

SHERLOCK HOLMES & THE RAILWAY RIDDLE



Calliope Theatre Company

Study Guide

Welcome to *Sherlock Holmes & the Railway Riddle* by Calliope Theatre Company!

Our touring production of *Sherlock Holmes & the Railway Riddle*, an original one hour presentation, has been designed to —Educate, Enlighten & Entertain! Our professional actors, playing multiple roles, will take your students on an adventure through several countries in Asia as they look for clues, meet unexpected mysterious creatures and together solve the mystery.

In this study guide, developed by professional educators and English-language teachers, you will find Pre- and Post-Performance Activities and Discussion Topics, as well as teacher and student resources. For students who are learning English we have also included key vocabulary words so that your students will get the most out of our performances.

Calliope Theatre Company's *Sherlock Holmes & the Railway Riddle* is an interactive performance and we encourage your students' participation and we will be asking a number of your students to join us on stage.

Calliope Theatre Company welcomes your opinion & suggestions on our performances and Study Guides, so that we can continue to provide teachers and students with the finest in- school, educational theatre experience.

This study guide may be reproduced and distributed to students. It can be found on our website www.calliopetheatrecompany.pt

We love hearing from students and teachers. Write us letters or draw us pictures, and tell us what you thought of the show!

Sincerely,
Calliope Theatre Company

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*The vocabulary and activities that are highlighted in **red** are the most important in ensuring that your students understand and enjoy *Sherlock Holmes & the Railway Riddle*. If you only have a limited amount of time to prepare your students for the show, we suggest you focus on these vocabulary items & activities.*

All of the activities in our study guide may be copied and given to your students. The answer keys for all of the activities are on page 20-21.

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"When you have eliminated the impossible, whatever remains, however improbable, must be the truth."

Our Sherlock Holmes Play – Synopsis

Sherlock's best friend, Dr. Watson has been kidnapped! Sherlock suspects that his arch-enemy, the evil master of disguise, Irene Adler, is responsible for the crime!

With the help of Jane Watson and your students, Sherlock uses his "extraordinary powers of observation" to find the clues to rescue Dr. Watson! Travelling on the Trans-Siberian Railway, Jane and Sherlock solve baffling riddles and meet dangerous and mysterious characters, finding clues in order to solve the curious case and save Dr. Watson!

Sherlock Holmes



Sherlock Holmes is the fictional detective created by author Sir Arthur Conan Doyle. Over one hundred years later, Sherlock Holmes is still very popular. The Guinness World Records has listed him as the "most portrayed movie character" in over 200 films. The portrayal by Basil Rathbone is probably the most famous.

All over the world, many clubs have been formed by Sherlock fans, the most famous being the Sherlock Holmes Society, and the Baker Street Irregulars. In 1990, The Sherlock Holmes Museum was opened in London and was the first museum in the world to be dedicated to a fictional character.

Holmes is famous for his intelligence, his powers of observation and his ability to solve mysteries. Always portrayed with his magnifying glass, calabash pipe and deerstalker hat, Holmes shares his home with his friend Dr. John Watson. Holmes and Watson live at 221B Baker Street and their landlady is Mrs. Hudson.

Sir Arthur Conan Doyle

Born in 1859, Sir Arthur Conan Doyle, was the second of 10 children and received his medical degree at the University of Edinburgh, in 1885. He worked as a medical doctor and a writer most of his life and was knighted (i.e. became a Sir) for his work during the South African (Boer) War in 1902.

Sherlock Holmes first appeared in the book, *A Study in Scarlet*, in 1887. Sir Arthur Conan Doyle went on to write four novels and a total of 60 stories about Sherlock Holmes. Doyle wrote many stories throughout his life, but it is his Sherlock Holmes adventures that made him famous. By 1920, Doyle was the most highly paid writer in the world!



The following is a list of some of the vocabulary from the play which teachers may choose to pre-teach before the performance.

VERBS

To kidnap	To impress	To disguise	To escape	To relax
To disappear	To follow	To observe	To be sick	To protect
To notice	To flirt	To pretend	To exercise	To expect
To be honest	To be wrong	To sit	To lie down	To decide
To beg	To warn	To suffer	To capture	To discover
To use	To listen	To catch	To solve	To collect
To find	To help	To save	To capture	To be obvious
To look for	To be brave	To wear	To understand	To matter
To warn	To make a mistake	To be wrong	To dance	To pretend
To look	To speak	To eat	To be right	To be sorry
To catch	To make sense	To put on (as clothing)		

