AN ANALYSIS OF PROBLEM-BASED LEARNING STRATEGIES REPRESENTED BY THE MAIN CHARACTER IN SHERLOCK HOLMES – A GAME OF SHADOW FILM

THESIS

Submitted in Partial Fulfillment of the Requirement

for Gaining The Bachelor Degree

of English Language Education

Organized by

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2020

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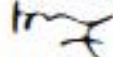
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DEDICATION

I render my deepest gratitude to Allah who has given me health and breath therefore I can accomplish my research.

This thesis is dedicated to all English teacher and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother who always give support, motivation, and endless love.

MOTTO

"The more you think you see, the less you can see the truth"

ABSTRACT

Title   : Analysis of Problem-Based Learning Strategies Represented by The Main Character in Sherlock Holmes – A Game of Shadow Film

Writer   : Al Farouq Lazuardo Ababiel

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Film has its own educational value, because film is created as a work of creative professionals in their fields. Film plays an important role in every aspect of language learning. In this era, there are so many problems that occur in our lives. Many researchers conduct research on film with the relationship of problem solving in language learning.This thesis presents the results of a descriptive study of the Problem Based Learning strategy found in the main character of the film Sherlock Holmes - Game of Shadows following the original story by Sir Arthur Conan Doyle. This thesis also discusses the analysis of the film Sherlock Holmes to learn everything related to problem-based learning strategies (PBL) in solving various problems and problems that exist in the film. Where PBL will be very useful for real life related to learning English. From the data obtained shows that in learning English it is very important to focus on something that we want to observe, see it from various perspectives, and we need to have extensive studies so that it is easier to understand communication and understand what is in our environment.

Keywords: *Problem Based Learning, Educational View of Film, Language Learning,*

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Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficial, and the most merciful who blessed the researcher, so that this thesis is completely finished. Shalawat and salam also raised up to Prophet Muhammad SAW who brings us from the darkness era into the brightness era.

In aranging this thesis, the researcher realizes that there are many people who were willing to help whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University.
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4. All lecturers of English Language Education Department who give input and advice to the researcher during conducting this study.
5. My beloved family who always gives motivation to complete this study.
6. For those who cannot be mentioned one by one who have supported the researcher to finish this thesis

Finally, the researcher realizes that this thesis is the way far from perfect arrangement. Therefore, the researcher will be happily accepting any constructive suggestion in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial to other especially for the researcher himself.

Semarang, June 12th, 2020
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CHAPTER I

INTRODUCTION

A. Background of the Research

There is no one even a scientist who can predict the exact time from the start of civilization. Some people estimate that we lived on this planet for thousands of years, hundreds of thousands of years, and even billions of years. What is more important is that humans have survived long enough on this dangerous journey which will always create problems. Humans, like other species on earth, need to fulfill their needs to survive. Humans must learn to interact with environments where no such organism will survive without proper learning. This learning process allows humans to adapt to a variety of environments that are always changing.[1]

Learning is a human endeavor towards a better life. Every human being needs education, whenever and wherever he is. Learning is very important, because without human learning it will be difficult to develop and will even be retarded. Proofer Loge states that life is education and education is life. This means that life and education in this context are learning and vice versa are almost inseparable, both are integrated in the

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[1] Hergenhahn, B. R, Olsson, H, Matthew, *Theories of Learning*, Trans. (New York: Routledge, 2016) p. 9

human process of running education is nothing but a process for humans to navigate the ocean of life, and vice versa.[2]

There are many models of learning that can be used in the effort to develop creative thinking abilities one model of learning that allegedly would be in line with the characteristics of curriculum expectations prevailing at this time is a problem-based learning model PBL. This model is an approach to students on facing authentic problems (real) so that learners can construct their own knowledge in other words problem solving, develop high skills and inquiry, to independent the learners, and increase self confidence.[3] Problem-based Learning is a model of teaching that encourages the student to solve the problems. It will also encourage students to find the solution for the problem and it could give them a concrete experience which makes them a clear motive about the subject and how important is it for their lives. Hence it will make students master the subject easier.

The most important asset to achieve a high-income developed nation status is quality human resource that can face

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[2] Risda Mawartika, Caswita,Pentatito Gunowibowo, *Effectiveness of Problem Based Learning in terms of students' mathematical communication skill,* Volume 5, No. 7, July 2017, p. 842

[3] Bornok Sinaga, Elvis Napitupulu, (2018), *Analysis of Problem Solving Ability in Applying Problem Based Learning Reviewed From the Learning Style,* Vol. 8, No. 34, p. 4

the challenges of applying 21st century skills.[4] PBL naturally presents opportunities for thinking, reading, writing, and discussing. By deepening these opportunities, PBL becomes an ally for the acquisition of content, the development of academic language, and the enrichment of social language when working with language-minority learners.[5] This approach can benefit all learners as they are both basic and needed skills. Overall, the literature reviewed highlights pbl as an effective learning tool in the context of teacher education, in general, and for second language acquisition in particular.[6]

Ralph W. Tyler states that there are five defects identified in the learning process.[7] The first defect is that the student is frequently memorizing the subject without understanding it. This problem makes the students unable to

[4] Wan Nor Fadzilah WAN HUSIN, Nurazidawati Mohamad Arsad, Oziah Othman, Lilia Halim, Mohamad Sattar Rasul, Kamisah Osman, Zanaton Iksan, (2016), *Fostering students' 21st century skills through Project Oriented Problem Based Learning (POPBL) in integrated STEM education program,* Vol. 17, Issue 1, Art. 3, p. 2

[5] Peter Rillero, Mari Koerner, Margarita Jimenez-Silva, Joi Merritt, Wendy J. Farr, (2017), *Developing Teacher Competencies for ProblemBased Learning Pedagogy and for Supporting Learning in Language-Minority Students,* Vol. 11, p. 3

[6] Diego Muñoz Campos, (2017), *Problem-Based Learning: An Experiential Strategy for English Language Teacher Education in Chile,* Vol. 19, p. 4

[7] Tyler, W. Ralph, *Basic Principles of Curriculum and Instruction,* p 72 (London: University ofChicago Press, 1949, 1969, 2013) p. 72

develop the ideas or apply them in a real situation. The second is the high rate of forgetting. Students typically forgotten the 50 percent of the information they acquired within a year after completing a subject and the number is bounced into 75 percent in the next two years. Third is the lack of adequate information. Students acquired bits of disjointed information and are unable to connect each of the bits into a well systematic knowledge. The fourth defect is the degree of vagueness and a high number of inaccuracies in what students recall and the last defect is the low rate of familiarity of the students on the sources and accurate information.

In learning, there are three learning methods that are very common to use, they are Audio, Visual and Kinesthetic. Students who learn by audio method can best understand the material by listening. He will remember the things he heard, not what he saw or felt. Visual learning styles are very dependent on teaching aids such as pictures, diagrams, tables, films, and infographics. Students will learn faster when they see and witness something. The kinesthetic method means the child has to move or do something while studying. Students with this learning style absorb the material most quickly while practicing it, for example doing activities in the laboratory, playing drama, or just playing games while learning. In this context language learning is very easy if you combine the three methods.

A visual learner absorbs and retains information better when it is presented in, for example, pictures, videos, diagrams, and charts.[8] However, in this research, the writer choose film video as the subject of this research. Films and Videos are briefly known as one kind of visual aids. They are visible with both sound and pictures. Spoken language not only asks people to speak but also asks the speaker to engage the listener in the conversation and make the conversation live.[9] In fact, the video is a useful means of communication as well as a powerful medium of sharing information and valuable aid in teaching and learning of languages.[10] (Keigan, 2012) illustrates that films can be flexible and ideal forms of stimuli for analytical thinking since they present complicated flexible texts in approaching learners. (Papadopoulou, 2016) declares that films integrate all macro skills under an appropriately designed lesson. Moreover, (Wang, 2009) explains that in teaching

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[8] Irfan Effendi, Ahdi Riyono, (2017), *The Effects of TV Newscast Use in Teaching Writing for the Vocational School Students,* p. 4

[9] Nuria Dhotul Janah, Siti Tarwiyah, (2017), *Male and Female Speech in Pride and Prejudice Novel by Jane Austen and Its Implication in Teaching Speaking,* p. 9

[10] B.S.Gomathi, Dr T.S.Geetha, Dr. M. Richard Robert Raa, (2017), *A Study of Vocabulary Learning Using Film as a Media,* Vol. 4, Issue 4, p. 3

language, film can creatively demonstrate interaction other than enhancing communicative competence.[11]

Sherlock Holmes: A Game of Shadows tells the story of a man named Sherlock Holmes (Robert Downey Jr.) and his Assistant Dr. John Watson (Jude Law). who is very smart and expert in solving various cases. Now Holmes is facing a case about a series of crimes that seem to be related throughout Europe. Holmes suspects that this series of crimes boils down to a criminal mastermind who is as smart as Holmes, professor Moriarty (Jared Harris). At one point, Holmes invited his best friend and colleague, Dr. Watson (Jude Law) with his sister, Mycroft (Stephen Fry), to celebrate Watson's marriage to Mary (Kelly Reilly). But while at the restaurant, Holmes accidentally rescued a potential victim of Moriarty's murder, and there he met with Moriarty. Moriarty threatened Holmes that he would kill Watson if he continued to investigate him. Accepting the challenge, Holmes then invited Watson to uncover this case together. Holmes also pushed out Watson's new wife, Mary, from a train that was running towards France. But Mary was saved by Mycroft and this was deliberately done by Holmes so that Mary was safe while she and her husband investigated Moriarty. While in an attempt to investigate Moriarty, Holmes

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[11] Marvin Wacnag Lidawan, Joaquin Gaciles Gabayno, Jr., (2018), *Underpinning Film Elements' Pedagogical Feasibilities For Creative Writing*, Vol. 4, Issue 2, p. 3

was caught and learned that it turned out that Moriarty had a business in cotton, weapons and other items throughout Europe.

Sherlock Holmes: A Game of Shadows is a 2011 period action mystery film directed by Guy Ritchie and produced by Joel Silver, Lionel Wigram, Susan Downey, and Dan Lin. It is the sequel to the 2009 film Sherlock Holmes, and features the Sherlock Holmes and Dr. John Watson characters created by Sir Arthur Conan Doyle. The film's screenplay was written by Michele Mulroney and Kieran Mulroney. Robert Downey Jr. and Jude Law reprise their roles as Holmes and Watson, alongside Noomi Rapace as Simza, Stephen Fry as Mycroft Holmes, Jared Harris as Professor Moriarty and Rachel McAdams as Irene Adler. Although the film follows an original premise, it incorporates elements of Conan Doyle's short stories "The Final Problem" and "The Adventure of the Empty House". USD 545.4 million in the box offices, as recorded by Internet Movie Database or IMDb (2011). The series have gained numerous fans that the third sequel will be launched in 2021. These are why the researcher believes that the movie is still relatable and valid to be researched.

The previous research conducted by Kimberly Cortes et al, in 2016 was figuring out the way of using Film as language learning media with focus on dialogue sequences in a form of audio speaker which is generally can be applied in all language skill. This study results a positive response that Film

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is attractive for language learning activities beside it is easy to use which is supported by rich language features and cultures. This result leads to perspective that Film gives an interesting way of learning language for students to practice english language at any time even when watching the film. Therefore, the explanation provided will become the research gap between the previous research and current study.

Regarding to the explanation above, the researcher will conduct a research about the use of Film with employing its language features and contents in providing interesting language learning media that facilitate students' communicaion skill. This research will involve some features of Film which is including gimmick feature, the actual language feature, story feature, and subtitle feature in order to distinguish between this research and previous research. The research of using Film as a language learning media for English language learning is expected to be successful on its implementation for teacher and lecturer.

B. Reason for Choosing the Topic

There are various considered reasons for choosing the topic. First, students and general people love to watch films, especially fiction films. The plot development in the film usually generates curiosity of the readers. These curiosities would enhance people's interest for watching them more and more. In nowadays society, watching movies and films is so

easily because this is the internet era, we can easily find any movies and films in the internet. While they watching them intensively, the amounts of information would increase significantly.

Second, Sherlock Holmes and of course Dr. John Watson are an everlasting famous character duet. Since its first publication in 1887 with novel print, there are numerous adaptations of Sherlock Holmes series in various media; Hollywood blockbuster movies, television series, comics, and multiple short stories portraying Sherlock Holmes as the main character written by his fans that usually called themselves "Sherlockian" or Holmesian". Sherlock Holmes' films could be easily found in almost in every websites on Google when you type it. These plenty amount of resources show that Sherlock Holmes is loved by people.

Third, Problem-Based Learning has much to offer in language teaching. Problem-Based Learning is a process which students are encouraged to solve given problem. Thus, by studying Sherlock Holmes' problem solving strategies, it would help students to solve their own problems.

C. Research Questions

1. What is the main character's educational view?

2. What are the problem-solving strategies used by the Main Character in the film?

3. What are the pedagogical implications of Problem-Based Learning employed by Sherlock Holmes in language teaching?

D. The Objectives of the Research

Educational view is an important thing to someone's action in learning. Different point of view towards education may result different behavior. Thus, the first objective of this study is to analyze Sherlock Holmes' educational view in film.

One of the indicators of successful education is how a person solves his/her problems in this evolving 4.0 era. The education level defines people's effectiveness of problem solving. Sherlock Holmes is often named as the best detective because of his great analysis in solving the problems and with the help of his frend Dr. Watson they are invincible. That is ability that everyone should be able to study. Therefore, the second objective is to find out their strategies of problem solving.

The third objective of this study is to analyze the pedagogical implications of Sherlock Holmes' Problem-Based Learning strategies that could be applied in language teaching.

E. Limitation of the Research

The character of Sherlock Holmes has been represented into many form of literature, there are plenty of short stories, novels, or even movies created based on the character. The author of those literatures are varies from the

Sherlock Holmes fans who called themselves Holmesian or Sherlockian, a well-known writer, or movie writer.

To prevent any confusion to the reader, this research will only analyze the film Sherlock Holmes – A Game of Shadows and Although the film follows an original premise, it incorporates elements of Conan Doyle's short stories "The Final Problem" and "The Adventure of the Empty House".

F. Significances of the Research

In order to conduct a depth and focused research, the researcher also formulates the significances of the research so that the result of the study will be useful both theoretically and practically for others. Here are the significances of the research which are divided into two categories including theoretical benefit and practical benefit:

1. Theoretical benefit

The researcher hopes that the result of the study will give a sight to the readers about how Film such as Sherlock Holmes – a Game of Shadow can give motivation to solving problem which every human on earth have their own problem. The research findings are also able to enhance the awareness of teachers that nowadays era needs a new way of problem solving so that it will lead them to use PBL as the one of way to teach

2. Pedagogical benefit

 a. For the students

This research will help student to face the Problem based learning and help them solve the problems given by teacher by the methods given in the finding of this research.

 b. For the teachers

By reading the findings of this research, hopefully teachers will find out strategies which are applicable inorder to make students understand.

 c. For the researcher

By the result of this study the researcher hopefully can give some benefits for many people and upcoming future research.

 d. For the next researchers

Hopefully, the result of this study might be useful for other researchers who are going to conduct research in Problem-based Learning and or characterization.

 e. For institution

In a way to be a researcher of Walisongo State Islamic University, the researcher tries to be developed in research field and hopes that the research will be an useful and good research journal for the institution.

G. Review of Related Literature

This chapter highlights the theoretical review and previous research. The theoretical review below contains an explanation of the research title in detail. The previous study

contains a description of the theory and findings from previous research that assists as preference and research activities.

1. Problem-Based Learning Strategy

Problem Based Learning (PBL) Strategy is a learning model strategy that uses real world problems as a context for human or us to learn about critical thinking and problem solving skills and to obtain essential knowledge and concepts from subject matter.[12] We as a human work collaboratively with others as we analyze complex and ill-defined problems. We as a human also need work independently to collect information we then bring back to the group as they resume their collective problem solving and subsequent reflection on both the issue at hand and the group's functioning. Later on, the result is presented in front of the real problem solving condition. [13]

2. Audio-Visual Media

Success in the learning process is highly coveted in the implementation of education in schools and in universities. Many ways are carried out by educators to achieve these goals,

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[12] Ambrusius Kuncoro Brahmowisang, (2019), *Penerapan Problem Based Learning (PBL) dengan Media Film Dokumenter pada Pembelajaran Sejarah Untuk Meningkatkan Kemampuan Berpikir Kritis dan Prestasi Belajar Siswa Kelas XI IPS 2 SMAN 1 Wuryantoro*, Vol. 8. No. 1 - Juni.

[13] Yuliana, Fery Firmansah, (2018), *The Effectiveness Of Problem-Based Learning With Social Media Assistance To Improve Students' Understanding Toward Statistics, Volume 7, No. 2, September 2018*

both in terms of methods, strategies, models and learning media innovation. Educators must be creative in delivering material or teaching material, so that there is no saturation in the learning process. One supporting factor for achieving success in the learning process is to use media in the learning process.

According to Andi (2016) learning media can increase activities in the learning process because feedback can be seen immediately. Therefore, learning media has a role or function as a component of a learning system that is as important as other learning components. The learning media used in this study is audio visual media.

In Eka & Sudarso's research (2015) the use of audio visual media can be applied in helping to develop mental imagination about a particular movement or skill, by using audio visual media or also called video media there are two elements of messages that can be conveyed at once, audio and visual.

Audio-visual media will make it easier for someone to get information and knowledge because the center or focus of their learning lies in vision and hearing, so that it will be easier for someone to do and copy what they see and hear. In addition, audio-visual media can also improve learning outcomes in

various subjects (Prasetia, 2016; Amriyeni, Syarif, & Iriani, 2013; and Rosyida, Munzil, & Joharmawan, 2017).[14]

3. Educational View of Film

Film has its own educational value, because film is created as a work of creative professionals in their fields. Film as an art object should be judged artistically and not rationally. Film study is arguably a relatively new field of study and is not comparable to the process of technological evolution. Exploitation of film studies that have occurred in the decade 60-70 in Europe and America did not bring much meaningful change. The desire to produce a holistic approach in multidisciplinary and interdisciplinary film studies still seems to be a delusion. No exception if film studies are seen in the context of English Language Education.

The word or language, in a linguistic vehicle, is given a meaning as a meaningful and actualizing sound symbol system, which is abritrer and conventional, which is used as a means of communication by a group of humans to give birth to feelings and thoughts. Language is a combination of words arranged systematically, so that it can be used as a communication tool. In learning foreign languages, especially English, seeing direct communication in this case through film

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[14] Romi Cendra, Novri Gazali, M. Rian Dermawan, (2019), *The effectiveness of audio visual learning media towards badminton basic technical skills,* Volume 5 Nomor 1

media can make progress in understanding as well as in vocabulary, tone of speech, and then the expression used when communicating.

H. Research Method

The research method of this study is descriptive qualitative method since it provides a systematic, factual, and accurate description of a situation of area. This research also applies qualitative method. This method is based on the data which are words and not about the number.

1. Research Approach

In this study, the writer conducted descriptive qualitative research. In descriptive qualitative research, data collected are words, pictures and not numeral. It is because there is an application of qualitative method. Therefore, all observed will have possibilities to become keys of what is observed.

Galang stated that descriptive is non-hypothesis research, however, in this research does not need to formulate hypothesis. According to his statement, it can conclude that descriptive study is a research to find out scientific truth.[15]

Based on the theory, the researcher uses descriptive qualitative approach to analyze the data. The researcher's

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[15] Galang Surya Gumilang, (2016), *Metode Penelitian Kualitatif Dalam Bidang Bimbingan Dan Konseling,* Vol. 2, No. 2, p. 2

reasons for choosing this approach are to get information about the personification of Sherlock Holmes and his problem solving method.

2. **Sources of Data**

The primary source of data used in this research is the film Sherlock Holmes – A Game of Shadows directed by Guy Ritchie and produced by Joel Silver, Lionel Wigram, Susan Downey, and Dan Lin. It is the sequel to the 2009 film Sherlock Holmes, and features the Sherlock Holmes and Dr. John Watson characters original created by Sir Arthur Conan Doyle.

The secondary data used in this research are the books, magazines, documents, archives, journals, short novels related research website and e-books that related to the objectives of the study.

3. **Data Collection Techniques**

In order to gain more supporting information, the researcher conducts documentation method. Documentation will be done to obtain the written data, such as short stories, magazines, note, newspaper, subtitle film, personal document, agenda, etc. In order to obtain primary written data in this documentary analysis, in this research the researcher analyses the film, short stories and other documents such as e-books and website articles can be analyzed as supporting data.

This method is not too difficult in which if there is a mistake, the source of data will stay unchanged.

4. Instruments

A research instrument is a tool or facility used by the researcher in collecting data to make us easier to get better results. In this context, the researcher uses documentation method as the research instrument. Documentation in relation to research instruments is a form of perpetuation, archives or inherited items. In collecting data, the documentation will be done to obtain the written data, such as short stories, magazines, note, newspaper, subtitle film, personal document, agenda, etc.

Besides, the researcher as human instrument functions to determine the research focus, choose participants as sources of data, conduct data collection, assess data quality, analyze data, interpret data, and make conclusions on her findings.[16]

5. Data Analysis Techniques

Scientific writing has a certain kind of method. Usually, research on literary work that has long published carried out by library research. Thesis is classified into scientific one because it has systematic way of arrangement. There must be steps of procedure to complete collected data found in the source.

This research uses the Content Analysis Method. The focus of Content Analysis is the development of knowledge and understanding of the study phenomenon. Content Analysis, as

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[16] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 70.

the application of language and contextual clues for making meanings in the communication process.[17]

According to Noeng Muhadjir, Content analysis has following features. First, text processing using predefined rules and procedure. Second, the data classification, the data are classified into predefined groups. Third is analyzing the theoretic relevance of the data. Fourth is describing the data. And last is using the quantitative techniques in the process.

I. Organization of the Thesis

This thesis consists of five chapters. Each chapter consists of related sub-chapters. The systematic of the thesis is as follows:

CHAPTER I : This chapter discussed the background of the study, reasons of choosing the topic, research question, objective of the study, significance of the study, review of related literature, research method and organization of the thesis.

CHAPTER II : This chapter consists of two sub-chapters. First sub-chapter discussed about the Problem-Based Learning and the second sub-chapter discussed about the film and short stories for language learning.

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[17] Abdolghader Assarroudi, Fatemeh Heshmati Nabavi, Mohammad Reza Armat, Abbas Ebadi, Mojtaba Vaismoradi, (2018), *Directed qualitative content analysis: the description and elaboration of its underpinning methods and data analysis process, Vol. 23(1) 42– 55 p. 43*

CHAPTER III : This chapter discussed mainly about Sir Arthur Conan Doyle and his works, including the synopsis of film, and short stories that portrayed Sherlock Holmes as the main character.

CHAPTER IV : This chapter analyzes the Problem-Based Learning strategies represented by Sherlock Holmes in the film and short stories. The discussion includes the Sherlock Holmes' characterization, views of education and his strategies of problem solving.

CHAPTER V : This is the final chapter which is consist of three sub-chapters; conclusion, suggestion and closure.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Film plays an important role in every aspect of language learning. In this era, there are so many problems that occur in our lives. Many researchers conduct research on film with the relationship of problem solving in language learning. There are a number of studies related to the current study of researchers.

First, the journal article by Ummy Khoirunisya' Masyhudianti, Hanita Masithoh, and Khoirunnisa which examined the teacher that practicing the use of Film to teach Speaking. In addition, the research about using a video with the researchers' trust to teach speaking.[18] This research mostly examines how the method they used in teaching through video in SMA As Salam Surakarta.

Second, the journal article by Kimberly Cortes et al. This research focusing on the explanation of system and method for language learning through Film.[19] This study examines in detail

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[18] Ummy Khoirunisya' Masyhudianti, Hanita Masithoh, Khoirunnisa, (2018, VISION Journal Vol. 7, No. 1.Page. 11-21. English Education Department, SebelasMaret University) *A Teacher's Beliefs and Practices of Using Video to Teach Speaking: A Case Study at SMA As-Salam Surakarta.*

[19] Kimberly Cortes, Allen Park, Jason Teshuba, Huntington Woods, Michael Teshuba, West Bloomfield, Ryan Whalen, West Bloomfield, Michael Goulas, Commerce Twp., Anthony Ciannamea,

about the system and method that they used on for language learning through Film, how the system plays and how the method will work efficiently the researcher explained in detail all of them. So, from the journal I learn about how to explain about learning using audio-visual media such as film in giving information to teacher especially to know that film so useful in language learning.

Third, the journal article by Carmen Herrero and Manuela Escobar. The research focusing on pedagogical model for integrating film education and audio description.[20] So, this study examines the pedagogical model for integrating or using film education and audio description which mean the researcher try to find the pedagogical model which relevant for using film and audio description.

Fourth, the journal article by Yuliana and Fery Firmansah. This research focusing on problem-based learning with social media assistance to improve students' understanding.[21] So, in this study the researcher try to using

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San Francisco, Lilia Mouma, Athens, (2016,) *System And Method For Language Learning Through Film.*

[20] Carmen Herrero and Manuela Escobar. (2018. No. 4, p. 40-54. Manchester Metrolopitan University). *A Pedagogical Model for Integrating Film Education and Audio Description in Foreign Language Acquisition*

[21] Yuliana, Fery Firmansah, (Widya Dharma University, 2018) *The Effectiveness Of Problem-Based Learning With Social Media Assistance To Improve Students' Understanding Toward Statistics.*

PBL with random social media to improve the student's understanding. Whih mean with unspesified social media or random social media the researcher wants to applied the PBL for simplify student or learner to understand well.

Last, the journal from Romi Cendra, Novri Gazali and M. Rian Dermawan which is aimed to examine the effectiveness of audio visual learning media towards badminton basic technical skills.[22] This study's differences from mine, in the previous research is from the research object with the instrumental object is the media which is there for badminton training but in my current study is use research object with Analysis of Problem-based Learning strategies from film as an instrumental, but overall from audio visual learning media it is explain how my study will turn out. Basically my research have a same structure with this journal.

B. Problem-Based Learning

Learning by Problem-Based Learning is an educational approach, originally developed in medical schools in the 1960s in Canada, which has served as a framework of instructional design principles, the implementation of which has expanded

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[22] The journal of Romi Cendra, Novri Gazali, M. Rian Dermawan,[22] (2019) *The effectiveness of audio visual learning media towards badminton basic technical skills*. Vol. 5 No. 1

to numerous other education fields.[23] ProblemBased Learning nowadays has been adopted in educational programs in a variety of disciplines.[24]

The Problem Based Learning Approach will encourage students to dare to "think outside the box" because the problem assigned to them is usually open and does not require a determined approach to problem solving. in this case we as students will get experience and can be used to solve problems in the future.

1.   Definitions of Problem Based Learning

There are various definitions of Problem-Based Learning. Some of those definitions are; first, PBL is leads to a deeper approach to learning (Newble & Clarke, 1986). Undergraduates require the ability to define problems, gather and evaluate information, and develop solutions so that they have the necessary skills to succeed in a work-based environment.[25] Second, The PBL approach is a model for constructivist learning in education. According to constructivist learning theory, learners construct their own knowledge (Hein,

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[23] Lu-Fang Lin, (2017), *Impacts of the Problem-based Learning Pedagogy on English Learners' Reading Comprehension, Strategy Use, and Active Learning Attitudes,* Vol. 5, No. 6, p. 2.

[24] Newman, J. Mark, Problem Based Learning: *An Introduction and Overview of the Key Features of the Approach*, p.1.

[25] Parson, V. and Bignel, S., (2017), *An investigation into cooperative learning in a virtual world using Problem-Based Learning,* p.3.

1991). During the PBL process, students can work together to find solutions to complex problems (Ferreira & Trudel, 2012).[26] This method is an active way for students to learn basic problem-solving skills and makes them acquire the knowledge and experience through the interaction with others. This method aimed an interactive and enjoyable experience that will also encourage students" self-motivation, thinking, and analytical skills through flexible and creative thinking and managing of multiple sources to solve problems.

Therefore, it could be summarized that Problem-Based Learning is a learning method that aimed the student or learner to find the solution of a pre-arranged problem that could help them solve the problems in real life.

2. The Basics of Problem-Based Learning

Problem-Based Learning is a learning method that specified to the process of solving the problem in scientifically. According to Dr. Wahyudin Nur Nasution, M. Ag., there are three main characteristics of Problem-Based Learning[27], There are:

First, Problem-Based Learning is a series of learning process. Problem-Based Learning is much different than

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[26] Ulger, K., (2018), *The Effect of Problem-Based Learning on the Creative Thinking and Critical Thinking Disposition of Students in Visual Arts Education,* p4.

