

# The House of Silk

*Teachers' Notes and Worksheets for KS3*



POD 5292

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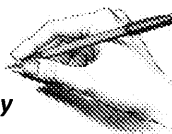
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- Sherlock Holmes statue on front cover by Justin Ennis

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## Teacher's Introduction

This activity resource has been created as a supplement for any scheme of work. The worksheets in this resource ensure that every chapter of the novel has three complete, while allowing students to develop reading skills, writing skills and speaking skills.

The resource features a vast array of tasks, varying from comprehension questions to challenging quizzes. Most activities concentrate on one of the seven Assessment Focuses in reading (see the Assessment Focuses section of the resource). Yet eight Assessment Focuses in writing, as well as some engaging speaking and listening tasks. Each task attractively present each task's AF number, encouraging students to become familiar with the AFs they are assessed for. Furthermore, a clear AF Table has been provided which clearly identifies the AFs for each task to assist the teacher in their planning.

There are also fun starter activities in this booklet and a range of stimulating final activities to complete once the novel has been read.

Guidance on question responses is provided in the Teaching Notes section for those teachers who are not so familiar with the novel.

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## Assessment Focuses (AFs)

### Reading

This activity book provides adaptable and comprehensive activities that explore the eight assessment focuses for reading. Instructions regarding the reading of the text have not been provided, as it is for teachers to choose the most suitable reading strategies (Assessment Focus 1) for their class. Assessment Focuses 2 to 7 are all covered, with each AF having numerous activities.

#### Assessment Focuses for reading:

- (R)AF1: Use a range of strategies, including accurate decoding of text, to read.
- (R)AF2: Understand, describe, select or retrieve information, events or ideas from texts, and reference to text.
- (R)AF3: Deduce, infer or interpret information, events or ideas from texts.
- (R)AF4: Identify and comment on the structure and organisation of texts, including presentational features at text level.
- (R)AF5: Explain and comment on writer's use of language, including grammar, punctuation, word and sentence level.
- (R)AF6: Identify and comment on writer's purposes and viewpoints, and the effect on the reader.
- (R)AF7: Relate texts to their social, cultural and historical contexts and literary conventions.

### Writing

To encourage the sustained use of effective writing during this primarily reading unit, activities provided that cover the eight assessment focuses for writing.

#### Assessment Focuses for writing:

- (W)AF1: Write imaginative, interesting and thoughtful texts.
- (W)AF2: Produce texts which are appropriate to task, reader and purpose.
- (W)AF3: Organise and present whole texts effectively.
- (W)AF4: Construct paragraphs and use cohesion within and between paragraphs.
- (W)AF5: Vary sentences for clarity, purpose and effect.
- (W)AF6: Write with technical accuracy of syntax and punctuation.
- (W)AF7: Select appropriate and effective vocabulary.
- (W)AF8: Use correct spelling.

### Speaking and Listening

Speaking and listening activities have also been provided in the unit, allowing students to develop their capabilities through this popular medium.

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## Assessment Focus Tables

This table presents the Assessment Focuses for each activity throughout the resource. Individual tasks are also provided to aid the teacher's planning.

Chapter	Activity
Preface	Activity 1: An Exceptional Man
	Activity 2: Long, Long Ago
	Activity 3: Partners in Crime
1	Activity 1: The Power of the Mind
	Activity 2: The Mystery Man
	Activity 3: Winter
2	Activity 1: America
	Activity 2: A Huge Volcano
	Activity 3: Read All About It!
3	Activity 1: Who's Who?
	Activity 2: Whodunnit?
	Activity 3: A Letter Home
4	Activity 1: The Baker Street Irregulars
	Activity 2: 'Ere, Guv'nor!
	Activity 3: Golden Days
5	Activity 1: Characters
	Activity 2: Inspector Lestrade
	Activity 3: The Facts of the Matter
6	Activity 1: The Sprawling City
	Activity 2: An Historical Approach
	Activity 3: Chorley Grange
7	Activity 1: The Bag of Nails
	Activity 2: What's the Word?
	Activity 3: Ross
8	Activity 1: 'Not pleased to meet you, Mr Holmes
	Activity 2: Clues
	Activity 3: The Pawnbrokers
9	Activity 1: Brothers
	Activity 2: Mycroft
	Activity 3: Openings and Endings
10	Activity 1: Limehouse
	Activity 2: Murder!
	Activity 3: Places
11	Activity 1: Crossword
	Activity 2: Spot the Mistakes
	Activity 3: Looking Back
12	Activity 1: Research
	Activity 2: Phrases and Paraphrases
	Activity 3: Witness for the Defence
13	Activity 1: Your Summary
	Activity 2: What's the Question?

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Chapter	Activity	AF
	Activity 3: Who Said That?	(R)AF3
	Activity 1: A Man of Contradictions	(R)AF2
	Activity 2: A Man of Mystery	(R)AF2
	Activity 3: A Man Without a Friend	(W)AF2
	Activity 1: Holloway	(W)AF1
	Activity 2: Codes	(W)AF8
	Activity 3: A Dreadful Place	(R)AF5
	Activity 1: Escape!	(W)AF5
	Activity 2: The House of Wonders	(R)AF7
	Activity 3: True or False	(R)AF2
	Activity 1: What Really Happened	(W)AF1
	Activity 2: Mrs Watson	(W)AF4
	Activity 3: Dr Watson	(R)AF3
	Activity 1: An Evil Place	(R)AF6
	Activity 2: Justice	(W)AF2
	Activity 3: The Senses	(R)AF4
	Activity 1: Angels	(R)AF5
	Activity 2: The Chase	(W)AF1
	Activity 3: Carriages	(W)AF2
	Activity 1: A Red Herring	(R)AF6
	Activity 2: A Visitor	(W)AF6
	Activity 3: Afterword	(R)AF3
	Activity 1: Body Count	(R)AF2
	Activity 2: The Man Himself	(R)AF7
	Activity 3: The Guilty Party	(W)AF1
	Activity 4: The Adventures of Sherlock Holmes	(R)AF4
	Activity 5: Police Report	(W)AF3

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# Teaching Notes

Teachers can find guidance here on the more challenging questions and activities in the book. The number of each task has been included to assist the teacher.

## Pre-Reading

The pre-reading sets the context for the novel by explaining when the original Sherlock Holmes stories were set. The fact that *The House of Silk* is a modern version, written 81 years after the death of Sir Arthur Conan Doyle, and the activities focus on explaining the age in which the novel is set.

1. *The Victorian Age*: Queen Victoria reigned from 1837 to 1901.
2. *Inventions*: The following were invented prior to 1890: photography (1838); the bicycle (1863); the electric light bulb (1879); and the gramophone (1887). The dates for the rest of the century are: the telephone (1876); the aeroplane (1903); plastic (1905); and antibiotics (1928).
3. *'The game's afoot...'*: Reasons students may give for the popularity of detective stories are: the excitement; there is a puzzle to solve; it's satisfying to see the criminals fail and the detective win; and clever plots.

## Preface

1. *An Exceptional Man*: Adjectives used to describe Holmes include 'singular', 'remarkable', 'unique', 'unlike anyone we have previously encountered'. It gives us a sense of our being about to meet someone unlike anyone we have previously encountered.
2. *Long, Long Ago*: Dr Watson felt that the story was too shocking to be told at the time he was writing it. We read the tale even later than when it was written, as he has had to wait 100 years.
3. *Partners in Crime*: Examples of duos that could be included are: Tom and Jerry; Adam and Gretel; Jekyll and Hyde; Punch and Judy. Crime-fighting duos include: Batman and Robin; Scooby Doo; Mario and Luigi (*Mario Bros*).

## Chapter 1: The Wimbledon Art Dealer

1. *The Power of the Mind*: Holmes knows Dr Watson:
  - Has been to Holborn Viaduct because there is a label from Holborn Viaduct left by Mrs Forrester lives in Camberwell and trains to Camberwell leave from here).
  - Left his house in a hurry because he forgot his gloves (also there is shoe polish on his shoes in a hurry).
  - Missed his train because he smelt of coffee so must have had to wait at the station.
  - Does not have a servant girl because he has cleaned his own shoes.
2. *The Mystery Man*:
  - a) Mr Carstairs was unnerved by the man he saw because he saw him watching him. He recognised him from his trip to America; he handed him a note without speaking at the meeting.
  - b) Someone might make sure that a person they were following could see them in the distance.

## Chapter 2: The Flat Cap Gang

1. *America*: a) Facts showing America in a modern light include the art galleries, Shakespeare in Boston described as a 'handsome city'. Facts showing an older, wilder America include: guards on trains, train robbery, raw sewage and six-shooters. b) Benefits of living during the 19th century: excitement, freedom, the ability to become rich as there is a great deal of land and opportunity of a country and so able to shape it. Benefits of living in modern America could include: electricity and modern conveniences, better health and life expectancy.

## Chapter 3: At Ridgeway Hall

1. *Who's Who?* a) Edmund Carstairs; b) Eliza Carstairs; c) Catherine Carstairs; d) Patrick; e) Mr Carstairs.
2. *Whodunnit?* Catherine Carstairs may have only married Edmund for his money. Eliza Carstairs is trying to get her marriage and be trying to frame Catherine.

## Chapter 4: The Unofficial Police Force

1. *The Baker Street Irregulars*: a) The boys carry out minor detection work for Holmes. b) The children are extremely poor and have no one to look after them. c) The boys have to work for play. Also, their hard lives have led them to see and experience things children of the 21st century would not.

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2. *Golden Days*: a) We are shown the poverty (street children, dilapidated buildings) and respectable people leaving the streets before dark) of the time. b) It was a time of great medicine, etc. so history may often concentrate on these positive aspects. It was a time in terms of progress, so people feel a patriotic nostalgia for the time. A lot of the literature of the Victorian Age focuses on the wealthier elements of society.

