12 Ar Saoire sa Fhrainc

Bia

brioscaí · seilidí · ollmhargadh · leitís

cosa loscáin

ag siopadóireacht · tralaí · liamhás · cuis___

ar saoire · carbhán · linn snámha · d'íoc sé

Féach agus abair	Scríobh anois	Scríobh arís	(✔) nó (✗)
ollmhargadh			
saoire			
tralaí			
brioscaí			
leitís			
liamhás			
cosa loscáin			
seilidí			
carbhán			
cuisneoir			
linn snámha			
d'íoc sé			

D Scríobh an freagra ceart.

D'íoc **nó** Níor íoc

(a) _____ Simona as na milseáin.

(b) _____ Simona as na seilidí.

(c) _____ Seán as na horáistí.

(d) _____ Seán as na cosa loscáin.

(e) _____ Sofia as na bláthanna.

(f) _____ Sofia as an leabhar.

E Cá bhfaigheann tú na rudaí seo?

linn snámha **nó** cuisneoir **nó** carbhán

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

F Críochnaigh an scéal.

Ar Saoire sa Fhrainc

Bhí mé ar aesrio _____ sa Fhrainc. Chuaigh mé ag siopadóireacht san ghadlarmohl _____. Fuair mé latría _____. Ar dtús, chuir mé cibasroí _____ sa altría _____. Ansin, chuir mé liáhsma _____, ietslí _____, agus ílesiid _____ sa íatral _____. Níor cheannaigh mé soca sclioná _____ _____ mar níor thaitin siad liom. Chuaigh mé go dtí an cuntar agus coíd' _____ mé as na hearraí go léir. Ansin, chuaigh mé ar ais go dtí an hbcarán _____. Chuir mé an tseíil _____, an amihásl _____ agus na fíliesd _____ sa hisueonirc _____. Níor chuir mé na crsiobaí _____ sa enuischori _____. Chuir mé na írcsbioa _____ i mbosca stáin.

A Scrúdaigh an focal.

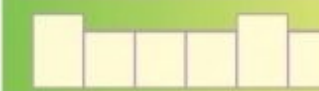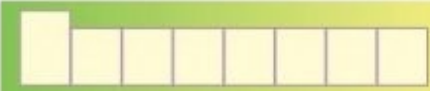|	Scríobh an chéad litir.	Scríobh an litir dheireanach.	Cé mhéad guta?	Cé mhéad consain?	Cé mhéad siolla?
saoire	s	e	4	2	2
ollmhargadh					
tralaí					
brioscaí					
leitís					
liamhás					
d'íoc					
seilidí					
carbhán					
cuisneoir					

B Críochnaigh na habairtí.

(a) Tá na páistí ag snámh sa _____ _____.

(b) Tá na _____ ar an talamh.

(c) Tá _____ sa bhorgaire.

(d) Cheannaigh Mamaí bainne san _____.

(e) Tá an _____ lán de bhainne!

(f) Chonaic mé _____ _____ ar an bpláta.

(g) Is maith le Rossa _____ a ithe.

(h) Chuaigh an chlann go léir go dtí an Fhrainc ar _____.

(i) _____ Daidí as na torthaí ag an gcuntar.

(j) Bhí _____ mór ag an gclann sa Fhrainc.

(k) Chuir Orla cáis agus _____ sa cheapaire.

(l) Thóg na páistí _____ timpeall leo san ollmhargadh.

C Cuir an litir cheart i ngach bosca.

(a)

(b)

(c)

(d)

The Berlin Wall

World War Two ended in Europe in May 1945 when the German Army finally surrendered. American, British and French forces controlled the west of Germany while the Soviet Union occupied the east. Berlin, the ruined German capital city, lay in the east of the country. The four allied countries agreed to share Berlin and it was divided into four sectors, one for each victorious nation.

However, relations between the Soviet Union and its three western allies soon turned sour. Germany was split into two countries, East Germany and West Germany. East Germany was allied with the Soviet Union and West Germany was with the western allies. The western part of Berlin remained a part of West Germany even though it was surrounded by East Germany.

On the 13th of August 1961, East German soldiers, under orders from the Soviet Union, set up barbed wire barriers around West Berlin. No one was allowed to cross the barriers; anyone who tried was shot. People returning from nightshift work in another sector of the city were cut off from their families. In one stroke, West Berlin was cut off from the rest of the city and families were torn apart. The fence soon became a solid concrete wall over three and a half metres high, with watchtowers and an electric perimeter fence.

