

Interviewing Ms Sneer

Task 1

Choose the correct ending for each question.



Question 1:

Where were you

• on the 13th May? →

• on the 13th July? →

• on the 13th December? →



Question 2:

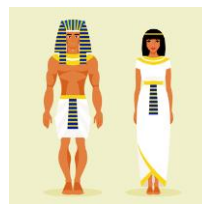
What do you know about



Egyptian statues?



Egyptian pots?



Egyptian clothes?



Question 3:

Do you own climbing


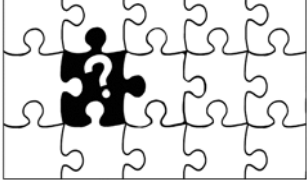



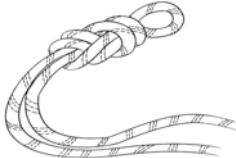
- kit?
- cot?
- cat?

Interviewing Ms Sneer



Task 2

Write down Ms Sneer's answers to the questions on Worksheet 1.1a.

Use these words to help you

<p>Question 1</p> <p>Response:</p> <p>.....</p> <p>.....</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>work</p>  </div> <div style="text-align: center;"> <p>missing</p>  </div> </div>
<p>Question 2</p> <p>Response:</p> <p>.....</p> <p>.....</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>work</p>  </div> <div style="text-align: center;"> <p>museum</p>  </div> </div>
<p>Question 3</p> <p>Response:</p> <p>.....</p> <p>.....</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>climb</p>  </div> <div style="text-align: center;"> <p>rope</p>  </div> </div>

Now write down Ms Sneer's answer to this question.

<p>Question 3</p> <p>Is there anything you want to do but can't?</p> <p>.....</p> <p>.....</p> <p>.....</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>desert</p>  </div> <div style="text-align: center;"> <p>money</p>  </div> </div>
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Interviewing Ms Sneer

Task 1

Complete the following questions. Use the words below to help you.

Question 1: Where were you

.....

Question 2: What do you know about

.....

Question 3: Do you own kit for

.....



climbing Egyptian museum statue

Interviewing Ms Sneer



Task 2

Write down Ms Sneer's answers to the questions on Worksheet 1.1a.

Use these words to help you.

<p>Response to Question 1:</p> <p>.....</p> <p>.....</p>	<p>missing work</p>
<p>Response to Question 2:</p> <p>.....</p> <p>.....</p>	<p>museum work</p> 
<p>Response to Question 3:</p> <p>.....</p> <p>.....</p>	<p>climb rope</p> 

Now write down Ms Sneer's answer to this question.

<p>Question 4: Is there anything you want to do but can't?</p> <p>.....</p> <p>.....</p>	<p>desert money</p>  
<p>Note down any other important information Ms Sneer has added.</p> <p>.....</p> <p>.....</p> <p>.....</p>	

Task 1

'What' is a good question word. Can you think of four others?

1.
2.
3.
4.

Task 2

Use these words to help you write four questions you could ask Ms Sneer.

Question 1:
.....

Question 2:
.....

Question 3:
.....

Question 4:
.....

Interviewing Ms Sneer

Task 3

Now write down Ms Sneer's responses to the four questions.

Response to **Question 1**:

.....

.....

Response to **Question 2**:

.....

.....

Response to **Question 3**:

.....

.....

Response to **Question 4**:

.....

.....

Note down any other important information you think is relevant:

.....

.....

.....

.....

Henry's Diary

This is a page from the diary of Henry, the museum cleaner.

Wednesday 13th July

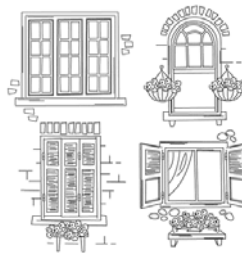
Dear Diary,

I got to work at 9:30. It was shut.

I saw a rope.



It went up to a window.



I went in the back door.



Ms Sneer ran past me. She had a thing in her arms.

It was in cloth.



Ms Sneer came back at 11:00.

She was scared.



Henry's Diary

This is a page from the diary of Henry, the museum cleaner.

Wednesday 13th July

Dear Diary,

Today was odd. I got to work at 9:30. It was shut. Ms Sneer always opens at 9:00.

I saw a rope hanging down from the wall. How odd! It led up to a window. I pulled the rope. It was tied at the top. I let myself in the back door.

Ms Sneer dashed past me. She was holding something. It was hidden in a cloth. She ran away very fast.

I made a start on my work.

Ms Sneer came back at 11:00. She looked scared and tired. I asked where she had been. She did not reply.

But, her hands were red and sore.

Henry's Diary

This is a page from the diary of Henry, who works as a cleaner at the museum.

Wednesday 13th July

Dear Diary,

Something quite odd happened this morning. I arrived at work for my usual time of 9:30, but the doors were still locked by a big chain. I rattled them a few times, but no one came to let me in. That's never happened before.

Even more strange, I noticed a rope hanging down the wall next to the door. It was hanging from one of the third floor windows. I suppose some window cleaners left it there. I pulled on it, but it was tied fast at the top.

I let myself in by the back door using the key that no one knows I have. As I walked towards my cleaning cupboard, Ms Sneer charged past me, nearly knocking me over. She was carrying something, but it was covered in a blanket, so I couldn't see what it was. It looked heavy.