NOUNS

Detective	Doctor	Niece	Uncle	Criminal
Genius	Villain	Visitor	Enemy	Arch-enemy
Kidnapper	Ticket	Fool	Prisoner	Guide Book
Mystery	Answer	Crime	Truth	Clue
Mistake	Fact	Myth	Creature	Ghost
City	Train	Newspaper	Suitcase	Directions
Letter	Train Station	Contest	Competition	Fur
Spectacles (glasses)	Shoe	Handkerchief	Bow	Arrows
Snow Globe	Hat	Horse	Book	Feet
Master of Disguise				Idiot

ADJECTIVES

Extraordinary	Elementary (basic)	Evil	Great	Dastardly
Hard	Fat	Angry	Intelligent	Smart
Old-fashioned	Traditional	Tasty	Sweet	Clueless
Young	Old	Naughty	Rude	Clever
Good	Blind	Red	Blue	Quick
Single	Honest	Brave	Tall	Delicious
Difficult	Easy	Dangerous	Safe	Ugly
Stupid	Happy	Sad	Obvious	Healthy
Slim	Crazy	Polite	Calm	Loud
Thin	Dishonest	Sorry	Right (correct)	
Playful	Friendly	Furry		

ACTIVITY # 1 – VOCABULARY - ADJECTIVES

Join a phrase from column A with the correct phrase from column B to make sentences about the play.

A

1. Irene says Holmes is...
2. Holmes says Jane is...
3. Irene is...
4. Genghis Khan is...
5. The Yeti is...
6. Jane thinks the Lion is...
7. Holmes calls the old woman...

B

- a. tall, furry and white
- b. loud, short, and not funny
- c. playful, friendly and big
- d. a bad, naughty granny
- e. astonishing, amazing, incredible
- f. young, pretty and very brave
- h. a clever, evil criminal

ACTIVITY # 2 – VOCABULARY - ADJECTIVES

Match the adjectives from column A to their opposite meanings in column B.

A

1. Honest
2. Friendly
3. Elementary (simple)
4. Healthy
5. Polite
6. Married
7. Good
8. Nice
9. Safe
10. Pretty

B

- a. Evil
- b. Dangerous
- c. Single
- d. Hard (difficult)
- e. Aggressive
- f. Dishonest
- g. Sick/ill
- h. Rude
- i. Ugly
- j. Bad

ACTIVITY #3 – VOCABULARY - ADJECTIVES

Now, complete the gaps in the sentences below using the adjectives from Activity 2 (above.)

1. Holmes says, “This is a _____ place, Jane. Be careful it is not _____ here.”
2. Jane thinks that the old woman is _____, but when the old woman tricks them, she says she is very, very _____.
3. At first, the Lion isn’t very playful or _____ and then Holmes sees that he is very _____.
4. The Yeti, Yolanda, seems very _____, but she eats humans, and that is _____.

ACTIVITY # 4 – VOCABULARY - NOUNS

NOUNS

Detective	Moscow	Hair	Uncle	Criminal
Visitor	Fur	Spectacles (glasses)	Kidnapper	Russia
Ticket	Newspaper	Hand	Snow Globe	Taxi
Mongolia	Barbecue	Idiot	Riddle	China
Creature	Contest	Feet	Shoe	Directions
Letter	Doctor	Train	Siberia	Car
Competition	Cat	Arrows	Handkerchief	Head
Arch-enemy	Guide Book	Niece	Afternoon Tea	Claws
Master of Disguise				

Ask students to select the nouns from the above list and put them into the correct related categories below. (The maximum number of words per category is indicated in brackets.)

People (10)

Places (6)

Clues (8)

Things to wear (3)

Transport (3)

The Body (4)

