One Cavan, One Writer
Siobhan Dowd: 2011-2012

“The London Eye Mystery”

Resource Pack for Primary Schools
One Cavan, One Writer Steering Committee

Who are we?
One Cavan, One Writer Steering Committee is an umbrella body established in Autumn 2010. It is made up of representatives of a range of Public Agencies in County Cavan including Primary and Post Primary Schools across the County; Home School Liaison and School Completion Programme; Cavan County Library Service; Breffni Integrated; Rapid; Cavan Co. Council's Community & Enterprise Section and County Cavan V.E.C.

Our Aim
To bring people together for a community wide reading experience which will get our community talking, foster community spirit, promote tolerance and understanding and develop appreciation for reading as the gateway that makes all other learning possible.

This Resource Pack is available in electronic format on
www.cavanlibrary.ie
www.siobhandowdtrust.com

The Siobhan Dowd Trust
The Siobhan Dowd Trust was set up in 2007 to support disadvantaged young readers. The Trust exists to fund any persons or organisations that:
- take stories to our children and young people without stories;
- bring the joy of reading and books to children and young people deprived of access to books and of the opportunity to read;
- fund and support disadvantaged young readers where there is no funding or support.

Siobhan Dowd founded the Trust shortly before her death, bequeathing the royalties from her four books in support of its aims. These aims reflect Siobhan’s belief in the freedom of the individual and the vital role books and reading play in enabling that freedom. This Resource Pack has been funded through the Trust. For further information, see: www.siobhandowdtrust.com

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Introduction
“The London Eye Mystery”

Siobhan began writing a children’s mystery story about a boy with Asperger’s syndrome. She was halfway through this when Mark Haddon’s “The Curious Incident of the Dog in the Night Time”, with its similar theme, burst onto the scene. Siobhan therefore put aside for a while what would later become her second published novel, “The London Eye Mystery”, a story for 9 to 12-year-olds.

Planned as the first in a series, this is a novel that works on a number of levels and is a compulsively readable, spine-tingling thriller with subtle characterization. It provides rich veins for exploration by reading groups and also by teachers in the classroom setting. It can be appreciated not least for Siobhan’s exploration of disability as a gift.

“The London Eye” won the NASEN/TES Special Educational Needs Children’s Book Award, was longlisted for the 2008 Carnegie Medal, and shortlisted for a range of other awards. In May 2008, it was posthumously awarded the Bisto Book of the Year prize. The Unicorn Theatre, London adapted this book for the stage and the performance resulted in rave reviews.

**Synopsis:** When Ted and Kat watched their cousin Salim get on board the London Eye, he turned and waved before getting on. After half an hour it landed and everyone trooped off - but no Salim. Where could he have gone? How on earth could he have disappeared into thin air? Since the police are having no luck finding him, Ted and Kat become sleuthing partners. Despite their prickly relationship, they overcome their differences to follow a trail of clues across London in a desperate bid to find their cousin. And ultimately it comes down to Ted, whose brain works in its own very unique way, to find the key to the mystery.
About the writer: Siobhan Dowd 1960- 2007

Siobhan was born in London and was the youngest of the four daughters of an Irish nurse and her doctor husband, who was one of the last men to be evacuated from Dunkirk during World War II. Her Irishness deepened as she grew up, over long holidays spent with her extended family in both Waterford and Wicklow. She studied classics in Oxford and received an MA in Gender and Ethnic Studies. For her MA she focused on the Roma community, which is not surprising given her great empathy with the marginalised.

In 1984, she joined the writer’s organisation International PEN, initially as a researcher and later as Program Director of the Freedom-to-Write Committee. Her work there included leading the Rushdie Defense Committee (USA) and travelling to Indonesia and Guatemala to investigate local human rights conditions for writers. During her seven-years in New York, Dowd was named one of the “top 100 Irish-Americans” for her global anti-censorship work.

On her return to the UK, Dowd co-founded English PEN’s readers and writers programme. The programme takes authors into schools in socially deprived areas, as well as prisons, young offender’s institutions and community projects. During 2004, Dowd served as Deputy Commissioner for Children’s Rights in Oxfordshire, working with local government.

Writing was an integral part of her life from her early childhood. As an activist and campaigner, she was a prolific writer of reports and articles and was an experienced editor. Like many Irish writers, she found a creative outlet in short story writing. An invitation in 2003 to write a story about an Irish traveller for a collection of short stories about racism, propelled her into a full-time writing career for children and teens.

In 2004, Siobhan was diagnosed with advanced breast cancer, just as her writing career was taking off. Her first novel to appear in print, “A swift pure cry” (2006) met with immediate critical acclaim. Her
second novel “The London Eye Mystery” published in 2007 also became a multi-award winner. At this point, Waterstone’s identified Siobhan as one of the top “25 authors of the future.” She died in August 2007, aged 47. At the time of her death, she had completed two further novels, which were posthumously published to outstanding reviews.

Typically, while dying of breast cancer, Siobhan thought about the marginalised and vulnerable. She set up the Siobhan Dowd Trust to ensure that the proceeds from her literary work are used to assist disadvantaged children with their reading skills.

We are proud that, for our first ever - “One Cavan, One Writer” project the chosen writer is Siobhan Dowd, a writer who should be read by everybody.

About this Resource Pack for Primary Schools

We want Cavan students to enjoy this wonderful novel. This classroom friendly resource pack is a collection of ideas, activities and follow-up materials which will lead to a deeper exploration of the many themes, locations, characters and ideas in the novel.

It has been designed to enhance the teaching experience for teachers and enrich the learning experience for students.

A Resource Pack, prepared by Cavan teachers and funded by The Siobhan Dowd Trust, is available for Second Level Schools and Adult Groups and covers all four Siobhan Dowd novels.
Section 1

Using “The London Eye Mystery” in the classroom
Section 1
Using “The London Eye Mystery” in the classroom

For the teachers: Activities based on the novel

1. **Predicting**: Make and revise predictions before and during reading. Predict from title, cover, illustrations, table of contents, child’s previous experience, and information from other subject areas.

   Predict vocabulary, language style, information, events. Verify and confirm predictions with evidence from text.
   - Before reading, predict what the story might be about from the front cover
   - From the blurb
   - After reading chapter 1
   - Predict where a character eg. Ted will be in 5 years’ time

2. **Connecting** prior knowledge to new information.
   - Make personal connections with text - experiences, previous reading and similar characters.

3. **Comparing**: Thinking more specifically about connections they are making, e.g.
   How is this different to...?

   Like or Unlike? (Possibly using a venn diagram; Compare, in relation to personal view eg. Aunt Gloria as compared with children’s experience of Aunts, Ted with the perception of people with disabilities.)
4. • Character Self Portrait - Child adopts role of character and explains who they are what they like / do / lifestyle using explicit and implicit cues from text
  • Interviews - hot-seating - role play character
  • Rating Scales - assess character qualities and justify in relation to textual evidence.
  • What's my Point of View? - retelling text from various points of view eg. Salim/ Ted's mother
  • Developing Dialogue - create a ‘dialogue that could occur between two characters in the text i.e Kat and Ted when they discover that Salim is missing

5. **Discover** the narrative framework: Identify the parts of the story which make up the narrative framework (in preparation for writing the sequel)
   • Setting
   • Characters
   • Problem
   • Complication
   • Conclusion

6. **Plan** and write the sequel using the planning framework provided

7. **Create** a big book version suitable for younger classes

8. **Write** a diary from Kat’s point of view
Section 1
Using “The London Eye Mystery” in the classroom

Forty questions using the narrative

These literal/ factual questions are in loose chronological order, in line with the story. They can be used in a variety of ways such as:

• A quiz
• A written activity
• A stimulus for classroom discussion
• A starting point for more inferential and value type questioning.