[27] Dr. Wahyudin Nur Nasution, M.Ag., *Learning Strategies* (Medan: Perdana Mulya Sarana, 2017) p.98.

conventional learning where student will only listen to their teacher and write thing down. But Problem-Based Learning emphasize individuals to take the initiative, with or without the help of others, to diagnose their learning needs, formulating goals, identify resources for learning, implement appropriate learning strategy and evaluate learning outcomes. By engaging in the process students learn more quickly to take responsibility for their learning and to develop skills and insights about their learning processes.

Second characteristic is Problem Solving. Students are encouraged to solve the problems. As the name suggest, problem is a critical part of Problem-Based Learning and its importance is second to none. Because without problems in PBL, there is no learning process. The source of the problem could be anything like guest speaker, a video, a newspaper story, a photograph, or a written case study, etc.

The third characteristic is scientific thought. Problem Based Learning directs students to solve problems scientifically. Scientific thinking is a process that uses either inductive or deductive and is carried out systematically and empirically. This thought process is carried out systematically (through certain stages) and empirical (based on clear data and facts).

3. Problem Based Learning Process

Problem-Based Learning process is the 9 stage process proposed by Simon Bignell and Vanessa Parson. The first stage is defining the problem. Second stage is explaining the problem clearly. Third stage is explaining the core concepts and stating the unknown terms or words. The fourth stage is forming students into groups. Fifth stage is brainstorming, sixth stage is ensuring the time limit and other information that could be gathered by student regarding to their problem. Seventh stage is gathering the evidences. Eighth stage is discussing the evidence and developing the strategies and last stage is answering the problem.[28]

4. Problem Solving Strategies

There are various theories about how Problem Based Learning should be applied. Literally, most of the theories are similar. Here the researcher quotes a statement from John Dewey about how Problem Based Learning should be applied.[29]

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[28] Bignell, Simon and Parson, Venessa, E-book: Best Practices in Virtual World Teaching: A guide to using Problem-Based Learning in Second Life version 2.1, (United Kingdom: University of Derby, University of Aston and The Higher Education Academy Psychology Network)

[29] Dewey, John was an American philosopher, psychologist and educational reformer whose ideas have been influential in education and social reform. Dewey is one of the primary figures associated with philosophy of pragmatism and is considered one of the

There are six phases of problem solving. Phase one is defining the problem where students are encouraged to understand about the problem clearly. The second phase is analyzing the problem by collecting complete data about the problem from its history, causes, symptom, and methods to solve it and the advantage and disadvantages of each method. The third phase is determining criteria for optimal solutions by analyzing the data to find alternate solutions. The fourth phase is proposing solution for the problem. In this phase, data is analyzed and organized into diagrams or table. The fifth phase is evaluating proposed solutions. This phase requires student''s skill of analysis, ability to connect or calculate several data, and capability to decide the solutions and conclusion. And last, selection of the solution, including the calculation of the result and effect of each alternate solution.

5. Advantages and Disadvantages of Problem-based Learning

There are some limitations and advantages when implementing the problem-based learning curriculum. Since Problem-Based Learning experiment began, strong opinions have been expressed and so many questions about the wisdom, effectiveness and educational efficiency of a tutorial, problem-based, case-oriented approach to teaching the sciences.

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founders of functional psychology. A well-known public intellectual, he was a major voice of progressiveeducation and liberalism.

- Advantages of Problem-Based Learning.

There are some advantages of Problem-Based Learning according to Rosauli Novalina Samosir.[30] The advantages of problem-based learning are;

First, students-centered classes are not teacher-centered. When a lesson is no longer centered on the teacher, but rather on students, then this will make students further develop their ability to solve problems. Students no longer only listen and pay attention to the teacher's way of solving problems and problems, but students participate in understanding, planning, implementing and solving these problems. Where this is an indicator of the achievement of problem solving abilities.

Second, this learning model develops student self-control. It teaches students to make prospective plans, deal with reality and express emotions. This is clearly the steps of solving the problem.

Third, this model allows students to see events from various dimensions and with a deeper perspective. In the process of solving problems, indirectly students must be able to understand these problems in a deep perspective, to be able to solve them. Therefore, this PBL model already contains indicators of problem solving.

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[30] Rosauli Novalina Samosir, (2018), *Pengaruh Problem Based Learning (PBL) Terhadap Kemampuan Pemecahan Masalah Matematika Siswa Smp,* p.4

Fourth, this model develops students' problem solving skills. This sentence clearly supports that the PBL model is indeed designed with the characteristics of non-routine problem presentation, which will develop students' mathematical problem solving abilities.

Fifth, this model encourages students to learn new material and concepts when solving problems. When students learn new material and concepts, it means that at this stage students have been planning solutions to solve problems where this is an indicator of problem solving ability.

Sixth, this model develops high-level thinking / critical thinking abilities and scientific thinking of students. When students are trained to think at a high level, students must know how to understand problems, plan solutions, implement plans, and re-examine the results of discussions. Means the stage in this model can reach indicators of mathematical problem solving ability.

Last, this model allows students to combine their old knowledge with new knowledge and to develop their assessment skills. At this stage, the indicators of problem solving ability have reached, namely checking the procedures and results of students' thinking and interpreting the results. Then it can be concluded that using the Problem-Based Learning (PBL) model can affect problem solving abilities.

- Disadvantages of Problem-Based Learning.

In addition to the previous advantages, there are also shortcomings or disadvantages of this problem-based learning model that requires considerable time in solving problems related to the material being taught. The lack of simulation applied can only determine values for certain quantities, for example calculating the distance of a moving car with a predetermined speed, speed, speed and time. Another weakness of this simulation is the graph.

From the results of research according to Ika Hikmayanti, Sahrul Saehana and Muslim, the authors propose a number of suggestions for future improvement:[31]

1. To implement the learning model Problem Based Learning using simulations, the steps should be more directed.

2. So that all students in each group can be more effectively involved in solving problems given by the teacher, the teacher should know the characteristics and abilities of each student so that the division of the group is evenly distributed and learning activities can be carried out properly.

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[31] Ika Hikmayanti, Sahrul Saehana and Muslim, (2016), *The Effect of Problem Based Learning Models Using Simulation Against Student Learning Outcomes in the Material of Straight Motion Class VII MTs Bou,* Vol. 3, No.3, p.4

C. Audio-Visual Media and Educational View of Film

Film is one of the audio visual media in this research is a film that not only presents entertainment like movies. film here has a different meaning which will be explained also what is audio visual media.

a. Audio-Visual Media

Audio-Visual Media begins when we enter the digital era, also known as the 21st century, various forms of technological advances can be easily found, including digital media in this case audio visual media. According to the Cambridge Dictionary, the term audio-visual media is defined as a matter or information that involves the use of recorded images and sounds, or the equipment that produces them. As a consequence of technological advances, several types of information are scattered and easily accessed. Therefore, by digital media in this case audio visual media, information traffic may be far more effective than in previous eras.

One of the most appreciated materials applied to language learning and teaching is, of course, video which contain an audio and visual to understand the materials well.[32] A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of

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[32] Dr. İsmail ÇAKIR, (2006), *The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom, vol. 5, Issue 4, Art. 9, p1*

video, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programmes on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching

b.   Educational View of Film

The film spoke a language, then as now, which the common man could understand. Film, from the broad educational point of view, is essentially a multiple method of communication. It is especially effective as a technique for telling a story. It presents facts realistically. It dramatizes human relations and events. It arouses emotions. It transmits attitudes. It records and reproduces phenomena for scientific study and analysis. It depicts the imagi- native. And it can enable one to see the unseen. By means of the sound motion picture the whole gamut of human experience may be communicated from teacher to learner wherever a learning teaching situation exists.

From the viewpoint of lifetime learning, film is not only applicable at all levels of formal education, but also may be used for the communication of ideas, attitudes, and experiences to the masses of people outside the schoolroom. It has proved its effectiveness in adult education, in industry, and in sales training. There have been many attempts to type the educational

film.[33] For example, it has been stated that there is and should be a distinct difference between the "entertainment" and the "educational" film.

How, then, may we define the educational film? An answer to this question may be worded as follows: the educational film is one which contributes to the achievement of desirable educational goals by making effective use of the motion picture as a medium of communication. It will be noted that this definition emphasizes the necessity for (i) a concrete positive contribution through use and (2) a proper employment of the film medium. The definition further assumes that. users of films in educational situations see clearly the goals which are to be tertainment purposes would be selected achieved.

The novels of Sir Arthur Conan Doyle and the plays of Sherlock Holmes and his partner Dr. John Watson were not written as school textbooks, no one would question their educative value in the study of English literature. The distinction is rather one of use than of something inherently different in the nature of the films themselves. The motion picture or film directed by Guy Ritchie was produced to entertain, but it is highly regarded by teachers of English as having educational value for the study of Sir Arthur Conan Doyle. Not all films made for entertainment purposes would be

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[33] F. Dean McClusky, (1947 The Regents of the University of California), *The Nature of the Educational Film,* Vol. 2, Issue 4

selected by educators for school use. Teachers select films for purposes different fromthose in the minds of theatrical exhibitors. Just as teachers are careful to select educationally desirable novels and plays for use in teaching literature, so do they evaluate films for classroom use. The demands of education and of entertainment are not the same; but a film that is entertaining may be educative as well. And a film which may be highly educational may also have distinct value when shown in theaters. Rigidly to classify films as educational on the one hand and entertaining on the other is not sound.

Any attempt to outline a comprehensive functional differentiation of educational films requires that attention be directed to basic considerations. One is that the chief educational value of films in teaching is their power to communicate concepts involving motion. For example, motion pictures can present to the learner (1) the observable movement of objects, singly and in relation to each other; (2) the movement of objects too slow to be seen by an observer; (3) the movement of objects too fast to be analytically studied; (4) the motion of the unseen; (5) the motion of the imaginary and of abstraction; (6) the motion of rhythm; (7) the motion involved in depicting the relationships of objects and the flow of events separated by intervals of time and space; (8) the motion involved in the interaction and flow of ideas between persons

as expressed by spoken words, gestures, and other bodily movements.

A second basic consideration is that the motion picture has the power to communicate ideas in a realistic, concrete manner not possessed by language. Ideas presented by the motion picture have immediate meaning; extensive verbal explanation is unnecessary. The motion picture effectively offsets verbalism in teaching. By coupling the verbal communication of ideas with the motion picture, the teacher has a powerful teaching tool at his command. It is essential, therefore, that the criteria of high technical quality and authenticity be applied to educational films. A third consideration is that the motion picture can be used in connection with all types of learning. It provides a model for the learner to imitate in developing sensory motor coordinations. It builds up vivid, rich associations and memories. It presents problems for solution and the basic materials for effective reflective thinking. It teaches appreciations and attitudes. And it can be used to stimulate strong emotional responses.

Finally, the film of motion picture is a time saving educational tool. It saves hours formerly spent on field trips by bringing such experiences into the classroom. It introduces and summarizes topics in a brief, effective manner. It reduces time

consuming repetitive drills and explanations. It directs the learners' attention to pertinent subject matter.

At this point one might properly raise the questions, What are the limitations of film when applied to education? and What is the motion picture's relation to other audiovisual teaching materials? One limitation to the use of the motion picture or film in education is cost. Good films are expensive to produce and to buy. Projection equipment is expensive, also, and requires the care of an experienced technician. Additional cost is entailed in properly equipping classrooms for the use of film. However, in spite of high initial costs, the use of films in schools is steadily increasing. A second limitation is that films are perishable and do not withstand wear and tear like many less expensive teaching materials. Books, slides, models, wall maps, globes, charts, and so forth, resist continuous usage much better than films. But all teaching materials need replacement from time to time. Experience shows that, given reasonable care, the life span of films can be increased to compare favorably with that of other materials.

A third limitation is that teachers often have difficulty in obtaining a film when it is most needed. This is due in part to lack of funds that would permit the purchase of enough duplicate prints to supply the demand, and in part to inadequate methods of distribution. Better co6rdinated planning would help prevent many disappointments when teachers order films.

But the distribution problem is still unsolved. Many believe that the decentralization of school film libraries is the answer. A fourth limitation is the lack of trained personnel. Teacher training institutions have been slow to provide adequate training for teachers in the intelligent use of films. Many teachers want to teach with motion pictures but are inhibited by a lack of knowhow. It is gratifying to note that courses in audiovisual education are being established in teacher training institutions throughout the country in unprecedented numbers. There is also a lack of trained technicians in schools to operate and care for the equipment needed in the effective projection of motion pictures. This difficulty is in part being met by organizing projectionist clubs among the older boys. Teachers will make more extensive use of films when they are relieved of handling heavy equipment. Finally, there are limitations inherent in the nature of the motion picture itself. It moves too fast on the screen for contemplative study, unless it is projected many times. It cannot be substituted for language activities; but it can serve as a springboard for the development of rich language experiences. It would add to the educational value of films if there were a practical way to produce stereoscopic effects. But even if inexpensive methods for producing three dimensional illusions were to be developed, there would still be the basic limitation that motion pictures in and of themselves do not teach. Learning is the resultant of one's activity as guided

and directed by com- petent teachers. The film can stimulate activity; but unless there is a directed response to the ideas which it communicates, the learning products will not be fruitful.

The well balanced audiovisual program in education is characterized by the use of many teaching aids, of which the film is one. That it is an important member of the audiovisual technical family is clearly indicated by the discussion set forth here. However, because of its unique advantage in being able to depict action and behavior with an irresistible sense of life and reality, it is sometimes employed to communicate ideas which could far better have been left to materials more suited to accomplishing the desired result. Producers of educational films should, for example, leave still life to the slide and the slide film. And because of their expense, films should not be used to present concepts which are common, everyday experiences, or which could be taught with inexpensive materials such as models, objects, or wall charts. The combination of the film with slides or slide films which are employed for follow up discussion and review of salient points appears to possess possibilities worthy of serious experimentation.

Audiovisual teaching materials of all types have their advantages and disadvantages. Each has a contribution to make in the improvement of educational methodology. However, it is

clear that, of all the modern educational tools, the motion picture possesses qualities which rank it along with the printing press as one of man's great achievements in developing methods of mass communication. Harnessed to the problems of world education, the motion picture could, in the sober thought of many, lay the foundation of human understanding so essential to world peace.

CHAPTER III

GENERAL DESCRIPTION OF THE ORIGINAL CREATOR

A. The Biography of Sir Arthur Conan Doyle

Arthur Conan Doyle, in full Sir Arthur Ignatius Conan Doyle, (born May 22, 1859, Edinburgh, Scotland—died July 7, 1930, Crowborough, Sussex, England), Scottish writer best known for his creation of the detective Sherlock Holmes one of the most vivid and enduring characters in English fiction.

He settled in London after he finished his medicine study at Edinburgh University. He started practicing in 1882 in the Southsea for eight years.[34] He was a not-so-famous doctor. Thus, it allowed him to have much free time to do his own business: writing. Arthur's father is Charles Altamont Doyle, a chronic alcoholic who married Arthur's mother Mary Foley, a vivacious and very well educated young woman of seventeen.

While a medical student, Conan Doyle was deeply impressed by the skill of his professor, Dr. Joseph Bell, in observing the most minute detail regarding a patient's condition. This master of diagnostic deduction became the model for Conan Doyle's literary creation, Sherlock Holmes, who first appeared in *A Study in Scarlet*, a novel-length story published in *Beeton's Christmas Annual* of 1887. Other aspects of Conan Doyle's medical education and

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[34] Low, Harry, A Day with Dr. Conan Doyle, (London: Strand Magazine, August/1892), p. 186

experiences appear in his semiautobiographical novels, *The Firm of Girdlestone* (1890) and *The Stark Munro Letters* (1895), and in the collection of medical short stories *Round the Red Lamp* (1894). (*See also* Sherlock Holmes: Pioneer in Forensic Science). The increasing number of fans of Sherlock Holmes made Conan Doyle devoted his life for writing. He left medicine and wrote many other stories with the character of Sherlock Holmes which catapulted him to fame.

In earlier 1887 where the legend began, Conan Doyle wrote a novel which published in Beeton's Christmas Annual, under the title A Study in Scarlet which introduced the immortal Sherlock Holmes, a Londonbased consulting detective who used his apartment in 221b Baker Street, London as his detective agency. He used his ability to solve various cases which usually given by police detectives or private inquiry agencies who was not able to solve the case themselves or by the client who need answers for their mysterious incident. With his colleague Dr. John, H. Watson, Sherlock Holmes character grew tremendously among the mystery and detective book. It makes Conan Doyle named to be a successful modern detective stories writer.[35]

Sir Arthur Conan Doyle Arthur Conan Doyle Conan Doyle died at his home on 7 July 1930 following a heart attack. His last words

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[35] Doyle, Arthur Conan, Great Adventures of Sherlock Holmes, (Yogyakarta, Narasi: 2008), trans., p. Cover

before departing for "the greatest and most glorious adventure of all," were addressed to his wife. He whispered, "You are wonderful."

B. Synopsis of Film and Short Stories by Sir Arthur Conan Doyle

1. Sherlock Holmes - A Game of Shadows Film

For most people, the death of the Austrian heir is a natural death. No one is too suspicious, except Sherlock Holmes course. This detective does have much sharper instincts than most people. Sherlock believes that the Austrian prince was killed and this could lead to a much bigger case.

In 1891, Irene Adler delivers a package to Dr. Hoffmanstahl, payment for a letter he was to deliver. Hoffmanstahl opens the package, triggering a hidden bomb that is prevented from detonating by the intervention of Sherlock Holmes. Holmes takes the letter while Adler and Hoffmanstahl escape. Holmes finds Hoffmanstahl assassinated moments later. Adler meets with Professor Moriarty to explain the events, but Moriarty, deeming her position compromised by her love for Holmes, seemingly poisons and kills her.

Later, Dr. Watson arrives at 221B Baker Street, where Holmes discloses that he is investigating a series of seemingly unrelated murders, terrorist attacks and business acquisitions around the globe that he has connected to Moriarty. After meeting up with his brother Mycroft at Watson's bachelor party, Holmes meets with

Gypsy fortune-teller Simza, the intended recipient of the letter he took from Adler, sent by her brother Rene. Holmes defeats an assassin sent to kill Simza, but she flees before Holmes can interrogate her. After the wedding of Watson and Mary Morstan, Holmes meets Moriarty for the first time. Holmes subtly requests Watson and Mary be left alone now that Watson is no longer working with him, but Moriarty indicates he will kill them if Holmes interferes. Voicing his respect for Holmes' perseverance, Moriarty taunts Holmes about murdering Adler, and Holmes swears revenge.

Moriarty's men attack Watson and Mary on a train to their honeymoon. Holmes, having followed the pair to protect them, throws Mary from the train into a river below where she is rescued by Mycroft. After defeating Moriarty's men, Holmes and Watson travel to Paris to locate Simza. When she is found, Holmes tells Simza that she has been targeted because Rene is working for Moriarty and may have told her about his plans. Simza takes the pair to the headquarters of an anarchist group to which she and Rene had formerly belonged. They learn that the anarchists have been forced to plant bombs for Moriarty.

The trio follows Holmes' deduction that the bomb is in the Paris Opera. However, Holmes realizes too late that he has been tricked and that the bomb is in a nearby hotel; its explosion kills a number of assembled businessmen. Holmes discovers that the bomb was a cover for the specific assassination of Alfred Meinhard, one of the

attendees, by Moriarty's henchman, Sebastian Moran. Meinhard's death grants Moriarty ownership of Meinhard's arms factory in Germany. Holmes, not wishing to repeat his mistake from the previous evening, spies on Moriarty, learning he is travelling to Germany. Holmes deduces it is to visit his newly acquired factory and so the trio follow him there.

At the factory, Moriarty captures, interrogates, and tortures Holmes while Watson fights Moran. Holmes spells out Moriarty's plot, revealing that the Professor secretly acquired shares in multiple war profiteering companies using various pseudonyms to conceal his identity and intends to instigate a world war to make himself a fortune. Meanwhile, Watson uses the cannon he had been hiding behind to destroy the watchtower in which Moran is concealed. The structure collapses into the warehouse where Moriarty is holding Holmes captive. Watson, Simza, and an injured Holmes reunite and escape aboard a moving train. Holmes deduces that Moriarty's final target will be a peace summit in Switzerland, creating an international incident.

At the summit, Holmes deduces that Rene is the assassin and that he is disguised as one of the ambassadors, having been given radical reconstructive surgery by Hoffmanstahl. Holmes and Moriarty, who is also in attendance, retreat upon a balcony to discuss their competing plans over a game of chess. Watson and Simza find Rene and stop his assassination attempt, but Rene is discreetly killed by Moran. Despite his war being averted,

Moriarty remains confident in his victory, warning Holmes that the nations of Europe will inevitably go to war with one another regardless of Moriarty's manipulations. Holmes then reveals that, while being tortured by Moriarty, he replaced the professor's personal diary that contained all his plans and financing with a duplicate. The original was sent to Mary in London, who decrypted the code using a book that Holmes had noticed in Moriarty's office during their first meeting, before passing the information to Inspector Lestrade, who seizes Moriarty's assets and donates his fortune to anti-war charities. Holmes and Moriarty anticipate an impending physical altercation, and both realise that Moriarty would win due to Holmes' injured shoulder. Out of options and with the sadistic Moriarty vengefully vowing to kill Watson and Mary afterward, Holmes grabs Moriarty and lunges backwards over the balcony and into the Reichenbach Falls below. Both are presumed dead.

Following Holmes' funeral, Watson and Mary prepare to have their belated honeymoon when Watson receives a package containing a breathing device of Mycroft's that Holmes had noticed and expressed a liking for before the summit. Realizing that Holmes may still be alive, Watson leaves his office to find the delivery man. Holmes, having concealed himself in Watson's office by using one of his urban camouflage suits, reads Watson's memoirs on the typewriter and adds a question mark after the words "The End".

2. The Final Problem – Short Story

A panic-stricken little girl wakes up on an aeroplane and finds everybody asleep. She picks a mobile phone up and hears Jim Moriarty announce "Welcome to the final problem". Mycroft Holmes is at home, where Sherlock and Watson disable his home security to trick him into revealing that his sister, Eurus, exists. At 221B Baker Street, Mycroft explains that Eurus was an era-defining genius on a par with Isaac Newton, with abilities far greater than Sherlock's and Mycroft's, coupled with a total lack of normal sensation and emotion. Mycroft reveals that their parents sent Eurus to a mental institution after she kidnapped and drowned Sherlock's dog Redbeard, and after she burned their home down. Mycroft withheld this from Sherlock because Eurus had psychologically traumatized him as a child, taunting him with an enigmatic song, and leading to Sherlock suppressing his memories of her. An adult Mycroft then sent her to a maximum-security facility in the North Sea, Sherrinford, and told their parents that she had died. When Mycroft insists that she is secured, a quadcopter carrying a motion-activated grenade flies into Sherlock's flat. John, Sherlock, and Mycroft flee as the bomb detonates, blasting Holmes and Watson out of the windows.

Later, John and Sherlock hijack a fishing trawler to travel to Sherrinford, carrying out a diversionary plan so that Sherlock can reach Eurus' cell. Mycroft and John corner the prison governor,

discovering that he has explicitly disobeyed Mycroft's protocol and has allowed Eurus to interact with prison staff. Using her skill to "reprogram" everyone she speaks with, Eurus has effectively taken full control of the prison. Meanwhile, Sherlock talks to Eurus, but she attacks him and knocks him unconscious. The guards lock Sherlock, John, Mycroft, and the governor together in Eurus's old cell.

Mycroft reveals that five years before, he granted Eurus an unsupervised interview with Moriarty as a Christmas present in exchange for detecting national security threats to Britain. During that time, Moriarty agreed to record video messages for her. After forcing the governor to commit suicide, Eurus torments Sherlock, Mycroft and Watson in a series of psychological ordeals, forcing Sherlock into sinister games to save their lives while videos of Moriarty heckle him. Although Eurus forces Sherlock onward with the prospect of saving the girl on the aeroplane, he eventually stops the games by threatening to shoot himself when she orders him to shoot either John or Mycroft. Furious, Eurus uses tranquilliser darts on the three of them.

Sherlock wakes up near the burnt-out wreckage of his family's old house. He speaks to the girl in the aeroplane to try to guide her in landing safely. John wakes up chained at the bottom of a well. As Eurus raises the water level in the well, John finds a human skull there, and Sherlock realizes that what he thought was his dog Redbeard was in fact his childhood friend, Victor Trevor. Eurus

threw him into the well and left him for dead because she felt left out of Sherlock's attention as a child. Sherlock then deciphers the real meaning of the song that Eurus originally taunted him with when Victor went missing, which reveals that she wants him to find her. Sherlock deduces that the girl in the plane is actually Eurus's mental metaphor and that the game has been a cry for help. With Eurus' puzzle solved, Sherlock is able to send her back to Sherrinford after rescuing John.

Mycroft explains to his and Sherlock's parents, who are angry that they had been told that Eurus was dead, that she refuses to speak to people anymore. Sherlock visits her and they play the violin together, giving performances for their parents and Mycroft. While helping Sherlock repair his destroyed flat, John receives a video sent by Mary before she died, encouraging him to continue working with Sherlock.

3. The Adventure of the Empty House – Short Story

In 1894, three years after the death of Sherlock Holmes. On the night of March 30, an apparently unsolvable locked-room murder takes place in London: the Park Lane Mystery, the killing of the Honourable Ronald Adair, son of the Earl of Maynooth, a colonial governor in Australia. He was in his sitting room, working on accounts of some kind, as indicated by the papers and money found by police. Adair liked playing whist and regularly did so at several clubs, but never for great sums of money. It does, however, come

out that he won as much as £420 in partnership with Colonel Sebastian Moran. The motive does not appear to be robbery as nothing has been stolen, and it seems that Adair had not an enemy in the world. It seems odd that Ronald's door was locked from the inside. The only other way out was the open window, and there was a 20-foot (about 6 m) drop below it onto a flower bed, which now shows no sign of being disturbed. Adair was killed with a soft-nosed revolver bullet to the head. No one in the area at the time heard a shot.

In April, Dr. Watson (now a widower), having retained an interest in crime from his previous association with Holmes, visits the crime scene at 427 Park Lane. He sees a plainclothes detective there with police, and also runs into an elderly deformed book collector, knocking several of his books to the ground. The encounter ends with the man snarling in anger and going away. However, that is not the last that Watson sees of him, for a short time later, the man comes to Watson's study in Kensington to apologize for his earlier behaviour. Once he manages to distract Watson's attention for a few seconds (making Watson turn his head), he transforms himself into Sherlock Holmes, much to Watson's great astonishment when he turns back around.

Contrary to what Watson believed, Holmes won against Professor Moriarty at Reichenbach Falls, flinging him down the waterfall with the help of *baritsu*, and then he climbed up the cliff beside the path to make it appear as though he, too, had fallen to

his death. This was a plan that Holmes had just conceived to defend against Moriarty's confederates. However, at least one of them knew that he was still alive and tried to kill him by dropping rocks down on the ledge where he had taken refuge. Hurriedly climbing back down the cliff—and falling the last short distance to the path—Holmes ran for his life and, by the next week, he was in Florence. Holmes apologizes to Watson for the deception needed to outwit his enemies, and describes his three years' exploits, explaining that he spent the next few years traveling to various parts of the world. First, he went to Tibet and wandered for two years, even attaining entry to Lhasa and met the "head lama". Afterward, Holmes travelled incognito as a Norwegian explorer named Sigerson. Then, he went to Persia, with Holmes entering Mecca and then to a brief stopover with the Khalifa in Khartoum. Finally, before returning, Holmes spent time doing chemical research on coal tar derivatives in Montpellier, France. However, Holmes was finally brought back to London by the news of Adair's murder. During all this time, the only people who knew that Holmes was alive were Moriarty's henchmen and Holmes's brother Mycroft, who provided him with the money he needed.

Holmes tells Watson that they are going to do some dangerous work that evening, and after a roundabout trip through the city, they enter an empty house, an abandoned building known as Camden House whose front room overlooks—to Watson's great surprise—Baker Street. Holmes's room can be seen across the

street, and more surprisingly still, Holmes can be seen silhouetted against the blind: it is a lifelike waxwork bust, moved regularly from below by Mrs. Hudson to simulate life. Holmes employs the dummy because he was seen by one of Moriarty's men, and thus he expects an attempt on his life that very night. After a roundabout route, Watson and Holmes wait two hours until around midnight in the abandoned Camden House. A sniper, who has taken the bait, fires a specialized air gun to assassinate his foe. Surprisingly, he chooses Camden House as his vantage point.

