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# *Outside the Box: A Multi-Lingual Forum*

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# *Teaching Tips and Techniques*

## Literature in Class and outside Class -

### A Case Study in a Dual Function of the Sherlock Holmes Canon

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#### **General Overview**

Reading is one of the four basic language skills to cover in order to master a foreign language. There are a wide range of options for teaching reading, for example, graded readers, textbooks, and workbooks. Another option is to use reading material not specifically designed for language acquisition. In this case, the teacher has to provide and outline the educational purpose of this type of literature. Depending on the texts, there exists the possibility of looking at a story with a variety of editions ranging from graded reader to the original and the annotated edition. In class, using several editions together can facilitate the understanding of difficult segments in selected sections of the original, and help to facilitate understanding through the use of either the graded reader or the annotated edition.

#### **Paper Outline**

Part one of my paper introduces my experience teaching the short stories of Sir Arthur Conan Doyle as outlined above, explaining the class format used during the two years since the New English Curriculum IE and CE classes were established at the University of Tsukuba. In the second part of my paper a discussion follows on available teaching materials for literature in general and specifically on the use of graded readers in

Bode, J. (2012). Literature in class and outside class: A case study in a dual function of the Sherlock Holmes canon. *OTB Forum*, 5(1), 55-74.

classroom situations. There is also a discussion of what materials to present to students and how to address the complex and controversial issues encountered in literature. The central question to be answered by the end of the article is what the benefits are for extensive use of literature in the classroom.

#### **Available Teaching Materials for Literature**

In teaching literature classes, it is possible to use a wide range of material. The most important, on a practical basis, are graded readers, followed by material not specifically designed for language acquisition and education, such as the abovementioned original (Strand) and annotated editions. Supporting the reading of students, the use of other source material—such as internet, electronic dictionaries, and if possible other secondary reference material (e.g., Wexler, 2008)—helps students to understand the actual story they read with the secondary benefit of language acquisition and general topic knowledge.

#### **Macmillan, and Pearson/ Longman-Penguin**

There are several other graded readers editions available, such as the Pearson/Longman-Penguin readers and the Macmillan readers. The Penguin editions also have extensive teaching-support material available from the main Pearson/Penguin website. The Penguin readers also have a wide range of levels for the Sherlock Holmes editions. As shown in appendix 1 they range from level 2 to level 5. For adult readers they

are certainly as good as material for self-study purposes, but for the younger students during class time the Oxford editions instead have good illustrative material (including present day photos of London) and page formatting appropriate for facilitating the learning of new vocabulary. The Penguin edition of the *Oxford Short Stories* is not available in a single volume but separated into two volumes, which has an adverse effect on the tight financial situation of students in my classes. Even more important, and from a practical point of consideration, the levels are not the same (see appendix 1). *A Scandal in Bohemia* is level three (1200 headwords), while the two other stories are at level 4 (1700 headwords). It would mean to jump a full level in just one term.

### **Oxford Readers**

In my classes I predominantly use the Oxford readers because the level range is larger than the other editions. A more important consideration is that the selected stories in *Sherlock Holmes Short Stories* (Conan Doyle, 1989) are only available through the Oxford readers (See references cited). There is a choice available to the teacher to decide whether to use either *Dominoes* editions (beginner level) or *Bookworm* editions (higher level). Appendix 1 compares these different levels with those of the other two publishers. It is even possible to use the *Dominoes* and *Bookworm* editions successively in a mixed manner as explained earlier. The Oxford graded reader has additional teaching material available in print as well as downloadable material. In published form they range from *Activity Worksheets* (Oxford, 2012) to *Tests* (Oxford, 2012), and are accompanied by a *Teacher's Handbook* (Oxford, 2012) for each stage.

### **Current Theories on Graded Readers**

In this section I will refer to current research in the field of language acquisition through the use of graded readers. Interesting research has been done on extensive reading programs with graded readers. In this paper though, as observant readers will notice the course description is more closely oriented to intensive reading (Nation, 2009). But for

completeness, I also discuss extensive reading here in order that teaching balance between the two can be achieved.

### **I. P. S. Nation**

In his book *Teaching ESL/EFL reading and writing*, Paul Nation (2009) discusses the use of graded readers and how to apply them in extensive reading programmes. The discussion is on a practical level outlined in chapter 4 on extensive reading and covers the issue in an accessible way. He concurs with a study done by Waring and Takaki (2003) that concludes that without further reinforcement the vocabulary gains from reading were gradually lost (Nation, 2009). For vocabulary repetition he recommends reading 25 graded readers per year, or other material (1.5 academic textbooks or 6 unsimplified novels) in a correlated way. Most of the ideas he proposes are valuable observations regarding students' interests, which should take priority over the teacher's selections. On a practical level there is room for a few modifications. Definitely, there is much to say for his ideas, but because of class limitations, it is necessary to decide a course plan and select the appropriate material.

### **Nation and Wang**

Other matters, like reading speed, the number graded readers per week, and the amount of known words (98%), are important issues for extensive reading programs; however, graded readers also contain other possible uses and *learning goals* in class (Nation & Wang, 1999), which they describe as the following: gaining fluency in reading, establishing previous learned vocabulary and grammar, and learning new vocabulary and grammar (Nation & Wang, 1999, p. 356). In addition to this, it is possible to collect, for instance, recurrent vocabulary in the Sherlock Holmes stories (graded reader editions) and see if the original or annotated editions use either the same vocabulary or synonyms of a distinctive locality (London) and time (late 19<sup>th</sup> century, early 20<sup>th</sup> century). In this process, an extensive vocabulary collection can be acquired, perhaps not for primary use, but for secondary use in doing, for instance, reading tests.

## Day and Bamford

In Day and Bamford (1998, pp. 174-198), the readers of different publishers are compared. As for the Sherlock Holmes stories, only the stories in Figure 1 below show up in the Edinburgh Project Extensive Reading (EPER) list. The other Sherlock Holmes readers in the Oxford editions do not appear in the list for quality rating with five (5) as the highest score in the system. The list is dated for 1998. At present it seems that an updated list is not available.