Some of the questions have a page reference number if needed.

1. On what date and at what time did Salim board The London Eye? 3
2. What does A.W.O.L. stand for?
3. What is Ted’s mum’s name?
4. Where did Aunt Gloria and Salim live?
5. What is Kat’s full name?
6. What city were Salim and his Mum moving to?
7. What new job was Gloria starting in New York?
8. What ring-tone did Salim use on his phone? 27
9. What do Ted’s parents work as?
10. What was the name of the place where Ted’s dad was working? 44
11. What is a topological map? 45
12. How did Salim get a free ticket?
13. How many people got on board with Salim? 52
14. What is claustrophobia?
15. What type of camera did Salim own?
16. What was the name of the Detective in charge of the case? 81
17. What age is Salim? 94
18. What is Salim's father’s name? 95
19. Why did Dad have to visit the morgue?
20. Where does Faith work?
21. What was written on the strangers t-shirt? 192
22. Ted took the Tube to which destination? 210
23. What event was happening at the exhibition centre?
24. How many people were visiting the show that day? 215
25. Who did he meet there?
26. What was the name of the stranger/security man? 202
27. Why did Ted and Kat think he was lying?
28. What station did Christy get off at? 232
29. What was the name of the pub he entered? 233
30. What story did he tell them? 240
31. What was Dad’s name? 250
32. Who did Ted finally phone when no-one would listen to him?
33. Who did the police bring to Ted and Kat’s house?
34. What was Marcus’s second name? 291
35. How did Marcus know Christy?
36. Where did Marcus last see Salim? 291
37. What is the name of the street Ted lives on? 302
38. Where was Salim finally found?
39. Salim called Ted a neek? What did he mean? 312
40. Why did Jacky Winter lose his job? 317
Section 1
Using “The London Eye Mystery” in the classroom

1.

2.

3.

4.
Creating a chronological trail

Can you create a chronological trail in words or pictures of eight significant scenes in the novel?
Section 1
Using “The London Eye Mystery” in the classroom

Exploring the Narrative: Plot

The narrative framework has characters, setting, conflict, resolution and conclusion. Use the headings below to discover these aspects of the novel.

Setting

Main Characters

Mystery

How is the mystery solved?

How does the story end?
Exploring the Narrative: Characters

Examine these characters in the novel: Ted, Salim and Kat.

Have a brainstorming session in class about all you have learned about each character.

Create a mind map for each character using the following headings.

<table>
<thead>
<tr>
<th>Family</th>
<th>Friends</th>
<th>Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengths**

- Ted

**Weaknesses**

- Kat

- Salim
Section 1
Using “The London Eye Mystery” in the classroom

Exploring Ted: A unique and likeable character

Ted Spark is the main character in the book. The story is told in the first person, from his point of view. He tells us early on that he is a little different from other people, that his brain has a “different operating system” than other people. We are not told his age in the story but we can guess that he is 11 or 12 years old and younger than his sister Kat and his cousin Salim.

We see from the very beginning that he is very mathematical and logical in his thinking. He counts everything, from his breakfast shredded to the number of postage stamps needed to cover his front garden. He is fascinated with weather and he wants to be a meteorologist when he grows up. He listens to the shipping forecast on B.B.C. radio every night. His room is neat and tidy and full of fact books and encyclopaedia. He is very observant and remembers little details other people don’t, such as what people are wearing.

Yes, it seems that Ted is a little different or “Unique”. He wears his school uniform (trousers, shirt and tie) every day, even weekends and holidays. We are told that he has some “syndrome” or other but not exactly what it is. Perhaps it is Asperger’s Syndrome or perhaps not. The author deliberately doesn’t tell us. Why? Salim says that Ted has “Some weird syndrome that made him think like a giant computer”. He also tells us about some physical symptoms: he gets “shakes” in his right arm and hand and a strange feeling in his oesophagus (food-pipe to stomach) especially when he is scared, nervous or excited.

However, it is other people who are his biggest problem. He finds it difficult to relate with people socially. Ted treats everything in the same way... literally, logically, and at face value. He doesn’t fully understand the complexity and subtlety of human relationships. He finds it difficult to read a person’s facial signals and body language, something his sister does naturally. For Ted people “just look like who they are”. He also doesn’t quite understand his feelings and emotions. He says he has only one friend, Mr. Shephard, his teacher. Mr. Shephard is working to teach Ted about people and emotions.
Language is also a challenge for Ted. He listens to people speaking and takes things “literally”. But people often use images, or old expressions, or slang words when talking. When Ted hears expressions like ‘raining cats and dogs’ or ‘speak of the devil’, he thinks literally of cats and dogs and devils. His dad teaches him how to decipher language. We learn that everyday language is full of such ‘non-logical’ talk.

He is a very likeable character who grows up a lot during the course of the big adventure. We enjoy the way Ted sees the world through logical eyes and we learn that he is not odd or strange but unique and talented. His mathematical skills help to solve the mystery. The police are very grateful for his help. He also learns about his feelings during the story. He gets very upset when he is being ignored and misunderstood by his mother. So he breaks a glass on the kitchen floor in anger. He is learning to show emotion outwardly for the first time. Also, Ted learns to tell lies. Ted has never understood lies. They are not logical. A lie is not true or fact so it doesn’t make sense to him. However, he tells two lies to mislead his parents and help their investigation. He is learning to hide the truth for better reasons than logic. This is a huge step for Ted. By the end of the story, Ted tells us he has 5 or 6 friends- people he trusts and who trust him. This is also a big new change for him.

We make the journey from the beginning to the end of The London Eye Mystery inside Ted’s head. Again, the story is written in the first person. However we don’t ever feel that we are inside the mind of someone weird, odd, disabled or handicapped in any way. In fact we enjoy the journey with all its logical and mathematical observations. We enjoy Ted’s non-sense of humour and his literal understanding of words and language. We enjoy his family and ‘friends’. We enjoy London. In fact we come to understand Ted so well, syndrome or not, that we come to better understand ourselves.

Well done, Ted Spark.
Section 1

Using “The London Eye Mystery” in the classroom
Exploring fictional and real-life characters: Aunt Glo

Compare Aunt Glo with your own aunt: How are they alike and how are they different?
Section 1
Using “The London Eye Mystery” in the classroom

Using extracts from “The London Eye Mystery”

“Quotations” “Quotations”
Quote some dialogue between two characters in the novel and ask the class to identify the characters and setting... Make this task more difficult by using minor characters and everyday settings.
Quote a description of one character and ask class to identify that character.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Quote the description of an object in the story and see who can identify it.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Section 2

Getting creative with story
Create a sequel to “The London Eye Mystery”

**CHARACTERS:** Who is involved?

**SETTING:** Where does it take place?

**PROBLEM:** What is the problem?

**COMPLICATION:** Does the situation worsen?

How?