Once the ruffian shoots his air gun, scoring a direct hit on Holmes's dummy across the street, Holmes and Watson are on him, and he is soon disarmed and restrained. While Watson knocks down the enemy, Holmes summons the police by blowing a whistle. They are led by Inspector Lestrade, who arrests the gunman. It is none other than Colonel Moran, Ronald Adair's whist partner, and the same man who threw rocks down on the ledge at Holmes at Reichenbach Falls. Holmes does not wish the police to press charges of attempted murder in connection with what Moran has just done. Instead, he tells Lestrade to charge him with actual murder, for Moran is the man who murdered Ronald Adair. The air gun, it turns out, has been specially designed to shoot revolver bullets, and a quick forensics check of the one that "killed" his dummy shows, as Holmes expected, that it matches the bullet used to kill Adair.

Holmes and Watson then go to their old apartment in Baker Street, where Holmes' rooms were kept as he had left them thanks to Mycroft's supervision. Moran's motive in killing Adair is a matter of speculation even for Holmes. Nonetheless, his theory is that Adair had caught Moran cheating at cards, and threatened to expose his dishonourable behaviour. Moran therefore got rid of the one man who could rob him of his livelihood, for he earned a living playing cards crookedly, and could ill afford to be barred from all his clubs.

CHAPTER IV

ANALYSIS OF PROBLEM BASED LEARNING STRATEGIES

A. Sir Arthur Conan Doyle's Views of Learning and Education

There are various things that could be learned from Sherlock Holmes and Dr. John Watson partnership related to learning, educations and especially problem solving. Those lessons could be analyzed through Sherlock Holmes' saying, act and interactions with other characters especially with his partner and other character's opinion towards him in the story.

The creator of the film and original short stories conveyed his/her ideas in their works which means the content of the film or short stories will always portrayed the idea of the creator itself. There are various points of view of Sir Arthur Conan Doyle which reflected by Sherlock Holmes. They are:

1. Learning is a Continuous Process of Human's Life.
   "*I was Mistaken. What? I made a Mistake.*" (Scene minutes : 01:07:10 - 01:07:33)
   The scene where Holmes thinks where his mistake lies in his observation. And the conversation between Sherlock Holmes and Dr. John Watson.

   Sherlock Holmes believes that learning or education is never end especially from his mistakes. Human always learn as they

develop regardless of their reason to do so. Sherlock Holmes also grew tremendously for his reason of accepting a case. He always accepted a case for the case itself. He neither accepted the case for the rewards nor the fame. Sherlock Holmes always thinks that someone should always learn from something new or hard case.

2.   Observe, Do Not Just See.

Sherlock Holmes and his partner Dr. John Watson had taught themselves to observe on a regular, almost superhuman basis. For them, taking note of the myriad inputs from his surroundings was a matter of course. They always observing and get in touch with their environment.

> "*He took a shot from here. Using a tripod and a shooting stick. And realized there was a better position. There's a faint scrape when he dragged his tripod and set it up here. Six hundred yards. Six hundred and fifty? Not to mention a seven or eight mile an hour wind. He would've needed a wind gauge. Which he placed here.*" (Scene minutes : 01:09:25 - 01:09:51)

The scene where Holmes and Watson taking an observation. And the conversation between Sherlock Holmes and Dr. John Watson.

People usually fail to observe their surroundings. They see many things, but ignore the details. There is a dialogue in the film where Holmes shows a clear example of Watson's lack of observation. Sherlock Holmes completes observations from Dr.

John Watson who showed a lack of accuracy in observations made by Watson by saying that the tripod was dragged away. Watson was stunned when Holmes completed an explanation of his observations. Then, Watson also chimed in by saying that the sniper needed a wind gauge which was indicated by him being placed where the device was by the perpetrator. Pay attention to what's around. Notice how or why it affects. That observation will make a difference in the quality of the decision.

3. One Should Have a Wide Ranging Studies

"*Can anyone shoot that far? Not more than half of dozen men in all of Europe.*" (Scene minutes : 01:09:59 - 01:10:02)

The scene where Madam Simza and Watson taking an observation. And the conversation between Madam Simza and Dr. John Watson.

Sherlock Holmes insisted that one must have extensive study. Various studies mean opening the mind to new input, however unrelated to it. Thus this allows one to examine a case from a different perspective. So he chose to be accompanied by Dr. John Watson who has extensive knowledge is almost the same as him.

4. Do Not Burden the Mind with Unimportant Matters.

"*You are drinking embalming fluid. Ooh, yes,care for a drop?*" (Scene minutes : 00:16:46 - 00:16:51)

The scene where Holmes not thinking about his health and drink some embalming fluid, and Watson try to stop what holmes called "diet".

One must have extensive study. However, Sherlock Holmes tends to think that the learning process must be concentrated on things that are important to one's field of mastery. In the film, it is seen that it is easily found that Sherlock Holmes is great at things that will really help him in his work. He knows how to distinguish cigarettes just by looking at ash or differentiating bicycles from tire tracks. On the other hand, he did not know anything about dieting. Just because he knows that he only needs to think about what's important to him so he doesn't think that health is important. And Dr. John Watson was the one who paid attention to his colleague's health.

5. Be Imaginative

   "*Watson, might we use an alternative exit? Is there something different about you? I'm under observation. As you should be.*" (Scene minutes : 00:18:04 - 00:18:14)

   "*I agree it's not my best disguise, but i had to make do.*" (Scene minutes : 00:42:47)

   The scene where Sherlock Holmes in disguise using his imagination. To make a move in his investigation.

   In many ways, Sherlock Holmes is almost the forerunner of a computer: of course receiving countless data, analyzing it with

surprising precision, and issuing solutions. But Holmes has one element that is not possessed by the computer, and that element is what makes him himself and cuts off the detective's image as nothing more than a logician, superiority: imagination. Holmes often blames those who lack imagination.

Lack of imagination can lead to wrong actions and lack of appropriate actions. If only the most obvious solution was sought, the correct one might never be found at all. Sherlock Holmes really values imagination. He even said that imagination is the mother of all truth. In addition to imagination, Holmes also stated that instinct and intuition also took part.

6. Importance of a Partner

"*Always good to see you Watson*" (Scene minutes : 01:26:11)

The scene where Holmes thanks to Watson. Because of his quick understand of the messages and his quick move to discover where Holmes is.

Dr. John Watson is Sherlock Holmes' partner. Sherlock Holmes often discussed matters with him. As could be seen in the quote above, Sherlock Holmes highly regarded his partner. A partner is an important piece of learning. When stymied, a partner could stimulate or inspired someone to continue his learning. This applies to a language learning as well which having partner is somehow essential.

B. The Main Character's Strategies of Problem Solving

1. State the Problem Clearly

State the problem clearly in its simplest form. This is important because all processes are built on this. Understanding the problem fully will facilitate a person to the next phase. There are various sayings and actions of Holmes that indicate this.

"*Follow that strand. Question: What do a scandal involving an Indian cotton tycoon... the overdose of a Chinese opium trader.. bombings in Strasbourg and Vienna.. and the death of a steel magnate in America all have in common? Well, according to your diorama, Professor James Moriarty. Indeed. Mathematical genius. Celebrated author and lecturer. Boxing champion at Cambridge where he made friends with our current prime minister. Do you have any evidence to substantiate your claim? This. Now do you see? Dr. Hoffmanstahl's death? Yes. I've heard you speak of him, extolling his virtues. Hoffmanstahl was at the forefront of medical innovations, a true pioneer. Just the other day, I averted an explosion that was intended for him.*" (Scene minutes : 00:15:25 - 00:16:27)

Having a clear state of the problem will make it easier to decide on the next step when new data has been found.

2. Avoid Preconception Do Not Judge Without Complete Data

As a logician, Sherlock Holmes always avoids making assumptions about a case without proper data. Most of the time, Holmes always collected as much data as he could. That's only because data acts as the basis on which analysis is built.

> "*The clues point in one direction, but to avoid repeating last night's debacle. I was obliged to collect more sufficient data, hence my tardiness.*" (Scene minutes : 01:11:34 – 01:11:42)

When Holmes discovers several crimes that lead to someone he must at least have strong evidence to proceed further, which also shows that his partner Watson, initiated so that they investigate further and find stronger evidence.Thus, Holmes will not start the reason before he gets the data, and he forbids people to do that. Sherlock Holmes found one of the main elements that distinguishes it from most others: his constant discipline and theorizing habit before gathering all the evidence. He will not theorize before the evidence is in hand. He understood the need to gather them in an open-minded and unbiased way.

One of the other reasons for Sherlock Holmes's actions is because he believes that when someone tries to analyze something without proper data, his mind is likely to turn facts to his own theory. Often, people's minds configure their own world and interpretation without much thought. They only assume that the way they look is as it is. When people see it that way, they will tend to include details

in their own assumptions rather than analyzing data and drawing conclusions from it.

3. Eliminate the Irrelevant Details

After all data has been collected, one important step is to eliminate irrelevant data to narrow the problem analysis. Eliminating irrelevant details is often the hardest part, because sometimes small details are actually the key to solving problems. Finding out these details is a big challenge for the analyst. Minor problems that are not important are usually left out because people tend to ignore them.

> Holmes shows an example of this in one of the scenes:
> "Arsenal running dry. Adjust strategy. *Wound taking its toll. As I feared. Injury makes defense untenable. Prognosis increasingly negative. Let's not waste any more of one another's time. We both know how this ends. Conclusion, inevitable. Unless..."* (Scene minutes : 01:55:40 – 01:56:27)

The famous scene here shows that Holmes was able to find the most important part of the problem, namely how to defeat Prof. James Moriarty, a mathematical genius, writer, lecturer, and boxing champion at Cambridge. But what is very important about this scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.

4. Rearrange the Details, Look it From Various Point of View

After the data is collected, the next step is to arrange it in the right place. The more data you have, the easier it is for someone to solve the problem. Details are important, often important. But focus exclusively on details, without taking a step back, and someone risks getting lost in the little things - and more likely than not, losing any actual interest that might be contained in the details. Holmes reminded repeatedly to avoid rooky mistakes, and even showed how people could do it. Sherlock Holmes often insists that one should not analyze the problem from a certain point of view. The difference in perspective is very important. Holmes shows a clear example at the end of Sherlock Holmes - a Game of Shadows Film.

At the end of the film, Sherlock Holmes, who was cornered by Prof. James Moriarty and the two of them are here, where Holmes has given up hope of help from his partner who is in the party at the palace. Holmes, who was on the balcony, was thinking of another way out so he could escape the situation by plunging himself and Moriarty into the ravine below which there was a river. Watson partner who had seen Holmes dropping himself and Moriarty was startled to see Holmes doing that. At the end of the story everyone thought the great detective Sherlock Holmes was dead. But all that was broken in the final scene where Holmes appeared and changed the Biography made by Dr. John Watson, whose partner should "THE END" become "THE END?" here we can conclude that

Holmes has rearranged the details, and looked at it from various points of view that made it escape death.

5. Always Look for Alternative Solution

Analyzing data from various points of view can lead a person to a conclusion. But problem solving does not have to be done using only one solution. One must provide various potential solutions to consider. Sherlock Holmes said that the first rule of criminal investigation is "always look for a possible alternative, and provide against it". Potential solutions always help because they provide many choices for solving problems. Throughout his famous adventures, Sherlock Holmes has proven time and time again that the clearest solution to a problem is not always the right one. There are many situations involving genius detectives where solutions to crime are impossible and hidden in plain sight.

C. Pedagogical Implications of Problem Based Learning Strategies Employed By Sherlock Holmes In Language Teaching

Problem-based learning offers a lot of language teaching. First, it encourages learner or students to have extensive reading using the texts from the subtitle film. When students have an interest in texts, either film or short stories, they will involve themselves in extensive reading that can be extended to intensive reading.

Second, this can provide guidance for the teacher for the part he or she chooses with Problem Based Learning in reading comprehension. The selected text in film can be a choice for the teacher to practice the strategy.

Third, learner or students manage their own learning through planning, monitoring, solving problems and finding solutions to those problems. When they are involved in this activity, students store information more effectively than learning from textbooks. In addition, students also learn to be creative in solving problems. Thus, they can use these activities to build thinking patterns that can be used in writing activities.

Finally, learner or students are required to make connections or interactions in their groups. Interaction requires them to share and exchange information and ideas with their partners in the group. This interaction will strengthen students' speaking skills.

CHAPTER V
FINAL WORDS THE CONCLUSION

A. Conclusion

In this chapter, the researcher would like to give the conclusion relating to what has been explained and discussed in the previous chapter. In terms of giving contributions to the language learning, the researcher also gives some suggestions which will hopefully be useful and helpful not only for English teachers but also for English language students. Researcher takes some conclusions as follows:

1. There are various points of view of Sir Arthur Conan Doyle which reflected by Sherlock Holmes are:

- Learning is a Continuous Process of Human's Life.
- One should mind the surroundings, not just seeing it, but observing it
- One should have a wide range studies.
- Not burden the mind with unimportant matters.
- Be Creative and imaginative
- Get a partner

2. Sherlock Holmes and Dr. John Watson's Problem Solving Strategies are:

- State the problem clearly
- Collect the Data

- Eliminate irrelevant data
- Arrange the data and view it from various points of view.
- Look for alternate solutions if the first plan failed.
- Conclude from examined data.

3. Pedagogical Implications of Problem-Based Learning Strategies Employed By Sherlock Holmes In Language Teaching are:
    - Encourages student to have extensive reading and focus on something
    - Provide guidance for the teacher for his/her selected passage with Problem-Based Learning in reading comprehension.
    - Students retain information more effectively
    - Strengthen students' communication skills

B. Suggestions

Although, this research was conducted with involving small number of sources in a short period of time, the researcher tried to provide useful and depth information about how Film such as Sherlock Holmes – a Game of Shadow can give motivation to solving problem which every human on earth have their own problem. In this case, here are some suggestions of this research:

f. For the researcher

   As it is the first research that is conducted by the researcher, hopefully it will motivate the researcher to

conduct more research with longer range of research time, so that the researcher can provide more information with different topic, and of course with better quality in the future.

g. For the teachers

By reading the findings of this research, hopefully teachers will find out strategies which are applicable inorder to make students understand.

h. For the students

This research will help student to face the Problem based learning and help them solve the problems given by teacher or their own problem by the methods given in the finding of this research.

i. For the next researchers

Hopefully, this research can be used as a good reference for the next researcher who will conduct a research with the same topic so that the research findings will be developed. The researcher also suggests the next researcher to conduct the research in a long range of time so that the information will be deeper and suitably accepted as a long term research.

j. For institution

In a way to be a researcher of Walisongo State Islamic University, the researcher tries to be developed in

research field and hopes that the research will be an useful and good research journal for the institution.

C. Closure

Finally, the researcher realizes that this paper is far from being perfect, because of that; constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amen. Finally, by saying hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDIX I

DOCUMENTATION

Scene minutes : 01:07:10 when Holmes thinks where he made a
mistake.

Scene minutes : 01:07:30 when Holmes realized where the mistake
was.
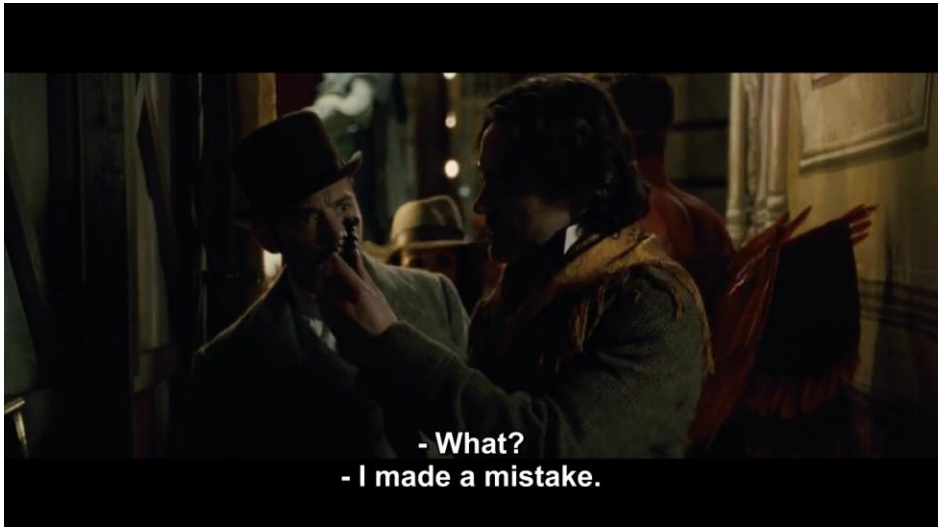
Scene minutes : 01:07:33 when Watson ask where the mistake

Scene minutes : 01:09:25 when Watson and Holmes taking an observation

Using a tripod and a shooting stick.

Scene minutes : 01:09:25 when Watson and Holmes taking an observation

And realized there was a better position.
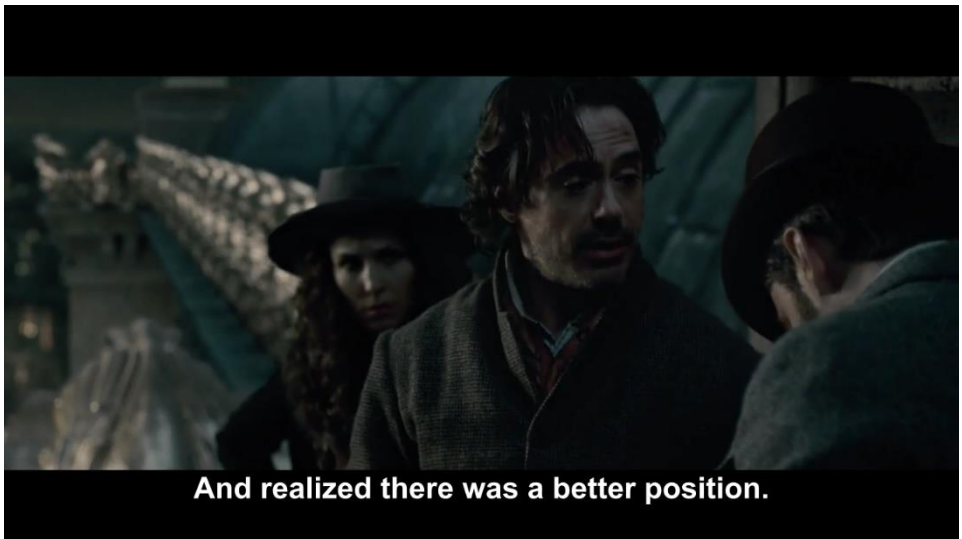
Scene minutes : 01:09:32 when Watson and Holmes taking an observation.

There's a faint scrape where
he dragged his tripod and set it up here.

Scene minutes : 01:09:37 when Watson and Holmes taking an observation.

- Six hundred yards?
WATSON: Or 650?
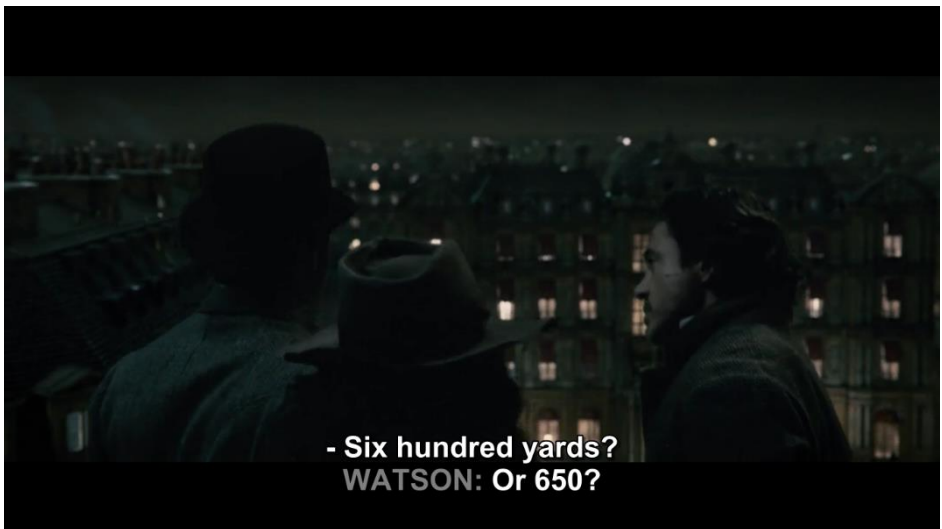
Scene minutes : 01:09:41 when Watson and Holmes taking an observation.

Scene minutes : 01:09:44 when Watson and Holmes taking an observation.

Scene minutes : 01:09:47 when Watson and Holmes taking an observation.

Which he placed here.

Scene minutes : 01:09:51 when Watson and Holmes taking an observation.
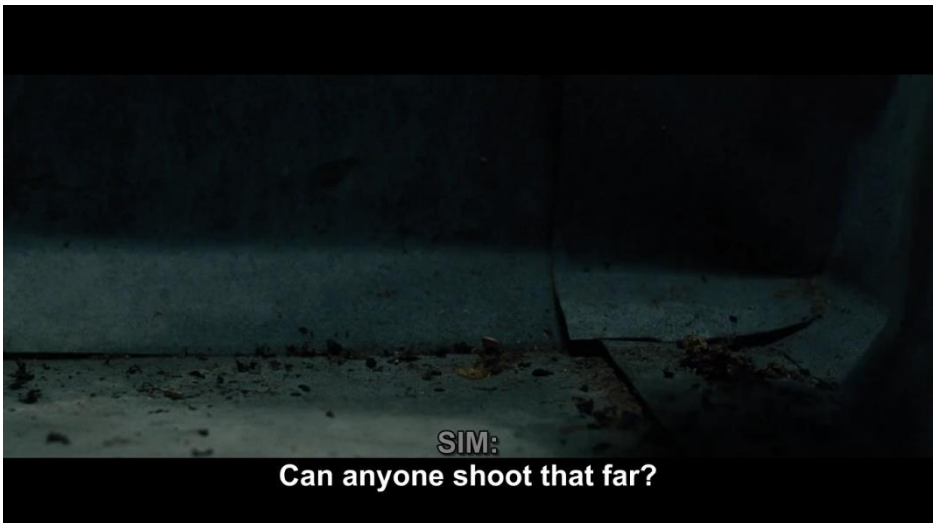
SIM:
Can anyone shoot that far?

Scene minutes : 01:09:59 when Simza ask and Watson answer with wide ranging studies of him.

Scene minutes : 01:09:59 when Simza ask and Watson answer with wide ranging studies of him.
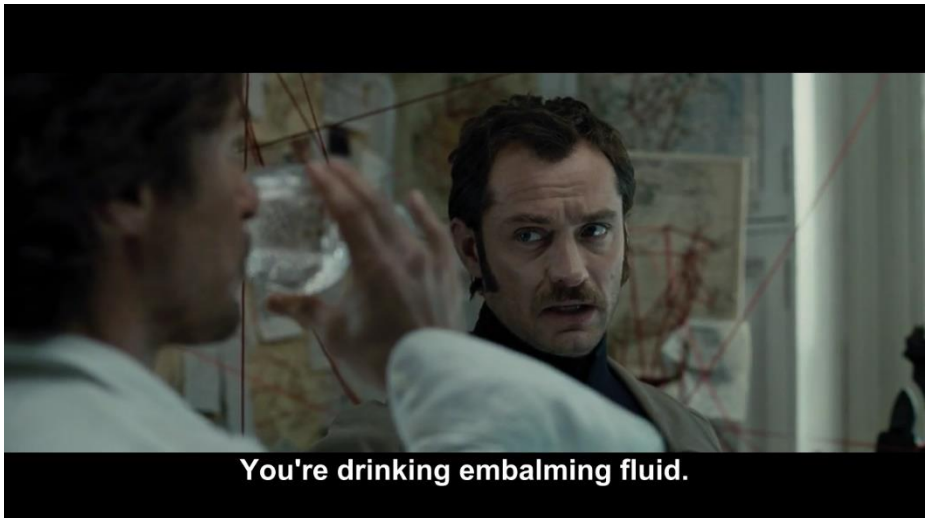
Scene minutes : 00:16:46 where Holmes not thinking about his health and drink some embalming fluid, and Watson try to stop what holmes called "diet".

Ooh. Yes. Care for a drop?

Scene minutes : 00:16:51 where Holmes not thinking about his health and drink some embalming fluid, and Watson try to stop what holmes called "diet".

Watson, might we use an alternative exit?

Scene minutes : 00:18:04 The scene where Sherlock Holmes in disguise using his imagination. To make a move in his investigation.

Is there something different about you?

Scene minutes : 00:18:04 The scene where Sherlock Holmes in disguise using his imagination. To make a move in his investigation.

I'm under observation.

Scene minutes : 00:18:04 The scene where Sherlock Holmes in disguise using his imagination. To make a move in his investigation.

Scene minutes : 00:42:47 The scene where Sherlock Holmes in disguise using his imagination. To make a move in his investigation.

Scene minutes : 00:42:47 The scene where Holmes thanks to Watson. Because of his quick understand of the messages and his quick move to discover where Holmes is.

Follow that strand.

Scene minutes : 00:15:25 The scene where Holmes states the problem clearly.

Question: What do a scandal involving an Indian cotton tycoon...

Scene minutes : 00:15:30 The scene where Holmes states the problem clearly.

...the overdose of
a Chinese opium trader...

Scene minutes : 00:15:33 The scene where Holmes states the problem clearly.

Question: What do a scandal involving
an Indian cotton tycoon...

Scene minutes : 00:15:31 The scene where Holmes states the problem clearly

...bombings in Strasbourg and Vienna...

Scene minutes : 00:15:36 The scene where Holmes states the problem clearly.
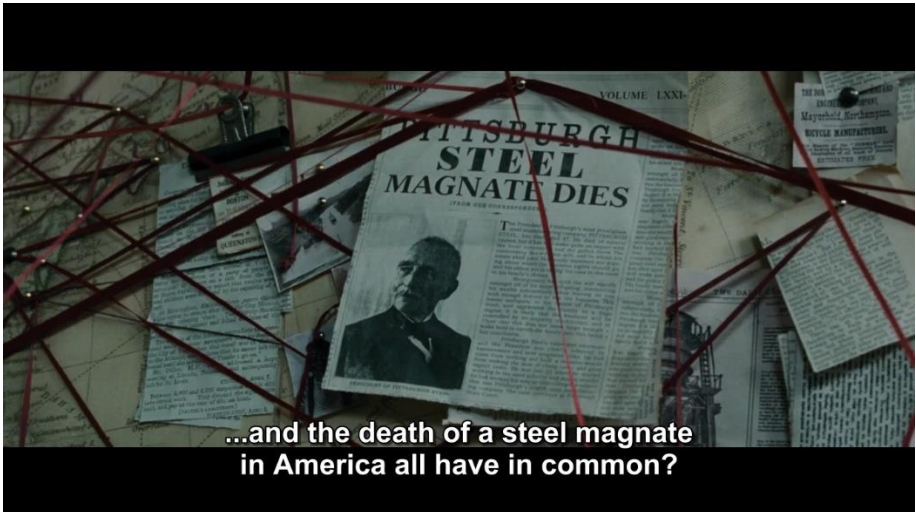
...and the death of a steel magnate in America all have in common?

Scene minutes : 00:15:38 The scene where Holmes states the problem clearly.
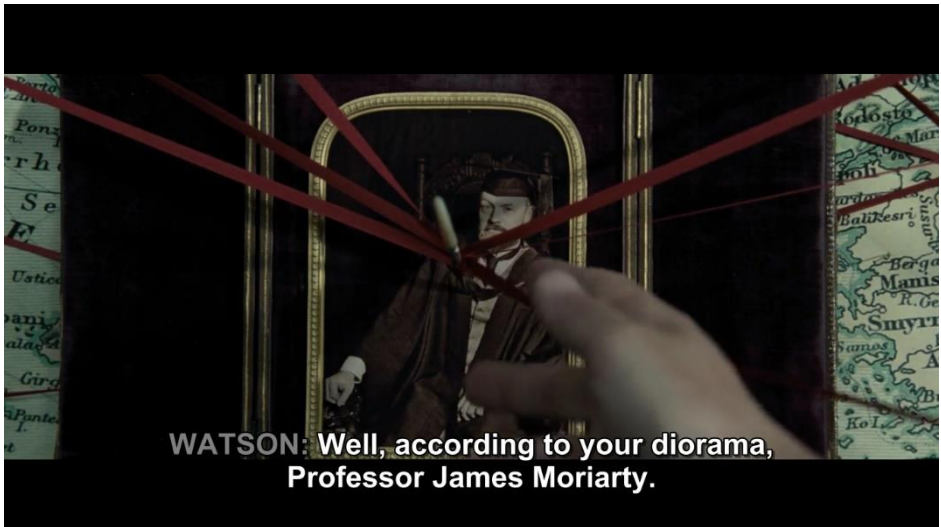
Scene minutes : 00:15:42 The scene where Holmes states the problem clearly.