### Chapter 5: Lestrade Takes Charge

1. *Characters*: a) She does not appear to care about the man who has been killed. b) Watson compares poorly to the brilliant Inspector Holmes and Lestrade had solved many cases without the sight of the body.
2. *Inspector Lestrade*: a) Yes – he is a brilliant detective and can help solve the case; Inspector Holmes takes credit for solving the case. No – he makes Inspector Lestrade look incompetent; he does not help for Inspector Lestrade. b) Examples include checking for DNA evidence, checking the police database, searching for fingerprints, checking local CCTV footage.
3. *The Facts of the Matter*: The facts include: the dead man's clothing and appearance; the blood; the packet of cigarettes; the cigarette case; the missing wallet; the information about the owner; and the wooden crate beneath the window.

### Chapter 6: Chorley Grange School for Boys

1. *The Sprawling City*: a) Wealth and poverty are described as neighbours. This shows the contrast; that it is impossible for those belonging to one group not to be aware of the other. b) The author uses the metaphor effectively as a cauldron is associated with withering and reinforces the idea of a seething, restless city where people are constantly on the move.
2. *Chorley Grange*: Grounds for suspicion include: The children are quiet and very well behaved – and they are pale; Ross ran away from the school, preferring to take his chances on the streets of London; the school is of poor decoration (the author uses adjectives such as 'austere' and 'Spartan' to describe the school, far from a normal school (Dr Watson says it was more like a monastery than a school); Ross' friends were not that he had withheld from the teachers, perhaps because he did not trust the school; the two teachers do not appear to be very warm or friendly.

### Chapter 7: The White Ribbon

1. *The Bag of Nails*: a) If Holmes and Watson had gone to the correct pub straight away, they could have met Ross and so prevent the murder. b) She has the marks of poverty, including thin lips. c) Holmes shows that he actually cared about Dr Watson's well-being.
2. *What's the Word*: a) anger, underfed, lack of understanding b) dirty, leaking, friendly

### Chapter 8: A Raven and Two Keys

1. *'Not pleased to meet you, Mr Holmes'*: a) He blames Holmes for Sally's disappearance. b) He does not want Holmes interfering in his business and is further angered by Holmes' persistence.
2. *Clues*: a) He recognises a mark on a sovereign that he gave to Ross and also notices the man reading a book in French and only the children of wealthy parents learn French. c) He is angry.

### Chapter 9: The Warning

1. *Brothers*: a) It made Holmes appear more human. b) They are showing off their skill and knowledge.
2. *Mycroft*: a) fat and lazy b) He knows a great deal of little-known information. c) He is very intelligent.
3. *Openings and Endings*: a) It makes the reader curious to find out more about Mycroft. b) It irritates Holmes. b) It creates an atmosphere of suspense and encourages the reader to continue.

### Chapter 10: Bluegate Fields

1. *Limehouse*: a) i) the fog, ii) the ships in dry dock, iii) perfume. b) The comparisons add to the atmosphere of the place.
2. *Places*: Arguments in favour of the descriptions include that they give a sense of time and place, an important part of the story's atmosphere. The main argument against the descriptions is that they are too detailed and slow down the action.

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## Chapter 11: Under Arrest

### 1. Crossword:

<sup>1</sup> T	H	E	R	O	S	E	A	N	D	<sup>2</sup> C	R	O	W	N
H										A				
E					<sup>3</sup> B	O	W	<sup>4</sup> S	T	R	E	E	<sup>5</sup> T	
D					A			A		S			H	
I					G			L		T			O	
O		<sup>6</sup> S						L		A			M	
<sup>7</sup> G	U	N						Y		I			A	
E		A						D		R			S	
N		K		<sup>8</sup> P	E	R	K	I	N	S			A	
E		E						X		<sup>9</sup> O			C	
S								O			P		K	
<sup>10</sup> C	R	E	E	R		<sup>11</sup> J		N			I		L	
L						O					U		A	
U						<sup>12</sup> H	A	R	R	I	M	A	N	
<sup>13</sup> B	L	O	O	D		N							D	

2. *Spot the Mistakes:* a) 'I recall my vigil with him in Surrey when a deadly swamp adder. And how could I complete this brief list without reminding myself of the utter despair when I returned, alone, from the Reichenbach Falls?'  
 b) 'Did you accompany this person here tonight?' the constable asked me. 'Yes. But we were briefly apart. I was at The Rose and Crown.'
3. *Looking Back:* One of the benefits of having Dr Watson write from the perspective of to other Sherlock Holmes cases and so put this new novel firmly in the tradition of Ar

## Chapter 12: The Evidence in the Case

1. *Research:* a) I would need to research Victorian charities so that I could name them in research the Victorian legal system so that I could describe the court process accurately effects of opium to describe Creer's explanation of how it affected Holmes. d) I would London hospitals so that I can describe Thomas Ackland's medical career.
2. *Phrases and Paraphrases:* a) word for word; b) was impossible to believe; c) certain; d) unbelievable; g) an elaborate hoax

## Chapter 13: Poison

1. *Your Summary:* Catherine Carstairs, the art dealer's wife, visits Hudson. She tells him that she is accusing Catherine of poisoning her. Watson visits Ridgeway Hall to examine Mr and Ms Kirby and to Patrick, who behaves rudely. He then examines Eliza but does not.
2. *What's the Question?* a) Who is ill? b) Who does Watson meet in the kitchen? c) Why does Eliza hate Mrs Carstairs? e) How did Edmund's mother die? f) Why does Watson come from Belfast?
3. *Who Said That?:* a) Catherine Carstairs – she is in despair as she doesn't know what to do; b) annoyed that Dr Watson is visiting; c) Mrs Kirby – she is defensive; d) Patrick – he is being on surface, but being rude really; e) Eliza – she is being sarcastic about Watson's abilities

## Chapter 14: Into the Dark

1. *A Man of Contradictions:* a) The man has the appearance of a tradesman. He is serious but thinks he has the appearance of a tailor – who would measure someone for a suit – or measure someone for a coffin. b) Although his kidnapper makes it clear he will kill Watson, c) The kidnapper seems to be warning Watson to take care of the cold but, in reality, he is not.
2. *A Man of Mystery:* He is wealthy as he lives in a large house. He is tall, bald and thin. He is intelligent and educated. He calls himself a mathematician. He is interested in science. He is ruthless and kills. He is powerful as he employs people and knows what is happening in the criminal world. He exploits. He considers himself a businessman but also a criminal. He employs other to do his bidding.

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3. *A Man Without a Friend*: Three episodes take place: the meeting with Mycroft; the case of Moriarty. In each case Watson is passive: Mycroft cannot help him; he is kidnapped; he is dismissed. Watson cannot get what he wants from any of the conversations. The other two do not even tell him their names. All three dismiss him when it suits their purpose. He has no idea where he has been or who he has spoken with. He is also under constant threat.

### Chapter 15: Holloway Prison

1. *Holloway Prison*: It is now a women's prison.
2. *Codes*: The method is for the code to use misspelt words to identify the message: 'Be careful! Danger! Assassin in Holloway. Avoid Harriman, might be involved in conspiracy. Exam solution'.
3. *A Dreadful Place*: a) The effect is to create a comparison between the horror of Holloway and a fairy story. b) The trees at the entrance are lifeless and blighted, giving a sense of the horror. This creates a sense of death and horror. d) There is a sense of other-worldliness about the entrance, like a bird, a scavenger. It is also black and, here, described as 'ragged'. In some ways, it is like a cave. f) The prison is a dark and dismal place; shadows also have a connotation of eeriness.

### Chapter 16: The Disappearance

1. The main point to draw from this activity is that people were much more ready to grieve than they are now. They saw as 'different'. Nowadays, people would be appalled at 'midgets' and others who provide the basis for a discussion as to whether we should judge people by our standards. We assume we are better people because we would not tolerate this show. A second point is that nowadays, people have greater access to information and know more about the world from the advertisements for curiosities such as a 'living skeleton'.
2. a) i) False – he suspects this to be the case but has not proven it. ii) False – the key is not locked from the outside. iii) True. iv) False – the chief warder says it is but Holmes has not described as 'makeshift'. viii) False – they are described as looking 'grimy' (dirty), not 'dirty'. He was unaware of the murder until Watson told him about it.

### Chapter 17: A Message

1. *Mrs Watson*: Arguments in favour of Watson being fonder of Holmes could include general facts: he spends more time with Holmes, and facts specific to the chapter – i.e. that he is so preoccupied with his wife's illness that he does not take his wife's illness seriously. Arguments in favour of his being fonder of his wife – he interrupted an important case to collect her from the station – or the more general fact that he loves her.
2. *Dr Watson*: a) It is Christmas but his work with Holmes means he too often focuses on his work. b) He does not take his wife's illness seriously and it turned out to be fatal. c) He was astounded to find himself as Rivers. d) He is furious at the thought that Harriman is involved in the plot.

### Chapter 18: The Fortune Teller

1. *An Evil Place*: a) The fairground is presented as a strange, other-worldly place. The fire is compared to Mephistopheles, a demon. There is fire and darkness. The fairground is a place of mystery. There are waxwork scenes of murder. The fortune teller warns Watson about his future. Wonders an evil place. Altogether, there is a sense of Holmes and Watson being isolated. There is a sense that the fairground hides its true, evil purpose.
2. *The Senses*: Examples of the use of sound are as follows: The sound is used to make the atmosphere threatening. The author uses adjectives to make the sounds unappealing: the organ 'groans'. When they arrive, they are surrounded by the noise of beating drums and shouting, giving a sense of urgency. As they climb the steps to the meeting, there is a volley of shots, a warning of what awaits them. As they enter the meeting room. Once there, the sounds grow distant, giving the sense of being cut off from safety.  
Examples of the use of light include: The burning braziers and gas jets give a hellish atmosphere. The flickering torch flames. Even the shadows are scarlet. As they reach their meeting room, the light is beyond the doorway. Once in the meeting room, the lights cast distorted shadows around the room.