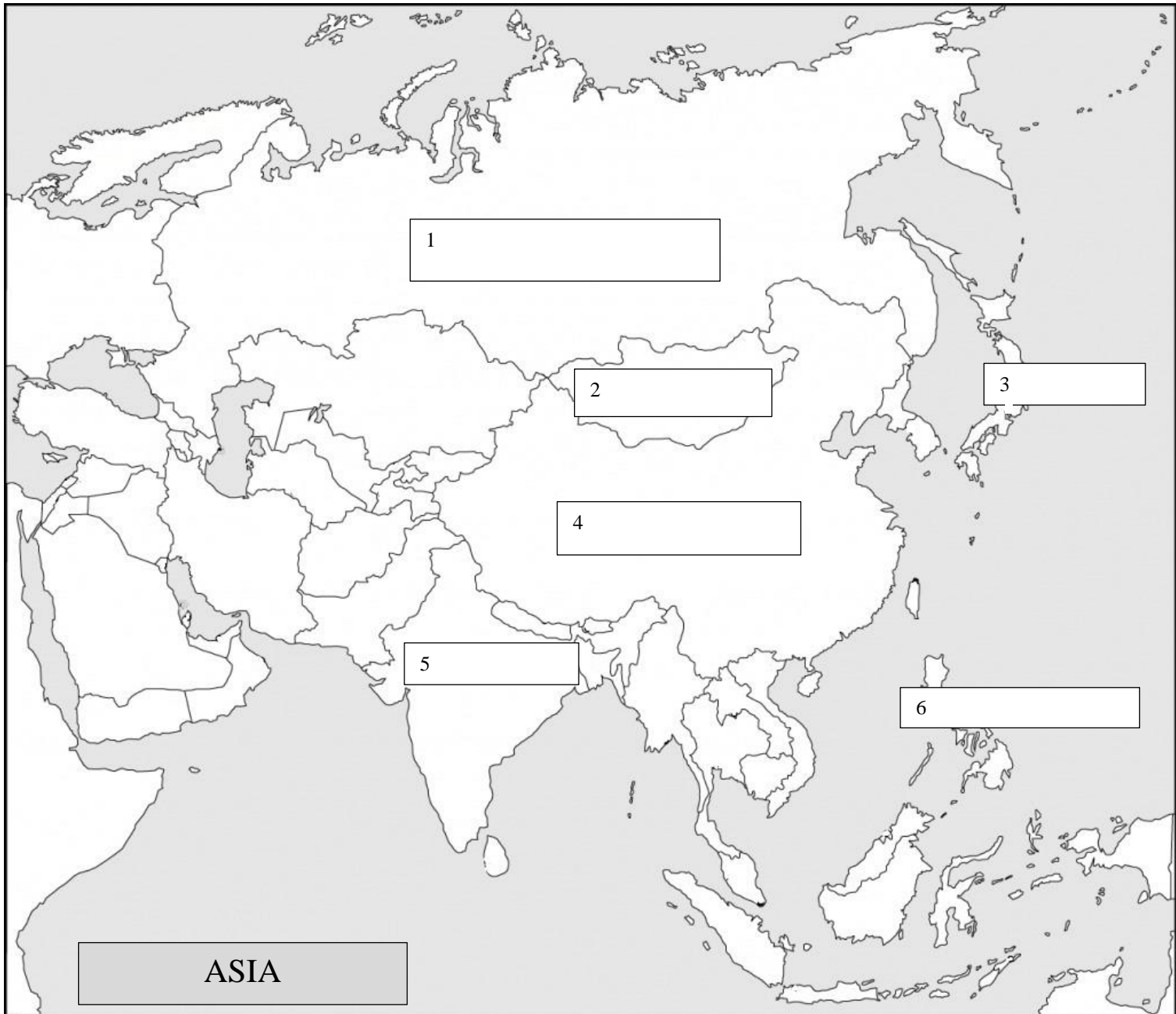
BEFORE THE SHOW

ACTIVITY # 5 - GEOGRAPHY

WHERE IN THE WORLD?

Sherlock Holmes and Jane Watson travel to places in Asia to find the clues.

Ask students to label these countries in Asia.



BEFORE THE SHOW

ACTIVITY # 6 - GEOGRAPHY

A CAPITAL IDEA!

Sherlock Holmes and Jane Watson travel to countries in Asia to find clues! Ask students to name the capital city of each country and then match them with a food and a landmark from the list below.

<u>COUNTRY</u>	<u>CAPITAL CITY</u>	<u>FOOD & LANDMARK</u>
JAPAN	_____	_____
CHINA	_____	_____
INDIA	_____	_____
RUSSIA	_____	_____
THAILAND	_____	_____
MONGOLIA	_____	_____
AFGANISTAN	_____	_____
SOUTH KOREA	_____	_____

Objects

FOOD

Kabuli Palaw Rice
Kimchi

Sushi
Borscht (soup)

Nan Bread
Pad Thai

Buuz Dumplings
Peking Duck

LANDMARKS

Wat Phra Kaew Temple
Red Square

The Blue Mosque
Taj Mahal

The Great Wall
Mount Fuji

Statue of Genghis Khan
Changdeokgung Palace

ACTIVITY # 7 – MYSTERIOUS CREATURES

Sherlock Holmes and Jane Watson meet three mysterious creatures on their adventure. Match the picture of the creature with its name and description.

A



1.) GHOST of
GENGHIS KHAN

a.) A giant, ape-like creature with
shaggy white fur, huge feet and likes
to eat people

B



2.) PHOENIX

b.) The spirit of an ancient Mongolian
warrior, rides horses and fights with a
bow and arrows

C



3.) LION

c.) A large cat that in Chinese mythology symbolizes
strength, stability, and superiority. Can roar loudly
and has sharp claws.