Scene minutes : 00:15:49 The scene where Holmes states the problem clearly.
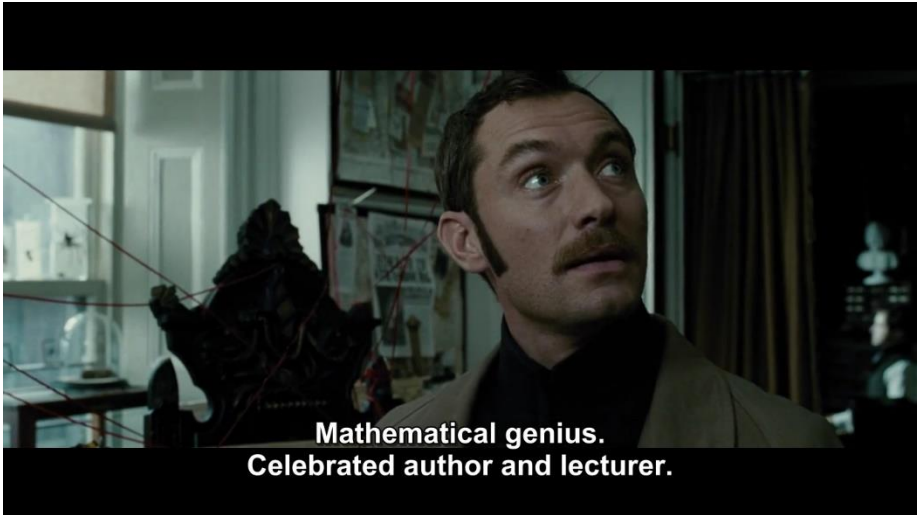
Scene minutes : 00:15:52 The scene where Holmes states the problem clearly.

Scene minutes : 00:15:55 The scene where Holmes states the problem clearly.

Scene minutes : 00:15:58 The scene where Holmes states the problem clearly.
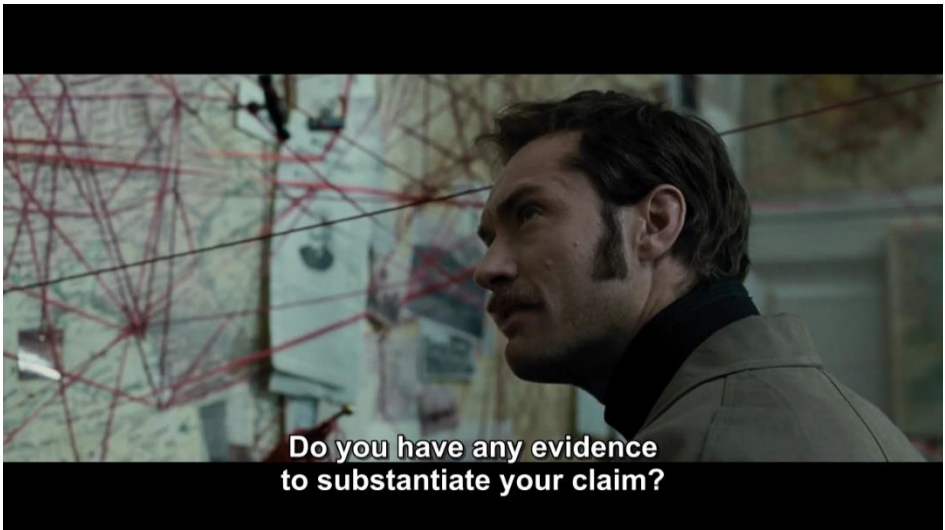
Scene minutes : 00:16:00 The scene where Holmes states the problem clearly.

This. Now do you see?

Scene minutes : 00:16:08 The scene where Holmes states the problem clearly.

Kaserne

BOMB DISASTER AVERTED!
Auction House Escapes Catastrophe.
NO EXPLANATION.
Stories of Sabotage Spread like Wild Fire.
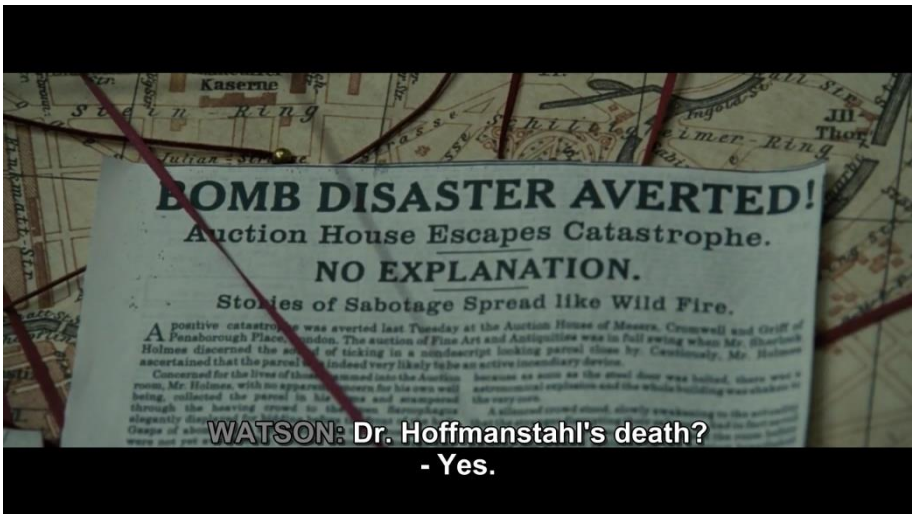
WATSON: Dr. Hoffmanstahl's death?
- Yes.

Scene minutes : 00:16:12 The scene where Holmes states the problem clearly.

Scene minutes : 00:16:14 The scene where Holmes states the problem clearly.

Scene minutes : 00:16:19 The scene where Holmes states the problem clearly.

Scene minutes : 00:16:27 The scene where Holmes states the problem clearly.

Scene minutes : 00:16:34 When Holmes discovers several crimes that lead to someone he must at least have strong evidence to proceed further.

Scene minutes : 00:16:42 When Holmes discovers several crimes that lead to someone he must at least have strong evidence to proceed further.

Scene minutes : 01:55:21 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.

Scene minutes : 01:55:29 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.
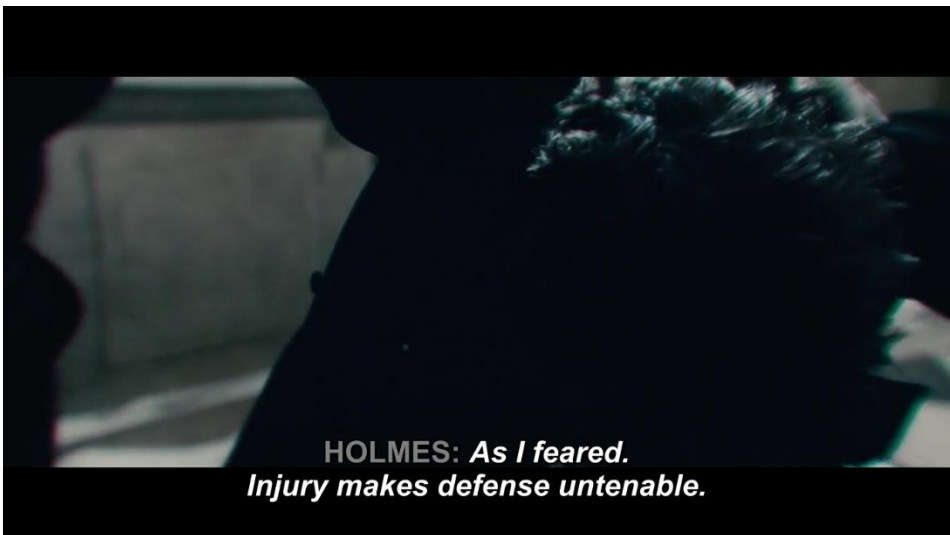
Scene minutes : 01:55:31 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.

Prognosis increasingly negative.

Scene minutes : 01:55:40 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.

MORIARTY: *Let's not waste any more of one another's time.*

Scene minutes : 01:55:50 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.

We both know how this ends.
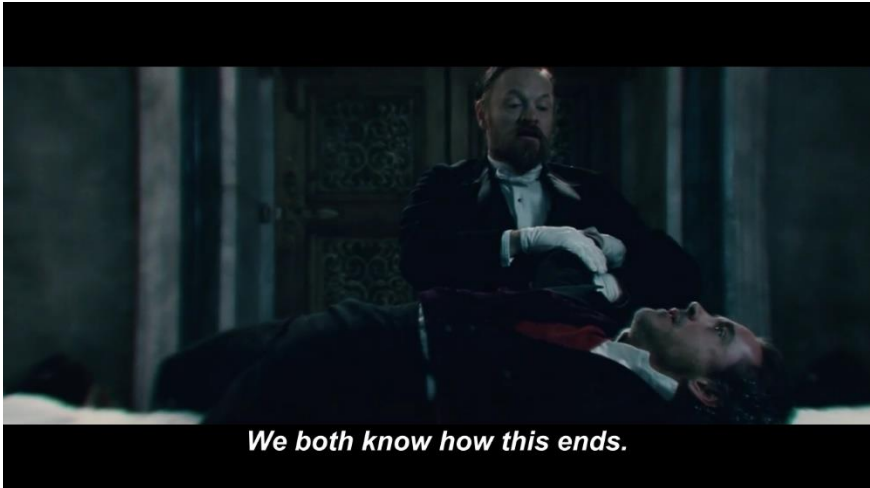
Scene minutes : 01:55:50 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.

Scene minutes : 01:56:00 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.

HOLMES:
Conclusion, inevitable.
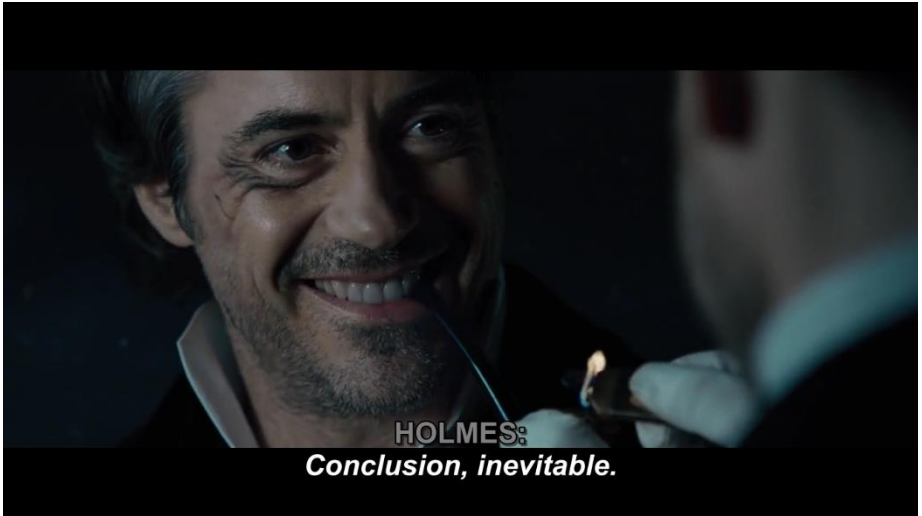
Scene minutes : 01:56:14 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.

Unless...
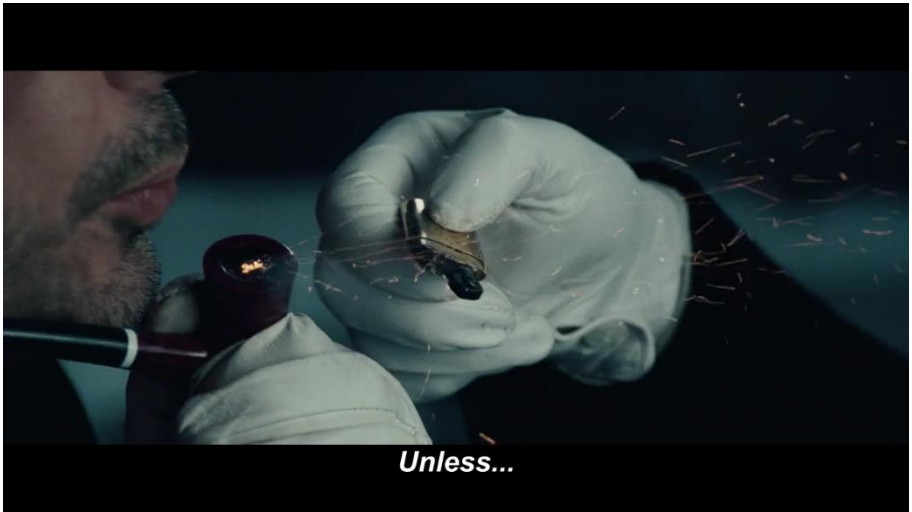
Scene minutes : 01:56:19 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.

Scene minutes : 01:56:26 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape.
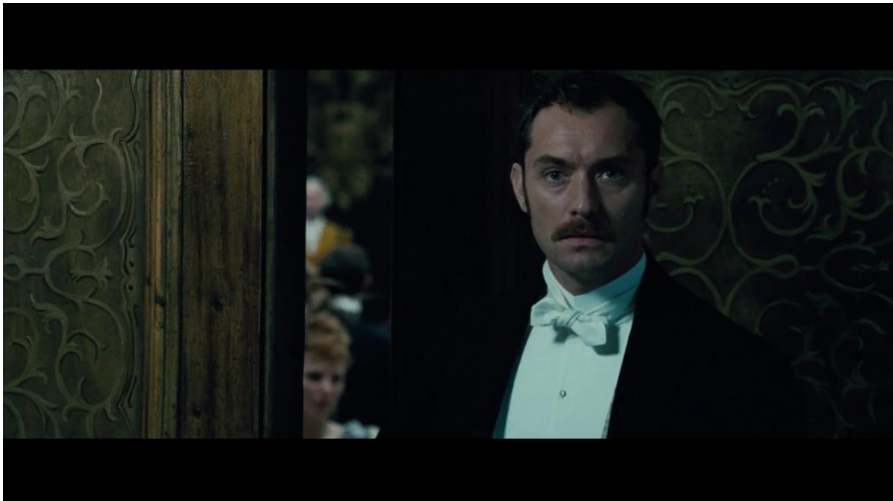
Scene minutes : 01:56:27 This scene is where Holmes tries to save his life and runs away from Moriarty when he has no place to escape. Watson see him

APPENDIX I

SUBTITLE TRANSCRIPTION

1
00:00:20,216 --> 00:00:22,218
(TYPEWRITER KEYS
CLACKING)

2
00:00:31,603 --> 00:00:34,939
WATSON:
<i>The year was 1891.</i>

3
00:00:35,106 --> 00:00:37,525
<i>Storm clouds were brewing over Europe.</i>

4
00:00:39,110 --> 00:00:42,405
<i>France and Germany
were at each other's throats...</i>

5
00:00:42,572 --> 00:00:45,533
<i>...the result of a series of bombings.</i>

6
00:00:47,202 --> 00:00:49,704
<i>Some said it was Nationalists...</i>

7
00:00:50,205 --> 00:00:52,373
<i>others, the anarchists.</i>

8
00:00:52,540 --> 00:00:54,542
<i>But as usual...</i>

9
00:00:55,043 --> 00:00:58,421
<i>my friend Sherlock Holmes</i>

10
00:00:58,588 --> 00:01:00,673
<i>...had a different theory entirely.</i>

11
00:01:07,597 --> 00:01:10,600
MAN 1:
<i>Bombing in Strasbourg! Read all about it!</i>

12
00:01:11,559 --> 00:01:13,436
MAN 2: Thank you.
MAN 1: Anarchists
suspected...

13
00:01:13,603 --> 00:01:16,064
...in Strasbourg bombing!

14
00:01:25,823 --> 00:01:28,409
Bombing in Strasbourg!

15
00:01:39,754 --> 00:01:41,339
(CHATTERING
INDISTINCTLY)

16
00:01:48,721 --> 00:01:50,598
(BELL TOLLING)

17
00:01:57,355 --> 00:01:58,690
(MAN WHISTLES)

18
00:02:02,277 --> 00:02:05,280
When did you start working
for the postal service?

19
00:02:07,031 --> 00:02:08,449
That was you back there.

20
00:02:08,616 --> 00:02:11,244
Shame your activities
have landed you in the gutter.

21
00:02:11,411 --> 00:02:14,539
A curious parcel.
Who's the intended recipient?

22
00:02:14,706 --> 00:02:16,791
Why don't we discuss that
over dinner tonight?

23
00:02:16,958 --> 00:02:19,002
- I'm free for lunch.
- Hmm. I'm not.

24
00:02:19,168 --> 00:02:21,671
How about the Savoy, 8:00?

25
00:02:21,838 --> 00:02:22,880
- Splendid.
- Hmm.

26
00:02:23,047 --> 00:02:24,799
And will you be coming as yourself?

27
00:02:24,966 --> 00:02:27,176
Most likely.

28

00:02:27,927 --> 00:02:30,638
Three men have been following you
for the last half mile...

29
00:02:30,805 --> 00:02:32,765
...their motives highly unsavory.

30
00:02:35,560 --> 00:02:37,061
No.

31
00:02:43,401 --> 00:02:44,694
(GASPS)

32
00:02:45,236 --> 00:02:48,990
Oh, and, by the way, they're not
pursuing me, they're escorting me.

33
00:02:49,157 --> 00:02:53,119
And instead of three,
there seems to be, uh, four.

34
00:02:53,286 --> 00:02:54,329
Heh.

35
00:02:56,122 --> 00:02:57,623
Steady hands with that, Irene.

36
00:02:57,790 --> 00:03:00,835
Oh, I don't think it's my hands
you have to worry about.

37
00:03:01,002 --> 00:03:04,005
Be careful with the face, boys.
We do have a dinner date tonight.

38
00:03:04,505 --> 00:03:05,548
Don't fill up on bread.

39
00:03:11,637 --> 00:03:14,223
(WHISTLING MOZART'S
"EINE KLEINE NACHTMUSIK")

40
00:03:16,976 --> 00:03:18,978
(WHISTLING MOZART'S
"EINE KLEINE NACHTMUSIK")

41
00:03:20,355 --> 00:03:22,357
(WHISTLING
CONTINUES)

42
00:03:31,115 --> 00:03:32,367
I forgot the rest.

43
00:03:36,537 --> 00:03:37,747
Oh, it's coming back now.

44
00:03:38,414 --> 00:03:40,083
(GRUNTING)

45
00:03:58,601 --> 00:04:00,061
THUG:
Aah!

46
00:04:00,895 --> 00:04:02,271
Aah!

47
00:04:07,735 --> 00:04:08,903
Peelers!

48
00:04:20,248 --> 00:04:21,749
(THUG WHISTLING)

49
00:04:24,293 --> 00:04:26,170
(WHISTLING
CONTINUES)

50
00:04:53,781 --> 00:04:55,324
(GRUNTING)

51
00:05:07,003 --> 00:05:08,463
(BULLETS
CLATTERING)

52
00:05:16,929 --> 00:05:20,975
AUCTIONEER:
We now come to Lot 34...

53
00:05:21,142 --> 00:05:25,980
...Egyptian sarcophagus
of outstanding provenance...

54
00:05:26,147 --> 00:05:28,149
...retrieved from the Valley of the Kings.

55
00:05:28,316 --> 00:05:30,526
Your payment, doctor.
He sends his thanks.

56
00:05:30,693 --> 00:05:31,819
Who Will bid...

57
00:05:32,153 --> 00:05:33,279
...100 pounds?

58
00:05:33,821 --> 00:05:35,573
One hundred. Thank you, sir.

59
00:05:37,408 --> 00:05:40,161

Please, give this to him.
He's expecting it.

60
00:05:40,703 --> 00:05:44,123
Tell him our friend thinks
I delivered it to his sister.

61
00:05:49,420 --> 00:05:51,672
Uh... Stay...

62
00:05:51,839 --> 00:05:53,674
...while I check the contents.

63
00:05:54,884 --> 00:05:57,303
I was assured full payment
would be there.

64
00:05:57,470 --> 00:06:00,264
Yes, but assured by whom?

65
00:06:00,681 --> 00:06:02,183
Have you ever met him in person?

66
00:06:03,851 --> 00:06:05,728
Or like me, have you been...?

67
00:06:06,646 --> 00:06:08,814
Hold it, hold it. Please, don't move it.

68
00:06:09,357 --> 00:06:12,652
Judging from size and weight,
it's not the payment you were expecting.

69
00:06:13,402 --> 00:06:15,780
I'd wager the contents
are rather more incendiary.

70
00:06:15,947 --> 00:06:18,282
- Who is this?
- It's...

71
00:06:18,449 --> 00:06:19,492
Hello, darling.

72
00:06:23,371 --> 00:06:24,830
(WHIRRING)

73
00:06:24,997 --> 00:06:29,043
Oh, dear. I told you not to move it. It seems
a secondary charge has been activated.

74
00:06:29,210 --> 00:06:32,255
Sweet thing, I might need your help
in the disposal of this parcel.

75
00:06:32,421 --> 00:06:37,176
One thousand six hundred, 1700, 1800.

76
00:06:37,343 --> 00:06:39,303
- Well, good luck.
HOLMES: One million
pounds.

77
00:06:39,470 --> 00:06:40,972
(CROWD GASPS)

78
00:06:42,098 --> 00:06:44,517
Oh, and by the way, fire.

79
00:06:44,684 --> 00:06:45,893
Fire!

80
00:06:47,228 --> 00:06:48,729
(CROWD CLAMORS)

81
00:06:51,607 --> 00:06:53,484
Leave my side,
you'll be dead in an hour.

82
00:06:53,651 --> 00:06:55,194
And don't be late for dinner.

83
00:06:55,361 --> 00:06:58,489
My schedule will be quite tight
because of these activities here.

84
00:06:58,656 --> 00:07:02,410
- I've never been late in my life, only early.
- Fashionably.

85
00:07:03,035 --> 00:07:04,412
Mm. Mm-mm. Mm!

86
00:07:04,579 --> 00:07:07,331
Very witty. So confident, even in retreat.

87
00:07:07,498 --> 00:07:10,626
I'll hold onto that.
We'll read it together over an aperitif.

88
00:07:10,793 --> 00:07:14,297
Fine. Dinner and a show.

89
00:07:18,259 --> 00:07:21,095
Stay. Trust me.
This is what I do for a living.

90
00:07:22,972 --> 00:07:25,766

Herr Hoffmanstahl,
you should count yourself lucky.

91
00:07:26,267 --> 00:07:30,605
This faceless man with whom you find yourself
in business is no ordinary criminal.

92
00:07:30,771 --> 00:07:35,401
He's the Napoleon of crime.
Fortunately, you now have me as an ally.

93
00:07:35,568 --> 00:07:38,821
I'm a consulting detective
of some repute.

94
00:07:38,988 --> 00:07:41,699
Perhaps you've heard of me?
My name is Sherlock...

95
00:07:41,866 --> 00:07:43,117
(MUFFLED
EXPLOSION)

96
00:07:43,284 --> 00:07:44,452
(COUGHS)

97
00:07:44,619 --> 00:07:45,620
...Holmes.

98
00:07:45,786 --> 00:07:46,829
MAN:
Hyah!

99
00:07:46,996 --> 00:07:48,039
(HORSES
WHINNYING)

100
00:07:48,205 --> 00:07:50,207
(CHATTERING)

101
00:08:30,831 --> 00:08:33,292
A fresh pot of tea. Thank you, George.

102
00:08:33,459 --> 00:08:35,252
GEORGE:
Yes, Miss Adler.

103
00:08:37,004 --> 00:08:39,715
MAN:
Fine choice, this place.

104
00:08:41,384 --> 00:08:42,927
Do you have the letter?

105
00:08:44,011 --> 00:08:45,096
It was taken.

106
00:08:45,930 --> 00:08:49,100
MAN:
Taken? Now, that is unfortunate.

107
00:08:52,019 --> 00:08:55,189
During the chaos created
by your package.

108
00:08:55,356 --> 00:08:56,357
Thank you.

109
00:08:58,984 --> 00:09:03,030
Perhaps if you had shared your plans.

110
00:09:03,531 --> 00:09:06,450
You wish to know my plans now,
do you?

111
00:09:06,617 --> 00:09:10,079
Did you imagine, Miss Adler,
that something would happen to you?

112
00:09:10,246 --> 00:09:13,124
Is that why you chose to meet here
in a public place?

113
00:09:13,290 --> 00:09:14,542
Your favorite restaurant?

114
00:09:18,462 --> 00:09:21,841
(CLINKING)

115
00:09:37,398 --> 00:09:38,858
(DOOR CLOSES)

116
00:09:46,741 --> 00:09:48,951
I don't blame you.

117
00:09:50,327 --> 00:09:52,621
I blame myself.

118
00:09:53,330 --> 00:09:58,544
It's been apparent to me for some time that
you had succumbed to your feelings for him.

119
00:10:00,045 --> 00:10:05,384
And this isn't the first occasion Mr. Holmes
has inconvenienced me in recent months.

120
00:10:06,177 --> 00:10:08,095
The question is...

121

00:10:09,013 --> 00:10:11,724
...what to do about it.

122
00:10:16,771 --> 00:10:21,525
But that's my problem to solve now.

123
00:10:25,321 --> 00:10:27,782
I no longer require your services.

124
00:10:35,039 --> 00:10:37,041
(UTENSILS CLINKING
SOFTLY)

125
00:10:45,758 --> 00:10:48,427
(DISHES CRASHING)

126
00:10:48,594 --> 00:10:50,262
(ADLER GRUNTS)

127
00:10:53,974 --> 00:10:55,976
(CHATTERING)

128
00:10:57,353 --> 00:10:59,063
(WOMAN
CHUCKLES)

129
00:11:32,638 --> 00:11:34,640
(PEOPLE
CHATTERING)

130
00:11:50,155 --> 00:11:51,657
(KNOCKS ON DOOR)

131
00:11:57,705 --> 00:11:59,456
Mrs. Hudson?

132
00:12:00,875 --> 00:12:03,377
Oh, Mrs. Hudson?

133
00:12:03,544 --> 00:12:04,879
(GLADSTONE
BARKS)

134
00:12:05,880 --> 00:12:08,090
Holmes, you in there?

135
00:12:14,680 --> 00:12:15,723
(SIGHS)

136
00:12:15,890 --> 00:12:18,100
Your hedge needs trimming.

137
00:12:18,309 --> 00:12:19,977
(GOAT BLEATS)

138
00:12:20,728 --> 00:12:23,188
HOLMES (WHISPERING):
Where am I?

139
00:12:23,355 --> 00:12:26,233
WATSON: I don't care
where you are
as long as you're ready.

140
00:12:26,400 --> 00:12:29,945
(BIRDS CHIRPING)

141
00:12:30,112 --> 00:12:32,281
HOLMES:
I'm waiting.

142
00:12:33,198 --> 00:12:35,200
(ANIMAL HOOTS)

143
00:12:36,243 --> 00:12:37,661
I'm not gonna play this game.

144
00:12:38,746 --> 00:12:42,082
Remember, I have to catch the last...

145
00:12:45,002 --> 00:12:46,170
(BLEATS)

146
00:12:46,337 --> 00:12:48,130
- ...train.
HOLMES (IN NORMAL
VOICE): Uh-oh.

147
00:12:48,297 --> 00:12:51,300
- That's you dead, I'm afraid.
- You win.

148
00:12:53,302 --> 00:12:57,181
I lose. Game over.

149
00:12:58,766 --> 00:13:01,060
HOLMES:
Still don't see me?

150
00:13:01,936 --> 00:13:04,813
(HOLMES LAUGHS)

151
00:13:04,980 --> 00:13:06,982
(SPEAKS IN
FRENCH)

152
00:13:10,778 --> 00:13:12,947

I'm not going outwith you
dressed like that.

153
00:13:14,782 --> 00:13:17,326
Would you prefer I joined you
in the fashion faux pas...

154
00:13:17,493 --> 00:13:20,704
...of wearing fine military dress
with that heinous handmade scarf...

155
00:13:20,871 --> 00:13:23,248
...clearly one of your fiancée's
early efforts?

156
00:13:23,958 --> 00:13:25,584
Oh, how I've missed you, Holmes.

157
00:13:25,751 --> 00:13:28,337
Have you? Why?

158
00:13:28,963 --> 00:13:32,383
I've barely noticed your absence.
Then again, I'm knee-deep in research.

159
00:13:32,549 --> 00:13:35,386
Extracting fluids from
the adrenal glands of sheep...

160
00:13:35,552 --> 00:13:38,263
...and designing
my own urban camouflage...

161
00:13:38,430 --> 00:13:40,975
...all the while verging
on a decisive breakthrough...

162
00:13:41,141 --> 00:13:45,479
...in the single most important case
of my career, perhaps of all time.

163
00:13:45,646 --> 00:13:47,481
(FOOTSTEPS
APPROACH)

164
00:13:47,648 --> 00:13:48,857
Mrs. Hudson, how are you?