**RESOLUTION:** How is it resolved?

**CONCLUSION:** What happens in the end?
Tony and Adam are heading to Cavan for a football match. Adam's dad parks at the bus depot as the boys are travelling on the underground system. This is the first time they are using the underground alone. They enter the Farnham Street station and look for their train. Farnham Street station has two lines but Adam's Dad told them to get on the Blue Line. They get on the train and pass Bridge Street and Connolly Street stations before arriving at Breffni Park. Adam gets off the train and joins the crowds going into the Park. He turns to speak to Tony but Tony is nowhere to be seen.

“Maybe he’s back at the train”, thinks Adam and he heads back to the station. Tony is not on the platform so Adam gets back on the train. He gets off at the next stop, which is Dublin Road Station. Tony is not there either. “I’ll go back to the park and look for him again” thinks Adam. But Dublin Road Station is the biggest station in Cavan, so Adam goes up to a man and asks, “Which train will bring me to the football park”. The man tells Adam to get onto the Green line and get off at the second stop. “Thank you”, says Adam and gets on the train.

At the park stop, Adam gets off and sees no-one. He’s at the wrong football park. “What do I do now”, he thinks, so he gets back onto the train. It brings him to Church street station. Adam sees a station map and finds Bridge Street Station. It’s on the red line, he remembers this was the first station he passed on the way to the park with Adam, so he quickly jumps onto the next train heading for Bridge Street. He gets off at Bridge Street but he’s still at the wrong station.

Adam has been travelling for 2 hours now and he is trying to be brave. Panic is building up inside him. “I need to read this map carefully,” thinks Adam. He looks at the map again, in Bridge Street Station. He sees that there is another Bridge Street Station on the Blue line. “I’ll go back to the Church Street Station and try to go back the way I came, he thinks. Adam doesn’t get off at Church Street, he mistakenly gets off at Atbaragh. Now he is really lost. He reads the map again, and sees there is a Garda Station on the yellow line, “I’ll go there and ask for help”, he says.

Adam gets onto the Yellow line and gets off at the Garda Station. He is very happy to see a Garda just outside the station. He runs to speak to the Garda. “Hello, son, can I help you”, says the Garda. “Yes please, I’m lost and can’t find my friend. We were going to the football park and we got split up. I don’t know what to do”. “Is your name Adam”, asks the Garda. “I know all about you. Your Dad reported you missing. Your friend Tony fell at the gates of the football game and broke his ankle. He’s at the hospital, your Dad’s there too. We can bring you there to meet them. Will we go by train? “Oh no”, says Adam, “can we please go in a Garda car. I don’t want to get back on the underground again today, thanks”.

Make up your own story using the different Cavan town Underground stations and lines.
Cavan Town Underground System

Dublin Road Line
Farnham Street Line
Main Street Line
Fair Green Line
Solve the Case of the London Fog

Sam Sherlock was visiting his friend Tim Watson, who worked at Scotland Yard. Sam and Tim were just a few blocks away from the famous London police station. They were on their way to Sam’s hotel.

“This must be the thickest fog London has ever had. You can hardly see your hand in front of your face,” Sam remarked.

“It’s been at least two years since you have visited me here, Sam. You must have forgotten what London fog is like,” replied Tim.

“I suppose I have,” said Sam. “I’m used to having Watson lead me around, but I left him with my niece, Wendy, this time.”

Somewhere in the distance Sam and Tim could hear voices raised in anger. Sam and Tim headed toward the sound. A bobby, one of the London policemen, had a man by the arm and was leading him away. The man was yelling that he did not steal the purse.

“You must have thrown it away when “you heard us running after you,” the Bobby said. “We’ll find it.”

A woman spoke up: Sam had not even seen her because the fog had become even thicker. “He’s the man. I’m sure of it. I could see him clearly. I could recognize him even a half block away.” Sam said to Tim, “I don’t think they’ll find the purse, and I don’t think that is the man.”

Do you agree with Sam?
Were you listening?

Questions: THE CASE OF THE LONDON FOG

1. Do you agree with Sam? Why or why not?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. What was wrong with the woman’s statement?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Where was Sam Sherlock in this story?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. What name is used to mean a London policeman?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

5. What was stolen?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Section 2
Getting creative with story

6. How long had it been since Sam visited his friend?

7. Where was Watson?

8. In some places there are storms that make it hard to see. These storms happen in desert areas. What kind of storms are these?

9. Have you ever been outside when a thick fog covered your neighbourhood? How does fog feel?

10. Does the story tell who the real thief is?
Section 3

Exploring Language and Meaning
What did you say? What do you mean? Ted’s language difficulties

When Ted hears these expressions he gets confused. Can you help to explain them?

They were running around like headless chickens.
She was talking up a storm.
It was raining cats and dogs.
I’ll have your guts for garters.
You could have cut the atmosphere with a knife.
Speak of the Devil.
Small talk.
That should be right up your street
She’s going off the rails.
Shake a leg.
That building was sick - It has to come down.
He’s the spit of his Dad.

Can you explain these?

You’d better pull up your socks, young man.
We’re going to have to tighten our belts.
He was so fond of work, he’d lie down beside it.
That car is on its last legs.
My feet are killing me.
I was so angry, I was fit to be tied.
I was caught between a rock and a hard place.
Thesaurus Work

Chapter 36 “Weather Detection”

Find verbs of similar meaning in this chapter to those listed below.

Use the verbs you have found to complete the gaps in the following sentences.

1  They feared that Salim had been ___________ but the police ___________ that theory.
2  Kat was ___________ that Ted had ___________ a false theory.
3  Gloria ___________ on the family to help her understand how Salim had ___________.
4  Ted ___________ how Salim had shaved off his moustache and he ___________ that this was connected to his disappearance.
5  Sometimes Kat and Mum ___________ insults and it ___________ to the fact that they were too alike.
6  The police ___________ to question Marcus and thought that he ___________ to be telling the truth.
Examining Proverbs: Things we say!
Write what you think these sayings really mean.

1. You have taken the words out of my mouth!

2. He took the bull by the horns.

3. You will have to mind your p’s and q’s.

4. Will you try to turn over a new leaf?

5. Money seems to burn a hole in your pockets.

6. They were tarred with the same brush.

7. I cannot make head or tail of this gadget.

8. That building will be a white elephant.

9. She has eyes in the back of her head.
10. They stole the show

11. I'm snowed under with work.

12. Our school swept the boards at the community sports.

13. They will just have to face the music.

14. I was fit to be tied.

15. He led them up the garden path.

16. I got the cold shoulder.

17. He left under a cloud.

18. They were swinging the lead.

19. I just call a spade a spade.

20. He gave us food for thought.
Section 3
Exploring Language and Meaning

Complete the Proverb

The proof of the pudding

It never rains

Birds of a feather

Read the following sentences repeatedly, as fast as you can

These thousand tricky tongue twisters trip thrillingly off the tongue.
Complete the Proverb

All work and no play

________________________
________________________
________________________

________________________
________________________
________________________

Never look a gift horse

________________________
________________________
________________________

________________________
________________________
________________________

The early bird

________________________
________________________
________________________

________________________
________________________
________________________

Read the following sentences repeatedly, as fast as you can

A big black bug bit a big black bear and made the big black bear bleed blood.
Section 3
Exploring Language and Meaning

Complete the Proverb

The grass is always greener

__________________________
__________________________
__________________________
__________________________

Look before

__________________________
__________________________
__________________________
__________________________

A friend in need

__________________________
__________________________
__________________________
__________________________

Read the following sentences repeatedly, as fast as you can

She sells sea shells by the seashore. The shells she sells are surely sea shells. So if she sells shells on the seashore, I’m sure she sells seashore shells.
Weather Proverbs

What do the following Weather Proverbs mean:

- “Red Sky at night, sailor’s delight. Red sky in the morning, sailor take warning.”
- “Mare’s tails and mackerel scales make tall ships take in their sails.”
- “Clear moon, frost soon.”
- “A year of snow, a year of plenty.”
- “Halo around the sun or moon, rain or snow soon.”
- “Rainbow in the morning gives you fair warning.”
- “When the stars begin to huddle, the earth will soon become a puddle.”