### Chapter 19: The House of Silk

1. *Angels*: a) Watson admires Holmes but he realises that the detective also has a dark side. b) The mad halo emphasises that he has masqueraded as someone good – a policeman. c) Fitzsimmons is saying that the boy is bad but, by using the comparison of an angel, the boy is an innocent young boy.

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2. *Carriages*: a) A brougham is a four-wheeled, enclosed carriage with a roof and two doors for passengers. b) A curricle is a light, two-wheeled vehicle, usually drawn by two horses and has no roof. c) A dog cart is a small, light, two- or four-wheeled carriage and can be pulled by two or four passengers who sit back to back. d) A landau is a four-wheeled carriage with a folding top which can be raised and lowered. It carries four passengers who sit facing each other.

## Chapter 20: Keelan O'Donaghue and Afterword

1. *A Red Herring*: a) A 'red herring' is a misleading clue used to draw attention away from the real answer used by writers of detective and mystery novels so that the real answer is not obvious. In the story, effectively as a 'red herring'. The reader suspects that all is not as it should be at Ridge. When Ridge died mysteriously, it appears that somebody in the house must have helped the robbery. However, he has been poisoned. By having more than one suspect, the reader is less likely to suspect Ridge.
2. *A Visitor*:  
 'Is your master in?' he asked.  
 'Who shall I say is calling?'  
 'My name is Sherlock Holmes. We are expected. And who are you?'  
 'I'm Patrick.'  
 'That's a Belfast accent if I'm not mistaken.'  
 'What's it to you?'  
 'Patrick? Who is it? Why is Kirby not here?'
3. *Afterword*: a) The key reason Watson is sad his tale is told is that telling it made him feel that his story is being told many years later when Watson is an old man and Holmes is dead). b) The story goes back to a time when he was young and fit and more involved in the world. c) The story is about Watson's friendship with Holmes and this last paragraph emphasises this. The paragraph says that, although Holmes is dead, he will live on in our imaginations forever.

## End-of-Text Exercises

1. a) True; b) False – he was killed by Henderson; c) True; d) False – it was McParland; e) True – he has been murdered; f) True – Mrs Carstairs was, in fact, Keelan O'Donaghue; g) False – he was not; h) False – he murdered his mother and attempted to murder his sister; i) True; j) True; k) True; l) True; m) True; n) True; o) True; p) True; q) True; r) True; s) True; t) True; u) True; v) True; w) True; x) True; y) True; z) True.
2. Horowitz's description is in keeping with the original character. He portrays Holmes as a man with obvious passions underneath. He is tall, thin and full of nervous energy. A key aspect of his character is that he keeps busy. It is almost as if crime is nothing more than a puzzle to him, although a difficult one. The death of Ross is a puzzle to him.
3. b) The answer could discuss the people he includes from different social classes, from the poor of the Street Irregulars to Lord Ravenshaw. Horowitz also includes a range of settings and characters. Examples include America, the streets of London, a prison, the fairground and a Victorian house. He includes young people and old people, evil people and good people and ensures that the setting gives a strong impression of Victorian London with its public houses, pawnbrokers, slums and so on.

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## Pre-Reading

The Sherlock Holmes novels were written by Sir Arthur Conan Doyle, born in 1859 and died in 1930 at the age of 71. The detective Sherlock Holmes first appeared in the story *A Study in Scarlet* and Conan Doyle continued to write about him until his final tale being *The Retired Colourman*. His most famous stories include *Baskervilles*, *The Sign of the Four*, *The Speckled Band* and *The Red-Headed League*.

In total, Conan Doyle wrote four novels and 56 short stories featuring the 'consulting detective'. Besides Holmes himself, other characters that take part in his adventures include:

- Dr John Watson – Holmes' loyal friend and the person who narrates the stories
- Inspector Lestrade – a Scotland Yard detective
- The Baker Street Irregulars – a group of street children who work for Holmes
- Professor Moriarty – a criminal mastermind and Holmes' arch-enemy
- Mycroft – Sherlock Holmes' brother
- Mrs Hudson – Sherlock Holmes' housekeeper

*The House of Silk* was written in 2011 by Anthony Horowitz and is the first novel in the series to be officially approved by the Conan Doyle estate. Anthony Horowitz is best known for writing the Alex Rider spy series for children. He has also been involved in the writing of many TV programmes, such as *Midsomer Murders*.

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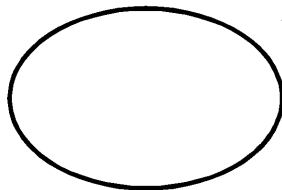




## Pre-Reading Tasks

### Activity 1: The Victorian Age

The novel is set in the Victorian era. Find out when this age began and ended.



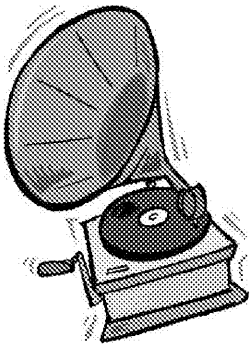
Date Victoria  
became Queen



### Activity 2: Inventions

When writing novels set in another century, authors have to be careful that what they create is as realistic as possible. Something placed in an age where it doesn't belong is called an 'anachronism'.

The Victorian age was a time of great invention. Put a tick beside the inventions you think you would be able to see in 1890, the year in which the novel is set.



Invention	
Aeroplane	
Bicycle	
Electric light bulb	
Moving film	
Wireless radio	
Antibiotics	
The London Underground ('The Tube')	
Photography	
Plastic	
Gramophone (record player)	

### Activity 3: 'The game's afoot...'

Detective stories, police thrillers, murder mysteries... everybody loves them. Use this guide to identify how many police dramas are on in a week and how popular this type of story is so popular?

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## The Preface



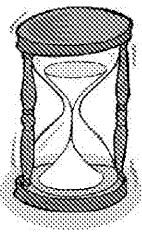
### Summary

We are introduced to Dr Watson, who tells the reader about his own past with Holmes. Holmes is now dead, Watson is now an old man and he has finally written *House of Silk*, a sensational Sherlock Holmes mystery.

### Activity 1: An Exceptional Man!

Read the preface and list the adjectives used to describe Sherlock Holmes. How do these words encourage the reader to continue reading to find out more about Sherlock Holmes?

### Activity 2: Long, Long Ago



- Explain why Dr Watson chose to write the story if it actually happened.
- Explain why the public can only read the tale if it was actually written it.

### Activity 3: Partners in Crime

Dr Watson could be called Sherlock Holmes' 'partner' or 'sidekick'. Can you think of any famous partnerships from literature or film? Complete the chart and you can score.

Non-Crime-Fighting Duos Score 1 point for each pair		Crime-Fighting Duos Score 2 points for each pair	
Points Score		Points Score	

**Total Points Score**

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## Chapter 1



### Summary

Holmes and Watson are talking while having afternoon tea. Holmes demonstrates his deductive reasoning by informing Watson where he has been without Watson having to tell him. A visitor, Mr Carstairs, shows in.

### Activity 1: The Power of the Mind

In this chapter, we first witness Sherlock Holmes' amazing skills of deduction that made him aware of each of the following facts about Dr Watson.

Dr Watson...	Clue
has been to Holborn Viaduct	
left his house in a hurry	
missed his train	
does not have a servant girl	

### Activity 2: The Mystery Man

- Give three reasons that Mr Carstairs was unnerved by the man he saw.
- 'On the one hand, it's as if he is making every effort to be seen. And yet he makes no attempt to approach you.'*

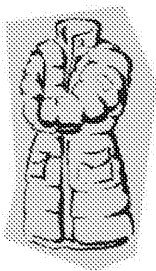
We do not yet know why the man would behave in this manner. Give one reason why a person who was following someone might make sure they were seen.

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### Activity 3: Winter



- a) In the third paragraph, beginning: 'It was in the land of the author makes the world outside appear menacing.

Rewrite this paragraph so that the events are taking place in a place where the world seems a pleasant place.

- b) Authors often use the weather to create a sense of atmosphere. In a chase scene where the weather is used to heighten the tension of the scene.

The chase can take place anywhere you like and in any weather. It might be set in a hot desert, a rainy forest, or in city streets during a snowstorm.

Below is an example of a chase taking place in the countryside.

#### The Scene

Harry paused at the top of the hill, gasping for air. His breath came out in huge, misty clouds, as if his soul was trying to leave his body. He heard his pursuers' shouts across the frozen fields and felt an icy chill that seemed to freeze his very bones with fear. He stood shivering, but knew he had to carry on.

He looked at the land stretching out before him. The fields were covered in snow, as if the world had died and been covered in a white sheet. Above him, the pale, empty sky stretched into the distance. He was alone in the frozen countryside – not a bird flew above, no animals grazed the fields ahead.

He set off running, his sides aching and his heart beating fast. The only sound was that of his boots crunching in the snow and the panting of his breath. Despite the bitter, winter wind he was clammy with sweat. He didn't look back but could hear the men getting closer. He knew he had to run faster. If they caught him, he could expect no mercy from these cold, icy-hearted assassins.

#### Comments

##### Paragraph 1

The second sentence compares his breath to his soul leaving his body. Immediately, there is an atmosphere of death.

The cold weather is echoed by the 'icy chill' of fear that seems to freeze his bones.

We do not know whether Harry is shivering from cold or fear.

##### Paragraph 2

The second sentence gives a reference to death by comparing snow to a sheet covering a dead body.

The remainder of the paragraph emphasizes Harry's winter setting to emphasize his isolation alone with the assassins and that he expects no help.

##### Paragraph 3

The only sound is Harry's running through the snow. This comment again emphasizes that Harry is alone.

His sweating with fear is contrasted with the coldness of the weather.