Sherlock Holmes: The Blue Diamond	[OD]	(top score)
The Hound of the Baskervilles	[MR]	
The Sign of Four	[MR]	
The Speckled Band and other stories	[MR]	
A Scandal in Bohemia	[PR]	
Three Adventures of Sherlock Holmes	[PR]	(top score)
Sherlock Holmes short stories	[PR]	

Figure 1. EPER List. OD stands for Oxford Dominoe; MR for Macmillan reader; and PR for Penguin reader

### Class Format Outline

Since 2011 the English curriculum at the University of Tsukuba has changed from a separated to an integrated structure of English courses. The first two class formats are *Cross-cultural Studies and English* (CE), and *Principles of English* (PE). These two types of classes emphasize analytical and critical thinking in a English setting. The *Integrated English* (IE) classes especially are for developing the four language skills towards a more advanced level for academic purposes.

In my IE-classes, reading receives a lot of attention throughout the year. In the first term this is done at home and during class-time. During the reading process, students take notes in a structured way about the most important information, e.g., data or facts in the stories. The material I use in class are the Oxford graded readers of Sherlock Holmes stories in particular. In these stories certain academic disciplines are emphasized in solving crimes, mysteries and other singular matters. In particular, the value of observation of the facts and the deduction of the truth are shown in an accessible way. By implementing these extra benefits into their major studies,

the English course also forms a connection surpassing mere language learning.

### First Term Syllabus

In my IE-classes, three graded readers are used during the whole academic year. In order that the students get familiar with the purpose of the class—how to use the original (the Strand-facsimile Midpoint edition, n.d.) and annotated editions (Klinger, 2005), and how to keep a notebook—the first term (April-

June) is assigned to an elementary level (stage 2/700 headwords), even in high-level classes. The notebook format in my classes functions in a slightly different way from the lexical or vocabulary notebooks of those recommended by Schmitt and Schmitt (1995).

Adding to their linguistic considerations of a notebook, in my experience it should also contain information on the story being read, such as a timeline (see appendix: timeline) in ordering the information presentable, and details on other important constituents of the story (characters, settings, action, and other content matters). The first term is mainly to balance difficult material (original and the annotated editions) with less demanding material (graded readers). For this first term, three stories are read: *The Speckled Band*, *A Scandal in Bohemia*, and *The Five Orange Pips*. They are ideal stories because, for one, the main characters, protagonists, and antagonists in the whole of the canon are introduced and it is therefore easy to compare or contrast them in these stories. Furthermore, the graded reader for *The Speckled Band* has a story element missing, which actually forms an important element in the original: Holmes meets the stepfather and with this confrontation the humorous personality of Holmes is introduced through the original. Through the graded reader the main story-line is known by the students, and with excursions into selected segments of the original/annotated editions, they can work together in groups of four

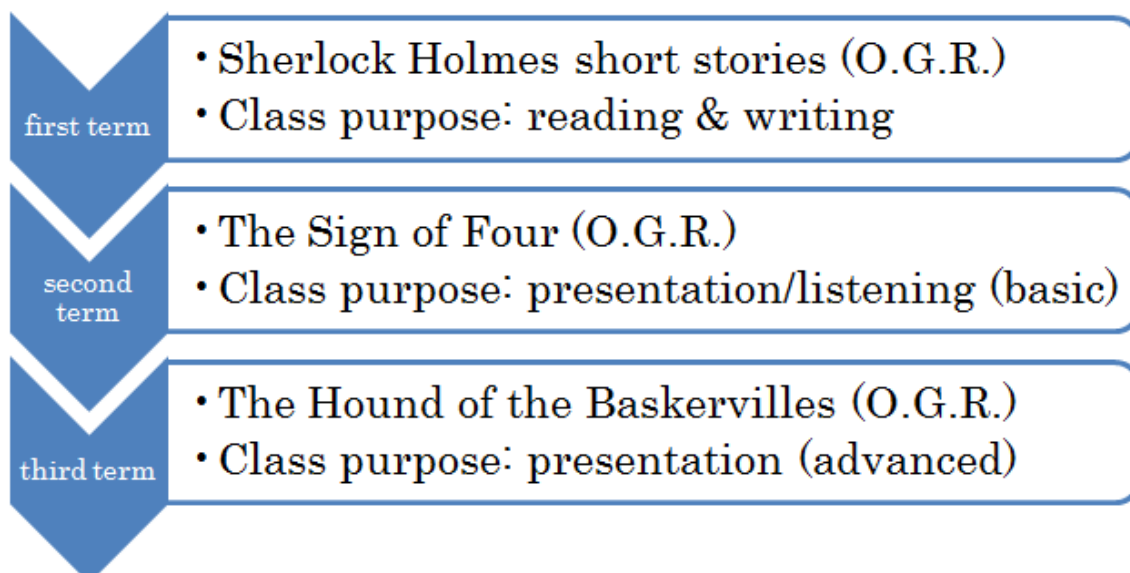


Figure 2. Term schedule with O.G.R. (Oxford graded reader) title and main purposes

members to carry out small class-time research projects. The aforementioned discrepancy between the conditions has sometimes been described as occurring during the process of intralingual translation (Jakobson, 1959/2000) from source to simplified version within the same language situation.

### Second Term Syllabus

In the second term (September-November), students' notebooks provide the essential information to make PowerPoint slides and to help keep the presentation to the point. PowerPoint presentations are done in small groups of four members on topics concerned with the second graded reader (long story) for the year titled *The Sign of Four* (level 3/1000 headwords). This book is read outside class during the summer holidays. Without the teacher present, students need to work on their own, collecting information in a methodical and structural way in their notebooks, a secondary benefit being the manual skill of writing. The reading and collection of information and writing, which is the first step towards the production of PowerPoint presentations, form the initial steps towards explaining to other class members assigned topics from the story. This is the output of knowledge, and the receiving class members (the audience) will have the chance to collect possibly misunderstood or interesting information, which becomes the input or listening experience. The graded

reader (input), the notebook (input/output), and the PowerPoint presentation (true output) form an interconnected whole during the academic year. The notebook in my classes has therefore multifarious purposes: recording vocabulary, developing organizing skills (timeline for alibis and evidence) and structural listing of important details (facts and data) in the presentations of the other class members. By self-study and note taking (listening part) of the PowerPoint presentations by other class members, the notebook contains data from different sources and valuable testimony of student research and investigation endeavours.