A few more clues from nature;

Most animals are vulnerable to environmental changes that humans often can’t detect. Swallows flying low may indicate the air pressure is dropping.

Falling pressure may affect the digestive system of cows, making them less willing to go to pasture, causing them to lie down.

Static electricity may increase the grooming activities of cats.

The calls of some birds, including crows and geese, have been known to be more frequent with falling pressure.

Deer and elk sometimes react to wind and air pressure by coming down from mountains and seeking shelter.

Some species from rabbits to rattlesnakes to certain kinds of fish may feed more before a storm so they can seek shelter.
Some flowers close up as the humidity rises so rain doesn’t wash away their pollen. The leaves of some trees curl just before a storm.

The higher the humidity, the better sound travels. Some English people gauged the chances of rain by the clarity with which they heard church bells sound.

A drop in barometric pressure often affects people with joint diseases, bad teeth, recently healed broken bones, or corns and bunions, bringing pain or pressure to those areas of the body.

Flying insects are more active when the air pressure drops and stay closer to the ground, so they seem to be swarming before a rain storm.
Section 3
Exploring Language and Meaning

Find the Hidden Meaning

1. ______________

WEATHER
CAST
CAST
CAST
CAST

2. ______________

IS     IS
IS     IS
IS     IS     BALL
IS     IS
IS     IS

3. ______________

DUTCH X 2

DE
EF

4. ______________

5. ______________

HOT

6. ______________

LATE
LATE
More Hidden Meaning

1. __________

2. __________

3. __________

4. __________

5. __________

6. __________
More Hidden Meaning

1. ________________

2. ________________

3. ________________

4. ________________

5. ________________

6. ________________
Section 3
Exploring Language and Meaning

More Hidden Meaning

1. ________________

2. ________________

3. ________________

4. ________________

5. ________________

6. ________________
Guess the word or phrase from fun pictures
Can you guess the word or phrase for each picture

1 5 9 13
2 6 10 14
3 7 11 15
4 8 12 16

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

weekend

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
Section 3
Exploring Language and Meaning

Exploring Idioms

Match the answers to the picture:

To play by ear / A barrel of laughs / Saved by the bell / Raining cats and dogs / Barking up the wrong tree / Crying over spilt milk.

Now draw your own picture for the following idioms:

He has his head in the clouds. It's a storm in a teacup. She’s on cloud nine.
Section 3
Exploring Language and Meaning

Match the idioms with their meanings

1. Laughing stock
2. Life and soul of the party
3. Long in the tooth
4. Mouse potato
5. All mouth and no trousers
6. Movers and shakers
7. Your name is mud
8. Nice as pie
9. Not a hair out of place
10. Pen pusher
11. Plastic smile
12. Proud as a peacock
13. Have a quick temper

a. Someone who is the most lively and amusing person at an event.
b. Someone who is surprisingly kind and friendly.
c. Physical/Moral characteristics that is common in that family.
d. Someone who takes an active part in making things happen.
e. A person with a boring job especially in an office.
f. Someone who is a bit too old to do something.
g. When someone appears to be happier with a situation than she / he actually is.
h. Someone who has a bad reputation because of something she / he has done or said.
i. A person who spends a lot of time in front of the computer.
j. A person who gets angry easily.
k. Someone who is good-natured or talented but lacks manner or education.
l. Someone who does something funny or wrong and others laugh at him/her.
m. Someone who talks a lot but doesn’t do anything.
Section 3
Exploring Language and Meaning

Idioms

Two heads are much better than one!

I’ve been on cloud nine all day!

When my dad found out, he blew this top!

I believe I have a lemon on my hands.

Something fishy is going on around here!

John is one of those fair weather friends.

We were just shooting the breeze for awhile.

Why don’t you just zip your lips, buddy?

The class is going to have to be all ears today.

That poor guy is all washed up!

What do the above Idioms actually mean?
The London Eye Mystery

At the conclusion of the novel Aunt Gloria and Salim head off to New York. In the English language words can mean different things in different countries. Here are some American/English words. Write the word you would use beside each one.

1. apartment = ___________________________
2. sidewalk = ___________________________
3. mail = _______________________________
4. garbage = ___________________________
5. trash can = ___________________________
6. diaper = _____________________________
7. truck = ______________________________
8. vacation = ___________________________
9. potato chip = _________________________
10. french fries = _________________________
11. cab = _______________________________
12. candy = _____________________________
13. car fender = _________________________
14. highway = ___________________________
15. rotary = ____________________________
16. faucet = _____________________________
17. real estate = _________________________
18. cookies = ___________________________
19. closet = ____________________________
20. in line = ____________________________
21. subway = ___________________________
22. janitor = ____________________________
23. stove = _____________________________
24. railroad = __________________________
25. gas = _______________________________
26. car trunk = _________________________
27. drug store = _________________________
28. elevator = __________________________
29. ice-box = ___________________________
30. high-school = _______________________
31. broiler = ____________________________
32. the fall = ___________________________
33. comforter = _________________________
34. cookout = ____________________________

Slang

Sometimes we use slang words. With a partner compile a list of slang words you both use. Compare your list with the rest of the class.
Cockney Slang

Cockney slang is a form of language spoken in the East end of London.

- Adam and Eve = believe = as in “would you Adam and Eve it?”
- Apples and pears = stairs
- Ascot Races = braces
- Bag of fruit = suit
- Baker’s Dozen = cousin
- Brass Tacks = facts

- Bricks and Mortar = daughter

- Dog = dog and bone = phone
- Jam tart = heart
- Kick and Prance = dance
- Loaf = loaf of bread = head (“use your loaf”)
- Plates = plates of meat = feet
- Rabbit = rabbit and pork = talk = To rabbit on about something
- Sherbet Dab = (taxi) cab

Almond Rocks = socks
Artful Dodger = lodger
Aunt Joanna = piano
Baked Bean = queen
Ball and Chalk = walk
Bread and Honey = money
Give me some more bread.
Creamed = cream crackered = knackered (i.e. exhausted or beaten)

Duck and Dive = skive
Jugs = jugs of beer = ears
Lady Godiva = fiver (i.e. five - pound note)
Lucy Pockett = pocket
Porky = pork pie = lie, e.g.
Rosie = Rosie Lee = tea e.g. “Have a cup of Rosie”
Trouble = trouble and strife = wife

Using the list above try to translate the following story into everyday English:

Would you Adam and Eve It! I’m absolutely creamed. My artful dodger has ducked and dived with my jam jar! And my bricks and mortar helped. Wait till I get on the dog and bone to the local coppers and give them the brass tacks. They’ll use their loaf and get them. Then he’ll give me some bread, a lot more than a Lady Godiva, and I’ll kick and prance about the place with my trouble and strife. I might even buy her an Aunt Johanna and myself a bag of fruit. And that’ll be the end of him and all those porkies he’s been telling me of late.
Traveller Culture is rich and varied and includes a language called Cant or Shelta. Listed below are some of the words used and their meanings.