The assassins are described as 'icy-hearted' – the author uses weather metaphors to describe their coldness.

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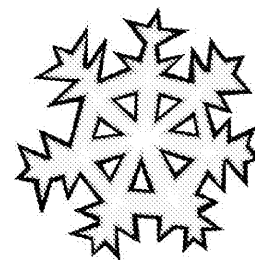
#### Paragraph 4

Harry slips and slides in the snow. This adds tension as it gives the impression that he is losing control.

The bullets are described as a 'flurry', which contrasts with the usual use of the term for a 'flurry of snow'.

The winter is described as 'unforgiving' which adds to the atmosphere of this merciless pursuit.

The snow makes his eyes water, giving a sense of crying and fear.



#### Paragraph 5

The ice is 'creaking' and the water 'dark' and 'freezing' – this creates an atmosphere of menace.

He cannot see where he is going; the blizzard adds to his sense of helplessness.

The pursuers look ghostly through the snow, which again gives an atmosphere of death and fear.



#### Paragraph 6

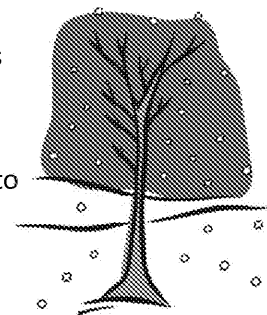
The weather is causing him to run blindly, adding to the sense of panic.

The tree appears ominous with its bare, winter branches, almost as if it caught him on purpose.

#### Paragraph 7

Harry is 'slipping and stumbling' in the snow. This gives an impression that he is losing his battle for survival.

The chase ends with a complete change as the weather has actually helped him to evade capture.



## Chapter 2

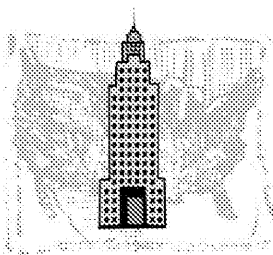


### Summary

Carstairs tells Holmes about Cornelius Stillman, a wealthy American, to whom these were being sent across America by train when the Flat Cap Gang robbed the train, believing it was carrying \$100,000. They destroyed the paintings and killed the guards. Carstairs and Stillman hired investigators who killed all the gang members except O'Donaghue (one of the twins who led the gang). Carstairs then learns that O'Donaghue is still alive and informs Holmes that the man following him is Keelan O'Donaghue seeking revenge.

### Activity 1: America

- a) America is described as a land in transition from its wild frontier of the 18th century to the modern America of the 19th century. Identify three facts in the chapter that show America as a modern country and show it as being in its earlier stage of development.



1

2

3



1

2

3

- b) Working in groups, discuss the benefits of living in America at the time of the Wild West and the benefits of living in modern America. You should identify at least three benefits for each. Then, as a group, come to a conclusion as to which era you would prefer to live in and why. When you have finished, share your ideas with the other groups.

### Activity 2: A Huge Volcano

Cornelius Stillman is described as a 'huge volcano' because he is full of energy. Complete the sentences below using the metaphors and similes to help you describe people's personalities:

- a) He was like an iceberg because .....

.....

- b) She was a raging sea. She .....

.....

- c) The girl was like an English meadow in summer. She .....

.....

- d) The gentleman reminded me of a craggy, remote Scottish mountain. He .....

.....

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### Activity 3: Read All About It!

Read the section on the train robbery and then write it up as a news story for the *Boston Daily Advertiser*. Think of an exciting headline to grab the reader's attention and then make the robbery sound as sensational as possible.

Below is an example of how a newspaper might write an account of the style of writing you should use.

Story	Comments
<p><b>DARING RAID AT HIGH STREET BANK!</b></p> <p>A bold gang of vicious, masked robbers burst into Martin's Bank in Chiseltown High Street yesterday. Brandishing shotguns, they yelled at staff and customers to lie down on the floor with their hands behind their heads. Several gang members then vaulted over the counter and began quickly stuffing money into bags.</p> <p>A brave bank teller who pressed the bank's alarm was savagely beaten by the merciless thugs and left lying in a pool of his own blood on the floor.</p> <p>With the alarm blaring, the desperate robbers continued to grab bundles of banknotes while two of the gang held the terrified customers and staff at gunpoint.</p>	<p><b>Headline</b></p> <p>A short, exciting headline captures readers' attention and makes them read on.</p> <p><b>Paragraph 1</b></p> <p>The important facts are given straight so the readers know what the story is about. This paragraph is packed with bold words of action and the reporter uses lots of adjectives – the robbers 'burst' in 'brandishing' shotguns. They 'yelled' at people, 'vaulted' over the counter and 'stuffed' money into bags.</p> <p><b>Paragraph 2</b></p> <p>Adjectives are used to increase the power of the writing – the bank teller is 'brave', the thugs are 'merciless'. The reporter uses an image to increase the power of the writing – the picture of the pool of blood in a pool of blood.</p> <p><b>Paragraph 3</b></p> <p>Again, adjectives are used – 'desperate' robbers and 'terrified' customers. The writer uses short paragraphs to keep the story moving quickly.</p>

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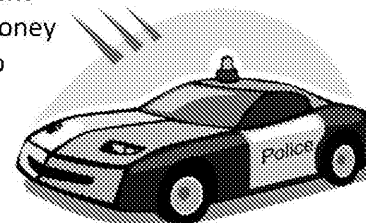
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#### Paragraph 4

Verbs are chosen that increase the sense of urgency. The sirens are 'screaming' and the robbers 'raced' off, 'dodging' traffic. Other methods used to increase the excitement are the detail of the trail of dropped money and the robbers only having seconds to spare.



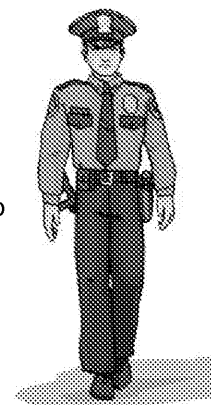
#### Paragraph 5

Newspaper reporters always like to include people in their stories as readers relate to people easily. We feel sorry for Susan and can understand how scared she must have been. We realise that it will take a long time for the staff and customers in the bank to get over their dreadful experience.



#### Paragraph 6

The conclusion tells us that the action is not over as there is a manhunt under way. It also re-emphasises how dangerous the robbers are. Throughout the story they have been called 'vicious, masked robbers', 'merciless thugs', 'desperate robbers', ruthless 'criminals' and 'brutal gangsters'.





## Chapter 3



### Summary

Holmes and Watson visit Ridgeway Hall, Edmund Carstairs' home, after it meet Mrs Carstairs, whom Edmund had met and fallen in love with on his They also meet his sister Eliza, but learn that his mother died several mon

### Activity 1: Who's Who?

Identify the characters from the description.

a)	long hair, calm and collected	
b)	serious, simply dressed, dark hair	
c)	confident, fair hair, intelligent, cheerful	
d)	cheeky, cunning	
e)	taciturn, grim-faced	

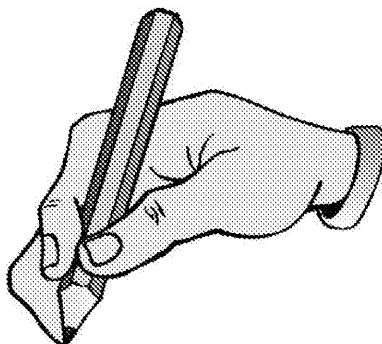
### Activity 2: Whodunnit?

Every character in a mystery novel is a potential suspect. Why might Holmes suspect each of the following of being involved in the robbery?

- a) Catherine Carstairs
- b) Eliza Carstairs

### Activity 3: A Letter Home

Patrick has travelled over from Ireland to work at Ridgeway House and in with his new position and surroundings. Imagine you are Patrick and your family explaining why you hate your new job.



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## Chapter 4



### Summary

We are introduced to the Baker Street Irregulars, a gang of street children who sends them to find out whether anyone has tried to sell the objects stolen from Watson visit the gallery of Carstairs and his partner, Finch. While there, they have found the man at a hotel, but when Holmes and Watson arrive, they find a body.

### Activity 1: The Baker Street Irregulars



- a) Why does the author call them unofficial police force?
- b) How does the author describe the gang of children? What do they engage in crime?
- c) The author comments that they had 'reached a sort of maturity for their tender age' what does he mean by this?

### Activity 2: 'Ere, Guv'nor!

*'And when Mr 'olmes calls, we come, so 'ere we are'*

The author uses spelling as a way to show the London accent of the children. Write a description of a crime witnessed by a teenage boy or girl.

The description should be in the first person and you should use spelling, slang and ways of talking that are unconventional in order to give the reader a sense of the boy's speech.



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### Activity 3: Golden Days

- a) People often think of the past in nostalgic terms. This is especially the case with the Victorian Age, which many people view as a time of little crime and where there was a peaceful society with everybody knowing their place and being polite, hard-working and happy.
- i) What do we learn about Victorian London in this chapter that shows us a different picture of the time?
- ii) Why do you think people often have an inaccurate view of the Victorian Age?



- b) Carry out some Internet research to find out what your area was like in the Victorian era. You might want to consider population, crime figures, life expectancy, transport, schools and housing.

Once you have done your research, write an essay that compares life in your area to what it was in the Victorian era.

- c) Have a class discussion to discover what ages people would most like to have lived in.

For example, some people might like the idea of living in prehistoric times with all the freedom that brings. Other people might prefer to live in the age of the Celts with all its mystery. Other options could include the Roman era, the Middle Ages, Victorian times, the early twentieth century or the swinging sixties.

Make sure you give reasons for your views. At the end of the discussion, the class should identify which is the most popular era and why.

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## Chapter 5



### Summary

Inspector Lestrade and Holmes discuss the murder scene. Lestrade thinks Ross has been murdered in an argument with one of his criminal associates. Holmes thinks Street Irregulars, Ross (who had been keeping watch on the hotel) witnessed the murder. Ross has disappeared.