Ms Sneer didn't stop; she ran straight round a corner and disappeared. When she came back at 11 o'clock, she looked very scared and nervous. Her hands were all red, as if she'd been holding onto something very tightly.

Task 1

Tick the statements that you should use in an interview.

- ☐ a) 'You bet!'
- ☐ b) 'Yes, I like to help.'
- ☐ c) 'I will work it out.'
- ☐ d) 'I don't know.'
- ☐ e) 'I work well with others.'
- ☐ f) 'I do not work well with others.'

Task 2

Choose the better answer to each question.

1. Do you work hard?
 - ☐ 'No.'
 - ☐ 'Yes. I can work all day.'
2. Do you like to help?
 - ☐ 'I like to help.'
 - ☐ 'I am fab.'
3. Do the police do a good job?
 - ☐ 'No way!'
 - ☐ 'Yes, they do.'

Task 1

Tick the statements that you should use in an interview.

1. Can you spot mistakes?
☐ a) 'You betcha!'
☐ b) 'Yes, I can spot details.'
2. If a case was hard to solve, what would you do?
☐ a) 'I would work on it until I solved it.'
☐ b) 'Well, dunno really. Quit, I guess!'
3. How well do you work with other people?
☐ a) 'I am easy to get on with. I work well with others.'
☐ b) 'Easy, never met someone I can't gel with.
As long as they don't vex me.'

Task 2

Suggest a more appropriate answer to each question.

1. Can you work at all times of the day?
'Reckon so boss, no sweat.'
.....
2. Do you like solving problems?
'Yeah, course. Using my brain is wicked.'
.....
3. Do the police do a good job?
'Not really. They is not finding them nowhere near quick enough.'
.....

Task 1

Tick the more appropriate answer.

1. Do you pay attention to details?
☐ a) 'You betcha! I'm always, like, spotting punctuation and stuff.'
☐ b) 'Absolutely. I would consider myself to have an excellent eye for detail. For example, I am a very effective proof reader.'
2. If a case was hard to solve, what would you do?
☐ a) 'Given how determined I am to reach a satisfactory conclusion, I would carry on investigating until I'd solved it.'
☐ b) 'Well, dunno really. Quit, I guess! Never really thought about it to be honest.'
3. How well do you work with other people?
☐ a) 'I feel I am easy to get on with, so I am sure we'd work well together. In my current job, I am a valued team member.'
☐ b) 'Easy mate, never met anyone I can't gel with. 'Specially if they don't vex me. Feel I'm great mates with you already.'

Task 2

Suggest a more appropriate answer to these questions.

1. Are you able to work at all times of the day?
'Reckon so boss, no sweat. Morning, night, I'm always up and hyper.'
.....
2. Are you interested in solving mysteries?
'Yeah, course. Using my brain is wicked. The harder the better, I fink.'
.....
3. Do you believe that the police do a good job finding criminals?
'Could do better really. They is not finding them nowhere near quick enough, I'm telling you. Most of the time I see police, they're just sitting around gassing.'
.....
.....

New detectives wanted

Read the advert for detectives.





New detectives wanted!




- Are you clever?
- Are you brave?
- Are you honest?

To apply, send a letter to
CrimeHalt, Teeshot, ER2 1TT

In Column 2, write definitions for the key words.

Write examples in Column 3. Use the words below to help you.

grade **A+** work

scared

tell

truth


1. Key words	2. Definition	3. Examples
clever 	I am a..... person because I
brave 	I am a..... person because I
honest 	I am an..... person because I

New detectives wanted

Read this advert for detectives.

New detectives wanted!




**We are looking for clever recruits, who are brave,
to solve crimes.**

You must like solving crimes and be honest.

To apply, send a letter to
CrimeHalt, Teeshot, ER2 1TT

Fill in the table below. Use these words to help you.

grade work scared tell truth

Key words	Definition	When I have shown this characteristic
clever 
brave 
honest 

New detectives wanted

Read this advert for detectives and fill in the table below.

New detectives wanted!

We are looking for intelligent, flexible and hard-working recruits to solve crimes.

Applicants must have an interest in crime and be able to show independence.

Send your letter of application to
CrimeHalt, Teeshot, ER2 1TT

Key word	Definition	Experience that shows this characteristic
Intelligent		
Flexible		
Hard-working		
Independence		

Letter of application

Name

22 Somewhere Street
Banhurst
CZ2 9OP

Date:

CrimeHalt,
Teeshot,
ER2 1TT

Dear Sir/Madam,

I am writing because I would like to be a detective.

Are you a clever person?

I am

I get

Do you fear danger?

I

I have

Do you tell the truth?

I can

I have

Please let me be a detective.

Yours truly,

.....

brave



clever



grade

A+

honest



scared



tell



truth

☒ truth

☐ false

work



My words

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Letter of application

Name

22 Somewhere Street
Banhurst
CZ2 9OP

Date:

CrimeHalt,
Teeshot,
ER2 1TT

Dear Sir/Madam,

I am writing because I would like to be a detective.

I would be a great detective because

.....

I have shown this when I

.....

I am also

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I have shown this when I

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I am

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I have shown this when I

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Please let me be a detective.

Yours truly,

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My words

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brave

clever

explain

grade

homework

honest

scared

truth

Letter of application

Name

22 Somewhere Street
Banhurst
CZ2 9OP

Date:

CrimeHalt,
Teeshot,
ER2 1TT

Dear

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Yours

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Horse theft suspects

Read the text. Which of the people do you think is the thief?