165
00:13:49,024 --> 00:13:52,987
Oh. I'm so pleased to see you, doctor.
Thank you for inviting me tomorrow.

166
00:13:53,153 --> 00:13:55,781
And thank you for looking after
Gladstone.

167
00:13:55,948 --> 00:14:01,912
Dear, dear sickly-sweet Nanny,
might I have a word?

168
00:14:03,247 --> 00:14:06,625
Yummy. Feed the snake, woman.

169
00:14:06,959 --> 00:14:08,877
You feed it.

170
00:14:09,837 --> 00:14:12,506
Touchy, touchy.

171
00:14:13,799 --> 00:14:16,176
Doctor, you must get him
to a sanatorium.

172
00:14:16,427 --> 00:14:19,471
He's been on a diet of coffee, tobacco,
and coca leaves.

173
00:14:19,930 --> 00:14:23,767
He never sleeps. I hear multiple voices
as if he's rehearsing a play.

174
00:14:23,934 --> 00:14:25,185
(CHUCKLES)

175
00:14:26,395 --> 00:14:29,773
- Leave him to me.
- Don't you have a goat that needs worming?

176
00:14:29,940 --> 00:14:32,401
Oh, how kind of you to remind me.

177
00:14:32,568 --> 00:14:36,572
So much to look forward to.
What would I do without you?

178
00:14:37,656 --> 00:14:39,742
Good luck with your patient, doctor.

179
00:14:40,868 --> 00:14:42,036
Why are you here?

180
00:14:43,245 --> 00:14:45,247
I'm getting married tomorrow.

181
00:14:46,665 --> 00:14:48,500
Oh! Embrace me.

182
00:14:49,710 --> 00:14:51,587
Watson's getting married.

183
00:14:51,754 --> 00:14:55,132
- You've lost a few pounds, Holmes.
- Yes, and you've picked them up.

184
00:14:55,299 --> 00:14:58,343
- Noshing on Mary's muffins, no doubt.
- Ha.

185
00:14:58,510 --> 00:15:01,388
Pour us a brandy.
The stag party has begun.

186
00:15:02,806 --> 00:15:05,726
It is our last adventure, Watson.

187
00:15:05,893 --> 00:15:07,936
I intend to make the most of it.

188
00:15:19,573 --> 00:15:21,825
WATSON: I see you've made good use
of my old office.

189
00:15:21,992 --> 00:15:24,745
HOLMES: Do you like my spider's web?
WATSON: Is that what you call it?

190
00:15:25,245 --> 00:15:26,663
Follow that strand.

191
00:15:28,082 --> 00:15:32,419
Question: What do a scandal involving
an Indian cotton tycoon...

192
00:15:32,586 --> 00:15:34,671
...the overdose of
a Chinese opium trader...

193
00:15:34,838 --> 00:15:36,840
...bombings in Strasbourg and Vienna...

194
00:15:37,007 --> 00:15:40,469
...and the death of a steel magnate
in America all have in common?

195
00:15:42,429 --> 00:15:48,102
WATSON: Well,
according to your diorama,
Professor James Moriarty.

196
00:15:48,268 --> 00:15:49,269
HOLMES:
Indeed.

197
00:15:50,145 --> 00:15:54,525
Mathematical genius.
Celebrated author and lecturer.

198
00:15:54,691 --> 00:15:56,276
HOLMES:
Boxing champion at Cambridge...

199
00:15:56,443 --> 00:15:59,404
...where he made friends
with our current prime minister.

200
00:15:59,571 --> 00:16:02,282
Do you have any evidence
to substantiate your claim?

201
00:16:02,991 --> 00:16:04,368
(HOLMES CHUCKLES)

202
00:16:06,036 --> 00:16:08,372
This. Now do you see?

203
00:16:10,457 --> 00:16:12,751
WATSON: Dr. Hoffmanstahl's death?
- Yes.

204
00:16:12,918 --> 00:16:15,254
I've heard you speak of him,
extolling his virtues.

205
00:16:15,420 --> 00:16:19,216
Hoffmanstahl was at the forefront
of medical innovations, a true pioneer.

206
00:16:19,383 --> 00:16:22,886
Just the other day, I averted
an explosion that was intended for him.

207
00:16:24,096 --> 00:16:26,181
Says here he died of a heart attack.

208
00:16:26,390 --> 00:16:30,769
Has all my instruction been for naught? You still
read the official statement and believe it.

209
00:16:30,936 --> 00:16:33,313
It's a game, dear man, a shadowy game.

210
00:16:33,480 --> 00:16:37,359
We're playing oat and mouse,
the professor and I. Cloak and dagger.

211
00:16:37,985 --> 00:16:39,528

I thought it was spider and fly?

212
00:16:40,946 --> 00:16:42,739
I'm not a fly, I'm a cat.

213
00:16:42,906 --> 00:16:45,158
Not a mouse, but a dagger.

214
00:16:45,325 --> 00:16:46,827
You're drinking embalming fluid.

215
00:16:47,661 --> 00:16:50,664
Ooh. Yes. Care for a drop?

216
00:16:51,081 --> 00:16:52,124
You do seem...

217
00:16:52,291 --> 00:16:53,333
- Excited?
- Manic.

218
00:16:53,500 --> 00:16:54,501
- I am.
- Verging on...

219
00:16:54,668 --> 00:16:56,128
- Ecstatic?
- Psychotic.

220
00:16:57,921 --> 00:17:01,049
- Should've brought a sedative.
- I'll give my life to see his demise.

221
00:17:01,216 --> 00:17:05,512
He must be stopped before
his evil machinations come to a crescendo.

222
00:17:05,679 --> 00:17:06,972
And how will he do all this?

223
00:17:07,139 --> 00:17:10,934
Don't be a dingy bird. Bad people
do bad things because they can.

224
00:17:11,101 --> 00:17:15,188
No one, not the victims, the police,
the governments, not anyone...

225
00:17:15,355 --> 00:17:17,983
- Except the great Sherlock Holmes...
- Correct.

226
00:17:18,150 --> 00:17:20,485
- ...on this diet, will work it all out.
- Right.

227
00:17:20,652 --> 00:17:23,405
- Or thereabouts.
- Thereabouts, not quite there.

228
00:17:23,822 --> 00:17:25,699
Here's to your good health.

229
00:17:26,992 --> 00:17:28,660
Dingy bird.

230
00:17:29,119 --> 00:17:32,539
(GLADSTONE WHIMPERS
THEN THUDS)

231
00:17:32,706 --> 00:17:35,250
What have you done to Gladstone now?

232
00:17:35,417 --> 00:17:39,296
<i>Ricinus communis.</i>
The fruit is highly toxic.

233
00:17:39,463 --> 00:17:40,881
He's barely breathing.

234
00:17:41,506 --> 00:17:43,967
What an excellent opportunity.

235
00:17:44,134 --> 00:17:45,302
This may be just the thing.

236
00:17:45,469 --> 00:17:46,511
(GLADSTONE
WHIMPERS)

237
00:17:46,678 --> 00:17:49,932
Sorry, do you mind terribly
if I try my adrenal extract?

238
00:17:50,098 --> 00:17:52,559
How many times are you going
to kill my dog, Holmes?

239
00:17:52,809 --> 00:17:54,686
(GRUNTS THEN
BARKS)

240
00:17:55,562 --> 00:17:57,481
Took off like a monkey from a box.

241
00:17:57,648 --> 00:18:00,275
- Hmm.
- I may need one of those in a few hours.

242

00:18:00,442 --> 00:18:02,027
HOLMES:
Consider it a wedding gift.

243
00:18:03,612 --> 00:18:06,531
Watson, might we use
an alternative exit?

244
00:18:07,658 --> 00:18:10,035
Is there something different about you?

245
00:18:10,243 --> 00:18:12,245
I'm under observation.

246
00:18:12,996 --> 00:18:14,289
As you should be.

247
00:18:14,456 --> 00:18:15,832
HOLMES:
You drive.

248
00:18:19,169 --> 00:18:22,839
WATSON:
Will your beard be with us all night?

249
00:18:23,006 --> 00:18:26,510
HOLMES: I'll remove it
once
we're south of Trafalgar Square.

250
00:18:27,636 --> 00:18:30,263
WATSON: If you
believe Moriarty
has you under observation...

251
00:18:30,430 --> 00:18:32,140
...isn't this a bit conspicuous?

252
00:18:32,307 --> 00:18:35,602
HOLMES:
It's so overt, it's covert.

253
00:18:39,272 --> 00:18:42,609
WATSON: Trafalgar
Square.
You must be safe by now.

254
00:18:48,407 --> 00:18:49,741
(GRUNTS)

255
00:18:50,117 --> 00:18:52,869
Why are you looking at me
with such concern?

256
00:18:53,036 --> 00:18:57,666
I'm so very worried.

Your vitality's been drained from you.

257
00:18:58,000 --> 00:19:01,586
- Marriage is the end, I tell you.
- I think of it as the beginning.

258
00:19:01,753 --> 00:19:03,046
- Armageddon.
- Rebirth.

259
00:19:03,213 --> 00:19:04,715
- Restriction.
- Structure.

260
00:19:04,881 --> 00:19:07,551
- Answering to a woman.
- Being in a relationship.

261
00:19:08,218 --> 00:19:12,055
A life in matrimony,
the possibility of a family.

262
00:19:12,222 --> 00:19:13,849
Who wants to die alone?

263
00:19:14,933 --> 00:19:17,060
We'll have a good old-fashioned
romp tonight...

264
00:19:17,227 --> 00:19:20,731
...you'll settle down, have a family,
and I'll die alone.

265
00:19:21,189 --> 00:19:23,233
WATSON:
Yes, that's about it.

266
00:19:25,193 --> 00:19:30,782
Perhaps it's better for one to die alone
than to live life in eternal purgatory.

267
00:19:33,994 --> 00:19:35,662
Anyway...

268
00:19:40,333 --> 00:19:42,002
Not bad, that.

269
00:19:42,169 --> 00:19:44,004
So where are we going?

270
00:19:44,171 --> 00:19:47,758
MYCROFT: In the
future, there'll be one of
those machines in every town in Europe.

271

00:19:47,924 --> 00:19:50,469
Loitering in the woodshed again,
are we, Myccie?

272
00:19:50,635 --> 00:19:52,846
- Good evening, Sherly.
- Well.

273
00:19:53,013 --> 00:19:55,682
I see your bootmaker is ill, dear brother.

274
00:19:55,849 --> 00:19:59,978
As I detect that you've recently changed
the brand of soap with which you shave.

275
00:20:00,145 --> 00:20:02,355
The chimney in the front room
at Baker Street...

276
00:20:02,522 --> 00:20:04,357
...still needs a damn good sweeping up.

277
00:20:04,524 --> 00:20:08,361
Were you aware that the hackney carriage
by which you arrived had a damaged wheel?

278
00:20:08,528 --> 00:20:11,281
Yes, the left. And it's plain
to the meanest intelligence...

279
00:20:11,448 --> 00:20:14,868
...that you have recently
acquired a new bow for your violin.

280
00:20:15,035 --> 00:20:16,745
Same bow, new strings.

281
00:20:16,912 --> 00:20:20,290
And may I deduce, Mycroft...?
Good evening, by the way.

282
00:20:20,457 --> 00:20:21,708
No.

283
00:20:22,709 --> 00:20:24,753
- He doesn't.
- May I deduce that you...

284
00:20:24,920 --> 00:20:30,092
...who rarely strays from the path that
runs from your home to the Diogenes Club...

285
00:20:30,258 --> 00:20:33,845
...and never on a Monday when
they serve your favorite potted shrimps...

286
00:20:34,012 --> 00:20:38,975
...must be here for some far more important
reason than my stag party?

287
00:20:39,893 --> 00:20:45,065
You know, he's nothing like as slow-witted
as you'd been leading me to believe, Sherly.

288
00:20:45,232 --> 00:20:46,942
No, you're quite right, Dr. Watson...

289
00:20:47,109 --> 00:20:52,280
...but with all the conflict in Europe
at the moment, the whole situation could...

290
00:20:52,447 --> 00:20:54,616
Excuse me ...suddenly erupt.

291
00:20:54,783 --> 00:20:58,703
I am here to avoid a dire catastrophe.

292
00:20:58,870 --> 00:21:02,541
If the concerns of two nations...

293
00:21:02,707 --> 00:21:04,668
...which shall remain nameless...

294
00:21:04,835 --> 00:21:09,214
...but I can tell you they speak
French and German...

295
00:21:09,381 --> 00:21:12,884
...are not dealt with tonight,
I shall be forced to go to Switzerland...

296
00:21:13,051 --> 00:21:16,429
...to attend the ghastly peace summit
in Reichenbach.

297
00:21:16,596 --> 00:21:18,932
The worst thing about Switzerland
is the altitude.

298
00:21:19,099 --> 00:21:21,351
It gives me nosebleeds,
exacerbates my asthma...

299
00:21:21,518 --> 00:21:24,813
I'm so glad you invited your brother.

300
00:21:24,980 --> 00:21:26,481
(BAND PLAYING LIVELY
MUSIC)

301

00:21:26,648 --> 00:21:28,650
(PEOPLE LAUGHING AND
CHEERING)

302
00:21:40,328 --> 00:21:41,371
This looks promising.

303
00:21:41,746 --> 00:21:43,832
WOMAN:
And your poison of choice, gentlemen?

304
00:21:43,999 --> 00:21:46,668
We'll start with the champagne.
We may need several more chairs.

305
00:21:46,835 --> 00:21:48,837
Perhaps a good cigar.

306
00:21:49,588 --> 00:21:52,632
And don't bother with the chairs.

307
00:21:53,717 --> 00:21:55,468
What is it your brother does exactly?

308
00:21:55,635 --> 00:21:58,430
He's the keeper
of the broom cupboard of state.

309
00:21:58,597 --> 00:22:00,307
No ambition, no energy...

310
00:22:00,473 --> 00:22:04,269
...yet I'm repeatedly told that he's
indispensable to the British government...

311
00:22:04,436 --> 00:22:06,062
...particularly the Foreign Office.

312
00:22:06,229 --> 00:22:08,940
- I would like to propose a toast.
- Really?

313
00:22:09,107 --> 00:22:11,985
To my dear friend, Dr. John...

314
00:22:12,986 --> 00:22:16,698
...um, Hamish Watson...

315
00:22:16,865 --> 00:22:17,908
I'm right here.

316
00:22:18,074 --> 00:22:21,661
...on the eve of his wedding. He...

317

00:22:23,705 --> 00:22:25,207
...has been the best companion.

318
00:22:25,373 --> 00:22:28,084
Shouldn't we be waiting
for the boys from my rugby club?

319
00:22:28,251 --> 00:22:30,670
He has always kept us...
They couldn't attend.

320
00:22:30,837 --> 00:22:32,797
...flat-footed on the ground.

321
00:22:32,964 --> 00:22:35,050
All of them? Hmm.
The chaps from my medical school?

322
00:22:35,217 --> 00:22:37,302
- They declined.
- The lads from the regiment?

323
00:22:37,469 --> 00:22:41,181
- No man's better worth having at your side...
- Who is it you're looking for?

324
00:22:41,348 --> 00:22:43,934
Because I don't know a single
damn person here, do I?

325
00:22:44,100 --> 00:22:46,645
There's no need for hysterics.
You know me and Mycroft.

326
00:22:46,811 --> 00:22:49,981
- Don't be a ponce, Watson.
- Ponce?

327
00:22:50,899 --> 00:22:54,319
You completely forgot about my stag party,
didn't you?

328
00:22:56,488 --> 00:22:59,157
- Why are we here?
- Your very good health, doctor.

329
00:22:59,324 --> 00:23:01,451
Shame none of your friends
could make it.

330
00:23:01,618 --> 00:23:04,704
(HOLMES & WATSON
LAUGHING)

331
00:23:04,871 --> 00:23:08,124
(LAUGHING)

332
00:23:08,291 --> 00:23:11,962
I'm going to the gaming tables.
I refuse for this night to be a total loss.

333
00:23:12,128 --> 00:23:15,298
- Give me my money.
- Happily. Give me the wedding ring.

334
00:23:15,465 --> 00:23:18,468
So now you're interested
in being the best man.

335
00:23:18,635 --> 00:23:21,054
You're supposed to keep
the ring anyway.

336
00:23:21,221 --> 00:23:23,848
Just as you're supposed to
organize my stag party.

337
00:23:24,015 --> 00:23:26,685
- Don't want to lose it on a bet.
- And invite my friends...

338
00:23:26,851 --> 00:23:30,522
...of which, by the way, there are many.
You're the one with no friends...

339
00:23:30,689 --> 00:23:33,024
...Sherly No Mates.

340
00:23:35,068 --> 00:23:36,987
(CROWD
CHEERING)

341
00:23:37,153 --> 00:23:39,823
He's all "me, me, me," isn't he?

342
00:23:42,534 --> 00:23:43,576
(LAUGHS)

343
00:23:43,743 --> 00:23:44,995
(CHATTERING)

344
00:23:45,203 --> 00:23:46,454
(CROWD
CHEERING)

345
00:23:48,873 --> 00:23:50,166
(LAUGHING)

346
00:23:50,333 --> 00:23:51,543
MAN:
I Win!

347
00:24:02,387 --> 00:24:04,306
WOMAN:
Please, sit.

348
00:24:04,472 --> 00:24:07,225
Put your money on the table
and we will begin.

349
00:24:13,023 --> 00:24:15,859
Welcome. I am Madam Simza.

350
00:24:20,155 --> 00:24:23,992
Cards can illuminate your past...

351
00:24:24,451 --> 00:24:27,579
...clarify your present,
and show you the future.

352
00:24:29,956 --> 00:24:33,626
If you have a specific question,
hold it in your mind.

353
00:24:33,793 --> 00:24:35,211
HOLMES:
Mm.

354
00:24:36,296 --> 00:24:38,840
(SIGHING)

355
00:24:41,843 --> 00:24:44,220
I'm holding.

356
00:24:45,513 --> 00:24:47,140
Let me know when you're ready.

357
00:24:47,682 --> 00:24:49,809
Actually, I'd prefer to read...

358
00:24:50,352 --> 00:24:51,394
...your fortune.

359
00:24:56,024 --> 00:24:58,360
Temperance inverted.

360
00:24:59,402 --> 00:25:00,737
Indicative of volatility.

361
00:25:01,738 --> 00:25:04,824
A woman who has recently
taken her comfort in drink.

362
00:25:04,991 --> 00:25:08,370
From what does she seek solace?

What does she not wish to see?

363
00:25:09,996 --> 00:25:12,457
- A fool embarrassing himself?
- Hmm.

364
00:25:12,624 --> 00:25:16,002
- Hmm.
- Oh, yes. The Fool.

365
00:25:16,169 --> 00:25:20,006
Someone has been led astray, involved
in something without their knowledge.

366
00:25:20,173 --> 00:25:23,885
Not bad,
but you have to make me believe you.

367
00:25:24,052 --> 00:25:25,470
I have to see it in your eyes.

368
00:25:25,637 --> 00:25:28,348
- Right. I can do better.
- Uh-huh.

369
00:25:28,932 --> 00:25:31,518
The Two of Cups, a powerful bond.

370
00:25:31,684 --> 00:25:34,771
But between whom?
A brother and sister perhaps?

371
00:25:36,314 --> 00:25:39,150
And I see a name. Yes, it's...

372
00:25:39,442 --> 00:25:41,152
...Rene.

373
00:25:43,071 --> 00:25:44,322
What do you want'?

374
00:25:44,864 --> 00:25:45,865
The Devil.

375
00:25:51,204 --> 00:25:52,580
Why are we playing this game?

376
00:26:02,465 --> 00:26:03,550
Where did you get this?

377
00:26:03,716 --> 00:26:07,971
I stole it from a woman in an auction room,
but I believe it was intended for you.

378

00:26:14,436 --> 00:26:15,520
SIM (IN FRENCH):

379
00:26:23,945 --> 00:26:25,321
"Found my purpose in life."

380
00:26:25,488 --> 00:26:29,784
So the question I've been holding is,
what purpose is Rene fulfilling?

381
00:26:33,746 --> 00:26:35,290
(IN ENGLISH) Time is
up.

382
00:26:35,915 --> 00:26:38,084
I have other clients.

383
00:26:43,506 --> 00:26:46,468
Though you may not have detected
the wisp of astrakhan fur...

384
00:26:46,634 --> 00:26:48,720
...snagged on a nail
over my left shoulder...

385
00:26:48,887 --> 00:26:51,764
...you couldn't have failed to notice
the overpowering aroma...

386
00:26:51,931 --> 00:26:53,892
...of herring pickled in vodka...

387
00:26:54,058 --> 00:26:56,936
...in tandem with
a truly unfortunate body odor.

388
00:26:57,103 --> 00:27:00,315
There's a man concealed
in the rafters above us.

389
00:27:00,482 --> 00:27:04,110
A Cossack, renowned for
their infeasible acrobatic abilities...

390
00:27:04,277 --> 00:27:07,739
...and are notorious for moonlighting
as assassins.

391
00:27:07,906 --> 00:27:12,118
So it's safe to presume
that your next client is here to kill you.

392
00:27:12,285 --> 00:27:14,913
Anything else? No?

393
00:27:21,461 --> 00:27:24,172
HOLMES:
<i>First, pillage the nest.</i>

394
00:27:27,258 --> 00:27:28,635
<i>Clip wings.</i>

395
00:27:30,887 --> 00:27:33,306
<i>Now blunt his beak.</i>

396
00:27:37,977 --> 00:27:39,604
<i>Crack eggs.</i>

397
00:27:41,189 --> 00:27:44,025
<i>Scramble. Pinch of salt.</i>

398
00:27:46,569 --> 00:27:48,071
<i>Touch of pepper.</i>

399
00:27:53,660 --> 00:27:55,036
<i>Flip the omelet.</i>

400
00:27:59,624 --> 00:28:01,793
<i>Additional seasoning required.</i>

401
00:28:03,628 --> 00:28:06,297
<i>Breakfast is served.</i>

402
00:28:19,727 --> 00:28:23,565
Come with me. I need you alive. Now.

403
00:28:26,317 --> 00:28:27,652
WOMAN:
Oh!

404
00:28:33,074 --> 00:28:35,410
(WOMAN GASPING)

405
00:28:35,577 --> 00:28:37,579
(BAND PLAYING LIVELY
MUSIC)

406
00:29:00,351 --> 00:29:02,020
(LAUGHS)

407
00:29:06,107 --> 00:29:08,192
(WOMEN
SCREAMING)

408
00:29:18,870 --> 00:29:20,246
Aah!

409
00:29:34,927 --> 00:29:36,888

Didn't see that in the cards, did you?

410
00:29:40,516 --> 00:29:42,101
CROWD:
Oh...

411
00:29:48,900 --> 00:29:50,193
(CROWD YELLING)

412
00:29:57,033 --> 00:29:58,785
PUNTER:
Coming down, folks, coming down.

413
00:29:58,951 --> 00:30:01,746
Looks like we've got ourselves
our next cockfight.

414
00:30:01,913 --> 00:30:03,414
(CROWD
CHEERING)

415
00:30:03,581 --> 00:30:08,169
Five, four, three, two, one...

416
00:30:08,336 --> 00:30:09,837
...let him go!

417
00:30:10,004 --> 00:30:11,839
(CROWD
CHEERING)

418
00:30:35,488 --> 00:30:37,407
PUNTER:
Get up there!

419
00:30:43,079 --> 00:30:45,540
(LAUGHS)

420
00:30:47,083 --> 00:30:48,292
All mine?

421
00:30:48,876 --> 00:30:51,504
(CROWD YELLING)

422
00:30:56,884 --> 00:30:59,679
(PEOPLE YELLING)

423
00:31:13,192 --> 00:31:14,944
Now, wait a minute.

424
00:31:15,111 --> 00:31:17,113
(CROWD YELLING)

425
00:31:20,658 --> 00:31:22,493

(SPEAKS INDISTINCTLY)

426
00:31:43,181 --> 00:31:45,391
(SIM PANTING)

427
00:31:47,351 --> 00:31:49,520
You're right. He did stink.

428
00:31:49,687 --> 00:31:51,522
WATSON:
Hey, you can run...

429
00:31:51,689 --> 00:31:53,775
Where's you?

430
00:31:56,360 --> 00:31:58,237
Just had a fight.

431
00:32:00,406 --> 00:32:01,866
- Just had a fight.
- Yes.

432
00:32:02,033 --> 00:32:03,659
- Where were you?
- I'm glad to see...

433
00:32:03,826 --> 00:32:06,412
...you're taking your best-man duties
so seriously.

434
00:32:06,579 --> 00:32:10,249
I was on my own!
Not gonna get my monies!

435
00:32:10,416 --> 00:32:11,834
She was biting my leg.

436
00:32:12,001 --> 00:32:15,546
I'll have Carruthers put some fuel
into that motor carriage of yours.

437
00:32:15,713 --> 00:32:17,381
You do have a wedding to attend.

438
00:32:17,715 --> 00:32:18,758
Oh, I'll drive.

439
00:32:18,925 --> 00:32:20,218
CARRUTHERS:
Hmm.

440
00:32:21,344 --> 00:32:22,804
(LAUGHS)

441
00:32:22,970 --> 00:32:24,680
Ho-honk. Ha-ha-ha.

442
00:32:24,847 --> 00:32:28,476
WATSON: Let's have
another drink.
- No, no, I think you've had quite enough.

443
00:32:47,453 --> 00:32:48,913
(ENGINE
BACKFIRES)

444
00:33:04,637 --> 00:33:06,639
(BAGPIPES PLAYING
LOUDLY)

445
00:33:58,399 --> 00:34:00,401
(SNORING)

446
00:34:01,986 --> 00:34:03,195
(SNORTS)

447
00:34:22,673 --> 00:34:26,260
(CROWD
APPLAUDING)

448
00:34:27,720 --> 00:34:30,014
SOLDIER:
Present arms!

449
00:34:30,181 --> 00:34:31,557
(GLADSTONE
BARKS)

450
00:34:57,166 --> 00:34:58,417
(ENGINE STARTS)

451
00:34:58,584 --> 00:35:01,170
MAN:
I've been to a wedding here before.

452
00:35:04,131 --> 00:35:05,841
Funeral too.

453
00:35:08,260 --> 00:35:10,763
The professor wants to meet.

454
00:35:11,597 --> 00:35:15,726
I'd expected to hear from him sooner,
in light of recent events.

455
00:35:16,102 --> 00:35:21,107
He was wondering if it'd be convenient for
you to come by the college this afternoon.

456
00:35:21,273 --> 00:35:23,442
His lecture concludes at 4.

457
00:35:23,609 --> 00:35:24,610
Looking forward.

458
00:35:26,529 --> 00:35:27,571
One side, chummy.

459
00:35:27,738 --> 00:35:29,198
(HORN HONKS)

460
00:35:31,367 --> 00:35:32,702
(ENGINE
BACKFIRES)

461
00:35:37,581 --> 00:35:39,291
(BELL TOLLING)

462
00:35:44,213 --> 00:35:45,965
(CHATTERING)

463
00:35:46,507 --> 00:35:49,677
(WOMAN SINGING IN
GERMAN
OVER SPEAKERS)

464
00:35:52,471 --> 00:35:56,642
"Fischerweise," Schubert, 1826.

465
00:36:00,062 --> 00:36:04,025
(SPEAKS IN
GERMAN)

466
00:36:04,191 --> 00:36:07,945
- "Give up your foolish trickery."
- "This fish you cannot cheat."

467
00:36:08,487 --> 00:36:09,822
I hope I'm not intruding.

468
00:36:11,282 --> 00:36:13,617
Excuse me. Matthew,
take these up to Mr. Williams.

469
00:36:13,784 --> 00:36:15,870
And make sure he packs
my white tie and tails.

470
00:36:16,037 --> 00:36:18,831
- I'll take care of it, professor.
- Thank you. I do apologize.

471
00:36:18,998 --> 00:36:23,002
I'm off on a blasted lecture tour.
Would you care for some tea or coffee?

472
00:36:23,169 --> 00:36:25,504
- Neither.
- Something stronger, perhaps?

473
00:36:25,671 --> 00:36:29,467
No, but might I trouble you
for an inscription?

474
00:36:46,025 --> 00:36:47,485
(MORIARTY
SCRIBBLING)

475
00:36:47,651 --> 00:36:51,155
I read that the good doctor
was to be married today.

476
00:36:51,322 --> 00:36:52,698
How was the service?

477
00:36:52,865 --> 00:36:54,116
Definitive.

478
00:36:54,283 --> 00:36:58,412
He'll no longer be party to my investigations.
He's out of the equation.

479
00:37:00,164 --> 00:37:02,708
I trust you'll take this
into consideration.