### Activity 1: Characters

We learn that:

- a) Mrs Oldmore is not a very sensitive woman because .....  
.....
- b) Inspector Lestrade is not a fool because .....  
.....
- c) Edmund Carstairs is not as tough as Holmes and Watson as .....  
.....

### Activity 2: Inspector Lestrade

- a) If you were Inspector Lestrade, would you appreciate finding Sherlock Holmes at a crime scene you had just arrived at or not? Give reasons for your answer.
- b) If Inspector Lestrade were a detective now, what would he do differently at the crime scene?

### Activity 3: The Facts of the Matter

Imagine you are a police officer at the murder scene. Use the Crime Scene Investigation following page to write down all the facts you learn about the murder scene.

Make sure you record only the facts, not opinions, in your police notes.

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## SCOTLAND YARD: CRIME

Crime Scene Location

Date

Investigating Officer

Notes: .....

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## Chapter 6



### Summary

Holmes questions Wiggins, the leader of the Baker Street Irregulars, and Mr. Chorley Grange School for Boys, a charity he used to attend. Holmes and the Reverend Fitzsimmons who explains that the school cares for, and educates them that Ross ran away a long time ago. They speak with one of Ross' classmates. Ross has a sister, Sally, and tells them where to find her.

### Activity 1: The Sprawling City



- In the first paragraph, the author uses simile to describe the relationship between the city and the people. How does this technique help in describing the relationship between the two?
- In his description of the city in the chapter, the author refers to the 'great city'. What literary technique is he using and what effect does it have on the reader?
- The author describes the people of London as 'they moved like gypsies'. What literary technique is the author using and what effect does it have on the reader?

### Activity 2: An Historical Approach

*'I was a biographer, not a historian', says Dr Watson.*

Imagine you are a historian searching for facts about homeless children in nineteenth-century London. Write a brief overview explaining what the difficulties were, why they arose and what some people were doing to try to address the situation.

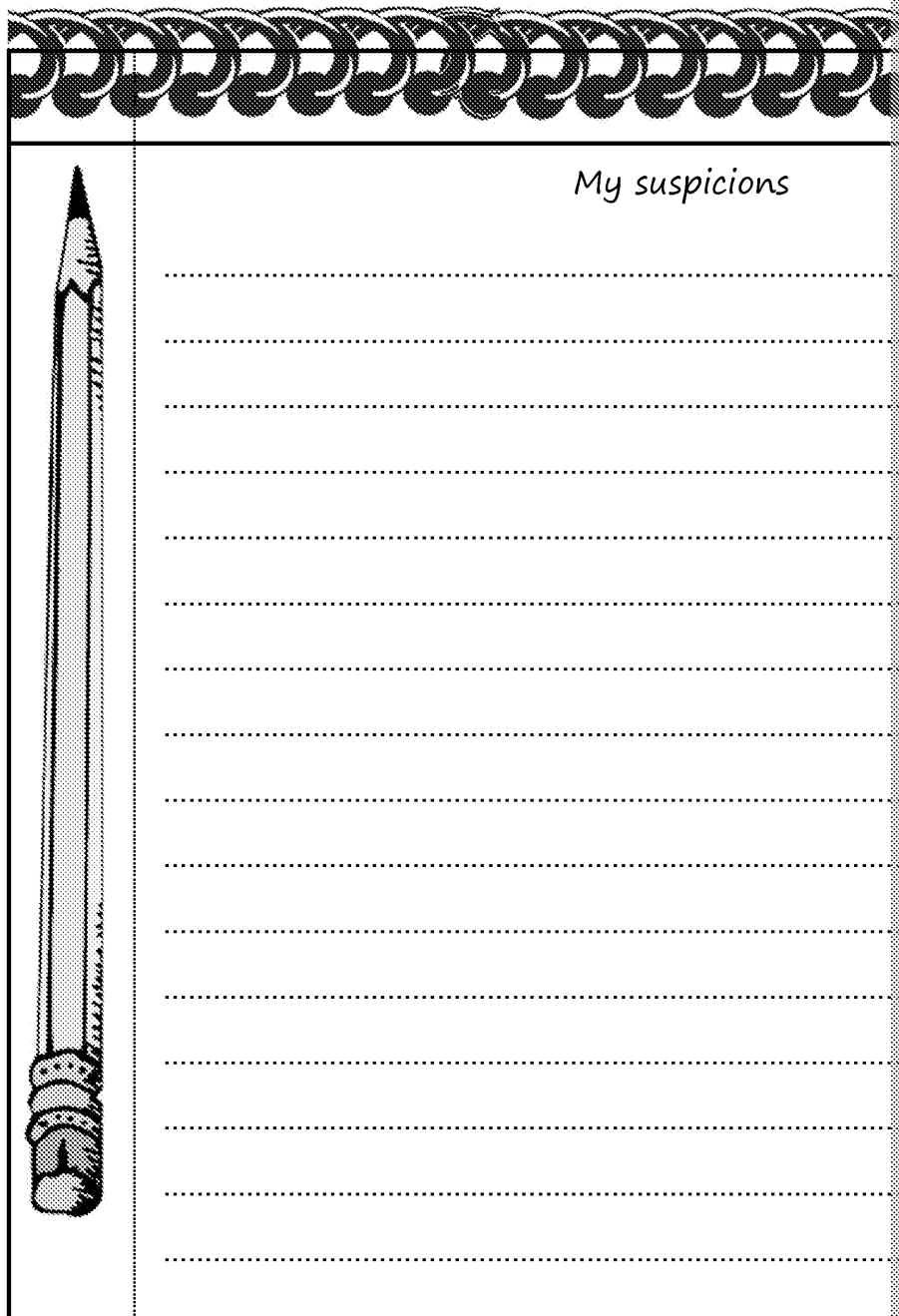
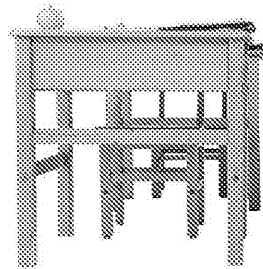
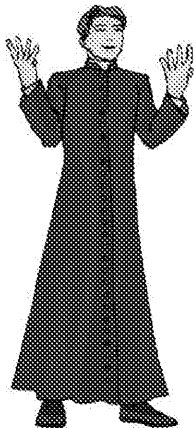
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### Activity 3: Chorley Grange

Upon first inspection, the school appears perfect. However, what m  
suspensions that all is not as wonderful as Reverend Fitzsimmons would



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## Chapter 7



### Summary

Holmes and Watson go to The Bag of Nails public house to talk to Sally about the murder. She asks whether they are from the House of Silk. She then stabs Watson – who flees. The next day, they are told that there has been a murder. Visiting the house, they find the body of Ross and that he has a strip of white silk tied around his wrist. Several witnesses have seen a man with a strip of white silk.

### Activity 1: The Bag of Nails

- a) Why doesn't Sally look as pretty as she might?
- b) Why is Dr Watson almost pleased that he has been stabbed?
- c) What might have happened differently if there hadn't been two pubs called The Bag of Nails?

### Activity 2: What's the Word?



Replace the underlined word or phrase with the same meaning.

- a) 'I was unable to feel any malnourished child who was full of fear and incomprehensible'
- b) 'It was a small, squalid place with a stink of old beer and cigar smoke. The woodwork of the very woodwork, and the atmosphere was amicable enough'

### Activity 3: Ross

Write a paragraph arguing that Holmes was responsible for Ross' death, and then a paragraph arguing that he wasn't.

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## Chapter 8



### Summary

Holmes and Watson follow a trail of clues to a pawnbroker's shop, where the watch was brought in by Ross. An engraving on the watch shows that it belonged to a member of the family. They visit Lord Ravenshaw and see Finch leave just as they arrive. Lord Ravenshaw's watch was stolen from him. He becomes angry when Holmes asks whether he has seen the watch.

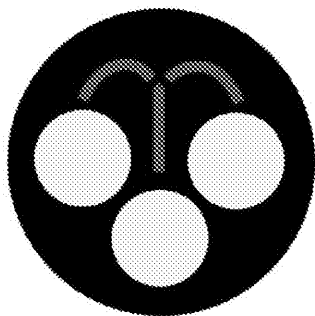
### Activity 1: 'Not pleased to meet you, Mr Holmes!'



The following characters are mentioned in the story. Which one is Lord Ravenshaw? Why is this?

- a) Ephraim Hardcastle
- b) Russell Johnson
- c) Lord Ravenshaw

### Activity 2: Clues



How does Holmes know that the watch was stolen?

- a) the money hidden in the watch
- b) the pawnbroker is from a family of watchmakers
- c) the pawnbroker has received a letter from the family

### Activity 3: The Pawnbrokers

Watson describes a wide range of objects that can be found in the pawnbroker's. Write a description of what you might find if you were walking into a modern-day pawnbroker's, giving details of the objects that might be found there.

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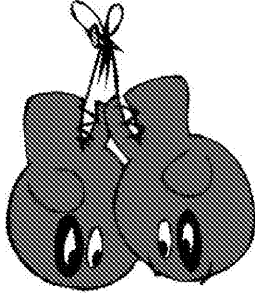
## Chapter 9



### Summary

Holmes and Watson meet with Holmes' brother, Mycroft, to ask whether the Silk. Mycroft says he will ask his connections about it. The next morning, Holmes tells Watson that he must drop the investigation as he is in grave danger. However, a newspaper offering a reward for whoever can provide information regarding the Silk.

### Activity 1: Brothers



- Why was Watson pleased when he found out Holmes had a brother?
- The first conversation between Holmes and Mycroft could be described as a display of 'sibling rivalry' and in what way is this an example of this?