Suspect 1: Fred Mallet



Reasons for:

- He can ride.
- He took an apple when he was 10.

Reasons against:

- He was at his shop.
 - He does not want to go to jail.
-

Suspect 2: Mary Burton

Reasons for:

- She likes horses.
- She is poor.

Reasons against:

- She has not taken any item before.
- She has six kids.



Suspect 3: Tim Fibbs



Reasons for:

- He was by the cab.
- His dad has a stable.

Reasons against:

- He is 12.
 - He was with his sister.
-

Horse theft suspects

Read the text. Which of these people is most likely to be the thief?

Suspect 1: Fred Mallet



Reasons for:

- He makes horseshoes and knows how to ride.
- He was punished for stealing an apple when he was a child.

Reasons against:

- He was with a man at his shop just after the horse was stolen.
- He is very scared of prison.

Suspect 2: Mary Burton

Reasons for:

- She grew up on a farm, so knows about horses.
- She finds it hard to feed her six children on the wage she gets for washing clothes.

Reasons against:

- The police don't think she has stolen any item before.
- There would be no one to look after her children if she was in prison.



Suspect 3: Tim Fibbs



Reasons for:

- He was seen near the hansom cab half an hour before the theft.
- His father owns a stable, a short ride away.

Reasons against:

- He is only twelve.
- His sister told police he was with her when the horse was stolen.

Horse theft suspects

Read the information about the three suspects. Who is most likely to be the thief?

Suspect 1: Fred Mallet



Reasons for:

- He makes horseshoes on Millpond Lane, so knows about horses and riding.
- He was punished for stealing an apple when he was a child.

Reasons against:

- He served a man at his blacksmith's shop just 10 minutes after the horse was stolen.
- He is very scared of being sent to prison.

Suspect 2: Mary Burton

Reasons for:

- She grew up on a farm, so is confident around horses.
- She finds it hard to feed her six children on the wage she gets for working in the laundry, just off Millpond Lane.

Reasons against:

- She has never been suspected of any crime before.
- As her husband is in the Navy, there would be no one to look after her children if she was sent to prison.



Suspect 3: Tim Fibbs



Reasons for:

- He was seen looking at the hansom cab while the driver checked it over, half an hour before the theft took place.
- His father owns a stable, a short ride from Millpond Lane.

Reasons against:

- He is only twelve years old.
- His older sister, Beth, has told police he was with her when the horse was stolen, helping her cook dinner.

What about Bob, the driver?

Read Bob's letter to his daughter.

17 Dee Street
London
1st October 1874

To Molly,

What can I do? My horse has been taken.

I told the police. They do not help!

Billy is looking for her. I do not think he will find her.

I can't work. I can't make money to buy a new horse.

I am so sad.

Please take care.

Your Dad,
Bob.

What about Bob, the driver?

How has Bob the hansom driver been affected by the theft of his horse?

Fill in the missing words.

Use the key words to help you.

Without a horse, Bob can't

Bob thinks the police can not

Bob does not have the
to buy a new horse.

Do you think Bob will find his horse?

.....

money



help



work



What about Bob, the driver?

Read Bob's letter to his daughter.

17 Dee Street
London

1st October 1874

To Molly, my daughter,

I am writing this by the fire. I do not know what I am going to do now that Bess, my horse, has been stolen. I told the police about her, but I don't think they will be much help! What a useless bunch!

Our Billy has gone out to search for her. He thinks he will find her, but if you ask me he's just a fool.

Without Bess, I can't work. A good horse is really hard to come by. As I can't pick people up, there's no chance of me earning enough money to buy a new horse.

The theft has scared me too. I can't believe someone could steal a horse in broad daylight. Some people round here are not good. I'm so glad your husband looks after you.

Your loving father,
Bob.

What about Bob, the driver?

How has Bob the hansom driver been affected by the theft of his horse?
Answer the questions below.

Use the key words to help you.

What is Bob's main problem?

.....

.....

What does Bob think of the police?

.....

.....

Why can't Bob buy another horse?

.....

.....

How has the theft made Bob feel?

.....

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.....

What do you think will happen to Bob?

.....

.....

.....

afford

scared

useless

unemployed

What about Bob, the driver?

Read Bob's letter to his daughter.

17 Dee Street
London

1st October 1874

To Molly, my dearest daughter,

I am writing this by the fire. I do not know what I am going to do now that Bess, my beautiful brown horse, has been stolen. I drew the police a picture, but you know what a poor artist I am. Although I doubt it would make any difference to the police if they could recognise her! What a useless bunch!

Our Billy has gone out with some of his friends to try to search for her. I think he fancies that he has a talent for finding things, but if you ask me he's just a fool who likes the sound of his own voice.

The problem is, without Bess, I can't work. There are so many hansoms on the road these days, that a good horse is really hard to come by. Without being able to pick up passengers, there's no chance of me scraping the money together to buy another horse. And even if I did have the money, I'll never be able to find one as reliable as Bess.

It's given me a bit of a fright too, to be honest. I can't believe someone could just take a horse from right outside, in broad daylight. The kind of people you get round here these days, I tell you. I'm so glad you've got that nice husband of yours to look out for you.

Please take special care of yourself.

Always your loving father,
Bob

What about Bob, the driver?