### Third Term Syllabus

The final term (December-February) is for the last story of the year: *The Hound of the Baskervilles*. During the winter holiday, the book is assigned as an out-of-class activity in the same manner as the summer reading project. The PowerPoint presentations are then completely self-produced by the student-groups themselves looking at the story from their viewpoints and taking a topic related to their major or special interests in discussing the story. Students can investigate for instance, the *hound* as a topic. The students ask themselves: What is a hound? How is this different from a dog? Are there other canine categories? Although completely self-produced presentations, it is essential for the teacher to see if the product is according to the standards established and practiced in the

previous terms. This covers the collection of information (1<sup>st</sup> term) and to structure it for PowerPoint presentations (2<sup>nd</sup> term).

### **Call System Benefits**

There are multiple benefits of the computer assisted language learning (CALL) system. For one thing, students are able to do web searches for difficult passages in all three editions. Of course, as an extra benefit of these searches of English-based websites, vocabulary knowledge increases. From these searches, students develop skills in association and look for related search material more closely connected to their personal interests.

The second benefit for using the CALL system is to search inside the original and annotated editions through the Optical Character Recognition (OCR) function of PDF files. Looking, for instance, for certain information in the story, or to find recurrent vocabulary in context becomes very feasible within class time. With the OCR function, students can also locate through a keyword certain information when preparing their presentations. Without taking up too much of the allotted class time with the CALL system in place, sending and explaining these PDF files with the OCR function can be also be achieved.

### **Traditional Notebooks and Haptics**

The use of a notebook looks old-fashioned, but considering the actual writing by hand, English vocabulary and sentences are good practice in remembering correct spelling. In an interesting article on haptics—the science of touch and sensation—by Mangen/Velay (2010), the importance of handwriting is addressed as follows:

The increasing disembodiment of writing currently taking place should not be reduced to a matter of interest primarily for philosophers, nostalgics and neo-Luddites, as it points to the importance of acknowledging the vital role of haptics, and the profound and fundamental links between haptics and cognition, in writing. Our body, and in particular our hands, are inscribed in, and defining, the writing process in ways that have not been adequately dealt with in the research

literature. The current radical shift in writing environments mandates an increased focus on the role of our hands in the writing process, and – even more importantly – how the movements and performance of the hand relate to what goes on in the brain. (Mangen & Velay, 2010, p. 392)

Spelling in English is quite complicated to master since spelling does not always represent present-day pronunciations. Muscle memory and vocabulary spelling can therefore be enhanced by handwritten notes, since the writing process by hand is slower than the speed possible by typing, and the time of observation of word construction is longer (Mangen & Velay, 2010, p. 391). Depending on the individual, learning language through visual or oral means depends how strongly the visual or oral intake ability is developed. My own second (English) and third language (Japanese) process went through a visual pattern and from there was reinforced by the oral experience. Mangen and Velay (p. 387) refer to Kress (2003), who separates the visual and oral learning process of languages.

### **Spelling Reforms**

When spelling reforms are regularly and rigorously enforced, the results are very close to what has been happening to the Dutch language over the last few centuries. It has changed in such a large degree that, from a literary point of view, an intralingual translation is needed most of the time for literary products of earlier times. This is a serious drawback for many people reading Dutch literature. Dutch orthography has a certain instability when considering the spelling revisions of just one century, while English shows more stability in its orthography, although difficult (not exactly representing oral similarities) to learn in the beginning. In such a state of affairs, reading skills are not hampered in reading older English literature. However, this is deviating from the main topic of this paper and actually worth discussing on its own in a separate paper. In summary, besides achieving English fluency through reading graded readers, as well as original and annotated editions, the practical considerations of these IE classes are



to also to reach a higher PC-literacy and at the same time being able to use traditional tools as well, just in cases that pc's are not available.

### **Discussion**

Nation and Wang (1999) have stated that reading can have several learning goals. In this section, I show, besides language acquisition, the possibility of gaining historical knowledge and developing academic/critical thinking ability through an English language setting.

### **Holmes and Modern Technology**

The Sherlock Holmes stories are fictional as a first consideration, although some Sherlockians try to look at the stories too much from a factual point of view, very close to obsessiveness (Klinger, 2005). However, the stories represent the mirror images of Conan Doyle's lifetime and therefore the canon is a testimony of 19<sup>th</sup> century (and early 20<sup>th</sup> century) England. The stories form an integrated whole and show the circumstances at that time, from social inequalities (children, women, immigrants in ghetto areas) to technical breakthroughs (telegraphy, telephony, railway system) with the chronicler/Conan Doyle as participant of that time in U.K. history. Sherlock Holmes solves his cases through scientific methods such as observation, knowledge and deduction of the facts. Crime investigation became slowly but gradually much more based on scientific principles in Conan Doyle's time. These are important qualities for future researchers in university as well as for students to develop. Through graded readers, it is possible to give students an opportunity to better understand the basic plot of the stories written by Conan Doyle, in particular the Sherlock Holmes stories and adventures.

### **Cross-cultural Awareness**

In the process of reading these different editions, students come across differences in lifestyle between now and then, and also differences between the British and Japanese societies. There are in the stories references to the inequality between men and women (see: *The Speckled Band* and the property rights for women indirectly addressed to therein),

mistreatment of children, multicultural development of society and the counter-reaction to this. By using selected sections of the original and the annotated edition of *A Scandal in Bohemia*, students could understand as an additional benefit the typical means of transportation and the infrastructure of 19<sup>th</sup>-century London. The predominant mode of transportation was not cars but carriages used as present-day cabs (taxis). Almost in a *follow-that-cab* situation, the reader is able to see the heavy traffic of carriages in the streets in London. In the original there is a reference to the *mews* (a kind of former stable house) which at present are still visible places (buildings and places) in the city. These types of street are in general dead ends and therefore have a single entrance and exit. On a practical vocabulary scale, not very useful to learn, but when visiting London it gives something to look for and understanding how the city came about with social status giving rise to certain ways of dividing the workforce from the elite in city-planning. The term *mew* seem to be primarily applied to those service streets and stables located in London. Opposite the *mews* were also similar stables with living quarters for the servants. The benefits described above range from linguistic skills as a first basic goal onwards to the development of a level of awareness in view of cultural, historical, social, and other differences.