### Activity 2: Mycroft

- Mycroft is described as both corpulent and indolent. What do these terms mean?
- He is also described as a 'human repository of arcane facts'. Explain what this statement means.
- Mycroft is a member of the Diogenes Club. What does this tell us about his character?



### Activity 3: Openings and Endings

When writing a mystery novel, it is important to keep the reader interested. This is one of the reasons that the beginning and the ending of a chapter are so important. Discuss the following:

- What effect does the opening paragraph have on the reader?
- What effect does the last paragraph have on the reader?

Now write the opening paragraph of a murder mystery novel. Make sure it grabs the readers' attention and makes them want to read on.

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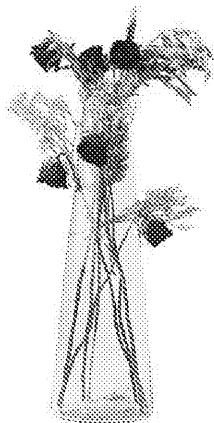
## Chapter 10



### Summary

A visitor comes to Baker Street in response to Holmes' advertisement. He discovers the House of Silk is a massive criminal enterprise that supplies the country. Holmes discovered this from a man called Creer, the owner of a London opium den. Holmes enters while Watson waits outside. Watson hears two gunshots and when he arrives, he finds Sally lying dead with two gunshot wounds. Holmes is lying on the floor holding the murder weapon.

### Activity 1: Limehouse



- Read the section where Holmes describes the Limehouse and identify what each comparison refers to:  
'some evil animal snuffling through its prey'  
'prehistoric skeletons'  
'flowers dying in a vase'
- What is the overall effect of the passage on the arrival and how do the above comparisons contribute to the writer wishes to create?

### Activity 2: Murder!

Holmes has been found holding the murder weapon. Assuming that Holmes did not murder Sally, write your own version of events beginning from when Holmes enters the opium den to the point where he and Sally are discovered by Watson. Make your story as exciting as you can for the reader.

### Activity 3: Places



Anthony Horowitz has created a sense of exciting action. However, he uses a lot of description. This chapter is set in the Rose and Crown and the opium den.

Discuss the use of descriptive language in this chapter. Decide whether they add value to the story or if you would prefer a novel with more action.

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## Chapter 11

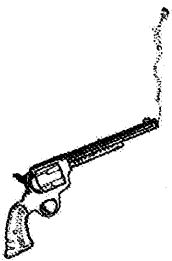
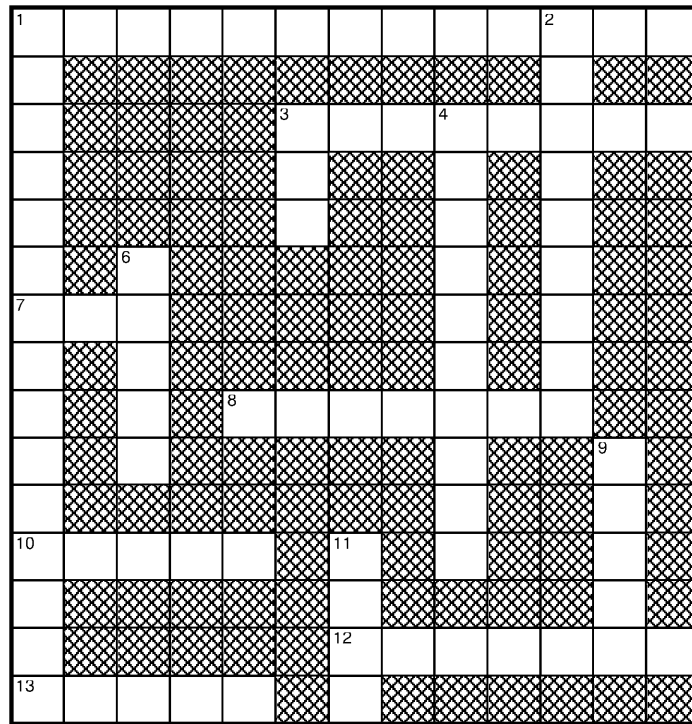


### Summary

A bystander, Thomas Ackland, states that he saw Holmes murder Sally and Inspector Harriman who arrives on the scene. The next day, Inspector Lester states that he does not believe Holmes is guilty. Watson then updates Lestrade on the murder of the man at the hotel and the killing of Ross.

### Activity 1: Crossword

All the answers to the clues can be found in Chapter 11.



#### Across

1. The pub Watson had been in (3, 4, 3, 5)
3. Where Holmes is held overnight (3, 6)
7. The murder weapon (3)
8. The constable (7)
10. The owner of the opium den (5)
12. The inspector who arrests Holmes (8)
13. The evidence on Holmes' clothing (5)

#### Down

1. Where Watson plans to go (4)
2. The art dealer from Wiltshire (5)
3. 'The \_\_\_\_ of Nails' (3)
4. The victim (5, 5)
5. The witness who accuses Holmes (5)
6. The animal the inspector shot (4)
9. Holmes is suspected of having (4)
11. Watson's first name (4)

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## Activity 2: Spot the Mistakes

Complete the following two tasks without referring to the text.

- a) Correct the 10 spelling mistakes in the following passage. Circle the error and put your correction underneath.

*'I recal my vigil with him in Surrey when a deadly swamp ader came*

.....

*slithring out of the darknes. And how could I compleat this breif list*

.....

*without reminding myself of the utter despear, the sence of*

.....

*emptyness that I felt when I returned, allone, from the Reichenbach*

.....

*Falls?'*

.....

- b) Correct the six punctuation errors in the following passage. Circle the error and put your correction underneath.

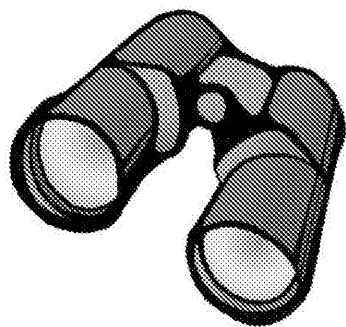
*Did you accompany this person here tonight' the Constable asked me*

.....

*'yes. But we were briefly apart. I was at The Rose and crown.'*

.....

## Activity 3: Looking Back



The chapter begins with Dr Watson stating that he is writing about events that

Discuss why the author might have used this technique when writing *The Hound of the Baskervilles*. Do you think it adds to the story or weakens it?

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## Chapter 12



### Summary

Holmes is put on trial. Witnesses against him include Creer, Inspector Harriman and Blackwater. Holmes is remanded into custody to await full trial. Watson and Creer tell them that when he entered the opium den, he was overpowered and

### Activity 1: Research

Imagine that you are Anthony Horowitz and you are preparing to write a book. What topics would you need to research before you could do so? Why would you need them?

I would need to research Conan Doyle's original Holmes stories...	... to be able to refer to some of his cases and criminals
a) I would need to research Victorian charities...	
b) I would need to research...	
c) I would need to research...	
d) I would need to research...	

### Activity 2: Phrases and Paraphrases

Rewrite the underlined phrases in your own words.



- a) The second witness repeated almost verbatim what the first witness said.

This means .....

- b) It beggared belief that Sherlock Holmes could commit such a murder.

This means .....

- c) Inspector Harriman says it is beyond question that Sally was involved.

This means .....

- d) Inspector Harriman believes that Holmes is innocent.

This means .....

- e) Inspector Harriman says the evidence is conclusive.

This means .....

- f) According to Watson, Holmes' arrest is based on a hunch.

This means .....

- g) Holmes says that Henderson has led them into a trap.

This means .....

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### Activity 3: Witness for the Defence

Holmes describes some of the events that took place when he entered the opium den. Imagine that you are a witness for the defence. Tell the jury what you saw. Describe the events that Holmes mentions in your own words and then use your imagination to describe the rest of the story up to the point of the murder.

There are three stages to this task:

- Write your account as an essay, making the story as exciting as you can.
- Make notes to prepare for a presentation to the jury. List all the main points as key words that you can refer to during your speech.
- Working in groups of four, you will each take turns presenting to a jury of three. Recount your evidence as clearly as you can to the group.
- At the end of your evidence, each jury member has to complete the following form:

Jury Member Report	
Name of witness:	
Was the evidence given clearly?	
Summarise what happened in no more than five lines.	<div><div></div><div></div><div></div><div></div><div></div></div>

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## Chapter 13



### Summary

.....

.....

.....

.....

### Activity 1: Your Summary

Each section in this activity book begins with a summary... except for this task to write the chapter summary. Try to keep your summary a similar length to the previous chapters – about 50 to 80 words.

### Activity 2: What's the Question?

You've written the summary, now write the questions! Give the correct answers below.

- a) Eliza Carstairs
- b) Mr and Mrs Kirby and Patrick
- c) Westminster Hospital
- d) Because she was only after her brother's money
- e) Gas poisoning
- f) To examine Eliza
- g) Patrick and O'Donaghue

### Activity 3: Who Said That?

Who says the following and what does it tell you about their state of mind?

a) Then it's hopeless. I have no one else to turn to.

b) Dr Watson agreed to rescue her. She's safe.

c) All the food passes through my hands and if there is anything poisoned in this house, Dr Watson, you won't be finding it here.

d) I like to see Eliza Carstairs there. There's no one else who would do it.

e) Open the windows and change the bed clothes! I can see that you must be at the very pinnacle of your profession!

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## Chapter 14



### Summary

Watson visits Mycroft who tells him that the witnesses – Harriman, Ackland – are good character. Returning home, he is accosted at gunpoint and taken on by a mysterious man, who refuses to give his name. The man gives Watson a key and says that Holmes needs to escape or he will be murdered in his cell.

### Activity 1: A Man of Contradictions



- Watson says of his kidnapper: 'I expected him to whip out a tape measure. But to measure me for what? A new suit or a coffin?' What does this suggest about the kidnapper?
- Watson goes on to say: 'He had an extraordinary manner of speech, which was calm and extremely threatening.' Why does he describe him in these terms?
- The kidnapper says to Watson: 'Pray do not linger outside. It is a fine day, but do not go straight in, I fear it might be the death of you.' What is the final sentence?