Answer the following questions.

How has Bob the hansom cab driver been affected by the theft of his horse?

.....

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What do you think will happen to Bob? Do you think he will get his horse back?
Explain your answer.

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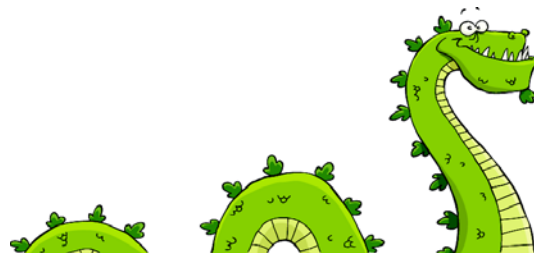
.....

.....

What does the Loch Ness Monster look like?

Look at people's ideas of what the Loch Ness Monster looks like.

Match each statement to one or more of the pictures. Draw lines.

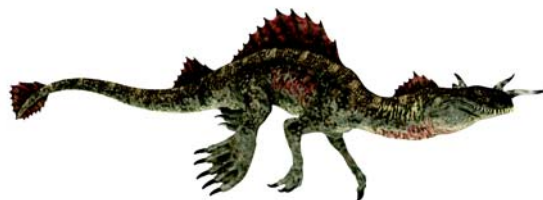


1. This monster is scary.

2. This monster has a long neck.

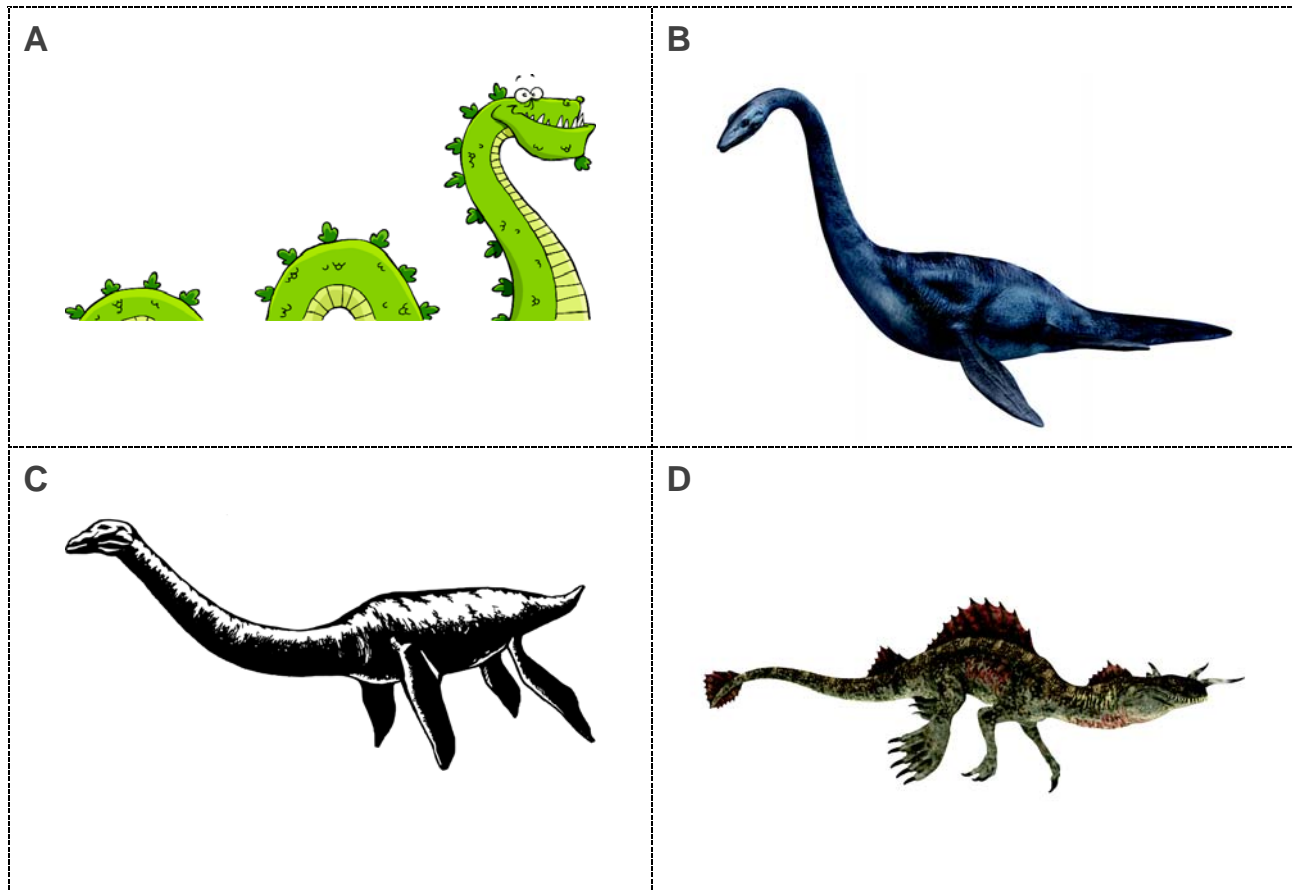
3. This monster is big.

4. This monster has teeth.



What does the Loch Ness Monster look like?

Look at people's ideas of what the Loch Ness Monster looks like.



Answer the questions.

