

Beidh mé ar Google Classroom idir 1-2pm gach lá má tá éinne ag iarraidh cabhair.

Cuirfidh mé freagraí na seachtaine ar fáil ar an Aoine.

Is mise le meas ,

Múinteoir Ciarán.

AN LUAN

GAEILGE LITRIÚ

14 Ticéad ar an Talamh

Teilifís

The illustration shows a street scene with several activities labeled in Irish:

- soilse tráchtá**: A traffic light.
- seanfhear**: An old man with a cane.
- cnaipe**: A person playing a game of marbles.
- ag crith**: A person shaking their head.
- rothaigh siad**: Two people riding bicycles.
- ag glooch**: A person talking on a mobile phone.
- ag scréachail**: A car driving on a road.
- ceathrar**: A group of four people.
- eitleáin**: An airplane.
- aeirfort**: An airport.
- Bhuaigh mé corn**: A person holding a trophy.

| Féach agus abair | Scríobh anois | Scríobh arís | (✓) nó (X) |
|------------------|---------------|--------------|--------------------------|
| soilse tráchtá | | | <input type="checkbox"/> |
| seanfhear | | | <input type="checkbox"/> |
| cnaipe | | | <input type="checkbox"/> |
| ag scréachail | | | <input type="checkbox"/> |
| ag crith | | | <input type="checkbox"/> |
| ag glooch | | | <input type="checkbox"/> |
| corn | | | <input type="checkbox"/> |
| aeirfort | | | <input type="checkbox"/> |
| eitleáin | | | <input type="checkbox"/> |
| ceathrar | | | <input type="checkbox"/> |
| bhuaigh mé | | | <input type="checkbox"/> |
| rothaigh siad | | | <input type="checkbox"/> |



A Scrúdaigh an focal.



| | Scriobh an chéad litir. | Scriobh an litir dhéireanach. | Cé mhéad guta? | Cé mhéad consain? | Cé mhéad siolla? |
|------------|-------------------------|-------------------------------|----------------|-------------------|------------------|
| soilse | s | e | 3 | 3 | 2 |
| seanfhear | | | | | |
| cnaipe | | | | | |
| scréachail | | | | | |
| aerfort | | | | | |
| ceathrar | | | | | |
| bhuaigh | | | | | |
| rothaigh | | | | | |



B Líon na bearnaí

- (a) Stopann na carranna ag na _____
- (b) Bhuaigh na páistí _____ sa chomórtas.
- (c) Tá an _____ ag trasnú an bhóthair.
- (d) Chonaic na páistí eitleáin ag an _____
- (e) Bhrúigh mé an _____ agus thosaigh an clár.
- (f) Chonaic mé _____ ag an aerfort.
- (g) Thosaigh an carr _____ ag _____ nuair a bhrúigh mé na coscáin.
- (h) Duine, beirt, triúr, _____, cúigear, seisear!
- (i) Bhí mo lámh ag _____ mar bhí eagla orm.
- (j) _____ an fhoireann an corn sa chomórtas.
- (k) Thosaigh Eimear _____ ar Dheirdre ón gcarr.
- (l) _____ Róisín ar scoil ar a rothar.



C Cuir an litir cheart i ngach bosca.

| | | | |
|-----|--------------------------------|-----|--|
| (a) | <div>□ □ □ □ □ □ □ □ □ □</div> | (d) | <div>□ □ □ □ □ □ □ □ □ □</div> |
| (b) | <div>□ □ □ □ □ □ □ □</div> | (e) | <div>□ □ □ □ □ □ □ □ □ □</div> |
| (c) | <div>□ □ □ □ □ □ □ □ □ □</div> | (f) | <div>□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □</div> |

TAISCE TUISCEANNA

TASC 1: AG FIOSRÚ FOCAL

1. Cé acu thíos atá ar comhchicill le **an-mhór le chéile**?
(a) Cairdiúil le chéile
(b) Go hard
(c) In aice a chéile
2. Tá an frása **cuid mhór** i bparagraf 1. An bhfuil dóigh eile leis seo a rá?
(a) So lár
(b) Sa deireadh
(c) Sa bhaile
3. Cé acu thíos atá contrártha le **ar dtús**?
(a) So lár
(b) Sa deireadh
(c) Sa bhaile
4. Tá Contae Dhoire i gCúige Uladh. Ainmnigh 3 chontae eile i gCúige Uladh.

TASC 2: AG FIOSRÚ FEASA

1. Cad é ábhar an téacs seo, go príomha?
2. Cad é a thaitin leat faoin téacs seo?
3. Luaigh rud amháin suimiúil a d'fhoghlaim tú ón téacs seo.
4. Cén fáth a mbíonn Ant i gcónaí ar chlé agus Dec i gcónaí ar dheis, do bharúil?
5. An gcuireann Ant agus Dec cuine ar bith eile i gcuinhe duit?



ant agus dec © 2014

Ant agus Dec © 2014

Ant agus Dec © 2014

6 Ant agus Dec



Ant agus Dec

Rugadh Anthony Mc Partlin agus Declan Donnelly in Newcastle i Sasana sa bhliain 1975. Ba as Contae Dhoire in Éirinn do thuismitheoirí Declan Donnelly agus tá **cuid mhór** col ceathracha aige ansin go fóill. Cé gur rugadh an bheirt acu cónarach dá chéile, ní raibh aithne acu ar a chéile go dtí gur thosaigh siad ag obair ar an chláir teilifíse *Byker Grove* sa bhliain 1989. Nuair a bhí siad ar *Byker Grove*, bhí an bheirt acu **an-mhór le chéile** agus bhí sé **soiléir** gur sibhí siad an-mhaith le chéile os comhair an cheamara teilifíse.