### **Criticism**

As Nation (2009) comments how some teachers and researchers disparage the graded readers as lesser products, the purpose of this article has been to show how graded readers can be used in EFL/ESL situations with the original/annotated editions together looking at selected text sections. The graded reader is certainly a step towards the reading of unsimplified texts (Nation & Wang, 1999). To see the graded reader in such a way is to understand that to start with reading unsimplified texts, even for intermediate students, is likely to have a negative result if less than 98% of the vocabulary is known (Nation, 2009). Reading is a complex activity for second language readers and needs to be fostered through appropriately chosen graded

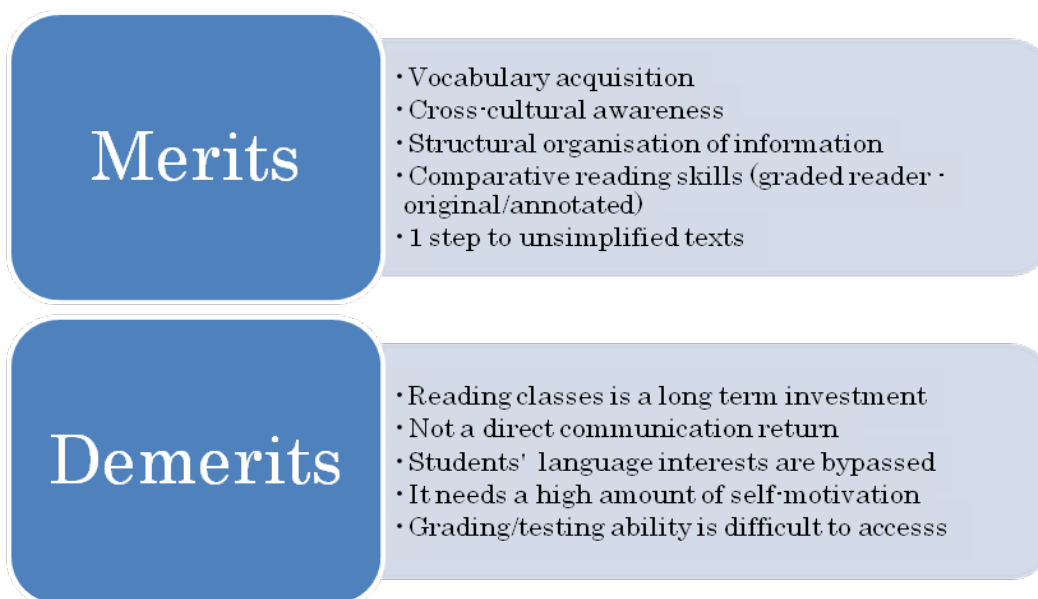


Figure 3. Merits and demerits of reading classes.

readers, and from there reaching the point that unsimplified texts can be enjoyed and almost completely understood. The number of graded readers Nation and Wang (1999) recommend for reading in a year is about 30 (or at least 15-20). That would make reading automatically an out-of-class activity, and actually in Nation (2009) it is stated that a large amount of reading needs to be continued for a long period of time with a reading programme.

### Quantity vs. Quality

One of the important issues for the use of graded readers to be solved is whether to use the graded readers in a high-quantity reading process, or instead taking time and using them in a high-quality reading process for collecting information and cross-referencing them with other editions. Depending on the class goals, the choice can go to either of these two possibilities, a matter that hangs on choosing either between quantity or quality of reading experience in essence. Definitely, it is not an easy matter to solve since both have intrinsic values in themselves. Quantity could be considered as an out-of-class activity and quality as in-class activity, both contributing to the total reading experience.

### Potential Demerits

Disadvantages regarding classes centered on using graded readers are that the effect will not be directly applicable to practical

communication skills measurable in quantity and quality. It is long-term educational investment with the results later in time. For students who have difficulty concentrating on reading, it will be very demotivating to learn a language this way.

The interests of students are not acknow-

ledged fully when class material is fully decided by the teacher. Students need to have strong self-motivation to continue and understand that the benefits of language fluency and acquisition will be ahead. For the teacher it is a difficult task to assess the actual progress being made by students. These are some of the possible demerits in applying graded readers in the teaching English through literature. In Figure 3 the most important merits and demerits are listed for the purpose of comparison.

### Conclusion

With this paper the possibilities of using graded readers in integrated classes has been introduced. As shown above there are possible demerits to consider in organizing classes in this format. However, these can be overcome if the purpose and function of the reading classes are clear and structured into an active class for language acquisition and other beneficial skills like collecting information and presenting research results in the study process. Reading is then one part in the internal production process of communication. Just reading for quantity is not a strong motivator for teachers as well as students in using graded readers for language acquisition. The teacher should emphasise to students to find interesting details in the stories, in this case stories of Sherlock

Holmes, and widen the field of vision of students. Students can investigate for instance, the *hound* as a topic. The students ask themselves: What is a hound? How is this different from a dog? Are there other canine categories? Reading functions then as a trigger to look at matters and subjects outside the story to investigate and collect information for presentations. The reading classes will increase vocabulary knowledge of students, but in my viewpoint it is much more important to acquire vocabulary in situ or in (cultural) context than just as single entries in a notebook. If less than 98% of the vocabulary is known, it would have a negative result, according to Nation (2009). However as an official translator, occasionally also translating for law and/or justice departments/agencies in Japan (among others, the police), to begin with the study of domain-specific manuals of police reports is from definitely less than 98% range of known vocabulary (legal terms, police-specific terms and other types of special term) and these manuals are in unsimplified format. By experience in the field and continuous reading the lower percentage increases quite sharply with any subsequent domain-specific manual after the very first one and reaching then the 98% ideal range of vocabulary knowledge. This forms a highly self-motivating force for continuous reading and is something that will encourage language students as an example.