1. Which monsters have teeth?

2. Which of the monsters have a long neck?

3. Which of the monsters looks friendly?.....

What makes you think this?

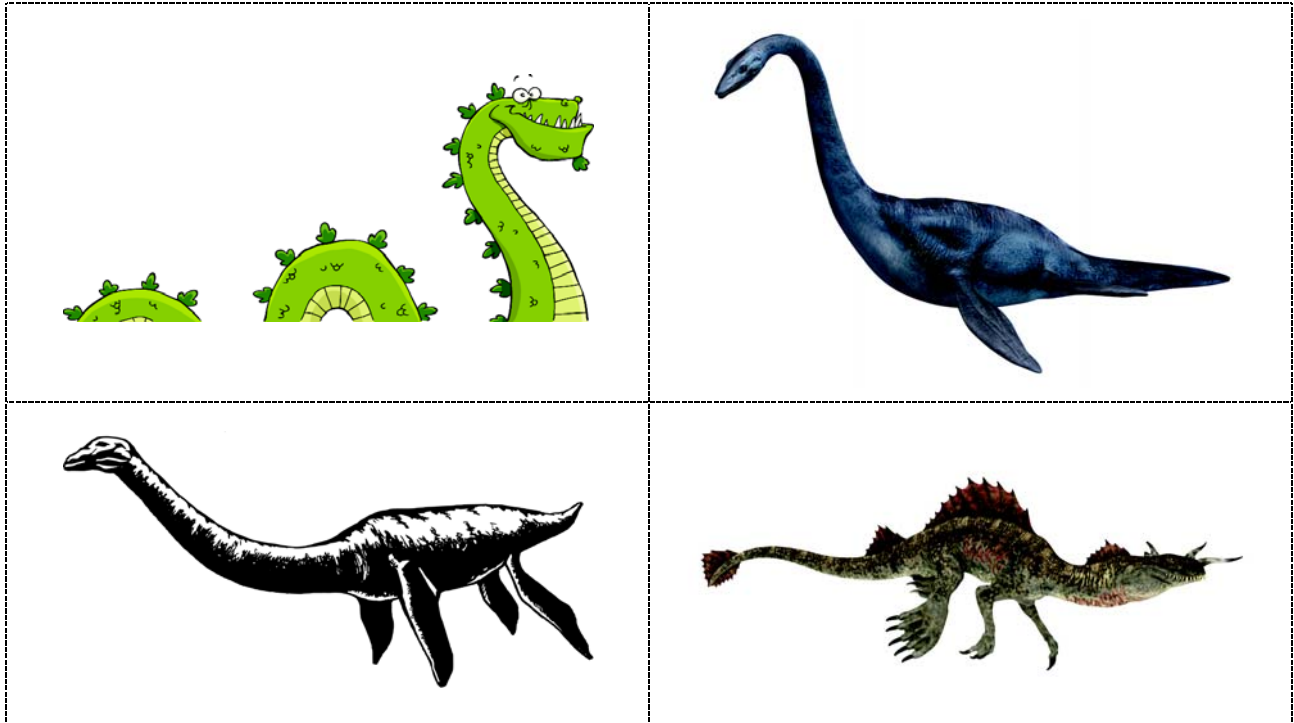
.....

4. Which of the monsters is scary?

Why?

What does the Loch Ness Monster look like?

Look at people's ideas of what the Loch Ness Monster looks like.



Looking at these images, a student said, 'These images show that the Loch Ness Monster must be huge and very scary.'

How far do you agree with this statement? Refer to details of the pictures in your answer.

.....

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When I saw Nessie

Mr Smith tells us about the time he saw the Loch Ness Monster.

I was tired.	
I heard a loud noise.	
The monster was big.	
I saw a fin. It hit the water.	
I saw a small head.	

What does Mr Smith's account tell you about the Loch Ness Monster?
Use the words in the box to complete the sentences.

loud

fins

head

big

- It makes a noise.
- It has
- It has a small
- It is

When I saw Nessie

Mr Smith tells us about the time he saw the Loch Ness Monster.

It was a dark night, but I know what I saw.



I was driving back from work and I was pretty tired. I was driving along the side of a Loch when I heard a huge noise.

I couldn't tell what it was. I thought it was a tree that had fallen down. I pulled to the side of the road and I heard the noise again. I ran down to the side of the Loch.

There she was.

A huge, green flipper the same size as my car was smashing down onto the water, making a loud splashing sound that you'd be able to hear for miles around.



Above the fin was a long thin neck and a tiny head. Her eyes were green.

I didn't feel scared, as I didn't think she would hurt me.

I stared at her for about ten seconds, before she slipped back under the surface of the Loch.

When I saw Nessie

Does Mr Smith's account make you believe in the Loch Ness Monster?

Explain your answer. Use the words in the box to help you.

fins

head

loud

tired

- Mr Smith was feeling ,
so
- The monster was very , so
.....
- Mr Smith describes the monster's and
.....
- This makes me think
.....
.....

When I saw Nessie

A local journalist asked Mr Smith, who lives near Loch Ness, to tell her about the time he saw the Loch Ness monster in 1998.

This is what he said...

It was a dark, quite misty night, but I know exactly what I saw.

It was late, and I was driving back from a really hard day at work, so I was pretty tired. I was driving along the road at the side of a Loch when all of a sudden I heard a huge noise.