Armed guards with dogs patrolled it constantly. The only access to the city was by air or by using a special high security railway through Eastern territory.

Over the years, thousands would try to escape from the harsh regime in the East to rejoin family and friends. There were many heroic, ingenious attempts. Some succeeded, but at least 136 people were killed by guards while making the attempt. The real number will never be known. From 1961 until 1989, Berlin remained divided.

By 1989, people on both sides realised that things had to change. On the 9th of November, the East German Government opened the border. Thousands poured across the checkpoints and started to tear down parts of the Berlin Wall as the guards looked on. By October 1990, Germany was reunited and the Berlin Wall was dismantled. Parts of it remain as a monument to those who suffered. ■

CHECK-UP

1 When did the German Army surrender to end World War Two?
2 Who took over Germany after the war?
3 What happened in 1961?
4 What was the barrier first made from?
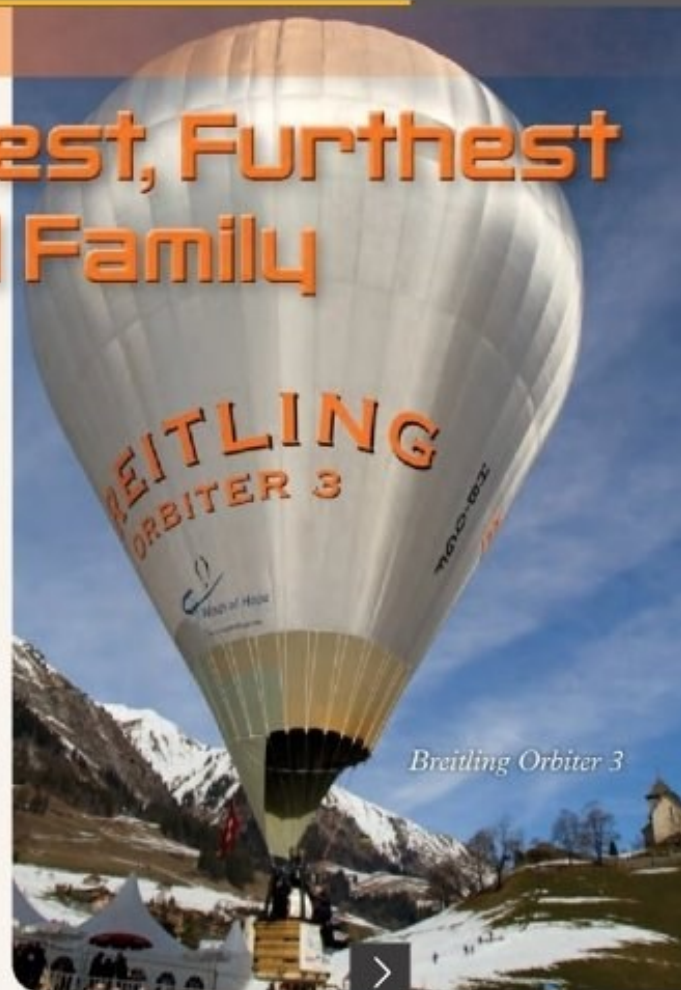5 When did the Berlin Wall come down? Why?

Highest, Deepest, Furthest – The Piccard Family

Imagine if three members of the same family set world records in different ways. That is exactly what the Swiss-born Piccard family achieved.

Auguste Piccard, a Swiss doctor, had a passion for ballooning. In 1931, he and Paul Kipfer made the first manned flight into the Earth's stratosphere, setting a new world record of 15,781 metres. They were nearly in space and had to use a special pressurised cabin designed by Auguste in the attempt. The following summer he reached an altitude of 16,201 metres.

Auguste's interest then turned towards the ocean floor. It took him ten years to design a special submarine that could tolerate the pressure of deep water. He called it the bathyscaphe and it reached a depth of 1,388 metres. His son Jacques joined him in his work. In 1953, their second design, *Trieste*, reached a depth of 3,150 metres. The US Navy was so impressed with this achievement that they bought the *Trieste* in 1958. Two years later, Jacques and Don Walsh, a US naval officer, dived 10,980 metres to the bottom of the Mariana Trench, one of the deepest known places on Earth. Between them, father and son had managed to reach the highest and lowest points on Earth.

Jacques' son Bertrand inherited his grandfather's love of ballooning. He set out to be the first to fly a balloon non-stop around the world. A special capsule would be needed if he were to survive the high altitude flight. Oxygen, water and food supplies would add to the weight. The balloon itself would need vast amounts of helium gas to make it float. It would also need to be strong enough to withstand difficult weather conditions.