D



4.) CENTAUR

d.) A mythical bird with a tail of gold and
scarlet. It ignites on fire and is then reborn
from the ashes to live a 1,000 years

E



5.) YETI

e.) A mythical creature having the head, torso and
arms of a man, and the body and legs of a horse

ACTIVITY # 8 – TRUE or FALSE

1. Irene Adler pretends to work on the train.
2. Jane is Dr. Watson's sister.
3. Sherlock Holmes gets on the train in Beijing.
4. The Yeti has white, shaggy fur.
5. The Yeti lives in Siberia.
6. Holmes thinks that Ethel loves him.
7. Genghis Khan speaks very slowly and very quietly.
8. Holmes and Jane travel to China by boat.
9. Genghis Khan is very tall.
10. Holmes finds the old woman's suitcase.
11. The Lion attacks Jane.
12. The Three Great Clues are: a train ticket, a newspaper, and a suitcase.
13. Holmes thinks that the Lion is really Irene Adler in disguise.
14. At the end of the play Holmes, Jane and Dr. Watson go for afternoon tea.

ACTIVITY # 9 – COMPREHENSION QUESTIONS

1. In which city does Sherlock Holmes start his journey?
2. When Irene Adler first appears Holmes thinks she is someone else. Who?
3. What scientific instrument does Holmes use?
4. What is the name of Dr. Watson's niece?
5. Who kidnapped Dr. Watson?
6. Can you name at least 2 of the 4 great detectives?
7. Name the three mysterious creatures in the play.
8. Name the places that Holmes and Jane visit.
9. Can you name 2 of the 4 villains that help Irene Adler?
10. What will happen to Holmes and Jane if they make a mistake with Genghis Khan?
11. Who pretends to be an old woman?
12. What is the Yeti's first name?
13. What does Yolanda like to eat?
14. Who says, "He makes me so dashed angry"?
15. Where do Holmes and Jane eventually find Watson? (In which city?)
16. Who never wears spectacles?

ACTIVITY # 10 - DISCUSS

1. Jane Watson is younger than Sherlock, yet she helps him to solve the mystery. Talk about an older person that you have helped. What things did you know or could do that they did or could not? What did you learn from that older person?

FUN WITH MYSTERIES

Most people have read a mystery book, or watched a mystery television show or movie. Sherlock Holmes is considered the father of what is known as the classic mystery. Writers such as Agatha Christie, and others went on to write in this form. Today even a quick glance at a mystery section in a book or online will reveal hundreds of titles.

Every mystery has some combination of the following elements:



~ A DETECTIVE – A person with Extraordinary Reasoning Powers



~ A CRIME - An illegal act. A murder, robbery or kidnapping that needs to be solved.



~ CLUES - Information that can help the detective solve the crime.



~ A SUSPECT - The person who the detective thinks committed the crime.



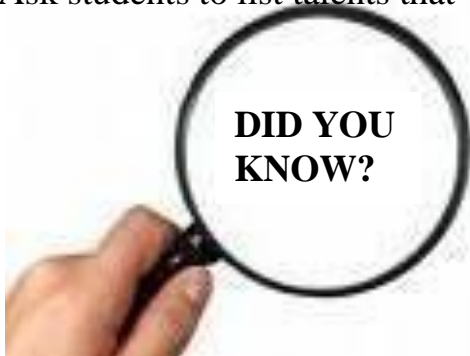
~ MOTIVE – The reason why the criminal committed the crime.



~ EVIDENCE – The proof that established how the crime happened and who did it.

ACTIVITY # 11 – DISCUSSION QUESTIONS

1. Ask each student to name their favourite mystery book, TV show, cartoon, or movie. (Answers could include Dora the Explorer, Harry Potter, CSI, and O Bando dos Quatro.) Ask them to describe their favourite part of the story?
2. Why do we like to read mystery stories or watch detective shows? Ask students to list as many reasons as they can.
3. Ask students to list talents that would help to make a good detective and good sleuths.



**DID YOU
KNOW?**

In the UK, **HOLMES** (the Home Office Large Major Enquiry System), is a computer system used by the police to assist with the investigation of serious crimes. All the police forces of England, Scotland, Wales, and Northern Ireland, as well as the Royal Military Police, have used the system since 2004

It is named after, Sherlock Holmes!

ACTIVITY # 12 – VOCABULARY – MYSTERY NOUNS

Match the vocabulary in column A with the correct translation in column B and with the correct definition in column C.

COLUMN A

1. A CRIME.
2. A CRIMINAL
3. A SUSPECT
4. A DETECTIVE
5. CLUES
6. EVIDENCE
7. TO BE GUILTY
8. TO BE INNOCENT
9. ALIBI
10. INTERROGATION
11. A WITNESS

COLUMN B

- i Pistas
- ii. é inocente
- iii. Interrogação
- iv. testemunho
- v. Crime
- vi. é culpado
- vii. Alibi
- viii. Criminoso/a
- ix. Suspeito/a
- x. Provas
- xi. Detective

COLUMN C

- A. A person who the police think is probably a criminal.
- B. All the scientific information which helps the detective to solve the crime (fingerprints, DNA, blood.)
- C. When someone is proved to be responsible for a crime.
- D. Something not legal, an illegal act.
- E. A person or evidence that claims the suspect was somewhere else during a crime.
- F. A person who saw something very important related to the crime.
- G. A person who is responsible for an illegal act.
- H. When the police, or detective, asks a suspect many questions related to the crime.
- I. Small facts, information that help the police, or detective, to solve the crime.
- J. When someone is proved to be not responsible for the crime
- K. A person who tries to solve the crime and catch the criminal.