480
00:37:06,545 --> 00:37:09,632
MORIARTY: And what
considerations
will you grant me?

481
00:37:17,807 --> 00:37:19,308
Have you actually read the book?

482
00:37:19,475 --> 00:37:21,644
I found it compelling...

483
00:37:21,811 --> 00:37:26,107
...though I'm primarily interested
in your more recent endeavors.

484
00:37:26,941 --> 00:37:29,735
I take that as a compliment.

485
00:37:29,902 --> 00:37:32,780
I have the utmost regard for your talents.

486
00:37:33,739 --> 00:37:37,034

It's a pleasure to finally meet you...

487
00:37:38,077 --> 00:37:39,161
...officially.

488
00:37:42,915 --> 00:37:46,085
HOLMES: Are you
familiar with the study
of graphology?

489
00:37:46,418 --> 00:37:49,004
I've never given it
any serious thought, no.

490
00:37:49,171 --> 00:37:52,758
The psychological analysis
of handwriting.

491
00:37:52,925 --> 00:37:57,721
The upward strokes on the P, the J, and
the M indicate a genius-level intellect.

492
00:37:58,180 --> 00:38:00,099
While the flourishes on the lower zone...

493
00:38:00,266 --> 00:38:03,310
...denote a highly creative
yet meticulous nature.

494
00:38:03,477 --> 00:38:06,814
But if one observes the overall slant
and the pressure of the writing...

495
00:38:06,981 --> 00:38:11,443
...there's a suggestion of acute
narcissism, a complete lack of empathy...

496
00:38:11,610 --> 00:38:14,155
- ...and a pronounced inclination toward...
- No.

497
00:38:14,321 --> 00:38:15,739
...moral insanity.

498
00:38:16,866 --> 00:38:21,829
In answer to your previous request
regarding Dr. Watson not being involved...

499
00:38:21,996 --> 00:38:24,665
...the answer is no.

500
00:38:26,167 --> 00:38:31,672
The laws of celestial mechanics dictate
that when two objects collide...

501

00:38:32,298 --> 00:38:36,177
...there is always damage
of a collateral nature.

502
00:38:38,387 --> 00:38:40,598
<i>Exempli gratia.</i>

503
00:38:40,764 --> 00:38:44,894
Two gentlemen find themselves
at cross-purposes.

504
00:38:46,645 --> 00:38:49,607
<i>A young woman torn between them.</i>

505
00:38:49,773 --> 00:38:50,983
(GASPS THEN
COUGHS)

506
00:38:51,150 --> 00:38:54,737
<i>The strain proves too much for her,
and she suddenly falls ill...</i>

507
00:38:55,446 --> 00:38:59,992
...with tragic consequences.

508
00:39:02,620 --> 00:39:06,165
<i>A rare form of tuberculosis.</i>

509
00:39:06,332 --> 00:39:09,960
She succumbed in a matter of seconds.

510
00:39:12,880 --> 00:39:14,256
Now...

511
00:39:16,133 --> 00:39:18,636
...are you sure you want
to play this game?

512
00:39:20,262 --> 00:39:22,806
I'm afraid you'd lose.

513
00:39:24,725 --> 00:39:30,564
Rest assured, if you attempt
to bring destruction down upon me...

514
00:39:30,731 --> 00:39:33,025
...I shall do the same to you.

515
00:39:33,484 --> 00:39:38,739
My respect for you, Mr. Holmes,
is the only reason you're still alive.

516
00:39:40,950 --> 00:39:42,701
You've paid me several compliments.

517
00:39:42,868 --> 00:39:47,873
Let me pay you one in return when I say that
if I were assured of the former eventuality...

518
00:39:50,876 --> 00:39:53,128
...I would cheerfully accept the latter.

519
00:39:57,007 --> 00:40:00,552
I'll be sure to send my regards
to the happy couple.

520
00:40:04,723 --> 00:40:06,767
Another time, then.

521
00:40:14,858 --> 00:40:16,068
(TRAIN HORN
BLOWS)

522
00:40:16,235 --> 00:40:18,237
(INDISTINCT
CHATTER)

523
00:40:27,079 --> 00:40:29,623
CONDUCTOR:
All aboard for Brighton! All aboard!

524
00:40:29,790 --> 00:40:31,041
Which coach are we?

525
00:40:31,208 --> 00:40:32,960
We should be just here.

526
00:40:33,127 --> 00:40:34,211
(GASPS)

527
00:40:34,378 --> 00:40:35,838
Ooh.

528
00:40:36,005 --> 00:40:37,840
First class.

529
00:40:38,090 --> 00:40:39,925
(MEN SPEAKING
INDISTINCTLY)

530
00:40:40,301 --> 00:40:43,304
CONDUCTOR:
All aboard for Brighton! All aboard!

531
00:40:44,430 --> 00:40:46,557
Hurry up, Dr. Watson,
your wife needs you.

532
00:40:46,724 --> 00:40:48,892

Coming, Mrs. Watson.

533
00:40:50,769 --> 00:40:53,939
Ooh. First class, champagne.

534
00:40:54,106 --> 00:40:56,608
You do know how to spoil a girl,
Mr. Watson.

535
00:40:56,775 --> 00:40:58,193
You're not just any girl.

536
00:40:58,527 --> 00:40:59,570
(KNOCK ON DOOR)

537
00:40:59,737 --> 00:41:02,948
I'm sorry, madam. You can't use the
lavatory while the train's in the station.

538
00:41:07,036 --> 00:41:09,288
You're Mrs. Watson.

539
00:41:10,456 --> 00:41:12,624
Give me that bottle.

540
00:41:27,431 --> 00:41:30,142
John, there is nowhere else in the world
I would rather be.

541
00:41:30,309 --> 00:41:33,062
There's no one I'd rather be with.

542
00:41:33,228 --> 00:41:35,647
Why do you have a gun stuffed down
the back of your trousers?

543
00:41:35,814 --> 00:41:38,859
Heh. Old habits.

544
00:41:39,026 --> 00:41:40,819
(KNOCK ON DOOR)

545
00:41:42,237 --> 00:41:44,365
Ahem. Come in.

546
00:41:46,658 --> 00:41:48,869
- Oh, yes, please.
- We didn't order that.

547
00:41:49,036 --> 00:41:50,287
With our compliments, sir.

548
00:41:51,121 --> 00:41:53,248
Thank you. Put it there.

549
00:41:57,419 --> 00:41:58,921
(TRAIN HORN
BLOWS)

550
00:42:07,763 --> 00:42:09,056
Open the door, John.

551
00:42:12,601 --> 00:42:14,686
I think it's time for you to leave.

552
00:42:21,110 --> 00:42:22,736
Sit down.

553
00:42:27,449 --> 00:42:28,575
Shh.

554
00:42:37,251 --> 00:42:38,293
(BLOWS LANDING)

555
00:42:43,882 --> 00:42:45,092
(GUN COCKS)

556
00:42:46,802 --> 00:42:50,806
I agree it's not my best disguise,
but I had to make do.

557
00:42:52,307 --> 00:42:54,309
- My God.
- They'll be back.

558
00:42:54,476 --> 00:42:56,895
- John, shut the door.
- They'll only shoot through it.

559
00:42:57,062 --> 00:42:59,523
HOLMES: He's right,
you know.
- Oh, my God.

560
00:42:59,690 --> 00:43:00,732
(GUNSHOT)

561
00:43:00,899 --> 00:43:02,818
- I understand.
- Do you?

562
00:43:02,985 --> 00:43:05,320
Terribly inconvenient.

563
00:43:06,238 --> 00:43:07,739
We don't have much time.

564
00:43:14,246 --> 00:43:16,165

- How many are we expecting?
- Half a dozen.

565
00:43:16,331 --> 00:43:18,750
WATSON: Who are
they?
- A wedding present from Moriarty.

566
00:43:19,585 --> 00:43:21,795
Lovely ceremony, by the way.
Many a tear shed in joy.

567
00:43:21,962 --> 00:43:23,005
MARY:
Oh, John?

568
00:43:23,172 --> 00:43:24,214
(GUNSHOT)

569
00:43:24,381 --> 00:43:25,549
Yeah, just a minute, darling.

570
00:43:25,716 --> 00:43:28,051
- Do you trust me?
- No.

571
00:43:28,218 --> 00:43:31,889
Well, then I shall have
to do something about that.

572
00:43:33,724 --> 00:43:35,476
(MARY SCREAMS)

573
00:43:38,937 --> 00:43:40,814
Who's up to bat next, you bastards?

574
00:43:40,981 --> 00:43:42,024
(GUNSHOT)

575
00:43:42,191 --> 00:43:43,859
Send out the fast bowler!

576
00:43:44,026 --> 00:43:45,527
John, do shut the door.

577
00:43:51,366 --> 00:43:52,784
It had to be done.

578
00:43:53,827 --> 00:43:55,746
She's safe now.

579
00:43:58,499 --> 00:44:00,417
In my own defense, I timed it perfectly.

580

00:44:01,460 --> 00:44:03,879
Did you kill my wife?!

581
00:44:04,046 --> 00:44:07,174
Did you just kill my new wife?!

582
00:44:07,341 --> 00:44:09,176
Of course not!

583
00:44:10,135 --> 00:44:14,598
What do you mean? How do you know that
when you just threw her off a train?

584
00:44:14,765 --> 00:44:16,975
I told you, I timed it perfectly.

585
00:44:17,142 --> 00:44:18,352
What does that mean?!

586
00:44:22,523 --> 00:44:24,233
- Calm down.
- Explain!

587
00:44:24,399 --> 00:44:26,568
By the time I've explained,
we'd both be dead!

588
00:44:38,789 --> 00:44:42,417
I'm sorry, madam. You can't use the
lavatory while the train's in the station.

589
00:45:07,317 --> 00:45:08,694
(TRAIN HORN
BLOWS)

590
00:45:11,196 --> 00:45:13,615
(ALL COUGHING)

591
00:45:32,134 --> 00:45:33,176
(MAN SCREAMS)

592
00:45:36,179 --> 00:45:37,222
That was no accident.

593
00:45:38,890 --> 00:45:41,101
It was by design.

594
00:45:43,812 --> 00:45:48,191
Now, do you need me to elaborate...

595
00:45:49,568 --> 00:45:52,070
...or can we just crack on?

596
00:45:58,952 --> 00:46:00,412
Come on!

597
00:46:00,787 --> 00:46:02,247
(TRAIN HORN
BLOWS)

598
00:46:03,040 --> 00:46:05,834
Don't worry, old boy,
she's as safe as houses.

599
00:46:06,001 --> 00:46:08,086
She's with my brother.

600
00:46:08,420 --> 00:46:11,214
I'm on my honeymoon!

601
00:46:11,381 --> 00:46:14,593
Why did you lead them here?!
Why did you involve us?!

602
00:46:14,760 --> 00:46:16,845
They aren't here for me!
They're here for you!

603
00:46:23,310 --> 00:46:24,811
Fortunately...

604
00:46:31,818 --> 00:46:33,278
...so am I.

605
00:46:33,445 --> 00:46:34,821
Now mind the door.

606
00:46:36,323 --> 00:46:37,908
Good evening.

607
00:46:40,118 --> 00:46:43,497
I think you'll find that second class
is more comfortable.

608
00:46:43,663 --> 00:46:45,624
The coast is clear.

609
00:46:45,791 --> 00:46:47,292
To the south, quick march.

610
00:46:47,459 --> 00:46:48,794
(WOMAN
WHIMPERS)

611
00:46:55,342 --> 00:46:57,302
Lie down with me, Watson.

612
00:46:57,969 --> 00:47:00,305

- Why?
- I insist.

613
00:47:00,680 --> 00:47:01,973
(GRUNTS)

614
00:47:07,521 --> 00:47:08,939
What are we doing down here?

615
00:47:09,231 --> 00:47:12,317
We are waiting. I am smoking.

616
00:47:32,379 --> 00:47:35,507
- Patiently waiting.
- For what?

617
00:47:36,133 --> 00:47:39,469
Your window of opportunity.

618
00:47:43,974 --> 00:47:45,100
(CLICKING)

619
00:47:46,184 --> 00:47:47,602
Make it count.

620
00:47:50,689 --> 00:47:52,274
(SCREAMING)

621
00:47:55,026 --> 00:47:59,197
I said make it count.
How many windows must I provide?

622
00:48:00,031 --> 00:48:01,867
(SCREAMING)

623
00:48:20,051 --> 00:48:23,638
Who'd have known that honeymooning
in Brighton was such a dangerous notion?

624
00:48:23,805 --> 00:48:25,515
Is that what this is about?

625
00:48:25,682 --> 00:48:28,101
By your own admission,
you've never enjoyed it there.

626
00:48:28,268 --> 00:48:29,853
I've never been to Brighton.

627
00:48:30,020 --> 00:48:32,898
Or you're just too fragile
to remember at present.

628
00:48:33,064 --> 00:48:34,858

Oh, shut up.

629
00:48:35,025 --> 00:48:36,234
Tell me my wife's safe.

630
00:48:36,401 --> 00:48:38,111
I can't do both.

631
00:48:38,278 --> 00:48:41,698
I promise. As I said, I timed it perfectly.

632
00:48:41,865 --> 00:48:43,408
(MARY SCREAMS)

633
00:48:48,663 --> 00:48:51,416
MYCROFT:
Over here, madam!

634
00:48:52,250 --> 00:48:56,046
I believe congratulations are in order,
Mrs. Watson.

635
00:48:58,632 --> 00:49:01,635
I'm the other Holmes.

636
00:49:02,636 --> 00:49:04,012
You mean there's two of you?

637
00:49:04,179 --> 00:49:06,890
How marvelous.
Could this evening get any better?

638
00:49:07,057 --> 00:49:09,309
Why were Mary and I targeted at all?

639
00:49:09,768 --> 00:49:12,812
Excellent question.
The answer is twofold.

640
00:49:12,979 --> 00:49:14,898
He's after us because of you.

641
00:49:15,065 --> 00:49:17,859
I'm afraid you must bear
half the responsibility.

642
00:49:18,026 --> 00:49:20,445
- Here it comes. So predictable.
- Had you and Mary...

643
00:49:20,612 --> 00:49:23,573
...not been hell-bent on wedding,
we could've solved this case.

644

00:49:23,740 --> 00:49:26,284
- Oh, it's my fault now.
- The argument could be made...

645
00:49:26,451 --> 00:49:29,120
- No, it couldn't.
- ...that your nuptials were poorly timed.

646
00:49:30,914 --> 00:49:32,999
Thus, our relationship...

647
00:49:34,334 --> 00:49:35,377
Relationship?

648
00:49:36,086 --> 00:49:37,671
Very well, partnership.

649
00:49:37,837 --> 00:49:40,924
...has not yet run its course.

650
00:49:41,341 --> 00:49:45,136
My dear fellow, if you could be bothered
to see this through to the end...

651
00:49:45,845 --> 00:49:48,890
...I shall never again ask you
to assist me.

652
00:49:53,853 --> 00:49:56,481
Once more unto the breach.

653
00:49:56,648 --> 00:49:58,942
That's the spirit. Now, to the question.

654
00:49:59,109 --> 00:50:02,112
This is so deliciously complicated.
You may be asking yourself...

655
00:50:02,279 --> 00:50:06,283
...what does a criminal mastermind want
with a simple gypsy fortune teller?

656
00:50:06,449 --> 00:50:09,744
It's her brother, I tell you.
When we find him, and we must...

657
00:50:09,911 --> 00:50:11,496
After you find my luggage.

658
00:50:13,415 --> 00:50:14,624
Go on.

659
00:50:15,083 --> 00:50:16,459
Wait.

660
00:50:17,002 --> 00:50:18,378
Where is it we're going?

661
00:50:18,878 --> 00:50:22,507
Paris, the most sensible
honeymoon destination of all.

662
00:50:46,364 --> 00:50:49,034
- So why Paris?
- Peaches.

663
00:50:49,200 --> 00:50:50,785
Outside the city at Montreuil...

664
00:50:50,952 --> 00:50:55,790
...there's a Gypsy camp famous
for its dried fruit, especially peaches.

665
00:50:56,875 --> 00:51:01,129
And there we shall find
our fortune teller...

666
00:51:01,296 --> 00:51:03,506
...and return her bag.

667
00:51:23,985 --> 00:51:25,528
(SNIFFS)

668
00:51:55,100 --> 00:51:58,561
(SPEAKS IN
FRENCH)

669
00:52:06,486 --> 00:52:07,654
(MAN 1 SPEAKS IN
FRENCH)

670
00:52:07,821 --> 00:52:09,447
(SPEAKS IN
FRENCH)

671
00:52:19,457 --> 00:52:21,960
And my ticket?

672
00:52:24,879 --> 00:52:25,922
(MAN 2 SPEAKS IN
FRENCH)

673
00:52:26,089 --> 00:52:27,173
(SPEAKS IN
FRENCH)

674
00:52:34,514 --> 00:52:37,851
Unfortunately,
you won't be needing yours.

675
00:52:38,184 --> 00:52:43,481
That's a shame, professor.
I was looking forward to Don Giovanni.

676
00:52:44,149 --> 00:52:45,817
(MAN 3 & MORIARTY
SPEAK IN FRENCH)

677
00:52:52,657 --> 00:52:54,826
Follow Meinhard.

678
00:53:01,124 --> 00:53:02,584
(INDISTINCT
CHATTERING)

679
00:53:02,751 --> 00:53:04,544
(MAN SPEAKS IN
FRENCH)

680
00:53:06,129 --> 00:53:07,505
(SPEAKS IN
FRENCH)

681
00:53:10,133 --> 00:53:12,761
(SPEAKING
INDISTINCTLY)

682
00:53:15,263 --> 00:53:16,389
(HORSE NEIGHING)

683
00:53:16,556 --> 00:53:18,558
(MEN YELLING)

684
00:53:26,524 --> 00:53:29,194
(VIOLIN PLAYING LIVELY
MUSIC)

685
00:53:29,360 --> 00:53:31,571
(WATSON SPEAKS IN
FRENCH)

686
00:53:31,863 --> 00:53:32,947
(WATSON WHISTLES
TWICE)

687
00:53:34,407 --> 00:53:35,450
Wake up, we're here.

688
00:53:35,617 --> 00:53:37,827
Brace yourself.
We're about to be violated.

689
00:53:37,994 --> 00:53:39,996
Don't be so cynical.

690
00:53:40,163 --> 00:53:47,212
(SPEAKING IN
FRENCH)

691
00:53:47,378 --> 00:53:48,713
(SPEAKS IN
FRENCH)

692
00:53:48,880 --> 00:53:52,550
- They're taking my luggage.
- Laugh them away, Watson. I have her bag.

693
00:53:52,717 --> 00:53:53,802
(SPEAKING IN
FRENCH)

694
00:53:53,968 --> 00:53:55,220
(LAUGHS)

695
00:53:55,386 --> 00:53:58,097
WATSON:
You had her bag.

696
00:53:59,015 --> 00:54:00,183
Now they have my coat.

697
00:54:01,518 --> 00:54:03,686
Where is Madam Simza?

698
00:54:03,895 --> 00:54:05,063
(SPEAKING IN
FRENCH)

699
00:54:05,230 --> 00:54:06,356
(LAUGHS)

700
00:54:06,523 --> 00:54:07,899
TAMAS:
This is Simza.

701
00:54:08,316 --> 00:54:09,484
(GOOSE
SQUAWKING)

702
00:54:09,651 --> 00:54:11,486
(LAUGHS)

703
00:54:12,487 --> 00:54:13,905
(LAUGHS)

704
00:54:14,072 --> 00:54:15,865
Sim is a goose.

705
00:54:16,032 --> 00:54:17,367

(CROWD
CHUCKLING)

706
00:54:17,534 --> 00:54:18,868
I am Sim. Ha-ha-ha.

707
00:54:23,289 --> 00:54:26,167
Nice scarf. I like.

708
00:54:29,587 --> 00:54:30,922
(HENS CLUCKING)

709
00:54:31,089 --> 00:54:32,715
(CHUCKLING)

710
00:54:40,348 --> 00:54:43,601
(IN FRENCH)

711
00:54:49,649 --> 00:54:51,734
- You hungry?
(IN ENGLISH) -
Famished.

712
00:54:56,781 --> 00:54:59,284
Madam, this is a glorious
hedgehog goulash.

713
00:54:59,450 --> 00:55:03,037
I can't remember ever having had better.

714
00:55:06,457 --> 00:55:10,295
Do tell me, when was the last time
you had a hedgehog goulash?

715
00:55:10,461 --> 00:55:13,006
I told you, Watson, I can't remember.

716
00:55:13,172 --> 00:55:14,924
(WHISPERING)
Perhaps you've repressed it.

717
00:55:15,091 --> 00:55:16,175
(CHUCKLES)

718
00:55:16,342 --> 00:55:19,721
That's where we differ.
Unlike you, I repress nothing.

719
00:55:19,888 --> 00:55:21,472
(IN NORMAL VOICE)
Perfectly normal.

720
00:55:22,223 --> 00:55:26,477
How dare you be rude to this woman
who has invited us into her tent...

721
00:55:26,644 --> 00:55:28,229
...offered us her hedgehog?

722
00:55:28,396 --> 00:55:32,150
Says the man who throws women
from trains.

723
00:55:33,985 --> 00:55:35,194
Who are you two?

724
00:55:35,570 --> 00:55:37,071
Concerned citizens.

725
00:55:38,072 --> 00:55:39,949
Why did someone try to kill me?

726
00:55:40,909 --> 00:55:44,537
Your brother has become involved
with a very dangerous man...

727
00:55:44,704 --> 00:55:48,374
...who clearly believes that Rene has
told you something you shouldn't know.

728
00:55:50,335 --> 00:55:51,669
I don't know anything.

729
00:55:53,129 --> 00:55:55,590
I've been looking for him for over a year.

730
00:55:55,757 --> 00:55:57,884
That was why I was in London.

731
00:55:58,051 --> 00:56:01,638
- It's the last place anyone saw him.
- It's clear that your brother loves you.

732
00:56:01,804 --> 00:56:04,766
He'd never send you a message
that would put you in harm's way.

733
00:56:04,933 --> 00:56:08,645
Any information, therefore,
would be, by default, unintentional.

734
00:56:09,062 --> 00:56:10,897
Has he sent you anything else?

735
00:56:11,981 --> 00:56:13,316
Just a few drawings.

736
00:56:13,858 --> 00:56:15,944
Let's just see what they have to tell us.

737
00:56:22,992 --> 00:56:27,121
Unusual choice of paper. Thicker gauge,
designed for a printing press.

738
00:56:27,330 --> 00:56:30,083
- And it's the same stock as the letter.
- Mm.

739
00:56:30,667 --> 00:56:32,418
They smell musty.

740
00:56:32,585 --> 00:56:36,172
Must have been stored
somewhere cold and damp.

741
00:56:36,714 --> 00:56:38,883
What's that? Blood?

742
00:56:40,760 --> 00:56:45,056
Wine. So a wine cellar located
near a printing press.

743
00:56:45,223 --> 00:56:46,641
That should narrow it down.

744
00:56:48,977 --> 00:56:50,853
(IN FRENCH)

745
00:56:51,604 --> 00:56:55,149
There's a wine cellar used
by the anarchist group Lapin Vert.

746
00:56:55,316 --> 00:56:57,694
Rene was close to their leader.

747
00:56:57,860 --> 00:56:59,278
Claude Ravache.

748
00:56:59,445 --> 00:57:02,949
- A bomb maker.
- I sampled some of his work last week.

749
00:57:04,409 --> 00:57:08,204
I was a part of the movement.
So was Rene.

750
00:57:08,371 --> 00:57:10,915
Until it became too extreme for us.

751
00:57:12,041 --> 00:57:14,252
Ravache knows me.

752
00:57:14,585 --> 00:57:18,965

If my brother's back there, he will see us.

753
00:57:19,132 --> 00:57:20,258
We will send a message.

754
00:57:22,218 --> 00:57:23,720
(SIM SPEAKS IN
FRENCH)

755
00:57:30,143 --> 00:57:33,312
Whatever you do,
don't let these gypsies make you drink.

756
00:57:33,479 --> 00:57:34,522
Of course.

757
00:57:35,106 --> 00:57:36,441
You dance?

758
00:57:37,275 --> 00:57:40,278
For God's sake, don't dance.
It'll be the death of you.

759
00:57:45,742 --> 00:57:47,201
You know what happens
when you dance.

760
00:57:47,368 --> 00:57:49,370
(BAND PLAYING LIVELY
MUSIC)

761
00:58:13,186 --> 00:58:14,228
(GASPS)

762
00:58:14,395 --> 00:58:16,355
Oh, good morning, Mrs. Watson.

763
00:58:16,981 --> 00:58:18,566
- Have you had breakfast?
- I...

764
00:58:18,733 --> 00:58:20,485
Stanley here does a wonderful
deviled kidney.

765
00:58:20,651 --> 00:58:21,736
(TRAY RATTLING)

766
00:58:21,903 --> 00:58:22,945
MARY:
Ahem.

767
00:58:23,112 --> 00:58:24,864
- Carruthers?
- Morning, sir.

768
00:58:25,031 --> 00:58:27,450
Telegram for Mrs. Watson.

769
00:58:33,998 --> 00:58:35,083
Uh...

770
00:58:35,249 --> 00:58:36,959
It just doesn't make any sense.

771
00:58:37,460 --> 00:58:38,503
Allow me.

772
00:58:40,213 --> 00:58:41,339
Oh, yes.

773
00:58:41,506 --> 00:58:45,843
"My most loathed Mary, I do not love you.
I never wish to see you again.

774
00:58:46,010 --> 00:58:50,098
Every moment I count away from you
is a blessing."

775
00:58:50,264 --> 00:58:52,892
Fret not.
It's a double encryption, my dear...

776
00:58:53,059 --> 00:58:56,229
...that Sherly and I
have used since we were boys.

777
00:58:56,395 --> 00:58:59,357
If the first letter of the message
is a consonant...

778
00:58:59,524 --> 00:59:02,568
...then what follows is the mirrored truth.

779
00:59:02,735 --> 00:59:04,028
- I see.
- Hmm.

780
00:59:05,822 --> 00:59:07,532
Stanley!

781
00:59:08,366 --> 00:59:11,619
You know, although our time together
has been but a brief interlude...

782
00:59:11,786 --> 00:59:16,040
...I'm beginning to understand
how a man of particular disposition...

783

00:59:16,207 --> 00:59:21,129
...under certain circumstances,
extreme ones perhaps...

784
00:59:21,295 --> 00:59:25,508
...might grow to enjoy the company of...

785
00:59:25,675 --> 00:59:31,681
- ...a person of your gender. Hmm.
- Hmm.

786
00:59:31,848 --> 00:59:33,724
Thank you so much.

787
00:59:33,891 --> 00:59:36,018
Most charming.

788
00:59:36,561 --> 00:59:39,772
May...? Terribly sorry. Thank you.

789
00:59:41,440 --> 00:59:43,484
Where are you going, Stanley?

790
00:59:45,653 --> 00:59:47,655
(BELL TOLLING)

791
00:59:47,905 --> 00:59:49,907
(HOOVES
PATTERING)

792
00:59:55,329 --> 00:59:57,331
(PEOPLE
CHATTERING)

793
00:59:59,876 --> 01:00:02,044
DRIVER:
Whoa, whoa.

794
01:00:03,337 --> 01:00:05,590
(SPEAKING IN
FRENCH)

795
01:00:15,099 --> 01:00:16,893
(SPEAKING IN
FRENCH)

796
01:00:18,936 --> 01:00:20,938
(CHATTERING)

797
01:00:52,637 --> 01:00:54,555
Still hiding in basements?

798
01:00:58,476 --> 01:01:01,312
RAVACHE (IN FRENCH):

799
01:01:04,815 --> 01:01:06,776
I'm not here to see you.

800
01:01:09,987 --> 01:01:10,988
(IN ENGLISH) Yeah.

801
01:01:12,323 --> 01:01:14,659
RAVACHE (IN FRENCH):

802
01:01:14,825 --> 01:01:16,410
(IN ENGLISH)
...with your English friends.

803
01:01:19,205 --> 01:01:22,583
1789, a seminal vintage.

804
01:01:22,750 --> 01:01:24,835
The year of our glorious revolution.

805
01:01:25,002 --> 01:01:27,505
- Is he here?
- When freedom triumphed over tyranny.

806
01:01:27,672 --> 01:01:28,673
Is my brother here?

807
01:01:29,799 --> 01:01:32,301
I haven't seen him for a long time.

808
01:01:32,468 --> 01:01:33,511
You're lying.

809
01:01:34,762 --> 01:01:36,681
Sit, please.

810
01:01:39,600 --> 01:01:42,728
A letter was received from Rene
using this same paper.

811
01:01:42,895 --> 01:01:45,106
Of course.
He took it with him wherever he went.