- Chimógs = sticks
- Lúbán = tent
- Lí = bed
- Nobera = turf
- Goyas = children
- Chera = fire
- Geigin = begging
- Cénas = houses
- Cullens = potatoes
- Lurp = flour
- Weed = tea
- Gruaire = sugar
- Gairead = money
- Chercs = clothes
- Dora = bread
- Guillimíns = shoes
- Skoi = water
- Alamach = milk
- Salked = sold
- Nucs = pennies
- Gleoch = man
- Fé = meat
- Cob = cabbage
- Grag = town
- Missel = go or get
- Beoirs = women
- Steamers = cigarettes
- Súbla = boy
- Lakin = girl
- Rúmógs = eggs

Use the above glossary of words to rewrite this sentence.

“The beoirs would put chimógs and nobera on the chera. The goyas would sit in the lúbán waiting for the cullens and rúmógs to cook.”

Create your own sentences using the glossary.
Section 4

Delving into Facts
Interesting facts about the London Eye

A Team Effort
It took seven years and the skills of hundreds of people from five countries to make the London Eye a reality.

A view fit for a Queen
You can see around 40km (25 miles) from the top as far as Windsor Castle on a clear day.

Flying High
The London Eye welcomes an average of 3.5 million customers every year. You would need 6,680 fully booked British Airways Boeing 747-400 jumbo jets to move that number of fliers!

Ding! Ding!
The London Eye can carry 800 passengers per revolution - equivalent to 11 London red doubled-decker buses.

Heavyweight Champion
Each of the 32 capsules weighs 10 tonnes. To put that figure into perspective, it's the same weight as 1,052,631 pound coins!
Slowly but surely
Each rotation takes about 30 minutes, meaning a capsule travels at a stately 26cm per second, or 0.9km (0.6 miles) per hour-twice as fast as a tortoise sprinting; allowing passengers to step on and off without the wheel having to stop.

The Only Way is Up
The circumference of the wheel is 424m (1,392ft) - meaning that if it were unravelled, it would be 1.75 times longer than the UK’s tallest building - One Canada Square in Canary Wharf.

Tonnes of Fun
The total weight of the wheel and capsules is 2,100 tonnes - or as much as 1,272 London black cabs!

Up, Up and Away
The height of the London Eye is 135m (equivalent to 64 red telephone boxes piled on top of each other) making it the fourth tallest structure in London after the BT Tower, Tower 42 and One Canada Square in Canary Wharf.

Blast Off
The spindle holds the wheel structure and the hub rotates it around the spindle. At 23 metres tall, the spindle is around the size of a church spire and, together with the hub, weighs in at 330 tonnes: over 20 times heavier than Big Ben.
Section 4
Delving into Facts

Quiz questions: London and the London Eye

1. A famous time line runs though Greenwich, London; What’s it called?
2. Ted’s Aunt Gloria is called Hurricane Glo, but name the hurricane which devastated the American city of New Orleans in 2005?
3. Salim and Marcus were in a school production of the Tempest by William Shakespeare, name the famous Theatre in London associated with William Shakespeare?
4. Ted wants to visit a science museum; can you name the city where the Metropolitan Art Museum is?
5. Aunt Gloria and Salim are flying to America; name three of London’s international airports?
6. London is the capital of England, name the capital city of Australia?
7. The London underground is called the Tube, what is the underground called in Paris?
8. New York City is known as the “big apple”, but which American city is known as “the windy city”?
9. Beside which great river is the London eye?
10. On the way to the London eye Ted and his family crossed one of the Golden Jubilee Bridges, which Queen of England had a Golden Jubilee?
11. Salim favourite sport is tennis, name the famous tennis club in London where the tennis championships are held?
12. Aunt Gloria and Salim lived in Manchester, home to the famous football team Man United but which Spanish team did David Beckham leave Man United to join in 2003?
13. How long would a trip on the London eye take?
14. How many capsules are on the London eye?
15. How many people can travel on the London eye at one time?
16. The London eye is 130 meters high, but which new building will be the highest in London?
17. Ted sometimes can’t understand what people mean when they use “slang” phrases but which area of London is famous for its “rhyming slang”.
18. Can you name three other European cities with an Eye wheel?
19. Name the famous fictional London detective who live at 221B Baker’s Street?
20. Name the five Premiership Soccer clubs in London.
Quiz answers: London and the London Eye

2. Katarina.
3. The Globe.
5. Heathrow, Gatwick, Stansted.
6. Canberra.
7. Metro.
8. Chicago.
10. Queen Victoria.
11. Wimbledon.
12. Real Madrid.
13. 30 minutes.
14. 32.
15. 800.
17. Cockney.
20. Tottenham Hotspur, Arsenal, Fulham, QPR, Chelsea.
Section 4
Delving into Facts

Hurricanes

The 10 Biggest Hurricanes From 1900-2000

1. Unnamed storm, which hit the Florida Keys in 1935. Category 5
2. Camille, which hit Mississippi, Louisiana and Virginia in 1969. Category 5
4. Unnamed storm, which hit the Florida Keys and Texas in 1919 Category 4
5. Unnamed storm that hit Lake Okeechobee, Florida, in 1928. Category 4
7. Unnamed storm, which hit Galveston, Texas, in 1900. Category
8. Unnamed storm, which hit Grand Isle, Louisiana, in 1909. Category 4
9. Unnamed storm, which hit New Orleans, Louisiana, in 1915. Category 4
10. Carla, which hit Texas in 1961. Category 4

Mark the above underlined places on a map of the United States.
Hurricanes

The season that usually brings hurricanes is __________. From late spring to early Autumn, weather conditions come together to form swirling tropical cyclones over the __________ and Pacific oceans. These develop from areas of __________ pressure and thunderstorms over the warm seawater. The thunderstorms give off heat that warms the __________. Air rises and the __________ pressure falls even more. As the air pressure drops, winds increase, and a tropical depression may form. When steady winds reach 39 miles an hour, the cyclone is called a __________ storm and it gets a name. If winds reach a speed of 74 miles an hour inside the tropical cyclone, we call it a hurricane. Near the hurricane’s __________ will be an area with very few __________ where the air sinks. This is the “eye” of the __________. Most hurricanes never reach the coastline, but those that do can bring high coastal __________, flooding and destructive winds.

**What's In a Name?**

During __________, Navy meteorologists began giving __________ to tropical storms and hurricanes. By __________ the practice of naming storms became official. At first, hurricanes only had names of __________, but in 1978, men's names were added. The World Meteorological Organization gives the first tropical storm or __________ of the season a name that starts with “A.” The name of the __________ begins with a “B,” and so on. The __________ help identify the storms. __________ lists of names are rotated year after __________ so this list will be used again in seven years. If a tropical storm or hurricane on the list causes enough __________ the name will not be used again.

Typhoons are the same thing as hurricanes. That is the name used in the western __________ Ocean. In the Indian Ocean, they are called __________ cyclones.

For more on hurricanes, visit the National Hurricane Center Web Site.