I couldn't tell what it was. At first I thought it was a tree that had fallen down, as it was quite a windy night. Anyway, I pulled to the side of the road and I heard the noise again. I opened the door and ran down to the side of the Loch.

There she was.

A huge, green flipper, the same size as my car, was smashing down onto the water, making an enormous splashing sound that you'd be able to hear for miles around. The flipper was all covered in scales and it was hitting the water so hard that I got covered in water from the Loch. That was the first thing Mrs Biggs said to me when I got home: 'How did your shirt get so wet?'

Above the fin towered a long thin neck and on top of that a tiny head, a bit like a lizard. I could see her teeth gleaming white in the dark and her eyes were green. I counted three dark spots behind each of her eyes.

I don't remember feeling scared, as I didn't get any sense she would hurt me. I am trembling now that I think about it though!

I stared at her for about ten seconds, before she snorted and then slipped smoothly under the surface of the Loch.

After reading this, a student said: 'I definitely believe in the Loch Ness Monster now. The amount of detail he gives is so convincing, he must be telling the truth.'

Explain how far you agree with this student's view of Mr Smith's account.

When I saw Nessie

Before you begin writing, make notes under these headings:

Reasons Mr Smith may be telling the truth	Reasons Mr Smith may be lying

Now, explain how far you agree with this student's view of Mr Smith's account.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Solving the murder

Read this passage from the book *The Mysterious Affair at Styles*.
Mrs Ingle has been poisoned. Poirot is revealing who is the murderer.



Mrs Ingle took her drugs. It was a day later than the killer planned.

She died.

Poirot found a letter from the killer.

He read it to the people in the house.

It said how the plan was meant to work.



He stopped reading. A man tried to grab the letter.

'My friends,' said Poirot, 'this is the killer, Mr Alfred Ingle!'

Match the images to the correct phrase.

tried to grab

found a letter

took her drugs



Now put the phrases in the events in the correct order:

1.
2.
3.

Solving the murder

Read this passage from the book *The Mysterious Affair at Styles*.
Mrs Ingle has been poisoned. Poirot is revealing who is the murderer.



‘On Monday, Mrs Ingle’s telephone wire was neatly cut, and that night Miss Sidney was spending the night with friends, so that Mrs Ingle would have been quite alone.

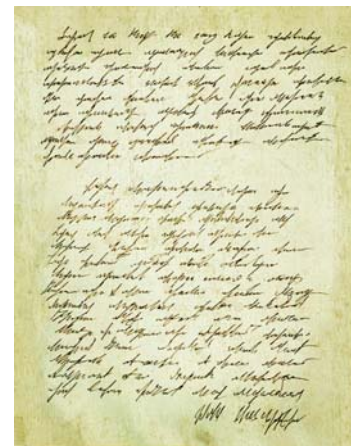
‘In her hurry, Mrs Ingle forgot to take her drugs, so the last – and fatal – dose was in fact taken a day later than had been planned by the killer.

‘I now have the final proof in my hands. A letter in the killer’s own writing!’

Poirot read:

‘Dearest Eve,

‘You will be nervous at hearing nothing. It is all right – only it will be tonight instead of last night. We will have a good time once the old woman is dead. No one will be able to prove it was me. That plan of yours about the drugs was very clever!’



‘We all know who writes like this and——’

A scream broke the silence.

‘You devil! How did you get it?’

A chair was knocked over. Poirot moved quickly and the man running at him fell with a crash.

‘This is the killer,’ said Poirot.

‘Mr Alfred Ingle!’

Solving the murder

Complete this timeline of events that are mentioned in this passage.

Event 1	Mrs Ingle's telephone wire is cut.
Event 2
Event 3
Event 4
Event 5	Poirot reveals Ingle is the killer.

Solving the murder

Read this passage from *The Mysterious Affair at Styles*. Poirot is revealing the true identity of the murderer.

‘Throughout the case, there have been signs that the crime was due to take place on Monday night. On that day, Mrs Ingle’s phone wire was neatly cut, and on Monday night Miss Sidney was out with friends, so that Mrs Ingle would have been quite alone in the right wing, shut off from help of any kind. She would have died before a doctor could have been called for. But in her hurry to be in time for the village meeting, Mrs Ingle forgot to take her medicine, and the next day she lunched away from home, so that the last—and fatal—dose was in fact taken twenty-four hours later than had been planned by the culprit; and it is owing to that delay that the final proof—the last link of the chain—is now in my hands.’

Amid breathless wonder, he held out three thin strips of paper.

‘A letter in the killer’s own writing, my friends! Had it been a little clearer in its terms, there is a chance that Mrs Ingle, warned in time, would have escaped.’

In the deathly silence, Poirot cleared his throat and read:

‘Dearest Eve,

You will be worried at hearing nothing. It is all right—only it will be tonight instead of last night. There’s a good time coming once the old woman is dead and out of the way. No one will be able to trace the crime back to me. That idea of yours about the medicine was so clever! But we must be very careful. A false step——’

‘Here, my friends, the letter breaks off. No doubt, the writer was disturbed; but there can be no question as to who wrote this letter. We all know this writing and——’

A howl that was almost a scream broke the silence.

‘You devil! How did you get it?’

A chair was knocked over. Poirot skipped quickly aside. A quick movement on his part, and the man trying to attack him fell with a crash.

