Baker Street the previous evening to check that the clergyman was Sherlock Holmes.
8. Mrs Norton plans to use the photograph.

Listen again to check.

Language

Complete the sentences with either *hope* or *wish* and the verb in the correct form.

1. The king: 'I **hope/wish** she _____ (not marry) that lawyer!'
2. The king: 'I **hope/wish** I _____ (love) Princess Clotilde but I don't.'
3. Watson: 'The king doesn't love Princess Clotilde now but I **hope/wish** that, one day, he _____ (do).'
4. Holmes: 'I **hope/wish** the driver _____ (not be) in the room yesterday. I could have stolen the photo.'
5. Holmes: 'I **hope/wish** we _____ (not wait) until today to steal the photo.'
6. Holmes: 'I **hope/wish** that the king _____ (not be) angry with me because Mrs Adler still has the photo.'
7. Holmes: 'I **hope/wish** Irene _____ (come) back to London one day. I'd love to see her again.'

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Holmes, the king and I travelled to St John's Wood in a carriage early the next morning. On the way, Holmes told the king that Irene Adler was now married. It was obviously a terrible shock for him.

'Are you sure about that? When did she marry? And who did she marry?' the king asked angrily.

'She married a lawyer called Godfrey Norton, and she married him yesterday morning,' Holmes replied. 'And I'm quite sure. I was there.'

'Ah, she cannot love him,' the king said. 'She loved only me. She will never love anyone else.' It was obvious that his feelings were hurt.

'I hope that she loves him, Your Majesty,' Holmes said. 'If she loves him, then she doesn't love you. And that means that she probably won't try to interfere with your marriage plans. But we can't be sure about it. We must still recover the photograph.'

The king looked unhappy. 'She is so beautiful,' he said. 'I wish she had been an aristocrat. She would have been a wonderful queen for me.'

It was eight o'clock when we arrived at Briony Lodge. An elderly servant opened the door.

'I think that one of you gentlemen is Mr Sherlock Holmes,' she said. 'Mrs Norton told me you were coming. But she isn't here. She and her husband left at five o'clock this morning. They've gone to Europe and will never return.'

We hurried past the servant, into the house. In the sitting room, all the furniture had been moved and the secret cupboard was open. Holmes ran to it. He put his hand into it and searched it. When he took his hand out again he was holding a large photograph – but it was a photograph of Irene Adler. He was also holding a letter, which was addressed to him.

He opened the envelope and read the contents. If the king had had a shock, Holmes now had one too. He showed the letter to the king and then to me.

Dear Mr Holmes,

You did very well. You made me give away my secret. I knew, months ago, that if the king was desperate he would consult you. I was expecting you to come. But you still deceived me with your clever disguise and your excellent actors. I have been on the stage myself, of course. I know about acting. But you were very good. I only understood that the clergyman was really Mr Sherlock Holmes when I saw the smoke bomb. Even then, I needed to be sure. I dressed as a boy and took a cab to Baker Street. I saw the clergyman stop outside the house where the famous detective lives. I even said goodnight to you.

Please tell the king not to worry. I am now married to a better man than he will ever be. I still have the photograph, but I won't make it public unless he tries to make trouble for me.

Yours very sincerely,

Irene Norton, formerly Irene Adler

Before we left him that morning, Holmes asked the king if he could have the photograph of Irene Adler. He still keeps it in his sitting room. 'What a woman!' Holmes says, if I ever mention her name.

Track 1

Track 2