Breitling Orbiter 3

Bertrand's first two attempts ended in failure; however, he had learned valuable lessons. On the 1st of March 1999, Bertrand and his co-pilot Brian Jones took off in *Breitling Orbiter 3* from the Swiss Alps and rose to 11,000 metres. At this altitude, the strong jet stream winds carried them around the world. They landed in the Egyptian Desert after a 45,755-kilometre flight on the 21st of March. ■

CHECK-UP

1 Name the three Piccards who achieved world records.
2 Who went (a) the highest, (b) the deepest and (c) the furthest?
3 Who worked together in designing the bathyscaphe?
4 Who was so impressed by this invention that they bought it?
5 Who helped Bertrand achieve his goal?

The Lacemaker

VERMEER
A Dutch Master

Girl with a Pearl Earring

Jan Vermeer was born in Delft in the Netherlands in 1632. His father was an art dealer. When he died, Jan took over the family business. However, his first love was painting.

Vermeer was a Protestant but he married a Catholic girl named Catharina Bolenes. They had 14 children, 10 of which survived. Vermeer was a very careful and very slow painter. In fact, he only painted about 40 works altogether. He had a wonderful ability to paint light. This is particularly evident in his masterpiece, *The Lacemaker*.

In *View of Delft*, Vermeer painted the town of his birth. His most famous painting is undoubtedly *Girl with a Pearl Earring*. This portrait is often referred to as the Dutch *Mona Lisa* or the *Mona Lisa* of the North. However, little is known of the background to this beautiful work. Nobody knows who the girl is nor how such a masterpiece could lie forgotten for almost 200 years until it was rediscovered in the 19th century.

Indeed, Vermeer himself was forgotten for about 200 years. Since the rediscovery of his wonderful paintings, his reputation has grown and grown. He is now considered to be one of the finest Dutch masters. ■

CHECK-UP
1 In wh[ic]h [to]wn and country was V[erme]er born?
2 How many of his children survived?
3 About how many paintings did he complete?
4 Name a work that shows Vermeer's particular ability to paint light.
5 Which of his paintings is sometimes called the Dutch *Mona Lisa*?

View of Delft

Confusing Words

The words **it's** and **its** are often used incorrectly.

It's means **it is** or **it has**. Examples: **It's** time to go home. **It's** been a good day.

Its is the possessive form of **it**. Examples: **Its** trunk is long. Where is **its** nest?

Rule: If you can replace the word with 'it is' or 'it has', then always use an apostrophe.

A. In your copybook, add apostrophes where needed to the following sentences.

1. Its been a long day and its time for bed!
2. The rabbit lifted its head and sniffed the air.
3. The computer has a crack on its screen.
4. Its boring and its monotonous work but its got to be done.
5. I got confused in the dark building and couldn't find its exit.

B. In your copybook, rewrite the following sentences, replacing the underlined words with *it's* or *its*. (Note: Not all underlined words need to be changed.)

1. The commentator said <u>it is</u> half-time and the score is nil all.
2. I understand <u>it is</u> a useful machine, but what is <u>its</u> price?
3. As <u>it has</u> been a very windy day, the tree has lost almost all of <u>its</u> leaves.
4. Have you seen *Frozen*? <u>Its</u> a good movie of <u>its</u> genre.
5. Although <u>its</u> engine is very powerful, <u>its</u> not economical to run.

Two other words that are often used incorrectly are **you're** and **your**.

You're means you are. Example: **You're** my best friend.

Your means belonging to you. Example: Is that **your** house?

C. Complete the following sentences using either *you're* or *your*.

1. You can start _____ test as soon as _____ ready.
2. Teacher said _____ right to lock _____ bike.
3. 'I think _____ looking better now. Is _____ headache gone?' asked Mam.
4. I hate the fact that _____ so much faster at texting than I am!
5. Have you lost _____ mind?

Idioms 1

Idioms are phrases that are understood by people who speak a language naturally. People who don't speak that language find idioms hard to understand because the words on their own don't make a lot of sense!

Example: She had **butterflies in her tummy**. = She was nervous.

Use the following idioms (or phrases) to write imaginative sentences.

1. give it a shot: _____

_____

2. have mixed feelings about: _____

_____

3. total rip-off: _____

_____

4. hit the books: _____

_____

5. out of the blue: _____

_____

6. second to none: _____

_____

7. cost an arm and a leg: _____

_____

8. slipped my mind: _____

_____

9. the icing on the cake: _____

_____

10. call it a day: _____

_____

Onomatopoeia

When a word **reads** just like it **sounds**, this is called **onomatopoeia**.