Hurricane: Long before Europeans settled in the Caribbean Islands, some people believe the island natives called their god of evil “Huracan”, and this became their word for tropical cyclones. The Spanish adopted it and the word “hurricane” appeared in English around 1560.
The London Eye Mystery - London Soccer Clubs

**Arsenal - The Gunners**
The Emirates Stadium - Capacity 60,000

**Tottenham Hotspur - Spurs**
White Hart Lane - Capacity 36,000

**Fulham - The Cottagers**
Craven Cottage - Capacity 26,000

**Queens Park Rangers - The Hoops**
Loftus Road - Capacity 18,000

**Crystal Palace - The Eagles**
Selhurst Park - Capacity 25,000

**Chelsea - The Pensioners**
Stamford Bridge - Capacity 41,000

**West Ham United - The Hammers**
Upton Park - Capacity 35,000

**Millwall - The Lions**
The Den - Capacity 20,000

**Watford - The Hornets**
Vicarage Road - Capacity 18,000
Section 4  
Delving into Facts

Sites of the Modern-Day Olympics:

Mark these places on a world map.
Why do you think there were no Olympic Games held in 1940 and 1944?

<table>
<thead>
<tr>
<th>Locations of the Modern-Day Summer Olympics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1896 - Athens, Greece</td>
</tr>
<tr>
<td>1900 - Paris, France</td>
</tr>
<tr>
<td>1904 - St. Louis, Missouri, USA</td>
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<tr>
<td>1906 - Athens, Greece</td>
</tr>
<tr>
<td>1908 - London, England</td>
</tr>
<tr>
<td>1912 - Stockholm, Sweden</td>
</tr>
<tr>
<td>1916 - Cancelled</td>
</tr>
<tr>
<td>1920 - Antwerp, Belgium</td>
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<tr>
<td>1924 - Paris, France</td>
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<tr>
<td>1928 - Amsterdam, Holland</td>
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<tr>
<td>1932 - Los Angeles, California, USA</td>
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<tr>
<td>1936 - Berlin, Germany</td>
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<tr>
<td>1940 - Cancelled</td>
</tr>
<tr>
<td>1944 - Cancelled</td>
</tr>
<tr>
<td>1948 - London, England</td>
</tr>
<tr>
<td>1952 - Helsinki, Finland</td>
</tr>
<tr>
<td>1956 - Melbourne, Australia</td>
</tr>
<tr>
<td>1960 - Rome, Italy</td>
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<tr>
<td>1964 - Tokyo, Japan</td>
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<tr>
<td>1968 - Mexico City, Mexico</td>
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<tr>
<td>1972 - Munich, Germany</td>
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<td>1976 - Montreal, Quebec, Canada</td>
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<td>1980 - Moscow, USSR</td>
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<tr>
<td>1984 - Los Angeles, California, USA</td>
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<tr>
<td>1988 - Seoul, South Korea</td>
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<tr>
<td>1992 - Barcelona, Spain</td>
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<tr>
<td>1996 - Atlanta, Georgia, USA</td>
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<tr>
<td>2000 - Sydney, Australia</td>
</tr>
<tr>
<td>2004 - Athens, Greece</td>
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<tr>
<td>2008 - Beijing, China</td>
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<tr>
<td>2012 - London, United Kingdom</td>
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<tr>
<td>2016 - Rio de Janeiro, Brazil</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Locations of the Modern-Day Winter Olympics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1924 - Chamonix, France</td>
</tr>
<tr>
<td>1928 - St. Moritz, Switzerland</td>
</tr>
<tr>
<td>1932 - Lake Placid, New York, USA</td>
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<tr>
<td>1936 - Garmisch-Partenkirchen, Germany</td>
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<tr>
<td>1940 - Cancelled</td>
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<tr>
<td>1944 - Cancelled</td>
</tr>
<tr>
<td>1948 - St. Moritz, Switzerland</td>
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<tr>
<td>1952 - Oslo, Norway</td>
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<tr>
<td>1956 - Cortina d’Ampezzo, Italy</td>
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<td>1960 - Squaw Valley, California, USA</td>
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<td>1964 - Innsbruck, Austria</td>
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<td>1968 - Grenoble, France</td>
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<tr>
<td>1972 - Sapporo, Japan</td>
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<tr>
<td>1976 - Innsbruck, Austria</td>
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<tr>
<td>1980 - Lake Placid, New York, USA</td>
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<tr>
<td>1984 - Sarajevo, Yugoslavia</td>
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<tr>
<td>1988 - Calgary, Alberta, Canada</td>
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<tr>
<td>1992 - Albertville, France</td>
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<tr>
<td>1994 - Lillehammer, Norway</td>
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<td>1998 - Nagano, Japan</td>
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<td>2002 - Salt Lake City, Utah, USA</td>
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<td>2006 - Turin, Italy</td>
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<tr>
<td>2010 - Vancouver, Canada</td>
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<tr>
<td>2014 - Sochi, Russia</td>
</tr>
</tbody>
</table>
Section 4
Delving into Facts

There have been 26 Summer Olympic Games since 1896. Can you find out the year each of these cities hosted a Summer Olympics. Name also which country the city belongs to. Use the internet, an atlas, reference book, or ASK someone at home! (Remember:- 5 cities have hosted more than once.)

<table>
<thead>
<tr>
<th>City</th>
<th>Country</th>
<th>Year</th>
<th>City</th>
<th>Country</th>
<th>Year</th>
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<tbody>
<tr>
<td>Paris</td>
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<td>Helsinki</td>
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<td>London</td>
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<td>Atlanta</td>
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<td>Antwerp</td>
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<td>Mexico</td>
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<td>Melbourne</td>
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<td>Rome</td>
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<td>London</td>
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<td>Paris</td>
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<td>Sydney</td>
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<td>St. Louis</td>
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<td>Moscow</td>
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<td>Munich</td>
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<td>Tokyo</td>
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<td>Stockholm</td>
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<td>Montreal</td>
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<td>London</td>
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<td>Athens</td>
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<td>Montreal</td>
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<tr>
<td>Los Angeles</td>
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<td>Beijing</td>
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<td>Berlin</td>
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<td>Los Angeles</td>
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<tr>
<td>Barcelona</td>
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<td>Seoul</td>
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</tbody>
</table>
The Ancient Olympics

The ancient Greeks dedicated the Olympic Games to the god Zeus. The original games were held on the plain of Olympia in Greece.

The Greeks held the first Olympic Games in the year 776 BC (over 2700 years ago), and had only one event, a sprint (a short run that was called the “stade”). The race was run by men who competed in the nude. A wreath of olive branches was placed on the winner’s head (in Greek, this is called a kotinos). The olive tree was the sacred tree of Athens, Greece.

Women were neither allowed to compete in the games nor to watch them, because the games were dedicated to Zeus and were therefore meant for men.

The four-year period between the Olympic Games was called an Olympiad. Every four years, for 1,170 years, the Greeks held an Olympics, which continued to grow and change. Many other sports were added, including other races, wrestling, boxing, pentathlon (five events, including the long jump, javelin throw, discus throw, foot race, and wrestling), and equestrian events (events with horses and people, like chariot races and horse races) The Olympic Games were banned by the Byzantine Emperor Theodosius II in the year AD 394.