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### **Oxford graded reader**

Dominoes-series:

Conan Doyle, A. (2011). *Sherlock Holmes: The blue diamond* (B. Bowler, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2011). *Sherlock Holmes: The emerald crown* (J. Hardy-Gould, ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2011). *Sherlock Holmes: The Norwood mystery* (J. Page, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2010). *Sherlock Holmes: The sign of four* (J. Page, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2010). *The lost world* (S. Kingsley, Ed.). Oxford: Oxford University Press.

### **Bookworm Series**

Conan Doyle, A. (1998). *Sherlock Holmes and the duke's son* (J. Bassett, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2003). *Sherlock Holmes and the sport of kings* (J. Bassett, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (1989). *Sherlock Holmes short stories* (C. West, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (1999). *Sherlock Holmes: two plays* (J. Escott, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (1989). *The hound of the Baskervilles* (P. Nobes, Ed.). Oxford: Oxford University Press.

### **Penguin graded readers**

Conan Doyle, A. (2008). *A scandal in Bohemia* (R. Holt, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *Sherlock Holmes and the mystery of Boscombe Pool* (J. Y. K. Kerr, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *Sherlock Holmes short stories* (A. Laude, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (1999). *The hound of the Baskervilles* (A. Ronaldson, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *The return of Sherlock Holmes* (J. McAlpin, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *Three adventures of Sherlock Holmes* (D. Maule, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *Three short stories of Sherlock Holmes* (J. Escott, Ed.). Harlow: Pearson Education Ltd.

### **Macmillan graded readers**

Conan Doyle, A. (2005). *Silver Blaze and other stories* (A. Collins, Ed.). Oxford: Macmillan Heinemann ELT.

Conan Doyle, A. (2005). *The hound of the Baskervilles* (S. Colbourn, Ed.). Oxford: Macmillan Heinemann ELT.

Conan Doyle, A. (2005). *The lost world* (A. Collins, Ed.). Oxford: Macmillan Heinemann ELT.

Conan Doyle, A. (2010). *The sign of the four* (A. Collins, Ed.). Oxford: Macmillan Heinemann ELT.

Conan Doyle, A. (2005). *The speckled band and other stories* (A. Collins, Ed.). Oxford: Macmillan Heinemann ELT.

### **Website-link (for downloadable teacher's material)**

Oxford University press

<http://www.oup-bookworms.com>

Entry: teachers only! Free resources[/free! For every bookworm/level select]

Pearson/Penguin:

<http://www.penguinreaders.com>

Entry: penguin readers teachers / download area [register]

Macmillan

<http://www.macmillanreaders.com>

Entry: readers resources

### **Appendixes**

A. Main graded readers: collection of Sherlock Holmes adventures.

B. Original Strand titles.

C. Pp. 220 & 221 (Comparative page from Strand: The Speckled Band): the

communication between Dr. Roylott and Sherlock Holmes. Column 2 of p. 220 and column 1 of p. 221.

D. Example Timeline (blank and completed) for “The Five Orange Pips”.

E. City map section showing how mews are represented on maps.

F. Dominoes and Bookworm levels .

## Appendix 1: Main Graded Readers

Oxford Graded Readers			
Dominoes	Level 1	Sherlock Holmes: The Blue Diamond	400 headwords
	Level 1	Sherlock Holmes: The Emerald Crown	400 headwords
	Level 2	Sherlock Holmes: The Norwood Mystery	700 headwords
	Level 2	(The Lost World)	700 headwords
	Level 3	Sherlock Holmes: The Sign of Four	1000 headwords
Bookworms			
	Stage 1	Sherlock Holmes and the duke's son	400 headwords
	Stage 1	Sherlock Holmes and the sport of kings	400 headwords
	Stage 1	Sherlock Holmes: Two Plays	400 headwords
	Stage 2	Sherlock Holmes Short Stories (Total 3 stories)*1 (see below)	700 headwords
	Stage 4	The Hound of the Baskervilles	1400 headwords
Penguin Readers			
	Level 2	Three short stories of Sherlock Holmes	600 headwords / Elementary / Brit. English
	Level 3	A Scandal in Bohemia (Total 6 stories)*1	1200 headwords / Pre-intermediate / B.E.
	Level 3	Sherlock Holmes and the Mystery of Boscombe Pool	1200 headwords / Pre-intermediate / B.E.
	Level 3	The Return of Sherlock Holmes	1200 headwords / Pre-intermediate / B.E.
	Level 4	Three Adventures of Sherlock Holmes *1 (The remaining two stories)	1700 headwords / Intermediate / B.E.
	Level 5	Sherlock Holmes short stories (Total 6 stories)	2300 headwords / Upper-intermediate / B.E.
	Level 5	The Hound of the Baskervilles	2300 headwords / Upper-intermediate / B.E.

Macmillan Readers		
Level 3	Silver Blaze and other stories (Total 3 stories)	Elementary / 1100 headwords / Brit. English
Level 3	The Hound of the Baskervilles	Elementary / 1100 headwords / Brit. Eng.
Level 3	(The Lost World)	Elementary / 1100 headwords / Brit. Eng.
Level 5	The Sign of the Four	Intermediate / 1600 headwords / Brit. Eng.
Level 5	The Speckled Band and other stories (Total 3 stories)	Intermediate / 1600 headwords / Brit. Eng.

Some of the titles of the graded editions have been altered. In Appendix 2 I will give the titles as they are given in the Facsimile Strand edition (Midpoint press). *The Lost World* has been added to this list, because it is a story written by Arthur Conan Doyle. Although, it does not form a part with the Sherlock Holmes canon, it has therefore been placed between parentheses.