812
01:01:46,399 --> 01:01:48,359
He's telling the truth. Rene isn't here.

813
01:01:48,526 --> 01:01:51,821
- He was given another assignment by an...
- An anonymous benefactor.

814
01:01:54,740 --> 01:01:56,367
Another Englishman...

815
01:01:56,909 --> 01:02:00,705
...with money, power,
who supported our cause.

816
01:02:01,414 --> 01:02:02,915
And now...

817
01:02:03,541 --> 01:02:06,335
...he dictates our every move...

818
01:02:11,841 --> 01:02:16,470
...demanding I take responsibility
for his acts of terror.

819
01:02:17,179 --> 01:02:18,973
I made a deal with the devil.

820
01:02:19,140 --> 01:02:20,975
But after tonight, ahem...

821
01:02:22,184 --> 01:02:23,477
...it will be over.

822
01:02:25,229 --> 01:02:27,189
My job is almost done.

823
01:02:29,400 --> 01:02:32,695
He's had you plant another bomb,
hasn't he?

824
01:02:32,862 --> 01:02:34,488
SIM:
Claude, please.

825
01:02:34,780 --> 01:02:36,282
These men can help you.

826
01:02:37,074 --> 01:02:39,035
I wish they could.

827
01:02:39,744 --> 01:02:41,662
You see, gentlemen...

828
01:02:43,080 --> 01:02:44,540
...he has my wife and children.

829
01:02:46,000 --> 01:02:47,626
If you tell us where the bomb is...

830
01:02:47,793 --> 01:02:51,088
- ...I'll find a way to help your family.
- That's already taken care of.

831
01:02:51,589 --> 01:02:53,466
We have a deal.

832
01:02:56,218 --> 01:02:58,220
He and I.

833
01:02:59,680 --> 01:03:01,390
No loose ends.

834
01:03:02,016 --> 01:03:05,227
There's only one thing I can do
to keep my family safe.

835
01:03:05,936 --> 01:03:08,647
- You have less than 10 minutes.
- Don't!

836
01:03:09,231 --> 01:03:10,441
(GUNSHOT)

837
01:03:11,650 --> 01:03:13,611
(SPEAKING IN
FRENCH)

838
01:03:16,405 --> 01:03:18,199
(EXHALES)

839
01:03:20,659 --> 01:03:24,955
He has no further need of that pistol.
Why don't you take it and cover the stairs?

840
01:03:31,087 --> 01:03:33,005
(MEN YELLING)

841
01:03:57,947 --> 01:03:59,782
WATSON:
There's only one way out of this place.

842
01:04:01,492 --> 01:04:02,576
Right you are.

843
01:04:07,206 --> 01:04:09,375
Ah. Ingenious.

844
01:04:09,542 --> 01:04:11,627
That's the one. Quickly as we can.

845
01:04:14,755 --> 01:04:17,383
You know what to do with that sandbag,
Watson.

846
01:04:18,175 --> 01:04:19,885
Quick now.

847
01:04:20,052 --> 01:04:21,554
(MEN YELLING)

848
01:04:27,143 --> 01:04:29,145
Doctor, could you secure that lever?

849
01:04:30,521 --> 01:04:31,814
You could have told me.

850
01:04:32,565 --> 01:04:36,360
Ravache was strong. He lived for liberty.
He would never take his own life.

851
01:04:36,527 --> 01:04:37,653
WATSON:
Calm yourself.

852
01:04:43,909 --> 01:04:45,786
My brother, he's weak.

853
01:04:46,370 --> 01:04:49,540
Sim, I need you to take a deep breath...

854
01:04:49,707 --> 01:04:50,916
...and follow us.

855
01:04:53,544 --> 01:04:55,296
To the opera.

856
01:05:31,707 --> 01:05:33,709
(SINGING IN
ITALIAN)

857
01:06:01,529 --> 01:06:03,531
(INAUDIBLE
DIALOGUE)

858
01:06:31,517 --> 01:06:33,519
(SINGING IN
ITALIAN)

859
01:06:47,700 --> 01:06:49,702
(SINGING IN
ITALIAN)

860
01:07:29,617 --> 01:07:31,619
I was mistaken.

861
01:07:31,785 --> 01:07:34,913
- What?
- I made a mistake.

862
01:07:39,960 --> 01:07:41,962

(MEN SHOUTING
INDISTINCTLY)

863
01:07:58,562 --> 01:08:01,815
(IN FRENCH)

864
01:08:13,744 --> 01:08:16,121
(PEOPLE
SCREAMING)

865
01:08:22,378 --> 01:08:25,839
(SINGING IN
ITALIAN)

866
01:09:15,264 --> 01:09:17,266
(CROWD YELLING)

867
01:09:25,107 --> 01:09:26,692
He took the shot from here.

868
01:09:28,485 --> 01:09:31,321
Using a tripod and a shooting stick.

869
01:09:31,488 --> 01:09:34,366
And realized there was a better position.

870
01:09:34,867 --> 01:09:39,997
There's a faint scrape where
he dragged his tripod and set it up here.

871
01:09:40,831 --> 01:09:43,083
- Six hundred yards?
WATSON: Or 650?

872
01:09:43,250 --> 01:09:45,711
HOLMES: Not to
mention a seven-
or eight-mile-an-hour wind.

873
01:09:45,878 --> 01:09:48,380
He would've needed a wind gauge.

874
01:09:49,214 --> 01:09:50,758
Which he placed here.

875
01:09:53,510 --> 01:09:55,345
HOLMES:
And put a cigarette down here.

876
01:09:57,556 --> 01:09:59,141
SIM:
Can anyone shoot that far?

877
01:09:59,308 --> 01:10:02,019
Not more than half a dozen men

in all of Europe.

878
01:10:03,103 --> 01:10:05,147
How many of those men served
in Afghanistan?

879
01:10:05,314 --> 01:10:07,900
WATSON: Why?
- Hirschsprung with a touch of Tekel.

880
01:10:08,066 --> 01:10:10,319
<i>Must have fallen out
when he was rolling up.</i>

881
01:10:10,486 --> 01:10:12,362
Wasn't that the blend you all smoked?

882
01:10:14,531 --> 01:10:17,493
- Didn't I read something about a colonel?
- Sebastian Moran.

883
01:10:18,619 --> 01:10:20,829
<i>Best marksman in the British army.</i>

884
01:10:20,996 --> 01:10:22,998
Dishonorable discharge.

885
01:10:23,165 --> 01:10:27,836
He's likely now a gun for hire. This is the
second victim of his that I've encountered.

886
01:10:28,003 --> 01:10:29,713
WATSON:
What better way to conceal a killing?

887
01:10:29,880 --> 01:10:32,216
No one looks for a bullet hole
in a bomb blast.

888
01:10:45,938 --> 01:10:48,232
- He's 20 minutes late.
- He must come soon.

889
01:10:49,233 --> 01:10:50,442
I don't have any papers.

890
01:10:50,943 --> 01:10:52,778
WATSON:
And I am a foreigner.

891
01:10:52,945 --> 01:10:55,239
This climate is exactly what
Moriarty wants.

892
01:10:55,405 --> 01:10:59,159

Ahem.
The omelet fines herbes was divine...

893
01:10:59,326 --> 01:11:01,912
...but they spared every expense
on the tea.

894
01:11:02,746 --> 01:11:06,959
Now shall we compare moods,
or consider what we know?

895
01:11:08,085 --> 01:11:09,962
<i>Last night's bombing was
clearly meant...</i>

896
01:11:10,128 --> 01:11:13,048
<i>...to look like Germany's retaliation
for Strasbourg.</i>

897
01:11:13,215 --> 01:11:16,927
<i>However, the bomb was also meant
to conceal the murder of just one man.</i>

898
01:11:17,511 --> 01:11:21,598
The man killed by the gunshot
was none other than Alfred Meinhard.

899
01:11:22,015 --> 01:11:23,058
Ah.

900
01:11:24,434 --> 01:11:27,646
He makes guns. Big guns.

901
01:11:28,105 --> 01:11:32,150
Only days ago, a large share of his company
was bought by an unknown investor.

902
01:11:32,317 --> 01:11:33,485
Moriarty.

903
01:11:33,652 --> 01:11:38,198
The clues point in one direction, but to
avoid repeating last night's debacle...

904
01:11:38,365 --> 01:11:42,244
...I was obliged to collect
more sufficient data, hence my tardiness.

905
01:11:49,209 --> 01:11:52,462
Train departs in 40 minutes, sir.

906
01:12:07,561 --> 01:12:08,854
WAITER:
Whoa!

907

01:12:14,151 --> 01:12:15,360
(HOLMES SNIFFS)

908
01:12:15,569 --> 01:12:16,653
(SPEAKS IN
FRENCH)

909
01:12:16,820 --> 01:12:20,449
- Just the bags.
- But...

910
01:12:20,616 --> 01:12:23,577
We have enough time for me
to indulge my little habit.

911
01:12:23,744 --> 01:12:24,786
Yes.

912
01:12:24,953 --> 01:12:30,125
HOLMES: <i>His habit
of feeding that
urban species, the feral pigeon.</i>

913
01:12:32,127 --> 01:12:35,297
So there are seven mainline
railway stations in Paris.

914
01:12:35,464 --> 01:12:38,342
But taking 10 minutes to get
to the Jardin des Tuileries...

915
01:12:38,550 --> 01:12:42,137
...where the largest concentration
of the winged vermin may be found...

916
01:12:42,304 --> 01:12:45,390
...reduces there to one,
the Gare du Nord...

917
01:12:45,557 --> 01:12:50,729
...where he will be just in time
to catch the 11:04 train to Berlin.

918
01:12:50,896 --> 01:12:53,440
It makes several stops along the way,
one of which is...

919
01:12:53,607 --> 01:12:55,317
Heilbronn.

920
01:12:56,068 --> 01:12:58,570
Exactly where we must go.

921
01:12:59,029 --> 01:13:00,530
Where Meinhard's factory is.

922
01:13:00,697 --> 01:13:02,699
HOLMES:
It's Moriarty's factory now.

923
01:13:03,367 --> 01:13:05,035
Unfortunately, due to the bombing...

924
01:13:05,202 --> 01:13:07,955
...the crossing between
France and Germany is to be closed.

925
01:13:08,830 --> 01:13:12,918
I'm afraid our pursuit is over
unless we can happen upon a comrade...

926
01:13:13,085 --> 01:13:16,713
...who knows their way around borders.

927
01:13:18,131 --> 01:13:19,549
Too English.

928
01:13:21,885 --> 01:13:24,221
However, you do make a fantastic gypsy.

929
01:13:24,388 --> 01:13:26,390
Certainly smell like a fantastic gypsy.

930
01:13:26,556 --> 01:13:29,351
Now, now, no need to be demeaning.

931
01:13:29,559 --> 01:13:31,728
It is a nice scarf.

932
01:13:31,895 --> 01:13:34,564
No, no, too English. It'll suit you more.

933
01:13:34,731 --> 01:13:35,732
(SPEAKS IN
FRENCH)

934
01:13:35,899 --> 01:13:38,735
Black one is yours. Gray one is mine.

935
01:13:38,902 --> 01:13:41,863
- And this is for you.
- Um... Hmm.

936
01:13:42,030 --> 01:13:43,198
Right.

937
01:13:44,199 --> 01:13:46,660
- Where are the wagons?
- The wagon is too slow.

938
01:13:46,827 --> 01:13:48,245
Can't you ride?

939
01:13:48,412 --> 01:13:49,496
(HORSE GRUNTS)

940
01:13:50,831 --> 01:13:53,041
It's not that he can't ride.

941
01:13:53,208 --> 01:13:54,584
How is it you put it, Holmes?

942
01:13:54,751 --> 01:13:58,422
They're dangerous at both ends
and crafty in the middle.

943
01:13:58,588 --> 01:14:02,926
Why would I want anything with a mind
of its own bobbing about between my legs?

944
01:14:03,093 --> 01:14:05,595
Then I shall require a bicycle,
thank you very much.

945
01:14:05,762 --> 01:14:08,890
It's 1891. Could've chartered a balloon.

946
01:14:11,518 --> 01:14:13,687
How can we make this more manageable?

947
01:14:26,658 --> 01:14:28,118
HOLMES:
Where's the fire'?

948
01:14:33,457 --> 01:14:35,709
(HOLMES
WHIMPERING)

949
01:14:37,002 --> 01:14:39,963
HOLMES: It's not as if
Germany is going somewhere.

950
01:14:49,181 --> 01:14:50,390
We know another way.

951
01:14:56,438 --> 01:14:59,274
HOLMES:
Slow and steady wins the race.

952
01:15:10,368 --> 01:15:11,703
(HORSES NEIGHING)

953
01:15:11,870 --> 01:15:14,247
(RIDERS YELLING)

954
01:15:14,414 --> 01:15:16,166
(HOLMES
WHISTLING)

955
01:15:16,583 --> 01:15:18,251
HOLMES:
Come on!

956
01:15:33,642 --> 01:15:37,854
WATSON: We slip in
through the loading
bay, find out what he's doing...

957
01:15:38,021 --> 01:15:39,815
...and we get out.

958
01:15:39,981 --> 01:15:41,650
Getting out might be tricky.

959
01:15:41,817 --> 01:15:43,235
We will get you out.

960
01:15:43,401 --> 01:15:46,404
If my brother's in there,
get him out alive.

961
01:15:58,959 --> 01:16:01,336
(SOLDIERS
CHATTERING)

962
01:16:03,046 --> 01:16:04,297
Are you happy?

963
01:16:05,799 --> 01:16:07,634
- What?
- At this moment...

964
01:16:07,801 --> 01:16:11,763
...are you as happy as you would be
on your honeymoon in Brighton?

965
01:16:12,264 --> 01:16:15,058
I'm not going to grace that question
with an answer.

966
01:16:17,602 --> 01:16:20,146
- Are you happy?
- I think we're here for another reason.

967
01:16:20,313 --> 01:16:21,523
- Okay.
- Shall we get on...?

968
01:16:21,690 --> 01:16:23,525

- Simple question.
- Will we do something?

969
01:16:23,692 --> 01:16:26,236
- Or wait for them to come back round?
- What time is it?

970
01:16:27,279 --> 01:16:28,613
- Three-fifteen.
- Over there...

971
01:16:28,780 --> 01:16:32,117
...in the residential part of the complex
should be a telegraph office.

972
01:16:32,284 --> 01:16:35,662
Send this to Mycroft.
Be back here on the hour.

973
01:17:00,103 --> 01:17:02,814
(DOG BARKING IN
DISTANCE)

974
01:17:11,865 --> 01:17:13,867
(GUARDS
CHATTERING)

975
01:17:56,159 --> 01:17:58,161
(LIQUID BUBBLING)

976
01:18:08,463 --> 01:18:09,839
(SNIFFS)

977
01:19:25,832 --> 01:19:30,295
MORAN: That's what
you get, Mr. Holmes,
when industry marries arms.

978
01:19:30,462 --> 01:19:32,672
Now put your gun down.

979
01:19:33,631 --> 01:19:35,967
It's a bit old-fashioned.

980
01:19:40,805 --> 01:19:42,640
What you need is one of these.

981
01:19:44,267 --> 01:19:45,769
Go on.

982
01:19:48,021 --> 01:19:49,105
Pick one.

983
01:19:51,941 --> 01:19:54,903
Machine pistol, self-repeating.

984
01:19:56,571 --> 01:20:00,075
Takes 7.63 caliber rounds...

985
01:20:00,700 --> 01:20:02,744
...in one of these.

986
01:20:05,538 --> 01:20:07,832
A 10-shot box magazine.

987
01:20:09,876 --> 01:20:12,462
- Easy enough to load.
- Hmm.

988
01:20:12,629 --> 01:20:16,007
I'd imagine one would have to
retract the bolt to engage the first round.

989
01:20:17,550 --> 01:20:18,927
Easier done than said.

990
01:20:28,353 --> 01:20:29,896
Take him to the surgery.

991
01:20:31,189 --> 01:20:33,650
I'll find the doctor.

992
01:20:44,702 --> 01:20:46,996
"Come at once if convenient.

993
01:20:49,374 --> 01:20:52,418
If inconvenient, come all the same."

994
01:21:02,345 --> 01:21:03,680
(SNIFFS)

995
01:21:04,305 --> 01:21:05,348
MAN:
This is schnapps.

996
01:21:06,599 --> 01:21:09,686
MORIARTY:
A telegram was sent from here.

997
01:21:09,853 --> 01:21:10,895
(HOLMES CLEARS
THROAT)

998
01:21:11,062 --> 01:21:14,899
This isn't schnapps, it's aquavit,
distilled from potato mash.

999
01:21:15,066 --> 01:21:17,569
A common misconception.

Thank you, by the way.

1000
01:21:18,361 --> 01:21:20,363
Who was it sent to?

1001
01:21:20,530 --> 01:21:22,490
My horror at your crimes
is matched only...

1002
01:21:22,657 --> 01:21:25,577
...by my admiration at the skill
it took to achieve them.

1003
01:21:27,370 --> 01:21:28,872
Who was it sent to?

1004
01:21:30,039 --> 01:21:33,626
HOLMES: <i>You used
the anarchists and
their bombs to create a crisis in Europe...</i>

1005
01:21:33,793 --> 01:21:35,253
<i>...nation against nation.</i>

1006
01:21:35,587 --> 01:21:39,174
Under various pseudonyms, you bought,
schemed, or murdered your way...

1007
01:21:39,340 --> 01:21:42,927
...into numerous industries, assuring
that none of it could be traced to you.

1008
01:21:43,386 --> 01:21:47,348
<i>Cotton, opium, steel,
now arms and chemical weaponry.</i>

1009
01:21:47,515 --> 01:21:50,768
<i>All to be shipped across Europe
in less than a week.</i>

1010
01:21:50,935 --> 01:21:53,146
<i>Everything from bullets to bandages.</i>

1011
01:21:54,147 --> 01:21:57,901
Now that you own the supply,
you intend to create the demand.

1012
01:21:59,944 --> 01:22:01,279
A world war.

1013
01:22:01,446 --> 01:22:02,739
(TAPPING)

1014
01:22:05,700 --> 01:22:07,577
MORIARTY:

You are familiar with Schubert's work.

1015
01:22:07,744 --> 01:22:09,287
(GUNS COCK)

1016
01:22:09,454 --> 01:22:10,496
(GUARD SPEAKS IN
GERMAN)

1017
01:22:12,248 --> 01:22:16,211
The Trout is perhaps my favorite.

1018
01:22:16,961 --> 01:22:18,046
(SPEAKS IN
GERMAN)

1019
01:22:18,213 --> 01:22:23,092
A fisherman grows weary of trying
to catch an elusive fish.

1020
01:22:24,260 --> 01:22:26,387
Out the way, out the way.

1021
01:22:27,472 --> 01:22:28,890
So he muddies the water.

1022
01:22:29,515 --> 01:22:31,017
I'm warning you.

1023
01:22:31,517 --> 01:22:32,977
Confuses the fish.

1024
01:22:34,020 --> 01:22:35,688
(GUNSHOTS)

1025
01:22:38,858 --> 01:22:40,068
You were warned.

1026
01:22:40,235 --> 01:22:44,113
It doesn't realize until too late
that it has swum into a trap.

1027
01:22:45,448 --> 01:22:47,158
(GRUNTING)

1028
01:22:48,785 --> 01:22:52,163
(HOLMES YELLS THEN
GROANS)

1029
01:22:59,337 --> 01:23:00,463
(ELECTRICITY
BUZZING)

1030
01:23:02,340 --> 01:23:03,508

(FEEDBACK
SQUEALS)

1031
01:23:04,050 --> 01:23:06,052
(SCHUBERT'S "DIE
FORELLE"
PLAYING OVER SPEAKERS)

1032
01:23:17,814 --> 01:23:21,818
(MORIARTY SINGING "DIE
FORELLE")

1033
01:23:41,546 --> 01:23:42,839
(GUNSHOT)

1034
01:23:43,006 --> 01:23:46,134
(MUSIC CONTINUES
PLAYING)

1035
01:23:48,553 --> 01:23:49,762
(HOLMES
SCREAMING)

1036
01:23:58,146 --> 01:24:00,189
(HOLMES SCREAMING
OVER SPEAKERS)

1037
01:24:07,989 --> 01:24:09,198
(GUNSHOT)

1038
01:24:17,582 --> 01:24:18,624
(MUSIC STOPS)

1039
01:24:20,585 --> 01:24:22,045
(GUNSHOT)

1040
01:24:29,093 --> 01:24:31,137
Let's try this again, shall we?

1041
01:24:31,554 --> 01:24:35,266
To whom did you send the telegram?

1042
01:24:36,017 --> 01:24:37,769
To my...

1043
01:24:43,066 --> 01:24:44,567
(GRUNTING)

1044
01:24:48,738 --> 01:24:49,989
(HOLMES GASPS)

1045
01:24:50,698 --> 01:24:52,742
To my brother Mycroft.

1046

01:24:55,953 --> 01:24:57,580
What are you playing at?

1047
01:25:01,793 --> 01:25:03,920
That's not fair.

1048
01:25:05,630 --> 01:25:07,799
I've just got one more question for you.

1049
01:25:14,138 --> 01:25:16,015
Which one of us is the fisherman...

1050
01:25:16,849 --> 01:25:18,684
...and which the trout?

1051
01:25:49,423 --> 01:25:50,550
Holmes?

1052
01:25:52,760 --> 01:25:53,928
- Holmes?
HOLMES: Unh.

1053
01:25:54,095 --> 01:25:57,431
Take your time. Take your time.

1054
01:25:58,558 --> 01:26:00,226
(HOLMES GROANS)

1055
01:26:02,603 --> 01:26:03,855
Uh...

1056
01:26:06,149 --> 01:26:07,483
(GRUNTS)

1057
01:26:10,403 --> 01:26:12,071
Always good to see you, Watson.

1058
01:26:27,628 --> 01:26:29,213
- What were you thinking?
- Wait.

1059
01:26:29,380 --> 01:26:30,590
Wait?

1060
01:26:32,133 --> 01:26:36,679
Well, if you must know, I was thinking
I had him right where I wanted him.

1061
01:26:40,683 --> 01:26:43,269
Right. Crack on, then.

1062
01:26:49,442 --> 01:26:50,693
Professor.

1063
01:26:51,194 --> 01:26:53,654
I'm all right, I'm all right.

1064
01:26:53,821 --> 01:26:56,532
Don't waste time attending to me.

1065
01:26:57,200 --> 01:27:00,161
(SHOUTING IN
FRENCH)

1066
01:27:00,995 --> 01:27:03,456
I'll find them. I'll find them.

1067
01:27:05,708 --> 01:27:07,251
(SIM WHISTLES)

1068
01:27:10,338 --> 01:27:12,965
Turn in three, two, one.

1069
01:27:21,724 --> 01:27:22,725
Come on, hurry up!

1070
01:27:26,938 --> 01:27:28,272
MARKO:
Go!

1071
01:27:29,148 --> 01:27:30,191
(MEN YELLING)

1072
01:27:37,615 --> 01:27:40,576
SIM: Did you see my
brother?
HOLMES: No, but I'm
certain he's been here.

1073
01:27:40,743 --> 01:27:42,495
WATSON: Where are
we going?
- Over that wall.

1074
01:27:42,662 --> 01:27:45,081
- How did you know I'd find you?
HOLMES: You didn't
find me.

1075
01:27:45,248 --> 01:27:47,083
You collapsed a building on me.

1076
01:27:59,845 --> 01:28:01,180
(SOLDIERS SHOUTING IN
GERMAN)

1077
01:28:32,962 --> 01:28:36,132
(SOLDIERS CONTINUE
SHOUTING)

1078
01:28:39,927 --> 01:28:41,804
WATSON: Where are
the horses?
- They're behind.

1079
01:28:41,971 --> 01:28:44,390
- We need them.
- You wanna go back?

1080
01:28:44,557 --> 01:28:45,766
What's our way out?

1081
01:28:45,933 --> 01:28:47,310
That's our way out.

1082
01:28:47,476 --> 01:28:48,811
(TRAIN WHISTLE
BLOWING)

1083
01:28:49,687 --> 01:28:51,480
(SHOUTING IN
GERMAN)

1084
01:29:02,325 --> 01:29:03,492
(IN GERMAN)

1085
01:29:05,745 --> 01:29:06,787
(IN GERMAN)

1086
01:29:12,293 --> 01:29:14,003
(SHOUTING IN
GERMAN)

1087
01:29:49,121 --> 01:29:50,373
(GRUNTS)

1088
01:30:32,260 --> 01:30:33,345
(SHOUTS IN
GERMAN)

1089
01:31:16,555 --> 01:31:19,057
(COUGHS)

1090
01:31:26,732 --> 01:31:28,400
(GRUNTING)

1091
01:31:39,453 --> 01:31:40,746
(GUARD SHOUTS IN
GERMAN)

1092
01:31:53,216 --> 01:31:54,259
(GRUNTS)

1093

1093
01:31:54,426 --> 01:31:56,887
(TRAIN WHISTLE
BLOWING)

1094
01:32:07,939 --> 01:32:09,900
SIM:
Go! Go!

1095
01:32:11,777 --> 01:32:13,028
WATSON:
Come on!

1096
01:32:17,282 --> 01:32:18,533
(PANTS)

1097
01:32:18,700 --> 01:32:23,580
(BREATHES
DEEPLY)

1098
01:32:26,124 --> 01:32:27,584
(GUNSHOT)

1099
01:32:28,794 --> 01:32:31,213
Marko! Marko!

1100
01:32:31,963 --> 01:32:33,298
(SIGHS)

1101
01:32:53,944 --> 01:32:56,947
(SIM SINGING IN
ROMANI)

1102
01:33:22,973 --> 01:33:24,099
He's not breathing.

1103
01:33:32,858 --> 01:33:33,900
Cradle his head.

1104
01:33:34,442 --> 01:33:36,153
Raise his legs.

1105
01:33:37,988 --> 01:33:40,657
Bloody well not gonna die on me.

1106
01:33:40,824 --> 01:33:43,076
(WATSON
GRUNTING)

1107
01:33:45,370 --> 01:33:47,455
I'm not gonna make this easy on you.

1108
01:33:49,082 --> 01:33:51,585
Come on. Come on.

1109

01:33:51,751 --> 01:33:53,420
Come on.

1110
01:33:56,423 --> 01:33:58,258
(GRUNTING)

1111
01:33:58,425 --> 01:33:59,509
Come on.

1112
01:33:59,676 --> 01:34:01,887
I know you can hear me,
you selfish bastard.

1113
01:34:02,387 --> 01:34:03,972
Come on!

1114
01:34:04,139 --> 01:34:06,433
I know you can hear me, you bastard.

1115
01:34:15,066 --> 01:34:16,401
(SIGHS)

1116
01:34:26,745 --> 01:34:27,913
His wedding gift.

1117
01:34:44,346 --> 01:34:46,640
(SCREAMING)

1118
01:34:49,267 --> 01:34:51,186
HOLMES:
Terrible dream.

1119
01:34:51,353 --> 01:34:53,563
You, Mary, Gladstone
and I were in a restaurant.

1120
01:34:53,730 --> 01:34:56,775
That satanic pony was there as well,
a massive fork in his hoof...

1121
01:34:56,942 --> 01:34:58,902
...and he turned on me!

1122
01:34:59,069 --> 01:35:00,987
What have you administered?

1123
01:35:01,905 --> 01:35:02,948
Your wedding present.

1124
01:35:03,114 --> 01:35:05,367
Who's been dancing on my chest?!

1125
01:35:05,533 --> 01:35:06,826
Me.

1126
01:35:07,661 --> 01:35:09,287
Why is my ankle so itchy?

1127
01:35:09,454 --> 01:35:11,873
You have a large piece of wood
sticking out of it.

1128
01:35:12,040 --> 01:35:14,084
Good Lord. You, Tamas.

1129
01:35:14,251 --> 01:35:17,462
I have an important job to discuss
with you. Remind me of it later.

1130
01:35:17,629 --> 01:35:20,382
Sit down. Drink this.

1131
01:35:20,548 --> 01:35:23,134
I need to get that out before
it turns septic.

1132
01:35:26,513 --> 01:35:29,849
- Did you call me "selfish bastard"?
- Probably.

1133
01:35:30,642 --> 01:35:32,602
Just leave it in. Leave it...!

1134
01:35:33,770 --> 01:35:35,146
(GROANS)

1135
01:35:36,439 --> 01:35:37,565
You are a...

1136
01:35:37,732 --> 01:35:40,652
- Oh, you are some sort of...
- Be nice.

1137
01:35:40,819 --> 01:35:42,237
(SIGHS)

1138
01:35:49,119 --> 01:35:51,204
I'm sorry you didn't get to Brighton.