ACTIVITY # 13 – PLAY THE OBSERVATION GAME!

What you want students to take away from these games is an appreciation of a good sense of observation.

GAME 1 – In Plain Sight! - The game sounds very simple, but you will be surprised at how difficult it is! Adults have been known to scream in frustration when they failed to master this exercise.

When the students are out of the room, take three small common objects—for example: a stamp, a coin, and a button—and place them around the classroom **in plain sight** but somewhat camouflaged by their surroundings. For example, put the stamp on the notice board amid other papers or put the button on top of something that is the same colour.

When the students return, tell them which objects you have hidden. Ask them not to talk to each other or communicate in any way. Ask the students to walk around the room observing everything closely. Tell them that when they have found all three of the objects to sit in their seat and wait for the other students to find the three objects. Who is the Sherlock Holmes of your class?

GAME 2 – How Good is Your Memory? - Place 10 to 15 common objects on a table. Let the students look at the items for 1 minute. Remove or hide the objects. Then ask them to sit at their desks and write down how many objects they can remember. (If you use items that the students know the name of in English, this game can also be a great way to help them with vocabulary!)

A Suggested List (from Sherlock Holmes and the Railway Riddle.)

A letter A patch of fur A shoe A book A map
Nesting dolls A train ticket A suitcase A box of matches A hat
A handkerchief A lizard A horse Bow and arrow A newspaper Take-away food A magnifying glass A pair of spectacles



ACTIVITY # 14 – PLAY THE ALIBI GAME!

This game is a very good and fun way of getting students to ask questions, give answers and to talk about the past. It is a very natural way of practising the Past Simple and Past Continuous.

1. Explain to the students that an "Alibi" is used by a person who is suspected of committing a crime. It is what the suspect says they were doing in a specific place at the same time that the crime took place. If the alibi is true then this proves that the suspect is innocent.
2. Explain that a specific crime took place. Banco de Portugal was robbed, and the bank robbers escaped with 20 million Euros. The robbery took place on April 1st between 10.30 pm and 2.30 am.
3. Tell the students to imagine that they are famous detectives, like Sherlock Holmes, and that they are going to interrogate some people who are suspects of the crime. Brainstorm with the class all the possible questions that they can ask during the interrogation.
4. Put the ideas (and teacher's examples) on the board. Examples could include: *Where were you at 11 pm? Where were you between 11pm and 2 am? What were you doing at midnight? Were you alone? Who was with you?* Tell the students that an alibi must include a witness, a person who was with them or who saw them at the time.
5. Divide the students into pairs. They are both suspects. Each pair works together to produce a story which accounts for the entire time on April 1st, when they were together. The story that they produce will be their alibi. If their alibi is "true" then they are obviously innocent. If their alibi is "not true" then they are guilty of the crime. When they have prepared their alibi each one of the pair must try to memorise the important facts.
6. Choose one pair of suspects. Give them names. John Smith and Harry Brown. Ask Mr Smith to leave the room and wait outside for a few moments while Mr Brown is interrogated. (If this is impossible make Mr Smith face away from their colleagues, this will encourage him/her to listen very carefully to what is going to be said). Mr Smith is not allowed to speak or react to anything that is said. If she/he does speak, this shows that she/he is guilty. Set a limit (5 to 10 minutes, for example) for the interrogation.
7. The class, as famous detectives, now interrogate the first suspect Mr Brown, by asking questions. The objective is for the class of detectives to discover as many details of the alibi as possible.
8. Mr Smith now changes places with Mr Brown. The class now interrogates Mr Smith while Mr Brown remains silent. The class should ask Mr Smith the same or very similar questions. The objective is to find differences or contradictions between the alibis of Mr Smith and Mr Brown.
9. When the interrogation has finished. The teacher and/or the class should decide upon a verdict of "guilty" or "innocent" for the suspects. The verdict should be justified by giving examples of what each suspect said or didn't say.

The Victorian Era



The fictional detective, Sherlock Holmes, lived and worked during the time in England known as the Victorian Age. The term 'Victorian' came to describe the mid to late 19th century, during the reign of Queen Victoria.

Holmes is regarded by many as "the perfect hero for his age." A man who believed in reason above all, Holmes was ideal for his time.