Answer the following questions:
1. Where and when were the first Olympic Games held?
2. To whom were they dedicated?
3. Who were the only group of people allowed to take part?
4. Why do you think they had to compete in the nude?
5. Name four events of these first Olympic Games.
6. When did these games finish?
7. Explain the following terms: Stade, Kotinos, Olympiad, pentathlon, equestrian.
Section 4
Delving into Facts

The Modern Olympic Games

Over a fifteen hundred years later, Pierre de Frédy, Baron de Coubertin (1863-1937) (a French educator and sportsman) revived the Olympic Games. All-male Olympic games were held in 1896, in Athens, Greece. The first winter Olympics were held in 1924, in Chamonix, France.

The Flag of the Olympic Games:
The flag of the Olympic Games has five interlocking rings (blue, yellow, black, green, and red) on a white ground. The rings represent the five parts of the world that were joined together in the Olympic movement: Africa, the Americas, Asia, Australia and Europe. Baron de Coubertin designed the flag of the Olympics in 1913-1914. The Olympic flag was first used in the 1920 Olympic Games in Antwerp, Belgium. The Olympic flag is paraded during the opening ceremony of each Olympic Games. At the end of an Olympics, the mayor of the host-city presents the flag to the mayor of the next host-city. The flag will remain in the town hall of the next host-city until the next Olympic Games, four years later.

The Torches of the Olympics:
For each Olympics, a new flame is started in the ancient Olympic stadium in Olympia, Elis, Greece, using a parabolic mirror to focus the rays of the Sun. This flame begins its Olympic Torch Relay by touring Greece. The flame is normally taken to the country where the games will be held (usually by airplane). Following that, the flame is then carried around the country where the games are to be held, using a series of torches carried by people running, walking, riding horses and camels, scuba diving, and using other means of human conveyance. The last runner uses a torch to light the large Olympic torch which burns throughout the games. The flame is extinguished during the closing ceremony. A new Olympic torch is designed for each of the games.

History of the Olympic Flame
The tradition of the Olympic flame began during the ancient Olympic Games, over 2700 years ago in Greece. A flame was lit for each Olympics, every four years, and it burned throughout the games. The flame symbolized the death and rebirth of Greek heroes. There was no torch relay in the ancient Olympics. The first torch relay took place at the 1936 games in Berlin, Germany.
The Olympic Motto:

The Olympic motto is, “Citius, Altius, Fortius,” which means “Swifter, Higher, Stronger.”

Olympic Events:
The events in the Summer Olympics include: archery, badminton, baseball, basketball, boxing, canoeing, cycling, diving, equestrian, fencing, football (soccer), gymnastics, handball, hockey, judo, kayaking, marathon, pentathlon, ping pong, rowing, sailing, shooting, swimming, taekwando, tennis, track and field (many running, jumping, and throwing events), triathlon, volleyball, water polo, weightlifting, wrestling (freestyle and Greco-Roman).

The events in the Winter Olympics include: ice hockey, figure skating, speed skating, snowboarding, luge, bobsleigh, skeleton (a type of sledding), curling, cross-country skiing, freestyle skiing, slalom, downhill (Alpine) skiing, ski jumping, Nordic combined (skiing plus ski jumping), and biathlon (skiing and shooting).

Olympic Medals:
At the Ancient Olympics, a wreath of olive branches was placed on the winner’s head (in Greek, this is called a kotinos).

At the modern Olympics, each first-place winner receives a gold medal, each second-place winner receives a silver medal, and each third-place winner receives a bronze medal (the bronze medal was introduced in 1904). Different medals are designed for each new Olympics. Certificates called Victory Diplomas are also given to many top winners in each sport.
Olympic Torch Relay

The Olympic torch will be carried throughout the UK between May 19th and July 27th 2012.

There will be 80,000 torch bearers. Anyone twelve years or over may carry the torch but it is only carried for 300 metres.

Below are some of the cities the Olympic Flame will pass through.

Mark them on a map of the UK.

Lincoln (27 June) Cambridge (7 July)
London Belfast (6 June)
Derry (4 June) Newry (5 June)
Portrush (3 June) Newcastle (15 June)
Carlisle (20 June) Isle of Man (2 June)
Manchester (23 June) Aberdeen (11 June)
Orkney (10 June) Brighton & Hove (16 July)
Dover (18 July) Jersey (15 July)
Hastings (17 July) Oxford (9 July)
Portsmouth (15 July) Southampton (14 July)
Birmingham (30 June) Leeds (24 June)
The Olympics

Match the sports terms with the event

<table>
<thead>
<tr>
<th>Sport Terms</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shuttlecock</td>
<td>Weightlifting</td>
</tr>
<tr>
<td>Sabre</td>
<td>Sailing</td>
</tr>
<tr>
<td>Quiver</td>
<td>Gymnastics</td>
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<tr>
<td>The snatch</td>
<td>Rowing</td>
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<tr>
<td>Tacking</td>
<td>Fencing</td>
</tr>
<tr>
<td>Shi-jak</td>
<td>Badminton</td>
</tr>
<tr>
<td>Coxswain</td>
<td>Archery</td>
</tr>
<tr>
<td>Vault</td>
<td>Cycling</td>
</tr>
<tr>
<td>Throw in the towel</td>
<td>Taekwondo</td>
</tr>
<tr>
<td>Velodrome</td>
<td>Boxing</td>
</tr>
</tbody>
</table>

Can you name the following sports

[Images of sports icons]

1. __________
2. __________
3. __________
4. __________
Match the picture with the name of the Sport

- Modern Pentathlon
- Fencing
- Water polo
- Beach Volleyball
- Judo
- Archery
- Taekwondo
- Synchronised swimming
Section 4
Exploring facts about the Olympic Games

The Olympic Games - The Long Jump

Below is a list of the Long Jump scores for the first six modern Olympic Games, and the past six Olympic Games.

Display this information on a Bar line graph using two different colours.

<table>
<thead>
<tr>
<th>Year</th>
<th>Gold Medalist</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1896</td>
<td>Ellery Clark, USA</td>
<td>6.35</td>
</tr>
<tr>
<td>1900</td>
<td>Alvin Kraenzlein, USA</td>
<td>7.185</td>
</tr>
<tr>
<td>1904</td>
<td>Myer Prinstein, USA</td>
<td>7.34</td>
</tr>
<tr>
<td>1906</td>
<td>Myer Prinstein, USA</td>
<td>7.20</td>
</tr>
<tr>
<td>1908</td>
<td>Frank Irons, USA</td>
<td>7.48</td>
</tr>
<tr>
<td>1912</td>
<td>Albert Gutterson, USA</td>
<td>7.60</td>
</tr>
<tr>
<td>1988</td>
<td>Carl Lewis, USA</td>
<td>8.72</td>
</tr>
<tr>
<td>1992</td>
<td>Carl Lewis, USA</td>
<td>8.67</td>
</tr>
<tr>
<td>1996</td>
<td>Carl Lewis, USA</td>
<td>8.50</td>
</tr>
<tr>
<td>2000</td>
<td>Iván Pedroso, CUB</td>
<td>8.55</td>
</tr>
<tr>
<td>2004</td>
<td>Dwight Phillips, USA</td>
<td>8.59</td>
</tr>
<tr>
<td>2008</td>
<td>Irving Saladino, PAN</td>
<td>8.34</td>
</tr>
</tbody>
</table>
Opening Ceremony

Venue: Olympic Park - Olympic Stadium

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>EVENT</th>
<th>NO. OF TICKETS ALLOWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 July</td>
<td>19:30-22:30</td>
<td>Opening Ceremony</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>£2,012</td>
<td>£1,600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>£995</td>
<td>£150</td>
</tr>
<tr>
<td></td>
<td></td>
<td>£20</td>
<td>4</td>
</tr>
</tbody>
</table>

You and your family—your Mum, Dad and your older brother want to go to the opening ceremony. You don’t mind sitting apart as long as two of you are sitting together.