Examples: fizz, clang.

A. Underline the onomatopoeic word in each of the following sentences.

1. I think I heard your mobile phone beep.
2. Listen to all the bees buzzing!
3. I love the sound of sausages sizzling on the frying pan.
4. The old door opened with a loud creak.
5. The flag is flapping in the wind.
6. The ringmaster cracks his whip.
7. The leaky tap went drip, drip.
8. The unmannerly child slurped his drink noisily.
9. A good fright will cure your hiccups.
10. 'Stop clicking your pen please,' asked the teacher.

Sausages sizzling on pan

B. In your copybook, write suitable sentences to show the sounds that the following words represent. The first one is done for you.
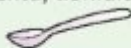
1. thud: He dropped the pile of books on the floor with a loud thud.
2. splat
3. click
4. kaboom
5. burp
6. squealed
7. zip
8. muttered
9. ripped
10. jingle

Splat

Kaboom

BANG

Jingle

Caibidil 33: Toilleadh – toilleadh a mheas

Toilleadh – sin an méid leachta a líonfaidh coimeádan.

Thart ar **5ml** leachta, líonfaidh sin taespúnóg.

Tá thart ar **1l** i ngnáthchartán bainne.

Thart ar **60l** ola, líonfaidh sin umar breosla gnáthchairr.

Thart ar **1,000l** ola, líonfaidh sin umar ola tí.

Tomaisimid toilleadh i millilítir (**ml**) agus i lítear (**l**).

1. Cuir ciorcal thart ar **an meastúchán is fearr** do thoilleadh na gcoimeádan seo. Pléigh.

(a)
50ml   1l $4\frac{1}{2}$l

(b)
700ml   250ml   900ml

(c)
5l   50l   15l

(d)
300ml   3,000ml   30ml

(e)
800l   20,000l   2,000l

(f)
30ml   2l   280ml

2. Scríobh **an meastúchán is fearr** atá agat do thoilleadh na gcoimeádan seo. Pléigh.

(a) canna spréite

(b) ubhchupán

(c) braonaire súile

_____

(d) citeal cistine

(e) taincéir ola

(f) buidéal ola olóige

_____

Fíric Mhata Sa Fhrainc fuair siad ubh dineasáir a bhí 30cm ar fad agus bhí toilleadh 3 lítear inti.

Dúshlán Úsáid an fhíric seo agus oibrigh amach cén toilleadh a bheadh i 100 ubh dineasáir den chineál céanna?

SNÁITHE Tomhais   SNÁITHAONAD/GNÉ Toilleadh
TEANGA Toilleadh, leacht, coimeádáin, meas, tomhais, lítear (l), millilítear (m), méideanna, deachúlacha, codáin, fad, leithead, airde, doimhneacht, toirt, foirmle, oibrigh amach, ríomh

Toilleadh

Cuimhnigh:

$1,000ml = 1l$ $2\frac{376}{1000}l = 2·376l$ $350ml = \frac{350}{1000}l = 0·35l$

$1l = 1,000ml$ $70ml = \frac{70}{1000}l = 0·07l$ $3ml = \frac{3}{1000}l = 0·003l$

Thíos athscríobh millilítir mar lítir (i) i bhfoirm chodáin agus (ii) i bhfoirm dheachúlach (nó dheachúil).

1. (a) 450ml   (b) 2,452ml   (c) 600ml   (d) 1,782ml   (e) 95ml   (f) 395ml

   (g) 7ml   (h) 700ml   (i) 2,320ml   (j) 80ml   (k) 1,010ml   (l) 67ml

2. Cé mhéad millitear atá i ngach ceann de na cinn thíos?

   (a) $2\frac{1}{2}l$ (b) 0·763l   (c) 1·493l   (d) 0·92l   (e) $3\frac{1}{4}l$ (f) 4·065l

   (g) $5\frac{7}{10}l$ (h) 0·008l   (i) 0·307l   (j) 2·007l   (k) 0·08l   (l) $5\frac{3}{8}l$

   (m) $\frac{2}{5}l$ (n) 6·105l   (o) 2·2l   (p) $1\frac{1}{8}l$ (q) 0·1l   (r) $3\frac{3}{4}l$

3. In ionad gairneoireachta d'úsáid gairneoir coimeádán 5 lítear chun bia leachtach a chur ar a plandaí. D'úsáid sí millilítir mar thomhas. Cé mhéad millilítear a chuir sí ar gach planda thíos?