## Appendix B. Original Strand titles

Graded Reader Title (Oxford)	Original Strand Title	Location canon
Sherlock Holmes: The Blue Diamond	The Adventure of the Blue Carbuncle	The Adventures of Sherlock Holmes / 1891 – 1892 (part 2)
Sherlock Holmes: The Emerald Crown	The Adventure of the Beryl Coronet	Ibid
Sherlock Holmes: The Norwood Mystery	The Adventure of the Norwood Builder	The return of Sherlock Holmes/1903 - 4
Sherlock Holmes: The Sign of Four	The Sign of Four	(part 1) Strand-canon 1887, 1890
Sherlock Holmes and the Duke's Son	The Adventure of the Priory School	The return of Sherlock Holmes/1903 - 4
Sherlock Holmes and the sport of kings	The Adventure of Silver Blaze	The Adventures of Sherlock Holmes / 1892 – 1893 (part 2)
Sherlock Holmes: Two Plays	<ul style="list-style-type: none"> <li>● The Red Headed League</li> <li>● The Three Students</li> </ul>	<ul style="list-style-type: none"> <li>● Ibid. 1891 – 1892 (part 2)</li> <li>● Ibid. 1903 - 4</li> </ul>
Sherlock Holmes Short Stories (Total 3)	<ul style="list-style-type: none"> <li>● The Adventure of the Speckled Band</li> <li>● A Scandal in Bohemia</li> <li>● The Five Orange Pips</li> </ul>	The Adventures of Sherlock Holmes / 1891 – 1892 (part 2)
The Hound of the Baskervilles	The Hound of the Baskervilles	(part 2) Strand-canon 1901 -1902

Graded Reader Title (Penguin)	Original Strand Title	Location canon
Three short stories of Sherlock Holmes		
<ul style="list-style-type: none"> <li>● Sherlock Holmes and the Strange Mr. Angel</li> <li>● Sherlock Holmes and the Important Exam paper</li> <li>● Sherlock Holmes and the dangerous road</li> </ul>	<ul style="list-style-type: none"> <li>● A Case of Identity</li> <li>● The Adventure of the Three Students</li> <li>● The Adventure of the Solitary Cyclist</li> </ul>	<ul style="list-style-type: none"> <li>Ibid. 1891 – 1892 (part 2)</li> <li>Ibid. 1903 – 4 (part 2)</li> <li>Ibid. 1903 – 4 (part 2)</li> </ul>
A scandal in Bohemia (total 6)		Ibid. 1891 – 1892 (part 2)
<ul style="list-style-type: none"> <li>● A scandal in Bohemia</li> <li>● The Red Headed League</li> <li>● The Boscombe Lake Mystery</li> <li>● The Blue Diamond</li> <li>● The Single man</li> <li>● The Copper Beeches</li> </ul>	<ul style="list-style-type: none"> <li>● A scandal in Bohemia</li> <li>● The Red Headed League</li> <li>● The Boscombe Valley Mystery</li> <li>● The Adventure of the Blue Carbuncle</li> <li>● The Adventure of the Noble Bachelor</li> <li>● The Adventure of the Copper Beeches</li> </ul>	
Sherlock Holmes and the Mystery of Boscombe Pool	The Boscombe Valley Mystery	Ibid. 1891 – 1892 (part 2)
The Return of Sherlock Holmes		



<ul style="list-style-type: none"> <li>• The Six Napoleons</li> <li>• The Norwood Builder</li> <li>• The Golden Glasses</li> </ul>	<ul style="list-style-type: none"> <li>• The Adventure of the Six Napoleons</li> <li>• The Adventure of the Norwood Builder</li> <li>• The Adventure of the Golden Pince-Nez</li> </ul>	Ibid. 1903 – 4 (part 2)
Three Adventures of Sherlock Holmes		part 1 Strand-canon
<ul style="list-style-type: none"> <li>• The Adventure of the Speckled Band</li> <li>• The Five Orange Pips</li> <li>• The Crown of Diamonds</li> </ul>	<ul style="list-style-type: none"> <li>• The Adventure of the Speckled Band</li> <li>• The Five Orange Pips</li> <li>• The Adventure of the Beryl Coronet</li> </ul>	
Sherlock Holmes short stories (Total 6 stories)		
<ul style="list-style-type: none"> <li>• The Man with the Twisted Lip</li> <li>• The Engineer's thumb</li> <li>• The Patient</li> <li>• The Disappearance of Lady Frances Carfax</li> <li>• The Three Garridebs</li> <li>• Wisteria House</li> </ul>	<ul style="list-style-type: none"> <li>• The Man with the Twisted Lip</li> <li>• The Adventure of the Engineer's thumb</li> <li>• The Adventure of the Resident Patient</li> <li>• The Disappearance of Lady Frances Carfax</li> <li>• The Adventure of the Three Garridebs</li> <li>• The Singular Experience of Mr. John Scott Eccles</li> </ul>	Ibid. 1891 – 1892 (part 2) Ibid 1892 – 1893 (part 2) Reminiscences of S. H./1908 – 1913/[3] The Case Book of S.H. /1921 – 1927 Reminiscences of S. H./1908 – 1913/[3]
The Hound of the Baskervilles	The Hound of the Baskervilles	(part 2) Strand-canon 1901 -1902

Graded Reader Title (Macmillan)	Original Strand Title	Location canon
Silver Blaze and other stories		
<ul style="list-style-type: none"> <li>• the Blue Carbuncle</li> <li>• Silver Blaze</li> <li>• The Six Napoleons</li> </ul>	<ul style="list-style-type: none"> <li>• The Adventure of the Blue Carbuncle</li> <li>• The Adventure of Silver Blaze</li> <li>• The Adventure of the Six Napoleons</li> </ul>	Ibid. 1891 – 1892 (part 2) Ibid. 1903 - 4 (part 2)
The Hound of the Baskervilles	The Hound of the Baskervilles	(part 2) 1901 -1902
Sherlock Holmes: The Sign of Four	The Sign of Four	(part 1) Strand-canon 1887, 1890
<ul style="list-style-type: none"> <li>• The Speckled Band and other stories</li> <li>• The Dancing Men</li> <li>• The Red Headed League</li> </ul>	<ul style="list-style-type: none"> <li>• The Adventure of the Speckled Band</li> <li>• The Adventure of the Dancing Men</li> <li>• The Adventure of the Red Headed League</li> </ul>	

**Appendix C.** Pp. 220 & 221 (Comparative page from Strand: The Speckled Band): the communication between Dr. Roylott and Sherlock Holmes. Column 2 of p. 220 and column 3 of p. 221.

tions are fatal, or if they may be explained away. But what, in the name of the devil!"