### Activity 2: A Man of Mystery

The man whom Watson meets at the house refuses to give his name. Watson and Holmes has asked you to write down the clues you have gathered. List every aspect of the man's lifestyle, appearance and personality from the meeting.

#### Clues

.....

.....

.....

.....

.....

.....

.....

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### Activity 3: A Man Without A Friend

- a) Watson is the chronicler of Holmes' exploits. However, here he has been placed in the thick of the action. Write a description of how the author structures this chapter in such a way that we realise that Watson is out of his depth and unable to deal with the situation.

- b) Read the following scenario:

#### Cold-Blooded Murder

A mansion has been robbed of expensive jewellery and the wealthy owner has been arrested for the crime. He is suspected for the following reasons:

- He has been arrested several times previously for burglary and robbery.
- He was arrested within half a mile of the scene of the crime, walking alone.
- He tried to flee when the police approached.
- A witness saw him walking in the same road as the mansion earlier in the day.

However:

- None of the stolen jewellery was found in his possession when he was arrested.
- He has no weapon on him.
- His sister works at the mansion as a live-in housekeeper.

- i) You are a trainee police officer on your first day at work. A senior detective was meant to interview the suspect to try to discover whether he is guilty. Unfortunately, the detective has not shown up and you have to carry out the interview.

Write the dialogue between you and the suspect. Remember to use the dialogue to show that you feel nervous and unsure of yourself. The suspect will notice this during the conversation.

- ii) This time, you are the senior detective. Rewrite the interview to show how the conversation would differ.

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## Chapter 15



### Summary

Watson visits Holmes in Holloway Prison to slip him the key to the cell. Holmes has been taken ill after eating his meal. He is taken to see him, also has also arrived at the prison. They meet with Dr Trevelyan who is tending private room where the patient is being held. Entering, they discover that

### Activity 1: Holloway

- a) Carry out some Internet research to answer the following question:

Holloway Prison still exists but it would be impossible for Holmes to be imprisoned there. Why?

- b) Find an image of a prison on the Internet. It does not have to be Holloway and can be a modern or old building. Imagine you are walking towards it and are about to enter to visit a friend who is locked inside. Write a description of the building that makes it appear as threatening and unwelcoming as possible.

### Activity 2: Codes

The example below has a hidden code. Once you have discovered the hidden message in the text.



Dear Sherlock,

I thought I would write you as you are soon to be free. Be ware of your friends Holmes. You might eat so much of food and have so much to drink that you will get sick. There is as much danger in over-eating as in being an assassin; even though I know you will be released from your time in Holloway Prison. I am inviting Hariman, even though he is a part of the conspiracy of planning your escape.

Anyway, I have to finish writing this letter. I have many of my patients; a dangerously over-eating man whose volume is binding his movements. He needs an essential escape his food addiction. I will find a solution.

Yours sincerely,

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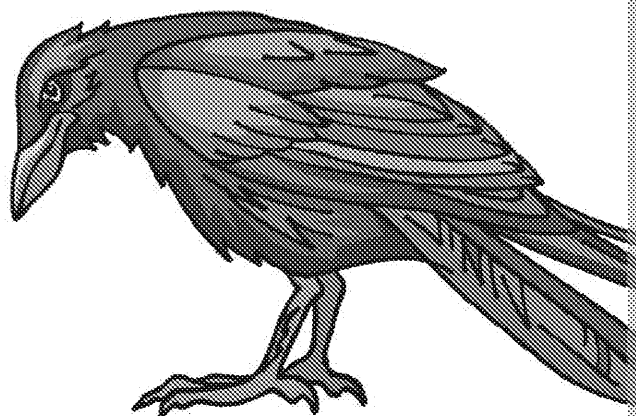
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### Activity 3: A Dreadful Place

Explain how Horowitz uses language to create a sense of Holloway being a terrible place. For each quotation below, give an explanation as to what the effect of the language is on the reader.

Writing	
Example: 'The prison was of Gothic design'	<i>The word 'Gothic' is a genre that covers stories like Frankenstein.</i>
a) <i>'something out of a fairy story written for a malevolent child'</i>	
b) <i>'a steel portcullis framed by a few bare and withered trees on either side'</i>	
c) <i>'Holloway Prison stood on the site of a former cemetery'</i>	
d) <i>'I was already aware of an eerie silence inside the prison.'</i>	
e) <i>'A ragged black crow perched on the branch of a tree'</i>	
f) <i>'I had a sense of shadows within shadows'</i>	



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## Chapter 16



### Summary

Harriman learns from Dr Trevelyan that a dead man was taken from the prison the previous evening. Harriman, Watson, Trevelyan, the prison warder and the coroner look at the dead man after the coffin, thinking Holmes used it to escape. However, when they finally discover that it contains only the dead man. Two days later, Reverend Fitzgerald visits Watson. He tells him that, under Ross Dixon's bed, they found an advertisement for the House of Wonders. Watson sees the name and realises that it is the House of Silk.

### Activity 1: Escape!

In the previous chapter, we saw how language can create an atmosphere. Sentence structure can also achieve this. The chapter starts with a number of very short sentences, creating a sense of urgency and tension.

Rewrite the chapter opening, from 'Harriman rose to his feet...' to 'He just lay there.' Use reported speech instead of direct speech and write longer sentences.

When you have finished, discuss the effect this has on the reader compared to the original.



### Activity 2: The House of Wonders

#### DR SILKIN'S HOUSE OF WONDERS

MIDGETS, JUGGLERS, THE FAT LADY  
AND THE LIVING SKELETON.

**A cabinet of curiosities from the four corners of the globe**

**ONE PENNY ENTRANCE**

**Jackdaw Lane, Whitechapel**

- a) Would you go to this advertisement? Why?
- b) What does it tell you about people's tastes at the time?

- c) Find three advertisements you really like from newspapers, magazines or the internet. Write a description of each advert, including the following:
  - ☒ Describe the advert.
  - ☒ How do the images relate to what is being sold?
  - ☒ Why do you like the advert?
  - ☒ What target audience do you think the advert is aimed at (age, gender, etc.)?
  - ☒ What techniques does the advertisement use to make the product appealing to the buyer?

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### Activity 3: True or False

a) Decide whether the following statements are true or false.

- |       |                                                                                     |       |
|-------|-------------------------------------------------------------------------------------|-------|
| i)    | Watson has proved that the House of Silk is, in fact, Dr Silkin's House of Wonders. | TRUE/ |
| ii)   | Holmes used Dr Trevelyan's key to escape.                                           | TRUE/ |
| iii)  | Inspector Harriman believes that Holmes has left the prison inside the coffin.      | TRUE/ |
| iv)   | It is impossible to escape from Holloway.                                           | TRUE/ |
| v)    | Watson suspects Holmes did not escape in the coffin.                                | TRUE/ |
| vi)   | The coffin was well built, making it difficult to open.                             | TRUE/ |
| vii)  | The men loading the coffin on the wagon looked grim.                                | TRUE/ |
| viii) | Watson respected Dr Trevelyan.                                                      | TRUE/ |
| ix)   | Mrs Hudson took the news of Holmes' arrest calmly.                                  | TRUE/ |
| x)    | Fitzsimmons arrived to discuss Ross' murder.                                        | TRUE/ |



b) When you have completed the above, write five 'True or False' questions of your own.

When you have finished, give them to a friend to see how many they get correct.

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## Chapter 17



### Summary

Watson collects his wife from the station. She gives him a bag of nails that was given to him by a stranger. Watson understands the message and hurries to The Bag of Nails, where he meets the orderly, Rivett, who explains how he escaped from the prison disguised as the orderly, Rivett.

### Activity 1: What Really Happened



Now it's time for you to put your powers of creativity to use.

In this chapter, Holmes explains how he managed to escape from prison. Imagine that there was no prison infirmary or Dr Trelkirk. Write a paragraph explaining how Holmes manages to escape from prison. Write from Holmes' point of view.

'I.....'

### Activity 2: Mrs Watson

She sighed. 'Sometimes I think you are fonder of Mr Holmes than you are of me.' Write a paragraph arguing that Watson is, indeed, more fond of Holmes than his wife, and then write a second paragraph arguing the opposite. Your final, third, paragraph should be a conclusion giving your opinion.

### Activity 3: Dr Watson



Dr Watson goes through a range of emotions in this chapter. Explain why he feels this way.

- a) Alienation from the Christmas season
- b) Guilt about his wife
- c) Amazement upon arriving at the prison
- d) Fury at Inspector Harriman

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## Chapter 18



### Summary

Holmes and Watson visit the House of Wonders. A fortune teller tells them about a shooting gallery. Once there, they are held at gunpoint by two men who tell them they are Ross and are now going to kill them. However, Holmes knew it was a trap and they would be there. The two assassins are shot dead by the police and, as one of them tells him that he knows what the House of Silk is but not when it meets. 'Tonight' dies.

### Activity 1: An Evil Place

- The House of Wonders is a fairground and such places are usually associated with innocence and joy. How does the author use this setting to create tension and a sense of foreboding?
- Rewrite Holmes and Watson's entrance to the fairground. It is in the same place and the same people are there but this time you will make the fairground appear to be a charming, interesting place.

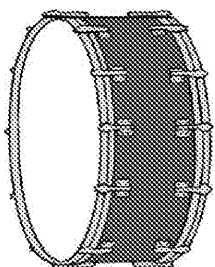
### Activity 2: Justice

'I'm afraid he will not face justice for his crimes', says Inspector Lestrade of Hendon. 'He has', replies Holmes.