1139
01:35:55,166 --> 01:35:56,501
Me too.

1140
01:36:03,300 --> 01:36:05,343
- I think we should go home.
- I concur.

1141
01:36:06,761 --> 01:36:08,054
We're going home.

1142
01:36:14,269 --> 01:36:16,229
Via Switzerland.

1143
01:36:18,356 --> 01:36:22,610
What better place to start a war
than a peace summit?

1144
01:36:23,528 --> 01:36:28,992
We'll drop in and see my brother.
I'm sure he's missed you. Hm?

1145
01:36:45,592 --> 01:36:47,969
I don't understand why you don't
cancel the summit.

1146
01:36:48,136 --> 01:36:50,555
Fact is it's gonna happen
whether we like it or not.

1147
01:36:50,889 --> 01:36:52,807
Everyone has already arrived.

1148
01:36:52,974 --> 01:36:55,185
Although these gentlemen
may be talking peace...

1149
01:36:55,352 --> 01:36:57,771
...believe me, they're readying
their armies at home.

1150
01:36:57,937 --> 01:37:00,398
To cancel the summit now
would be tantamount to war.

1151
01:37:00,565 --> 01:37:03,902
- The telegram, wasn't it clear?
- We have doubled the security, sir.

1152
01:37:04,069 --> 01:37:06,237
Oh, doubled security. That's comforting.

1153
01:37:06,404 --> 01:37:09,282
You don't understand the delicacy
of the situation.

1154
01:37:09,449 --> 01:37:11,326
I passed the telegram on
to my superiors.

1155
01:37:11,493 --> 01:37:15,205
But they brought Moriarty in to advise
on the peace process in the first place.

1156
01:37:15,372 --> 01:37:17,499

He has positioned himself brilliantly.

1157
01:37:17,665 --> 01:37:20,377
He's one of our foremost intellectuals,
a personal friend...

1158
01:37:20,543 --> 01:37:22,712
Of the prime minister.
Yes, we all know that.

1159
01:37:22,879 --> 01:37:25,715
I believe you, but where's your evidence?

1160
01:37:26,925 --> 01:37:29,719
He's too good to leave evidence.

1161
01:37:29,886 --> 01:37:31,262
He doesn't leave loose ends.

1162
01:37:31,971 --> 01:37:34,307
SIM:
Oh, he's alive.

1163
01:37:34,474 --> 01:37:35,600
Sherly, put that down.

1164
01:37:36,267 --> 01:37:39,687
What is this contraption? May I have it?
The effect is most invigorating.

1165
01:37:39,854 --> 01:37:43,900
That's my private and personal supply
of oxygen, and you're not to touch it.

1166
01:37:45,610 --> 01:37:47,278
This argument is getting us nowhere.

1167
01:37:47,445 --> 01:37:51,366
I've arranged for documents to be prepared
which allow you into the ball. Carruthers.

1168
01:37:51,533 --> 01:37:54,536
Stanley, Stanley.

1169
01:37:54,702 --> 01:37:59,082
You haven't aged a day.
Is that my favorite chutney?

1170
01:37:59,249 --> 01:38:02,252
Fact is, we don't really know
what he's planning.

1171
01:38:03,211 --> 01:38:05,588
SIM: It won't be another
bomb.

WATSON: No, it
wouldn't be.

1172
01:38:05,755 --> 01:38:07,257
SIM:
It doesn't make sense.

1173
01:38:07,424 --> 01:38:10,051
Why would he attack all the nations
only to unite them?

1174
01:38:10,218 --> 01:38:11,594
It'll be an assassination.

1175
01:38:12,971 --> 01:38:15,098
By a lone gunman at close range.

1176
01:38:16,808 --> 01:38:18,059
Rene.

1177
01:38:18,768 --> 01:38:20,186
Unfortunately, yes.

1178
01:38:21,438 --> 01:38:23,773
- You knew.
- I had my suspicions.

1179
01:38:23,940 --> 01:38:26,985
But having seen who would be attending,
I'm now certain.

1180
01:38:27,152 --> 01:38:29,821
MYCROFT: Well, at
least we know
who to look out for.

1181
01:38:30,488 --> 01:38:31,656
Rene will be the evidence.

1182
01:38:31,823 --> 01:38:35,535
If we can find him and stop him,
we will perhaps not only save his life...

1183
01:38:35,702 --> 01:38:38,830
...but prevent the collapse of
Western civilization.

1184
01:38:39,664 --> 01:38:41,040
No pressure.

1185
01:39:13,698 --> 01:39:15,700
Welcome, ambassador.

1186
01:39:17,577 --> 01:39:19,871
Professor James Moriarty.

1187
01:39:20,038 --> 01:39:22,040
(WALTZ MUSIC PLAYING
OVER SPEAKERS)

1188
01:39:35,386 --> 01:39:36,679
MYCROFT:
Now we're all present...

1189
01:39:36,846 --> 01:39:40,642
...I can tell you that the targets are the
German chancellor and his ambassador...

1190
01:39:40,808 --> 01:39:42,894
...the French prime minister and his man.

1191
01:39:43,061 --> 01:39:47,440
And the other nations are really working out
which side to take should hostilities erupt.

1192
01:39:47,607 --> 01:39:50,860
Prince Michael, a cousin of the czar,
and the Russian ambassador.

1193
01:39:51,027 --> 01:39:53,821
The Archduke Karl Ludwig
and the Austro-Hungarian ambassador.

1194
01:39:54,405 --> 01:39:57,283
The Romanian Prime Minister
and his ambassador.

1195
01:39:57,450 --> 01:40:00,870
And of course our prime minister
and the British ambassador.

1196
01:40:01,037 --> 01:40:04,916
He'll choose a moment when the dignitaries
are assembled, preferably standing still.

1197
01:40:05,083 --> 01:40:06,834
Is there to be an official photograph?

1198
01:40:07,001 --> 01:40:10,880
Indeed, yes. In 38 minutes.

1199
01:40:11,047 --> 01:40:14,008
In which case, we might as well dance.

1200
01:40:19,347 --> 01:40:21,057
I've never done this before.

1201
01:40:21,224 --> 01:40:26,062
Just follow my lead.

1202
01:40:39,450 --> 01:40:41,494
- What do you see?
- Everything.

1203
01:40:41,661 --> 01:40:44,080
(GUESTS
CHATTERING)

1204
01:40:52,797 --> 01:40:54,841
That is my curse.

1205
01:40:56,259 --> 01:40:59,220
But you don't see
what you're looking for.

1206
01:41:16,571 --> 01:41:18,406
I thought you'd never ask.

1207
01:41:21,159 --> 01:41:22,994
Over my shoulder.

1208
01:41:23,161 --> 01:41:26,873
Young man, German uniform,
ceremonial sword.

1209
01:41:27,248 --> 01:41:28,583
Got him.

1210
01:41:29,292 --> 01:41:31,294
HOLMES:
Professional opinion?

1211
01:41:32,086 --> 01:41:34,005
WATSON:
Trauma.

1212
01:41:34,172 --> 01:41:36,466
Major injury.

1213
01:41:37,008 --> 01:41:39,135
But excellent repair work.

1214
01:41:40,845 --> 01:41:42,263
Dr. Hoffmanstahl.

1215
01:41:42,430 --> 01:41:45,767
HOLMES: <i>You did
say he was at the
forefront of a medical innovation.</i>

1216
01:41:45,933 --> 01:41:48,519
<i>We've already seen an example
of his skills.</i>

1217

1218
01:41:50,647 --> 01:41:52,899
Those twins weren't twins.

1218
01:41:53,066 --> 01:41:55,485
My suspicions were aroused
in Heilbronn...

1219
01:41:56,402 --> 01:41:59,030
<i>...when one failed to go to the aid
of the other.</i>

1220
01:41:59,197 --> 01:42:03,409
I also noticed the discreet but
unmistakable puckering behind the ear...

1221
01:42:03,576 --> 01:42:06,663
...where his skin had been drawn back.
I should've realized then...

1222
01:42:06,829 --> 01:42:09,707
...that they were a surgical experiment.

1223
01:42:10,041 --> 01:42:13,211
To see if it is possible
to make one man look like another.

1224
01:42:13,586 --> 01:42:15,713
HOLMES:
<i>His face is no longer his own.</i>

1225
01:42:15,880 --> 01:42:19,884
What better way to guarantee his world war
than to make the assassin...

1226
01:42:22,220 --> 01:42:23,388
One of the ambassadors.

1227
01:42:24,472 --> 01:42:25,515
(MUFFLED
GRUNTING)

1228
01:42:25,682 --> 01:42:29,560
That narrows down the possibility
to one of six.

1229
01:42:30,228 --> 01:42:33,231
You and Sim shall find her brother.

1230
01:42:33,398 --> 01:42:35,566
- Of this I have no doubt.
- Holmes.

1231
01:42:35,733 --> 01:42:37,819
You know my methods.

1232

01:42:39,570 --> 01:42:41,572
And I know where you'll be.

1233
01:42:42,156 --> 01:42:46,077
No possible solution could
be more congenial to me than this.

1234
01:42:46,244 --> 01:42:49,580
By the way,
who taught you how to dance?

1235
01:42:50,373 --> 01:42:51,708
You did.

1236
01:42:51,874 --> 01:42:55,128
Well, I've done a fine job.

1237
01:42:56,462 --> 01:42:58,256
Be careful.

1238
01:43:00,258 --> 01:43:02,260
(INAUDIBLE
DIALOGUE)

1239
01:43:14,439 --> 01:43:16,441
(INAUDIBLE
DIALOGUE)

1240
01:43:20,236 --> 01:43:21,863
(SPEAKING
INDISTINCTLY)

1241
01:43:36,252 --> 01:43:37,336
Shall we go to work?

1242
01:43:39,547 --> 01:43:43,968
Ladies and gentlemen,
please, gather for the portrait.

1243
01:43:52,602 --> 01:43:54,353
I'm sorry.

1244
01:43:54,520 --> 01:43:56,773
Is this a bad time?

1245
01:43:57,398 --> 01:43:59,150
Never better.

1246
01:43:59,859 --> 01:44:03,362
- Would you bring that clock?
- Heh.

1247
01:44:09,076 --> 01:44:11,913
We get to play that game after all.

1248
01:44:25,051 --> 01:44:26,844
Here we are.

1249
01:44:32,517 --> 01:44:34,727
Don't want you to catch a cold.

1250
01:44:39,524 --> 01:44:40,983
A five-minute game?

1251
01:44:42,026 --> 01:44:44,028
If you think you can manage it.

1252
01:44:53,120 --> 01:44:54,497
(GUESTS
CHATTERING)

1253
01:45:05,007 --> 01:45:06,634
We both have two bishops.

1254
01:45:06,801 --> 01:45:09,595
I may be absent from the room,
but my methods are not.

1255
01:45:10,054 --> 01:45:11,931
You can't mean Dr. Watson, surely.

1256
01:45:14,016 --> 01:45:15,351
That doesn't seem fair.

1257
01:45:21,440 --> 01:45:24,944
Right. The surgery will have left scars.

1258
01:45:25,444 --> 01:45:28,072
Only four of them have the hairline
to hide them.

1259
01:45:32,410 --> 01:45:35,705
The ambassador that you replaced
with Rene, is he still alive?

1260
01:45:39,375 --> 01:45:41,627
Would you like me to recommend
your next move?

1261
01:45:41,794 --> 01:45:45,506
They're all my brother's height,
right build...

1262
01:45:45,673 --> 01:45:47,466
...but their eyes.

1263
01:45:47,633 --> 01:45:50,303
Their eyes are wrong.
Rene has blue eyes.

1264
01:45:52,847 --> 01:45:55,600
He could be wearing glass lenses
to change the color.

1265
01:45:56,934 --> 01:45:59,604
In which case, his eyes will be hurting.

1266
01:46:01,314 --> 01:46:03,774
Rene is left-handed.

1267
01:46:03,941 --> 01:46:05,943
HOLMES: <i>Perhaps
the assassin
will take measures...</i>

1268
01:46:06,110 --> 01:46:08,237
<i>...to ensure he doesn't give himself away.</i>

1269
01:46:08,404 --> 01:46:09,947
Like a gambler concealing a tell.

1270
01:46:11,407 --> 01:46:12,742
(INAUDIBLE
DIALOGUE)

1271
01:46:15,620 --> 01:46:18,372
I think it might be him.

1272
01:46:19,790 --> 01:46:20,791
You think?

1273
01:46:20,958 --> 01:46:22,585
Your clock is ticking.

1274
01:46:22,752 --> 01:46:23,794
You have to be sure.

1275
01:46:23,961 --> 01:46:26,756
MORIARTY:
<i>May I remind you, this is blitz chess.</i>

1276
01:46:26,923 --> 01:46:29,759
<i>A single miscalculation
will cost you the game.</i>

1277
01:46:31,886 --> 01:46:35,389
If I tackle the wrong man to the ground,
I could start a war.

1278
01:46:36,390 --> 01:46:38,017
HOLMES:
<i>Maybe it's less obvious.</i>

1279

01:46:38,184 --> 01:46:41,437
<i>A nervous tic. A flutter of anxiety.</i>

1280
01:46:41,604 --> 01:46:44,482
I expect everyone has a reason
to be nervous tonight.

1281
01:46:50,112 --> 01:46:51,530
I don't know.

1282
01:46:57,578 --> 01:46:58,621
(INAUDIBLE
DIALOGUE)

1283
01:46:58,788 --> 01:47:00,706
HOLMES:
<i>So perhaps it's the opposite:</i>

1284
01:47:00,873 --> 01:47:03,042
<i>A failure to behave naturally.</i>

1285
01:47:04,210 --> 01:47:06,504
<i>An actor so consumed
with his performance...</i>

1286
01:47:06,671 --> 01:47:09,757
<i>...that the one characteristic
he cannot accommodate...</i>

1287
01:47:09,924 --> 01:47:11,550
...is spontaneous reaction.

1288
01:47:16,430 --> 01:47:18,641
(PEOPLE GASPING)

1289
01:47:45,751 --> 01:47:46,877
(IN ROMANI)

1290
01:47:57,722 --> 01:47:58,973
(IN ROMANI)

1291
01:47:59,223 --> 01:48:00,516
(SHOUTS IN
FRENCH)

1292
01:48:00,683 --> 01:48:02,226
(PEOPLE
SCREAMING)

1293
01:48:02,852 --> 01:48:05,146
Carruthers, protect the prime minister.

1294
01:48:07,690 --> 01:48:09,567
(RENE SCREAMING)

1295
01:48:13,779 --> 01:48:16,741
(IN ENGLISH)
Germany will pay! Mark my words!

1296
01:48:17,575 --> 01:48:19,243
That doesn't bode well, does it?

1297
01:48:21,245 --> 01:48:25,708
Seems your bishop
was of some benefit after all.

1298
01:48:26,208 --> 01:48:27,293
The game is still young.

1299
01:48:27,460 --> 01:48:29,503
Actually, it's in its adolescence.

1300
01:48:29,670 --> 01:48:30,838
(RENE CONTINUES
SCREAMING)

1301
01:48:34,341 --> 01:48:35,634
RENE:
There are more of us!

1302
01:48:37,970 --> 01:48:40,723
Germany will pay!

1303
01:48:41,766 --> 01:48:43,184
(RENE GRUNTS)

1304
01:48:44,226 --> 01:48:46,687
(WOMAN SHOUTING IN
FRENCH)

1305
01:48:46,854 --> 01:48:48,773
(PEOPLE
MURMURING)

1306
01:48:48,939 --> 01:48:51,358
No loose ends.

1307
01:48:52,151 --> 01:48:55,613
(PEOPLE CHATTERING
IN FOREIGN LANGUAGE)

1308
01:48:56,572 --> 01:48:59,867
What happened to him?
I'm a doctor. A doctor!

1309
01:49:00,284 --> 01:49:02,286
(RENE GASPING)

1310
01:49:12,505 --> 01:49:14,006

(CHATTERING)

1311
01:49:14,173 --> 01:49:16,175
(GUARDS SHOUTING IN
GERMAN)

1312
01:49:21,055 --> 01:49:22,973
SIM (IN ENGLISH):
What happened?

1313
01:49:23,140 --> 01:49:24,767
- Curare.
- What's wrong with him?

1314
01:49:24,934 --> 01:49:26,143
It's poison.

1315
01:49:26,310 --> 01:49:27,978
Do something!

1316
01:49:29,146 --> 01:49:32,483
(SIM SPEAKS IN
ROMANI)

1317
01:49:32,650 --> 01:49:33,901
Doctor, do something!

1318
01:49:34,985 --> 01:49:36,320
No.

1319
01:49:37,488 --> 01:49:39,532
(BOTH SPEAK IN
ROMANI)

1320
01:49:41,784 --> 01:49:43,619
(SHOUTS IN
ROMANI)

1321
01:49:48,541 --> 01:49:50,084
(SIM SHOUTING IN
DISTANCE)

1322
01:49:52,002 --> 01:49:56,215
I think you've just lost
your most valuable piece.

1323
01:49:56,966 --> 01:50:01,011
But a winning strategy
sometimes necessitates sacrifice.

1324
01:50:01,178 --> 01:50:02,638
A war has been averted.

1325
01:50:02,805 --> 01:50:05,224

Mm. Oh, I disagree.

1326
01:50:05,808 --> 01:50:06,851
How so?

1327
01:50:07,685 --> 01:50:11,147
Didn't you find it strange
that the telegram you sent...

1328
01:50:11,313 --> 01:50:14,024
...didn't inspire any action to stop me?

1329
01:50:17,111 --> 01:50:21,448
You see,
hidden within the unconscious...

1330
01:50:21,615 --> 01:50:24,201
...is an insatiable desire for conflict.

1331
01:50:26,787 --> 01:50:32,835
So you're not fighting me
so much as you are the human condition.

1332
01:50:34,044 --> 01:50:38,257
All I want to do is own the bullets
and the bandages.

1333
01:50:39,884 --> 01:50:43,637
War on an industrial scale is inevitable.

1334
01:50:43,804 --> 01:50:47,224
They'll do it themselves
within a few years.

1335
01:50:48,350 --> 01:50:52,188
All I have to do is wait.

1336
01:50:56,901 --> 01:50:59,403
I like Switzerland.

1337
01:50:59,570 --> 01:51:02,573
They respect a man's privacy here.

1338
01:51:02,990 --> 01:51:05,743
Particularly if he has a fortune.

1339
01:51:13,667 --> 01:51:15,294
Bishop takes knight. Check.

1340
01:51:15,920 --> 01:51:17,922
The game is over.

1341
01:51:18,631 --> 01:51:20,799
You should get that shoulder looked at.

1342
01:51:20,966 --> 01:51:23,302
About that fortune of yours.

1343
01:51:23,469 --> 01:51:28,599
I believe it's just
been substantially reduced.

1344
01:51:29,225 --> 01:51:30,392
King to rook two.

1345
01:51:30,559 --> 01:51:32,436
I attended several of your lectures.

1346
01:51:32,603 --> 01:51:35,356
The equations of motion,
which you will find in my book.

1347
01:51:35,522 --> 01:51:38,525
The energy that is required
to release these explosions is...

1348
01:51:38,692 --> 01:51:42,488
HOLMES: <i>It was in
Oslo when I first caught
a glimpse of your little notebook...</i>

1349
01:51:42,655 --> 01:51:45,032
...red leather-bound from
Smythson of Bond Street.

1350
01:51:45,199 --> 01:51:48,702
Rook to king's rook three. Check.

1351
01:51:57,670 --> 01:51:58,963
Bishop to rook three.

1352
01:51:59,129 --> 01:52:01,674
Its importance was not fully
apparent to me...

1353
01:52:01,840 --> 01:52:04,802
<i>...until I observed your penchant
for feeding pigeons.</i>

1354
01:52:04,969 --> 01:52:08,889
Then it occurred
that with an empire so enormous...

1355
01:52:09,056 --> 01:52:12,309
...even you must keep a record
of it somewhere.

1356
01:52:12,476 --> 01:52:13,852
Bishop takes bishop.

1357
01:52:14,728 --> 01:52:16,105
Rook to bishop four.

1358
01:52:16,272 --> 01:52:19,108
I then only required the notebook itself.

1359
01:52:19,608 --> 01:52:20,693
<i>You didn't make it easy.</i>

1360
01:52:21,318 --> 01:52:22,528
(HOLMES SPEAKS IN
FRENCH)

1361
01:52:22,695 --> 01:52:24,029
Just the bags.

1362
01:52:24,196 --> 01:52:26,657
I would need to endure a considerable
amount of pain.

1363
01:52:27,783 --> 01:52:28,826
(GASPS)

1364
01:52:28,993 --> 01:52:30,077
HOLMES:
Mycroft...

1365
01:52:31,078 --> 01:52:34,873
...care of Her Majesty's Secret Service.

1366
01:52:35,040 --> 01:52:39,169
But the notebook would undoubtedly be
encoded, so how then to break the code?

1367
01:52:40,254 --> 01:52:42,631
- Rook takes rook.
- Pawn takes rook.

1368
01:52:42,798 --> 01:52:44,591
Bishop to bishop seven.

1369
01:52:44,758 --> 01:52:46,719
Queen takes knight pawn.

1370
01:52:46,885 --> 01:52:52,266
Does <i>The Art of Domestic Horticulture</i>
mean anything to you?

1371
01:52:53,350 --> 01:52:55,894
<i>How could a man as meticulous as you
own such a book...</i>

1372
01:52:56,061 --> 01:53:00,149

...yet completely neglect the flowers
in his own window box? Irony abounds.

1373
01:53:06,071 --> 01:53:08,282
Never mind, it's safe, in London...

1374
01:53:09,992 --> 01:53:12,578
<i>...where my colleagues are making
good use of it.</i>

1375
01:53:13,829 --> 01:53:17,708
<i>The most formidable criminal mind in
Europe has just had all his money stolen...</i>

1376
01:53:17,875 --> 01:53:22,421
...by perhaps the most inept inspector
in the history of Scotland Yard.

1377
01:53:22,588 --> 01:53:24,006
Any chance of a cup of tea?

1378
01:53:24,173 --> 01:53:26,842
Box 0403.

1379
01:53:27,259 --> 01:53:29,887
CLARK: Tick.
MARY: Box 0801.

1380
01:53:30,054 --> 01:53:31,680
How much more is there?

1381
01:53:32,043 --> 01:53:34,212
That's the end of page two.

1382
01:53:34,378 --> 01:53:35,546
Page three.

1383
01:53:45,890 --> 01:53:51,062
He'll be making an anonymous donation
to the Widows and Orphans of War Fund.

1384
01:53:51,229 --> 01:53:54,607
Bishop to bishop eight. Discover check.

1385
01:53:54,774 --> 01:53:57,401
And, incidentally, mate.

1386
01:54:01,989 --> 01:54:04,367
I seem to have injured my shoulder.
Would you mind?

1387
01:54:09,872 --> 01:54:11,833
Be my pleasure.

1388

01:54:14,752 --> 01:54:18,631
Once we've concluded
our business here...

1389
01:54:18,798 --> 01:54:21,300
...it's important you know...

1390
01:54:21,467 --> 01:54:25,680
...I shall endeavor to find the most
creative of endings for the doctor.

1391
01:54:29,183 --> 01:54:30,351
And his wife.

1392
01:54:35,189 --> 01:54:37,066
HOLMES:
<i>His advantage, my injury.</i>

1393
01:54:37,233 --> 01:54:40,236
<i>My advantage, his rage.</i>

1394
01:54:42,113 --> 01:54:46,492
<i>Incoming assault feral, but experienced.</i>

1395
01:54:46,742 --> 01:54:49,579
<i>Use his momentum to counter.</i>

1396
01:54:55,209 --> 01:54:56,919
MORIARTY:
<i>Come now.</i>

1397
01:54:57,420 --> 01:55:01,716
<i>You really think you're the only one
who can play this game.</i>

1398
01:55:01,883 --> 01:55:05,428
<i>Trap arm. Target weakness.</i>

1399
01:55:05,887 --> 01:55:07,722
<i>Follow with haymaker.</i>

1400
01:55:07,889 --> 01:55:10,850
HOLMES: <i>Ah.
There we find
the boxing champion of Cambridge.</i>

1401
01:55:11,017 --> 01:55:13,394
MORIARTY:
<i>Competent, but predictable.</i>

1402
01:55:15,730 --> 01:55:18,608
<i>Now allow me to reply.</i>

1403
01:55:20,109 --> 01:55:23,446
HOLMES:

1404
01:55:26,407 --> 01:55:27,408
(GROANS)

1405
01:55:27,575 --> 01:55:29,744
MORIARTY:
<i>Wound taking its toll.</i>

1406
01:55:29,911 --> 01:55:34,373
HOLMES: <i>As I
feared.
Injury makes defense untenable.</i>

1407
01:55:39,462 --> 01:55:43,466
<i>Prognosis increasingly negative.</i>

1408
01:55:47,428 --> 01:55:50,973
MORIARTY: <i>Let's
not waste any more
of one another's time.</i>

1409
01:55:55,853 --> 01:55:58,773
<i>We both know how this ends.</i>

1410
01:56:12,745 --> 01:56:14,956
HOLMES:
<i>Conclusion, inevitable.</i>

1411
01:56:15,122 --> 01:56:16,624
(BOTH CHUCKLE)

1412
01:56:17,708 --> 01:56:18,751
<i>Unless...</i>

1413
01:56:24,966 --> 01:56:26,300
(GRUNTING)

1414
01:57:27,820 --> 01:57:32,033
WATSON: <i>A few
words may suffice
to tell the little that remains.</i>

1415
01:57:39,206 --> 01:57:44,545
<i>Any attempt at finding the bodies
was absolutely hopeless.</i>

1416
01:57:48,716 --> 01:57:50,843
<i>And so there...</i>

1417
01:57:51,010 --> 01:57:56,932
<i>...deep down in that dreadful caldron
of swirling water and seething foam...</i>

1418
01:58:02,396 --> 01:58:03,647

<i>will lie for all time...</i>

1419
01:58:06,776 --> 01:58:09,236
<i>...the most dangerous criminal...</i>

1420
01:58:10,029 --> 01:58:11,071
(INAUDIBLE
DIALOGUE)

1421
01:58:11,238 --> 01:58:15,576
<i>...and the foremost champion of the law
of their generation.</i>

1422
01:58:20,706 --> 01:58:23,959
<i>I shall ever regard him as the best...</i>

1423
01:58:25,377 --> 01:58:27,379
(TYPEWRITER KEYS
CLACKING)

1424
01:58:28,881 --> 01:58:32,927
<i>...and the wisest man whom
I have ever known.</i>

1425
01:58:33,093 --> 01:58:34,762
MARY:
John?

1426
01:58:37,306 --> 01:58:39,475
- John.
- Mm-hm.

1427
01:58:40,142 --> 01:58:41,769
You should probably pack.

1428
01:58:41,936 --> 01:58:42,978
It's half past 2...

1429
01:58:43,145 --> 01:58:45,064
- ...and the carriage is coming at 4.
- Mm.

1430
01:58:46,398 --> 01:58:48,818
It's gonna be a beautiful week
in Brighton.

1431
01:58:49,652 --> 01:58:51,487
Yes, it'll be fun.

1432
01:58:52,029 --> 01:58:53,447
I'm looking forward to it.

1433
01:58:55,616 --> 01:58:57,409
You know I miss him too...

1434
01:58:58,118 --> 01:58:59,787
...in my own way.

1435
01:59:06,961 --> 01:59:08,420
He would have wanted us to go.

1436
01:59:08,587 --> 01:59:09,797
(CHUCKLES)

1437
01:59:10,089 --> 01:59:12,925
He would have wanted to come with us.

1438
01:59:14,426 --> 01:59:16,762
When's Mrs. Hudson
coming for Gladstone?

1439
01:59:16,929 --> 01:59:19,139
Oh, soon.

1440
01:59:21,225 --> 01:59:22,852
Three o'clock.

1441
01:59:49,086 --> 01:59:50,546
Mary?

1442
01:59:52,172 --> 01:59:54,258
Who delivered this parcel?

1443
01:59:54,425 --> 01:59:56,385
MARY:
The postman.

1444
01:59:57,803 --> 02:00:00,097
WATSON:
The usual chap or...

1445
02:00:00,264 --> 02:00:03,309
...did he look peculiar?

1446
02:00:06,729 --> 02:00:07,771
(WHIMPERS)

1447
02:00:09,023 --> 02:00:10,816
(SNORTS)

1448
02:08:40,409 --> 02:08:42,411
(English - US - SDH)

CURRICULUM VITAE

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Formal Education

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3. SMA N 2 Pekalongan
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   Teacher Training, Walisongo State University, Semarang

Sincerely,

Al Farouq Lazuardo Ababiel