The ejaculation had been drawn from my companion by the fact that our door had been suddenly dashed open, and that a huge man had framed himself in the aperture. His costume was a peculiar mixture of the professional and of the agricultural, having a black top hat, a long frock coat, and a pair of high gaiters, with a hunting crop swinging in his hand. So tall was he that his hat actually brushed the cross bar of the doorway, and his breadth seemed to span it across from side to side. A large face, seared with a thousand wrinkles, burned



yellow with the sun, and marked with every evil passion, was turned from one to the other of us, while his deep-set, bile-shot eyes, and his high thin fleshless nose, gave him somewhat the resemblance to a fierce old bird of prey.

"Which of you is Holmes?" asked this apparition.

"My name, sir, but you have the advantage of me," said my companion, quietly.

"I am Dr. Grimesby Roylott, of Stoke Moran."

"Indeed, Doctor," said

Holmes, blandly. "Pray take a seat."

"I will do nothing of the kind. My step-daughter has been here. I have traced her. What has she been saying to you?"

"It is a little cold for the time of the year," said Holmes.

"What has she been saying to you?" screamed the old man furiously.

"But I have heard that the crocuses promise well," continued my companion imperturbably.

"Ha! You put me off, do you?" said our new visitor, taking a step forward, and shaking his hunting crop. "I know you, you scoundrel! I have heard of you before. You are Holmes the meddler."

My friend smiled.

"Holmes the busybody!"

His smile broadened.

"Holmes the Scotland-yard Jack-in-office!"

Holmes chuckled heartily. "Your conversation is most entertaining," said he. "When you go out close the door, for there is a decided draught."

"I will go when I have said my say. Don't you dare to meddle with my affairs. I know that Miss Stoner has been here—I traced her! I am a dangerous man to fall foul of! See here." He stepped swiftly forward, seized the poker, and bent it into a curve with his huge brown hands.

"See that you keep yourself out of my grip," he snarled, and hurling the twisted poker into the fireplace, he strode out of the room.

"He seems a very amiable person," said Holmes, laughing. "I am not quite so bulky, but if he had remained I might have shown him that my grip was not much more feeble than his own." As he spoke he picked up the steel poker, and with a sudden effort straightened it out again.

"Fancy his having the insolence to confront me with the official detective force! This incident gives zest to our investigation, however, and I only trust that our little friend will not suffer from her imprudence in allowing this brute to trace her. And now, Watson, we shall order breakfast, and afterwards I shall walk down to Doctors' Commons, where I hope to get some data which may help us in this matter."

It was nearly one o'clock when Sherlock Holmes returned from his excursion. He held in his hand a sheet of blue paper, scrawled over with notes and figures.

"I have seen the will of the deceased wife," said he. "To determine its exact meaning I have been obliged to work out the present prices of the investments with which it is concerned. The total income, which at the time of the wife's death was little short of £1,100, is now through the fall in agricultural prices not more than £750. Each daughter can claim an income of £250, in case of marriage. It is evident, therefore, that if both girls had married

Appendix D. Example Timeline (blank and completed) for The Five Orange Pips.

ITO-YA LEGAL PAD 50 SHEETS

No. 20-220S

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Strand. The Five Orange Pips

- original \* Write down all the facts: time, place, persons, etc etc

Elias in USA / Florida / planter / Colonel <sup>Army</sup> Confederate

Joseph in Coventry (UK) / small factory

They are brothers / John is son of Joseph.

---

see P. 180 + 181	1869/3	
see P. 176	1869/70	
see P. 178	1883/3	
--- yrs	(1883/3/10)	
	1883/5/2	
see P. 178	1884/1/1	
see P. 178	1885/1/4	
see P. 179	1885/1/7	
see P. 179	1885/1/9	
== yrs	1887/9/1	
See P. 115 Now	1887/9/1	Baker Street visit by John Openshaw

Strand

- original

The Five Orange Pips

\* Write down all the facts: time, place, persons, etc etc  
 Elias in USA/Florida/planter/Colonel (Confederate)  
 Joseph in Coventry (UK)/small factory  
 They are brothers/John is son of Joseph.

see P. 180  
+ 181

1869/3 - Private diary entry: "March 1869"

see P. 176

1869/70 - Uncle Elias returns and takes a small estate in Sussex

see P. 178

1883/3

(1883/3/10) 1st K.K.K letter (Receiver: John's uncle Elias)  
 (1883/5/2) [Came from: Pondicherry (India)]

2 yrs

Elias exits (died)

see P. 178

1884/1/1

Joseph (John's father) enters (lives on the estate)

see P. 178

1885/1/4

2nd K.K.K. letter (Receiver: John's father Joseph)  
 [Came from Dundee (Scotland)]

see P. 179

1885/1/7

Joseph visits Major Freebody (in Portsmouth Hill)

see P. 179

1885/1/9

Major's telegram.