‘Dear friends,’ said Poirot, with a flourish, ‘let me present the culprit to you: Mr Alfred Ingle!’

Create a timeline of the events that are mentioned in the passage.

Event 1	Mrs Ingle's phone wire is neatly cut.
Event 2
Event 3
Event 4
Event 5
Event 6
Event 7	Poirot reveals Ingle is the murderer.

The murder

Match these events to the right image. Draw lines to link them.

☐

Poirot finds a feather.

☐

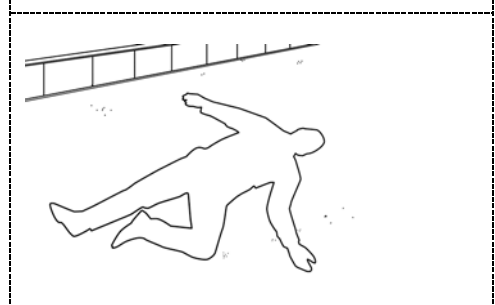
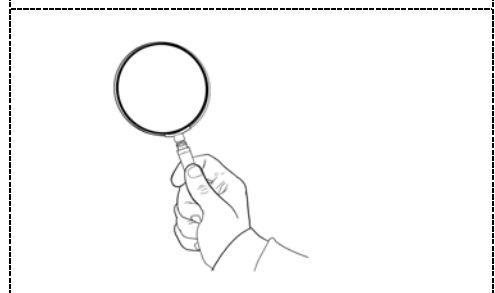
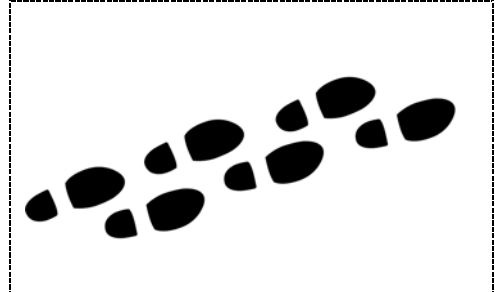
Poirot says he will look
into the case.

☐

A man is killed.

☐

Police find footprints.



In the boxes, try to number the events in order.

The Murder of Roger Ackroyd

Read these events in the plot of *The Murder of Roger Ackroyd*.
Write a number in each box to put them in chronological order.

Poirot finds clues, such as a goose feather.



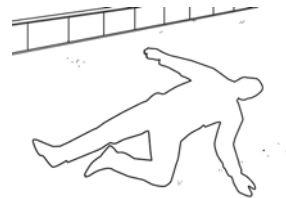
Ms Bourne, a maid, quits.

Poirot agrees to look into the case.



Poirot reveals who killed the man.

A man is murdered.



Police find footprints by a window.



The Murder of Roger Ackroyd

Try to explain why you placed the events in this order.

Which event did you put first?

.....

Why did you put this event first?

.....

.....

Which event did you put last?

.....

Why did you put this event last?

.....

.....

The Murder of Roger Ackroyd

Number these plot events of *The Murder of Roger Ackroyd*, placing them in chronological order.

- ☐ Parker denies ever having phoned Dr Sheppard.
- ☐ Poirot finds clues such as a goose feather and a scrap of cloth.
- ☐ Ursula Bourne, a maid, hands in her resignation to Roger Ackroyd.
- ☐ Poirot agrees to investigate the case.
- ☐ Poirot calls the suspects together to reveal the identity of the murderer.
- ☐ Roger Ackroyd's butler, Parker, phones Dr Sheppard to report Ackroyd has been murdered.
- ☐ Roger Ackroyd is murdered.
- ☐ Police find the footprints of Ralph Paton, Ackroyd's stepson, on the windowsill of Roger Ackroyd's room.

Try to explain why you have sequenced the events in this order.

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Helping Holmes

Circle the correct spellings in **bold** in this text.



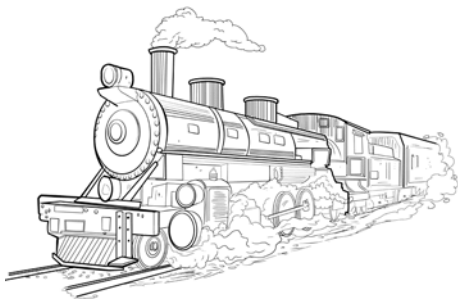
‘My name **is / iz** Sherlock Holmes.

Mrs Hudson has **lit / lat** a fire.’

‘I **amm / am** scared,’ she said.

Her hair **wos / was** grey.

Her / Hur face was tired.



‘You came **in / inn** by train,’ he said.

‘How did you know?’

‘I see the ticket in your hand.

You / Yu went to the train by cart.’

The lady **waz / was** shocked.

‘There is **mud / mad** on your left arm,’ he said. ‘A cart throws **op / up** mud that way.’



Helping Holmes

Write the correct spellings of the words in **bold** in the gaps in this passage.
Use a simple dictionary to help you if you need to.



‘Good morning,’ said Holmes.

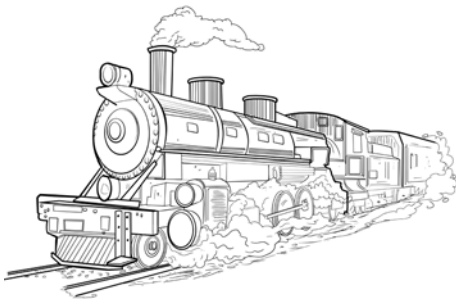
‘My **nam** is Sherlock Holmes.