   (a) $\frac{1}{2}l =$ _____ ml   (b) $\frac{1}{5}l =$ _____ ml   (c) $\frac{1}{4}l =$ _____ ml   (d) $\frac{1}{10}l =$ _____ ml   (e) $\frac{1}{8}l =$ _____ ml

   (f) $\frac{3}{5}l =$ _____ ml   (g) $\frac{7}{10}l =$ _____ ml   (h) $\frac{5}{8}l =$ _____ ml   (i) $\frac{3}{4}l =$ _____ ml   (j) $\frac{7}{8}l =$ _____ ml

4. Caithfidh an feighlí scoile buidéal 3.5l tuarthóra a roinnt go cothrom idir 7 mbuidéal spraeála.

   (a) Cén codán de lítear a théann isteach i gach buidéal spraeála? _____

   (b) Cé mhéad ml é seo? _____

   (c) Dá mbeadh 10 mbuidéal spraeála aige, cé mhéad ml tuarthóra a chuirfeadh sé i ngach ceann? _____

   (d) Cé mhéad ml a bheadh fágtha dá gcuirfeadh sé 450ml i ngach ceann de na 7 mbuidéal spraeála? _____

5. Tá *Glan: leacht níocháin* ar díol i mbuidéal, agus tá 400ml i ngach buidéal.

   (a) Bíonn *Glan: leacht níocháin* ar fáil i gcartáin agus bíonn 12 bhuidéal i ngach cartán. I lítir cad é an méid iomlán leachta atá i(n):

   (i) aon chartán _____ l?   (ii) sé chartán _____ l?   (iii) 15 chartán _____ l?

   (b) Cad is fiú na cartáin i ngach ceann de na freagraí i gceist (a) má tá buidéal 400ml *Glan: leacht níocháin* ar díol ar €2.79?

   (i) € _____   (ii) € _____   (iii) € _____

   (c) Úsáideann bialann 6.6l *Glan: leacht níocháin* i mí amháin.

   (i) Cé mhéad de na buidéil seo a d'úsáid an bhialann? _____

   (ii) Cé mhéad a chosain sé ar an mbialann chun na buidéil seo a cheannach? € _____

Fíric Mhata   Tá modh iontach cosanta ag an iasc seo (an chailleach). Nuair a dhéanann creachadóir ionsaí air ligeann sé 8 lítear srama as a chorp agus tachtann sin geolbhaigh an chreachadóra.

Dúshlán   Cé mhéad creachadóir a d'ionsaigh an t-iasc, má lig sé 2,976 lítear srama as a chorp?

Toilleadh

1. Athscríobh na méideanna seo mar **mhillilítir**.

(a) 3l 628ml (b) 5l 300ml (c) 7l 54ml (d) 6l 150ml (e) 2l 40ml (f) 1l 9ml

(g) $6\frac{3}{10}$l (h) $6\frac{3}{20}$l (i) $2\frac{9}{20}$l (j) $3\frac{72}{1000}$l (k) $4\frac{39}{100}$l (l) $5\frac{7}{100}$l

Suimiú	Dealú	Iolrú	Roinnt

3·548 l
+ 2·694 l
──────
6·242 l
	7·075 l
	− 2·698 l
	──────
	4·377 l
		4·739 l
		× 14
		──────
		18 956
		47 390
		──────
		66·346 l
			0·134 l
			23)‾3·082 l
			  23 ↓↓
			  ──
			  78
			  69 ↓
			  ──
			   92
			   92
			   ──
			    0

2. Críochnaigh na hoibríochtaí (suimeanna) seo, ach ar dtús athscríobh iad mar **litir** agus úsáid an **pointe deachúlach**.

(a) $5\frac{2}{5}$l − 2l 638ml (b) 4l 44ml + 3,576ml (c) 3l 87ml × 7

(d) $9\frac{17}{20}$l − 6,886ml (e) 6l 60ml + 5l 550ml (f) 5l 326ml × 49

(g) 0·7 × 8l 350ml (h) $7\frac{7}{20}$l − $5\frac{83}{100}$l (i) 5l 236ml ÷ 14

(j) $3\frac{546}{1000}$l + $5\frac{86}{100}$l (k) 42l 336ml ÷ 27 (l) 46l ÷ 16

3. Athscríobh huimhreacha thíos mar lítir agus (i) suimigh an ceann is lú agus an ceann [is mó] agus (ii) dealaigh an ceann sa lár ón gceann is mó.