2 yrs

1887/9/

2 years 8 months later

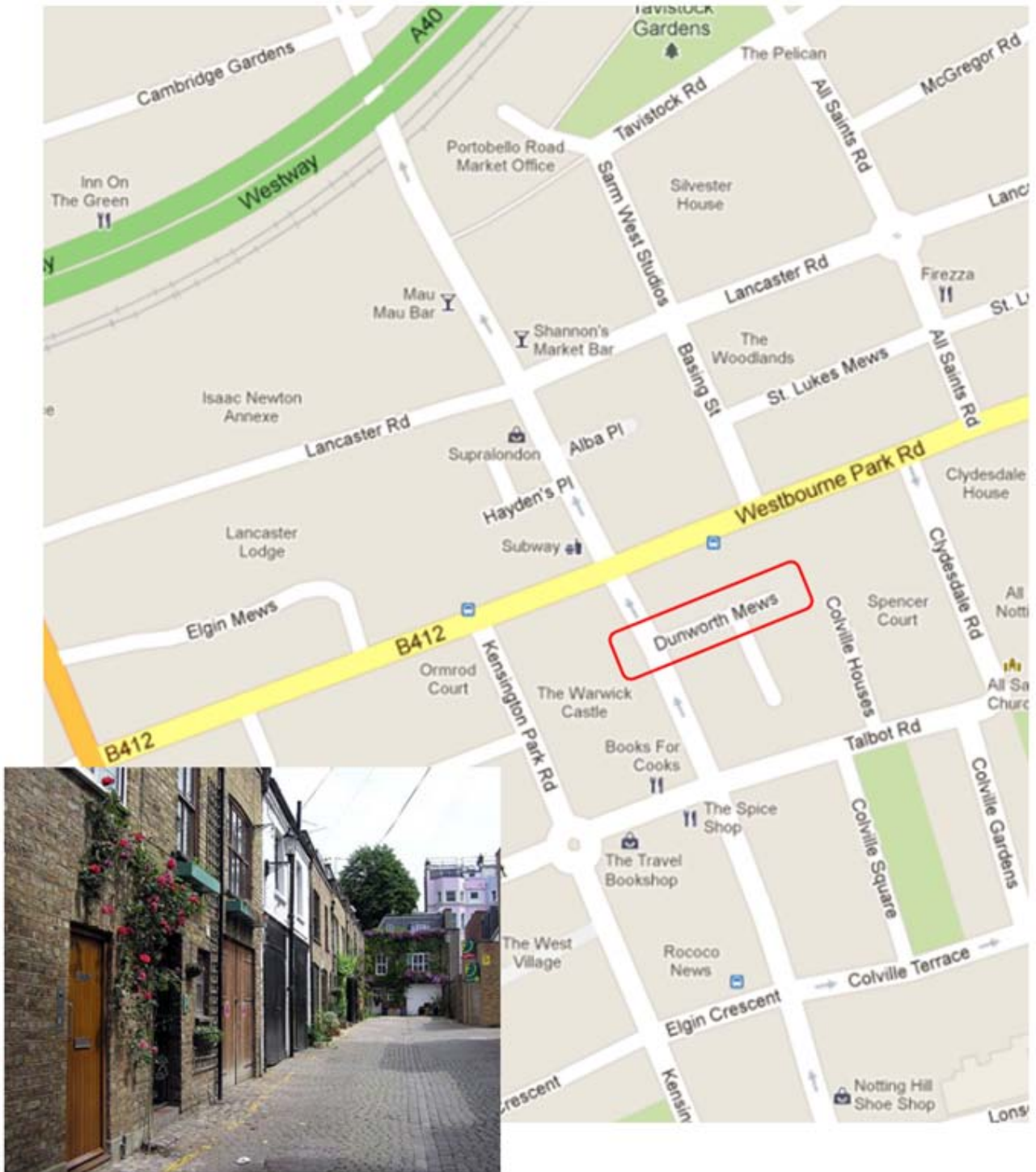
See P. 175 Now

1887/9/

Baker Street visit by John Openshaw

See P. 182 The places of origin of the letters  
 known because of the postmarks  
 [Also P. 177, P. 179, P. 180]

**Appendix E.** City map section showing how mews are represented on maps. The photograph (inset) is of Dunworth Mew (circled in red).



## Appendix F. Dominoes and Bookworm level descriptions

### EPER LEVELS

EPER (= Edinburgh Project on Extensive Reading) has developed an overall system of reading levels.  
It integrates the graded reader series published by different publishers.

EPER Level	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
Student Level	Starter	Beginner	Elementary	Low Intern.	Intermediate	High Intern.	Advanced	Bridge
Vocabulary*	100-200	250-300	300-400	600-800	1000-1300	1400-1900	1800-2800	2200-3800
Word Count / Book*	500	1,500	4,500	7,000	10,000	15,000	20,000	25,000
Grade in Japanese School*	C1-C2	C2-C3	C3-K1	K1-K2	K2-K3	K3-	-	-
TOEFL	-	-	350	400	450	480	530	550
TOEIC	-	-	150	300	450	530	650	730
TOEIC Bridge*	-	-	70	110	135	150	175	-
L1 Books (Age)	-	-	-	10-12	-	13-15	-	-

#### Graded Readers

Oxford Reading Tree (X)	Stage1-8	-	-	-	-	-	-	-
Oxford Bookworms (X)	-	Starters*	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Oxford Storylines (X)	-	Level 1	Level 2	Level 3,4	-	-	-	-
Oxford Delta Readers (X)	-	Level 1	Level 2	Level 3	Level 4	-	-	-
Oxford Dominoes (X)	-	Starter	Level 1	Level 2	Level 3	-	-	-
Oxford Pro. English	-	-	-	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

Readers (X)								
Penguin Readers (P)	Easystarts	Level 1	-	Level 2	Level 3	Level 4	Level 5	Level 6
Longman Struct. Readers* (P)	-	-	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5,6	-
Longman Classics (P)	-	-	-	Stage 1	Stage 2,3	Stage 4	-	-
Cambridge English Readers* (C)	-	-	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
I Can Read Books* (I)	Level 1	Level 2	Level 3	-	-	-	-	-
Heinemann Graded Readers (H)	Starter	-	Beginner	Elementary	Intermediate	Upper	-	-
Nelson Readers (N)	-	-	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Yohan* (Y)	-	-	-	-	Ladder 1	-	Ladder 2	Ladder 3
Eichosha* (E)	-	-	-	-	-	-	-	-
Other Series	LongmanLR	Oxford GR	-	LongmanMW	-	-	-	-
Picture Books & Paperbacks	The Giving Tree	Frog and Toad	Curious George	The Man Who Planted Trees	Roald Dahl	Roald Dahl	Darren Shan	Harry Potter

( from Hill, 1997, p.25-25, \* = Items I added or changed)