I am glad to **sea** Mrs Hudson has
lit a fire.’

‘I am scared, Mr Holmes.’ She looked
up as she **spoak**

Her **hare** was grey.

Holmes looked at her with a
kwick glance.



‘Do not fear,’ he said. ‘We shall set
fings right. You came by
trane this morning, I see.’

‘How did you know?’

‘I see half of a return ticket in your hand.

You must have started **earley**

You **aslo** travelled by cart on roads.’

The lady stared at Holmes.

Holmes **smilled** ’ The left
arm of your coat has mud on it in. The
marks are fresh. You get muddy when
u sit next to a cart driver.’



Write the correct spellings of the words in **bold** in the gaps in the passage below.
Use a dictionary to check the spellings if you wish to.

‘Good-morning, madam,’ said Holmes cheerily. ‘My **nam** is Sherlock Holmes. This is my friend, Dr Watson, before whom you can speak as freely as before myself. I am glad to see that Mrs Hudson has had the good **sence** to light the fire. Draw up to it, and I shall **awder** you a cup of hot coffee, for I observe that you are shivering.’

‘It is not cold which makes me shiver,’ said the woman in a low voice, changing her seat as requested.

‘What, then?’

‘It is **feer** Mr Holmes. It is terror.’ She raised her veil as she spoke, and we could see that she was indeed terrified, her face all drawn and grey, with restless frightened eyes, like those of some hunted animal. Her features and figure were those of a woman of thirty, but her **hare** was beginning to turn grey, and her **expressshun** was weary. Sherlock Holmes ran her over with one of his quick glances.

‘You must not fear,’ said he soothingly, bending forward and patting her forearm. ‘We shall soon set matters right, I have no doubt. You have come in by **trane** this morning, I see.’

‘You know me, then?’

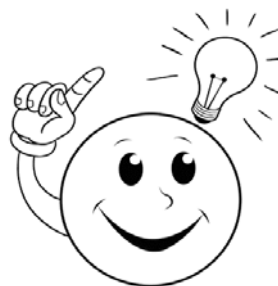
‘No, but I observe the second half of a return ticket in the palm of your left glove. You must have started **earley**, and yet you had a good drive in a dog-cart, along **hevy** roads, before you reached the station.’

The lady was startled and stared at Holmes.

‘There is no mystery, my dear madam,’ said he, **smilling**
‘The left arm of your jacket is spattered with mud in no less than seven places. The marks are **perfექtly** fresh. There is no vehicle save a dog-cart which throws up mud in that way, and then only when you sit on the left-hand **syde** of the driver.’



Sherlock



clever



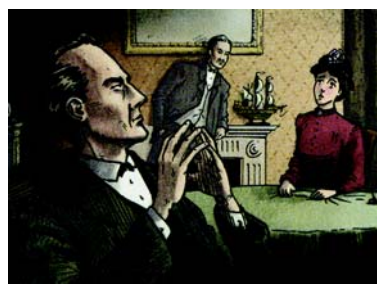
hat



clue



pipe



Holmes

Set out your slides like this.

Sherlock Holmes uses to solve his crimes.

This shows that he is

An example of him doing this is

Set out your slides like this.

First method Sherlock Holmes uses

.....

This shows

.....

For example

.....

Set out your slides like this.

Sherlock Holmes – Method 1

Important characteristics:

Examples

Assessment objectives

- AO5 Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Lesson extended

- **Lesson 6:** Do you have good detective skills?

In Lesson 6, you were testing out whether you had detective skills. You have done so well that you now have to write a training leaflet for other aspiring detectives.

1. Use the grid below to plan out your ideas for what to include in your training leaflet. Use the subheadings and examples to help you.

<i>What equipment will you need and why?</i>	<p>Gloves so you don't contaminate fingerprints.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>What skills will you require and why?</i>	<p>Patience, because crimes often take a long time to solve.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>What type of work will you be involved in?</i>	<p>Talking to witnesses.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>What will be the challenges of working as a detective?</i>	<p>Working unsocial hours, particularly late at night.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

2. You need to make sure your training leaflet is organised in a logical order. Use the grid below to plan in which order you will write about the different topics. Also plan out which connective you could use to link your ideas together. An example is included.

	Topic	Why I have chosen to write about this here	Connectives I could use to link my ideas
1.	<i>What type of work you'll be involved in.</i>	<i>I am starting with the big picture first.</i>	<i>Firstly</i>
2.			
3.			
4.			

3. Now think about how you are going to write each of your ideas from the planning grid in sentences. Use the space below to practise turning your words and phrases into complex sentences. Make sure you punctuate your sentences correctly.

An example has been done for you.

You will need to have a pair of gloves, in order to make sure that you don't mix your fingerprints with those of the culprit.

.....

.....

.....

.....

.....

4. You need to make sure your leaflet includes adventurous vocabulary. For each of the words below, try to suggest a more adventurous alternative. Use a thesaurus to help you if you are stuck.

Tough	
Clever	
Brave	
Honest	
Flexible	

5. Now use the space below to design and write your leaflet. If you have access to a suitable computer program, you could produce the final leaflet on that, using the space below to plan your layout.

6. Show your work to a partner. Ask them to check the spelling of more complex words and check that you have used full stops, capital letters and question marks accurately.