It was a time in which science was changing the world. Charles Darwin's 1859 *The Origin of Species* changed the world by calling into question the Creation in the Bible and suggested that the mysteries of the physical world could be explained by science. It was also an era of dizzying technological advance: in the 20 years between 1867 and 1887 alone, the typewriter, the telephone, the gramophone, the telegraph, the electric light bulb, the internal combustion engine, and the transatlantic cable were all invented. As Holmes says in one of the books, —There are no problems that can't be solved by the combination of keen reasoning, bravery, and civilized behavior.

ACTIVITY # 15 – HISTORY

- 1.) If Holmes is "the perfect hero for his age," who, in real life or fiction, would you say is the perfect hero for our age? Why?
- 2.) Ask students to choose a topic from the list below and write a small report. The internet is full of information!
 - ~ Portuguese History from 1867 to 1900
 - ~ Scientific Discoveries from 1867 to 1900
 - ~ How much money did people earn in a year? For what kind of jobs?
 - ~ The lives of children ~ Did children work?
 - ~ Living Conditions for the poor from 1867 to 1900



ACTIVITY # 16 – HISTORY & LANGUAGE

HOW TO SPEAK LIKE A VICTORIAN

In Victorian England the Ladies and Gentlemen had some unusual ways of speaking. The following are two examples of how Victorians spoke.

“HOW TERRIBLY POLITE!”

“IT’S FRIGHTFULLY DELICIOUS!”

Victorian Ladies and Gentlemen were extremely polite. The Gentlemen referred to each other as, ‘My Good Man’, and to Ladies as ‘My Dear Madam’. Ladies referred to Gentlemen as ‘My Dear Sir’. During polite conversation people would often substitute the word ‘very’ with an unusual adverb for emphasis. For example they might say, “That cake was terribly good!” This was very (or “awfully”) polite.



Create expressions like Holmes and Jane by placing an adverb before an adjective (listed below.)

ADVERBS

<i>Horribly</i>	<i>Jolly</i>	<i>Terribly</i>
<i>Frightfully</i>	<i>Dreadfully</i>	<i>Fearfully</i>

ADJECTIVES

<i>Good</i>	<i>Bad</i>	<i>Intelligent</i>	<i>Stupid</i>
<i>Well/Healthy</i>	<i>Rude</i>	<i>Polite</i>	<i>Ill/Sick</i>
<i>Interesting</i>	<i>Boring</i>	<i>Honest</i>	<i>Awfully</i>
<i>Dangerous</i>			<i>Nice</i>
			<i>Delicious</i>

Examples: “He’s awfully good!” “It was fearfully boring!” “It was jolly difficult!”

“YOU ARE AN OGRE AND A MISCREANT, SIR!”

During the play Jane insults Irene Adler in many different ways. These insults are very tame by today’s standards and are quite harmless. Have some fun with these Victorian insults!

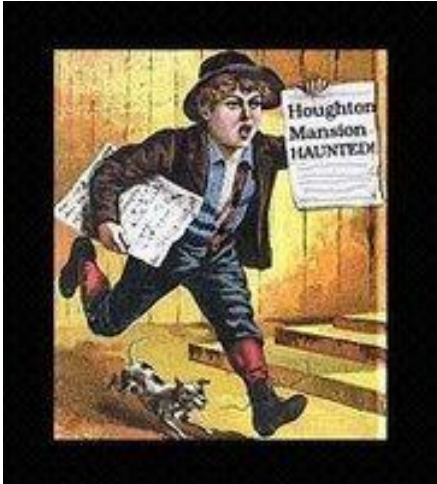
A Cad - a person with no honour	A Brute - a brutal person	A Rotter - a dislikeable person.
A Scoundrel – a dishonest person.	A Swine – an unpleasant person.	An Ogre – a horrible person.
A Stinker – An offensive person.	A Crook – A criminal.	A Devil – A reckless person.
A Wastrel – A vagabond.	Miscreant – A person who behaves like a criminal.	
A Beast – To behave like an animal.	A Blackguard (pronounced —blaggard) – an ill-mannered person.	

WHAT A CREEP!

Did You Know?

In modern (slang) English, we often insult people by calling them a “Creep.” This is actually a Victorian insult! A “Creep” was a servile (servant) person who was cringing, fawning and creeping about.





EXTRA! EXTRA! READ ALL ABOUT IT!

In the Victorian Era, newspapers became much more similar to the newspapers we have today. They had attention-grabbing headlines, sensational & shocking articles (the more gruesome the better!) In the Victorian Era, both men and women were reporters.

ACTIVITY #17 – BE A REPORTER!

Ask students to write a newspaper article and headline about *Sherlock Holmes and The Railway Riddle*. Remind students that the more shocking their stories are...the better!