What are the best possible tickets you can buy for:

- €5000 -
- €3000 -
- €1000 -
- €100 -
Section 5

Recommended Reading and Useful Websites
Section 5
Recommended Reading
and Useful Websites

Recommended Reading

We want to give our children the best possible chance in life. We want to open doors of opportunity while they’re young and teach them the skills they’ll need to succeed later on.

Education is still the foundation of opportunity for our children. And the most basic building block that holds that foundation together is still reading.

Reading is the gateway skill that makes all other learning possible. Let’s instil in our children a love of reading and a tradition of using their local library regularly.

Use books with children in a creative way to promote reading. See how stories can spark a child’s imagination. Be creative and have fun!

Here is just a taster of the wide range of books, linked with the themes explored in this Resource Pack, and available now at Cavan County Library Service.

Check us out at your local library or online at www.cavanlibrary.ie
Five Mystery and Adventure Stories for 9 to 12 year olds

Bateman, Colin
Ice Quake (2010)
Part of the SOS Adventure series

Carter, Alex
The Case of the Ruby Necklace (2011)
Part of the Mayfair mysteries series.

Haddon, Mark
Mystery. Asperger’s Syndrome. Multi-award winner.

Landy, Derek
Skullduggery Pleasant: Dark Days (2010)
Irish interest. Part of a series.

O’Neill, Tom
Old Friends: The Lost Tales of Fionn MacCumhaill (2010)
Irish interest. Adventure
Section 5
Recommended Reading and Useful Websites

Five Stories for 9 to 12 year olds with a focus on disability

Curtis, Vanessa
*Zelah Green, One More Little Problem* (2010)

Hoopman, Kathy
*Of Mice and Aliens: An Asperger Adventure* (2001)
Part of the Asperger Adventure Series

Michael, Jan
Irish interest

Riordan, James

Victor, Pamela
Section 5
Recommended Reading and Useful Websites

Five books for 9 to 12 year olds fascinated by facts

- **Can’t Lose Cant: A Book of Cant, the Old Language of Irish Travellers** (2003)
  - Irish interest.
  - Cilas, Sylvia

- **Awesome Atlas Activities: Challenges and Quizzes for the Library and Classroom** (2004). Suitable for Primary, Secondary and Adult Literacy students
  - Coleman, Michael

- **Flaming Olympics Quiz Book** (2004)
  - Deary, Terry

- **Loathsome London** (2005)
  - Tibbalis, Geoff

- **Olympics’ Strangest Games: Extraordinary but True Tales from the History of the Olympics** (2004)
Section 5
Recommended Reading and Useful Websites

Five books on Autism and Asperger’s Syndrome not to be missed

Elder, Jennifer
Includes Albert Einstein, Dian Fossey and Isaac Newton

Fitzgerald, Dr Michael
Includes Charles Darwin, Charles De Gaulle and Charles A. Lindbergh

Leicester, Mai
Special Stories for Disability Awareness: Stories and Activities for Teachers, Parents and Professionals (2006)

Sinnott, Kathy
Stories for Jamie (2002)
Irish interest. Includes a story by Cavan writer, Dermot Healy

Walker, Antoinette
Irish interest. Includes Eamon De Valera, James Joyce and W.B. Yeats
Section 5
Recommended Reading and Useful Websites

The London Eye Mystery - Web Links

Try a Google search for The London Eye Mystery

www.met.ie (weather)
www.bbc.co.uk/weather
www.google.ie/maps (check out your own locality)
www.alondoneye.com
www.visitlondon.com
www.london2012.com (Olympics Site)
www.premierleague.com (Soccer)
www.nhc.noaa.gov (U.S. Hurricane Centre)
www.nasa.gov (U.S. Space Centre)
www.siobhandowdtrust.com (all about Siobhan Dowd and her work)
www.aspireireland.ie (Asperger’s Syndrome Information)
www.coolmath4kids.com (mathematical puzzles and brain teasers)
www.mathsphere.co.uk (maths challenges and more)
www.homeschoolmath.net
www.science-teachers.com
Siobhan Dowd’s Novels

The London Eye Mystery
A story for 9 to 12-year-olds, planned as the first in a series, this is a novel that works on a number of levels and is a compulsively readable, spine-tingling thriller with subtle characterization. It provides rich veins for exploration by reading groups and also by teachers in the classroom setting. It can be appreciated not least for Siobhan’s exploration of disability as a gift. “London Eye” won the NASEN/TES Special Educational Needs Children’s Book Award, was longlisted for the 2008 Carnegie Medal, and shortlisted for a range of other awards. In May 2008, it was posthumously awarded the Bisto Book of the Year prize.

Bog Child
Finished three months before her death from cancer, “Bog Child” won the Carnegie medal, the most prestigious prize in children’s literature. It is a truly outstanding novel that can be enjoyed by adults as well as young adults, 13 and over. It has a particular resonance for readers living in the Border region and conveys both an extraordinary sense of place and a vivid picture of adolescence in early 1980’s Ireland. It deals sensitively but also realistically with a pivotal period in recent Irish history. The power of this story to inform as well as to entertain makes it no surprise that it was shortlisted for the Irish Book of the Decade 2010.

A Swift Pure Cry
Set in a remote corner of Co. Cork in 1984, this superb novel was inspired by two real-life Irish tragedies, the Ann Lovett story and the Kerry Babies case. Siobhan’s novel melds both stories into one, starting off with the memorably down-beat sentence, “The place brought to mind a sinking ship.” The main character struggles to survive in a world of poverty, alcoholism, teenage pregnancy and moral hypocrisy. Heart-breaking, but never dismal, her story is beautifully written and keenly observed. A Swift Pure Cry, Dowd’s first novel, was published in 2006 and is suitable for readers 15 years to adults, but can also be enjoyed by 12 to 14 year olds, subject to parental guidance. It met with immediate critical acclaim; was short-listed for a number of awards and was awarded the Eilis Dillon and Branford Boase Awards.

Solace of the Road
Published in January 2009, “Solace of the road” was shortlisted for both the Guardian’s Children’s Fiction Prize and Costa Book Award in 2009. It won the Children’s Books Ireland Bisto Honour Award in 2010. Solace of the Road has a lot to offer readers. Its picture of social workers is broadly sympathetic, and Holly’s acid tongue provides moments of grim humour. The compassionate, perceptive and realistic portrayal of a damaged child in real danger from both herself and her environment is unexpectedly life affirming.
Siobhan Dowd is an outstanding, multi award-winning writer with strong Irish roots. In her short life she produced four superb novels, all very different and equally original. Siobhan successfully created fictional worlds that can be enjoyed by readers of all ages and literacy levels.

The issues she explores are a springboard for community wide discussions. Her four novels touch on a multitude of themes such as human frailty, love, death, discrimination, marginalisation, the vulnerability of children, family dysfunction, personal responsibility, coming of age, teenage sexuality, emigration, political conflict and personal heroism.

Siobhan’s own story - her Irish background and the Irishness of her writing; her activism; her work for prisoners and human rights; her commitment to making a real difference for disadvantaged children; her global anti-censorship work; her zest for life despite battling cancer - is a story worthy of celebration.

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