(a) 7,257ml, $7\frac{3}{8}$l, $7\frac{65}{100}$l (b) $9\frac{5}{8}$l, 9,720ml, 9l 689ml

(i) _____ (ii) _____   (i) _____ (ii) _____

(c) 8l, 80ml, $8\frac{8}{1000}$l (d) $4\frac{11}{20}$l, 4,498ml, $4\frac{53}{100}$l

(i) _____ (ii) _____   (i) _____ (ii) _____

4. Bhí breosla ciondáilte sa gheimhreadh. Bhí 9,996 lítear ola i dtrucáil ola. Chuaigh an tiománaí thart agus thug sé an méid céanna do gach ceann de na 28 teach a ndearna sé cuairt orthu.

(a) Cé mhéad lítear a fuair gach teach? _____ l

(b) Cé mhéad a bhí le híoc ag gach teach, má chosain an breosla 92c an lítear? €_____

5. I mbuidéal $2\frac{1}{2}$l ½ lítear sú oráiste, tá 35% d'fhíorshú torthaí.
Cé mhéad millilítear d'fhíorshú torthaí é seo? _____ ml

6. Líonfaidh 0.456l uisce muga Áine. Líonfaidh 19ml uisce spúnóg boird atá aici.
Cé mhéad spúnóg boird uisce a bheadh riachtanach chun an muga a líonadh? _____

Dúshlán 1 Thaistil carr ó 10:30 go 13:50 ar luach 90km/u ar an meán.

(a) Cén fad a thaistil an carr? _____ km

(b) Cén costas a bhí ar an díosal don turas má chosain an díosal €1.40 an lítear agus má thaistil an carr 50km ar gach lítear díosail? €_____

Dúshlán 2 Tá 1.652l as umar ola tí. D'úsáid muintir an tí 28l ola sa lá ar an meán. Cé mhéad lá a mhair an ola? _____

A

1. 4 × 8 =
2. 6 × 4 =
3. 8 × 3 =
4. 5 × 6 =
5. 3 × 9 =
6. 8 × 7 =
7. 6 × 5 =
8. 7 × 3 =
9. 6 × 6 =
10. 9 × 8 =

B

1. 36 ÷ 4 =
2. 56 ÷ 8 =
3. 16 ÷ 2 =
4. 18 ÷ 3 =
5. 81 ÷ 9 =
6. 48 ÷ 6 =
7. 42 ÷ 7 =
8. 45 ÷ 5 =
9. 32 ÷ 4 =
10. 63 ÷ 7 =

C

1. (4 × 4) + 4 =
2. (6 × 8) + 6 =
3. (8 × 6) − 6 =
4. (4 × 7) − 4 =
5. (3 × 5) + 3 =
6. (72 ÷ 9) + 3 =
7. (27 ÷ 3) + 9 =
8. (48 ÷ 8) + 6 =
9. (28 ÷ 4) − 5 =
10. (54 ÷ 6) − 6 =

D

1. (5 × 3) + 5 =
2. (7 × 5) + 5 =
3. (7 × 4) + 4 =
4. (3 × 8) − 3 =
5. (8 × 7) − 4 =
6. (72 ÷ 9) + 4 =
7. (36 ÷ 6) + 3 =
8. (20 ÷ 4) + 7 =
9. (27 ÷ 3) + 6 =
10. (40 ÷ 5) − 7 =

Conas ar éirigh leat?

Scór _____ / 40

An Íoslainn

AN tAIGÉAN
ATLANTACH

An Fhionlainn

An tSualainn

An Iorua

An Eastóin

An Laitvia

An Liotuáin

An Bhealarúis

An Rúis

Éire

An Ríocht
Aontaithe

An Danmhairg

An Ísiltír

An Bheilg

Lucsamburg

An Pholainn

An Ghearmáin

Poblacht
na Seice

An tSlóvaic

An Ostair

An Ungáir

An Úcráin

Moldóiv

An Rómáin

An Bhulgáir

An Iúgslaiv

An Mhacadóin

An Chróit

An Bhoisnia-
Heirseagaivéin

An tSlóivéin

An Mhuir
Dhubh

An Tuirc

An Chipir

An Fhrainc

An Eilbhéis

An Iodáil

An Albáin

An Ghréig

An Mhálta

An Spáinn

An Mheánmhuir

An Phortaingéil

An Mur
An Chaisp

lo?