A decorative graphic of red curtains with yellow and black stripes at the top and bottom. On the left and right sides of the curtains are theatrical masks: a smiling mask (comedy) and a frowning mask (tragedy).

THEATRE!

ACTIVITY #17 – Discuss & Write!

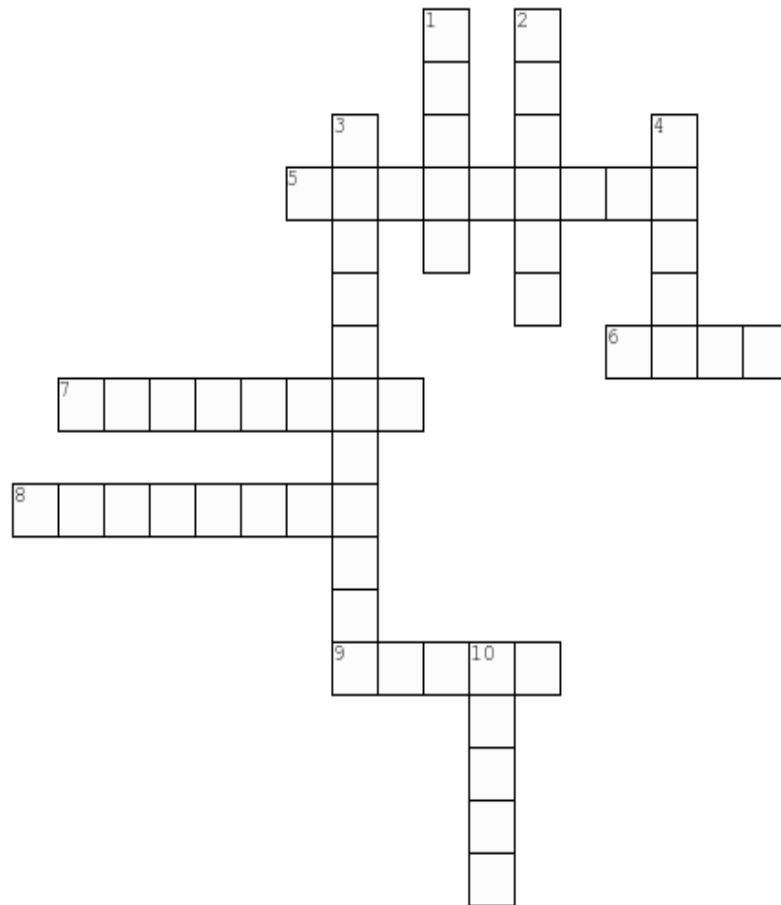
Ask students to discuss some of the theatre questions below

- 1.) What was your favourite part of the play? Who was your favourite character and why?
- 2.) What is the difference between TV and a live play? Which do you like better and why?
- 3.) Talk about different things used during the play that helped to tell the story. What things (voices, body movements, props, sounds music and costumes) did the actors use to portray different characters? How did you know where they were, and who they were playing?

ACTIVITY #18 - CROSSWORD

THE GREAT DETECTIVE

Complete the crossword below



Created with TheTeachersCorner.net [Crossword Puzzle Generator](#)

Across

5. What is the Second Great Clue?
6. What is another name for the abominable snowman?
7. Where do Jane and Holmes find Genghis Khan?
8. What is Holmes' first name?
9. Jane is Dr. Watson's _____

Down

1. What sort of creature is Genghis Khan?
2. What does Yolanda the Yeti eat?
3. Which creature uses a bow and arrows?
4. Who is Holmes' Arch-Enemy?
10. Where do Jane and Holmes find the Lion?

ANSWERS

ACTIVITY # 1 - Vocabulary

ANSWERS: 1.) e 2.) f 3.) h 4.) b 5.) a 6.) c 7.) c

ACTIVITY #2 – Vocabulary

ANSWERS: 1.) f 2.) e 3.) d 4.) g 5.) h 6.) c
7.) j 8.) a 9.) b 10.) i

ACTIVITY #3 – Vocabulary

ANSWERS: 1.) dangerous; safe 2.) polite; rude 3.) friendly; aggressive
4.) good; bad

ACTIVITY #4 – Vocabulary

PEOPLE	PLACES	CLUES	TRANSPORT	THE BODY
detective	Moscow	fur	car	hair
uncle	Russia	ticket	taxi	hand
criminal	Mongolia	snow globe	train	feet
visitor	China	riddle		head
kidnapper	Train Station	arrows	TO WEAR	
doctor		newspaper	spectacles (glasses)	
idiot		letter	shoe	
arch-enemy		cat	handkerchief	
niece				
master of disguise				

ACTIVITY # 6 – Geography

- 1.) Japan, Tokyo, sushi, Mount Fuji
- 2.) China, Beijing, Peking duck, The Great Wall
- 3.) India, New Delhi, Nan bread, Taj Mahal
- 4.) Russia, Moscow, Borscht (soup), Red Square
- 5.) Thailand, Bangkok, Pad Thai, Wat Phra Kaew Temple
- 6.) Mongolia, Ulaanbaatar, Buuz dumplings, Statue of Genghis Khan
- 7.) Afghanistan, Kabul, Kabuli Palaw rice, The Blue Mosque
- 8.) South Korea, Seoul, Kimchi, Changdeokgung Palace

ANSWERS

ACTIVITY # 7 – Mysterious Creatures

ANSWERS: A.) 3, c B.) 4, e C.) 5, a
D.) 2, d E.) 1, b

ACTIVITY # 8 – TRUE or FALSE?