- Work in groups to discuss the statements.
  - The police should be armed.
  - We should have capital punishment.
- Inspector Lestrade thinks the man deserves justice. Holmes disagrees. Explain what each means by their statement and what they do. Who do you agree with?

### Activity 3: The Senses



Authors often write in such a way as to engage our senses in order to make their stories more powerful. Discuss how Horowitz uses sound and light in this chapter to affect the reader.

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## Chapter 19



### Summary

Holmes, Watson, Lestrade and ten policemen go to Chorley Grange School. They are not allowed to enter when Holmes shows a piece of white silk. They are in a school and it is here that they learn the secret of the House of Silk. Harriman and Ravenshaw are there and are part of the conspiracy that abuses children. Except Harriman, who flees in a carriage pursued by Holmes and Watson. Watson discovers that Reverend Fitzsimmons is the organiser of the House of Silk.

### Activity 1: Angels

Three characters are compared to angels in this chapter, each time with a different effect. Answer the following:

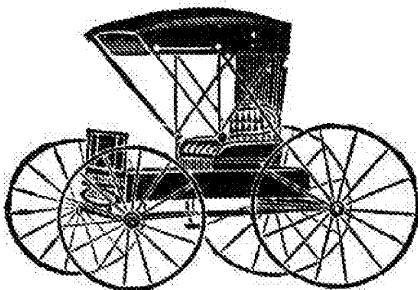
- 'I thought not even the angel of death would appear quite so menacing when finally we met.'* What does this statement tell us about Watson's attitude to Holmes?
- 'I saw him glance back, his white hair a mad halo around his head.'* Who is being described and why is the description of a 'mad halo' a fitting one?
- Ross is not *'a little angel who fell into bad ways'*. Who describes the boy in this way and what does he mean by the statement?

### Activity 2: The Chase



Although set in Victorian times, the novel contains a modern police thriller. Read the section where Holmes pursues Harriman in a carriage. Imagine the action is taking place in a modern car and rewrite this section as an exciting car chase.

### Activity 3: Carriages



Several types of nineteenth-century carriage are mentioned in the text. Carry out research and write a description of each type. Make sure the reader is given a clear idea of what type of carriage it is and how the carriage is used.

- A brougham
- A curricule
- A dog cart
- A landau

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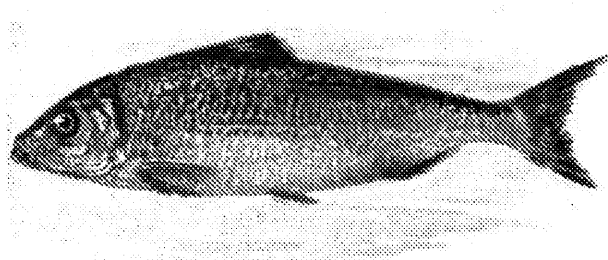
## Chapter 20 and Afterword



### Summary

Holmes and Watson visit Ridgeway Hall where Eliza Carstairs is close to death. Eliza Carstairs is Keelan O'Donaghue, who married Edmund to wreak revenge for his death. She was planning to murder Edmund, his mother and sister. Edmund is revealed as a conspirator in a plot to murder Ross, and Mr and Mrs Carstairs are arrested. In the afterword, it is revealed that Fitzsimmons died in prison, Mrs Carstairs was sentenced to life, and the Grange was burnt down, with Holmes as the suspected arsonist.

### Activity 1: A Red Herring



Patrick has an unpleasant reputation in Belfast, as is Keelan O'Donaghue. He is not guilty of any crime but is used as a 'red herring' to distract from the real plot.

- a) Explain what the term 'red herring' means.
- b) Why would an author use a red herring? What type of novel technique is this?
- c) Is Patrick effective as a red herring?

### Activity 2: A Visitor

Put the correct punctuation in the following speech:

is your master in he asked  
who shall I say is calling  
my name is sherlock holmes we are expected and who are you  
im patrick  
that's a Belfast accent if I'm not mistaken  
whats it to you  
patrick who is it why is kirby not here

### Activity 3: Afterword



- a) Explain, in your own words, why the author has finished telling the story in the afterword.
- b) Read the last paragraph of the afterword. Do you think this is a good way to end the story? Does this paragraph have any effect on the reader?

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## End-of-Text Exercises

### Activity 1: Body Count

A large number of deaths occur during the investigation. Decide whether the statements are true or false.

- |                                                                                    |            |
|------------------------------------------------------------------------------------|------------|
| a) The Flat Cap Gang murdered the art dealer's agent when they attacked the train. | TRUE/FALSE |
| b) Ross was murdered by an unknown attacker.                                       | TRUE/FALSE |
| c) Sally Dixon was murdered after her brother was killed.                          | TRUE/FALSE |
| d) Keelan O'Donaghue was murdered in the hotel.                                    | TRUE/FALSE |
| e) It was proven that Reverend Fitzsimmons was murdered in prison.                 | TRUE/FALSE |
| f) Mrs Carstairs murdered Cornelius Stillman.                                      | TRUE/FALSE |
| g) Rourke O'Donaghue was killed by Mr Pinkerton.                                   | TRUE/FALSE |
| h) Keelan O'Donaghue murdered Edmund Carstairs' mother and sister.                 | TRUE/FALSE |
| i) The police killed Henderson.                                                    | TRUE/FALSE |
| j) Harriman was killed while trying to escape from Holmes.                         | TRUE/FALSE |
| k) Lord Ravenshaw was murdered by Reverend Fitzsimmons.                            | TRUE/FALSE |

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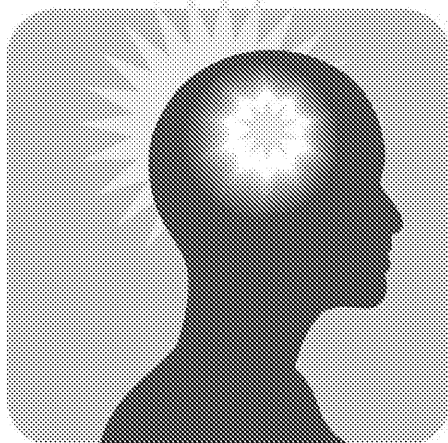


## Activity 2: The Man Himself

Read the following quotes which are from some of the original Sherlock Holmes stories.

Decide whether Anthony Horowitz's portrayal of the detective is in keeping with the original. Consider such aspects as Holmes' attitude to his work, his view of crime, his education and his physical appearance and mannerisms.

When planning your written response to this question, note down other personality traits of the character in the novel and then carry out some Internet research to see which of the traits you have noted are true of the original character.

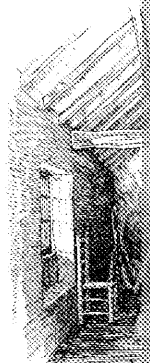


*'His rooms were brilliantly lit, and a tall, spare figure pass twice in a minute. He was pacing the room swiftly, upon his chest and his hands close together. He knew his every mood and habit, their own story. He was at work now, Watson speaking in A Scandal in Bohemia. Conan Doyle*

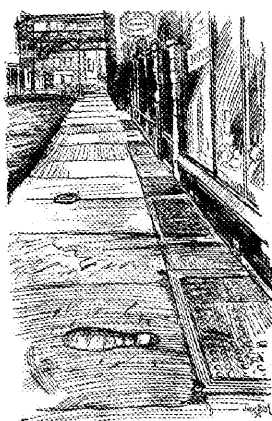
*'I cannot live without brain-work'*  
Holmes speaking in *The Sign of the Four*  
Doyle

*'I consider that a man's brain originally is like a little empty attic, and you have to stock it with such furniture as you choose. A fool takes in all the lumber of every sort that he comes across, so that the knowledge which might be useful to him gets crowded out, or at best is jumbled up with a lot of other things, so that he has a difficulty in laying his hands on it. Now the skilful workman is very careful indeed as to what he takes into his brain-attic. He will have nothing but the tools which may help him in doing his work.'*

Holmes speaking in *A Study in Scarlet*, Arthur Conan Doyle



### Activity 3: The Guilty Party



In Chapter 20, Holmes finally reveals that Mrs O'Donaghue. Rewrite the ending so that one the one guilty of murdering the man in the ho

You will need to include a description by Holm and clues that led him to discover who the g

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### Activity 4: The Adventures of Sherlock Holmes

The quote below is from Arthur Conan Doyle's *The Adventures of Sherlock Holmes*. Read the quote and then answer the questions that follow.

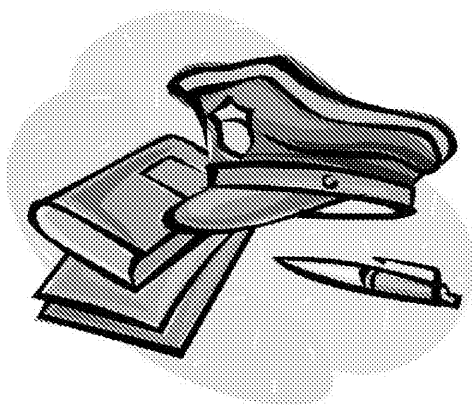
Watson comments on the beauty of the houses in the countryside of England.

*'You look at these scattered houses, and you are impressed by their beauty. I look at them, and the only thought which comes to me is a feeling of their isolation and of the impunity with which crime may be committed here... They always filled me with a certain horror. It is my belief, Watson... that the lowest and vilest alleys in London do not present a more dreadful record of sin than does the smiling and beauty of the countryside... But the reason is obvious. The pressure of public opinion can do in the town what the law cannot accomplish.'*



- a) Do you think Holmes is a cynical character who only sees the worst in people? Use evidence from the text to support your view.
- b) How does Horowitz include people from all walks of life and use the setting in *House of Silk*?

### Activity 5: Police Report



Imagine you are Inspector Leslie. Write your final report outlining the key findings of your investigation.

Make a plan of what you need to write the report. Make sure that the report is clear and that you use a formal style for an official document.

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