ANSWERS: 1.) -T 2.) F - She is his niece. 3.) F -He gets on in Moscow, Russia
4.) -T 5.) -T 6.) -T 7.) F - He is talkative & loud. 8.) F -They take the train
9.) F – He is short 10.) F - No, he doesn't find it. 11.) F - Jane plays with the Lion
12.) -T 13.) -T 14.) -T

ACTIVITY # 9 – Comprehension Questions

ANSWERS: 1.) Moscow 2.) Ethel (train attendant) 3.) Magnifying Glass 4.) Jane
5.) Irene Adler 6.) Scooby Doo, Violet Baudelaire, Tin Tin, Dora the Explorer
7.) Yeti, Ghost of Genghis Khan, Lion 8.) Russia, Siberia, Mongolia, China
9.) (Various) 10.) They will go to the underworld 11.) Irene Adler 12.) Yolanda
13.) Humans 14.) Jane Watson 15.) Moscow 16.) Dr. Watson

ACTIVITY # 12 – Vocabulary – MYSTERY NOUNS

ANSWERS: 1.) v – D 2.) viii - G 3.) ix – A 4.) xi – K 5.) i – I 6.) x – B
7.) vi – C 8.) ii – J 9.) xii – E 10.) iii – H 11.) iv - F

ACTIVITY #18 - CROSSWORD

THE GREAT DETECTIVE
Complete the crossword below

Name: _____

Created with TheTeachersCorner.net [Crossword Puzzle Generator](http://CrosswordPuzzleGenerator.com)

<p>Across</p> <ol style="list-style-type: none"> 1. What sort of creature is Genghis Khan? (ghost) 2. Where do Jane and Holmes find Genghis Khan? (mongolia) 3. What is Holmes' first name? (sherlock) 5. Who is Holmes' Arch-Enemy? (irene) 8. Where do Jane and Holmes find the dragon? (china) 9. What is the Second Great Clue? (newspaper) 	<p>Down</p> <ol style="list-style-type: none"> 1. Which creature uses a bow and arrows? (genghiskhan) 4. What is another name for the abominable snowman? (yeti) 6. What does Yolanda the Yeti eat? (humans) 7. Jane is Dr. Watson's _____ (niece)
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About the Artists



Mariana Mourato (*Jane*) Mariana studied acting in New York City at the Stella Adler Studio and graduated in 2020. She has worked extensively with the Lisbon Players Theatre Company and acted in film and TV productions, including an episode of the German TV series *Bella Block*. Her stage performances include Miranda in Shakespeare's *The Tempest*, Helena in Shakespeare's *A Midsummer Night's Dream*, and Miss Casewell in Agatha Christie's *The Mousetrap*. Mariana is looking forward to her second year working with the Calliope Theatre Company.



Meg Thurin (*Irene Adler, Yolanda the Yeti, Genghis Khan, Lion*) Meg graduated from John Cabot University with a Bachelor of Arts and received her postgraduate degree from the Istituto Arte Artiginato e Restauro, Rome, Italy. Since moving to Portugal in 2009, Meg has worked with Avalon Theatre Company, participated in various voice-over projects and has performed in a TV sitcom pilot filmed in Lisbon. Most recently, Meg became the featured voice for iClio's - JiTT Travel app guides for many major cities in Europe. Meg is a co-founder of Calliope Theatre Company and looks forward to seeing the teachers and students that she met during her 5 years with Avalon Theatre Company.



Matthew Lloyd (*Sherlock Holmes*) In his work with The Ferndown Drama Group, Huntington Drama Group, Chesil Theatre and the Royal Navy Theatre Association, Matthew has acted in a variety of full-length works including pantomimes and dramatic plays such as *Wind in the Willows* (Toad) and *Pygmalion*. Matthew has directed such works as *The Anniversary* and *Steel Magnolias* and has served as Stage Manager for a variety of theatre companies. Matthew has an MBA from Cranfield School of Management. After his 17 years in the British Royal Navy (including time spent with NATO, Portugal), Matthew moved permanently to Cascais. Matthew is a co-founder of Calliope Theatre Company.