Ba cheoltóirí iad chomh maith agus bhain siad úsáid as na hainmneacha PJ agus Duncan, na carachtair s'acu in *Byker Grove*. Is é *Let's Get Ready to Rumble* an t-amhrán is clúití a bhí acu. D'éirigh go hiontach leo **ar dtús**, ach i ndiaidh tamaill, ní raibh an speis chéanna ag daoine ina gcuid ceoil agus stad siad de bheith ag éisteacht le PJ agus Duncan.

Shocraigh siad beirt dul go Londain ag cuartú oibre agus níorbh fhada go raibh siad os comhair an cheamara teilifíse arís faoi na hainmneacha Ant agus Dec. Sa lá atá inniu ann, bíonn an bheirt acu le feiceáil go minic ar thrí chláir mhóra teilifíse, mar atá *I'm a Celebrity...Get Me Out of Here!*, *Britain's Got Talent* agus *Saturday Night Takeaway*. Bíonn siad i mbéal an phobail sa Bhreatain agus in Éirinn fosta. Is léir go n-áiríonn siad go maith le chéile go fóill. Tá dúil mhór ag daoine iontu de thairbhíne go mbíonn siad i gcónaí ag amaídi agus go mbíonn craic iontach leo.

Níor éirigh go maith leo in áiteanna eile, áfach. Bhog siad go Meiriceá ar feadh tamaill in 2008, cé nach raibh cithne ag mórán daoine orthu. Bhí plean acu clú agus cáil a bhaint amach ansin ach níor éirigh leo ar chor ar bith. Ní raibh dúil ag na Meiriceánaigh iontu cionn is nár thuig siad an dóigh ar labhair siad.

An bhfuil a fhios agat nuair a bhíonn Ant agus Dec os comhair an cheamara teilifíse nó in irisleabhar nó i bpáipéar nuachta, go mbíonn Ant i gcónaí ar chlé agus Dec i gcónaí ar dheis!

Ceisteanna

1. Cé acu abairt atá fíor?
(a) Rugadh Ant agus Dec sa bhliain chéanna
(b) Tá Dec bliain níos sine
(c) Tá Ant bliain níos sine
2. Cé acu abairt a léiríonn go raibh Ant agus Dec iontach cairdiúil le chéile?
(a) Ní raibh aithne acu ar a chéile
(b) Bhí an bheirt acu an-mhór le chéile
(c) Rugadh an bheirt acu sa chathair chéanna
3. Cén fáth a ndeachaigh siad go Londain?
(a) Bhog a dtuismitheoirí go Londain
(b) Le páirt a ghlacadh in *Byker Grove*
(c) Le hobair a fháil
4. Cad é mar atá a fhios againn go bhfuil siad clúiteach go fóill?
(a) Bíonn siad le feiceáil ar an teilifís go minic
(b) Tá siad beirt greannmhar
(c) Níl siad clúiteach anois
5. Cad é mar a d'éirigh le Ant agus Dec i Meiriceá?
(a) Bhí clú agus cáil orthu in áiteanna i Meiriceá
(b) Bhí siad chomh clúiteach agus a bhí siad sa Bhreatain
(c) Ní raibh na daoine éabla iad a thuiscint
6. Cén fáth a bhfuil dúil ag daoine iontu, do bharúil?
(a) Tá cuma amaídeach orthu
(b) Tá siad iontach greannmhar
(c) Tá siad iontach gruaic
7. I bparagraf 1 tá an focal **soiléir** in úsáid mar:
(a) aidiacht.
(b) ainmfhocal.
(c) réamhfhocal
8. Cén sórt téacs é seo?
(a) Ficsean
(b) Neamhfhicsean
(c) Fágra

23

magiclyapporateeign

Block

81 Belgium

magic

magician

tragic

tragedy

basic

basically

82 appetite

appointment

application

appreciate

appreciation

apprentice

applicant

83 approve

approval

approach

approximately

appliance

applaud

applause

84 fortune

fortunate

unfortunate

unfortunately

fortnight

foreign

foreigner

Exercise 1 Dictionary Work
 Write the **block** words that match these definitions.

(a) a desire for food _____

(b) uses tricks to create illusions _____

(c) home to fine lace and chocolate _____

(d) a person learning a trade _____

(e) date with a doctor _____

(f) request for a job _____

(g) happening of great sorrow _____

(h) person applying for a job _____

Exercise 2 Unscramble the confused words in these sentences. Write them.

(a) The audience was amazed at the tricks of the gamiconia. _____

(b) A gift of flowers is a nice way to show that you partapeice somebody. _____

(c) The council imposed a charge for the disposal of the electrical panipalec. _____

(d) Dermot won the raffle but fuatelnnotury he couldn't find his winning ticket. _____

(e) That dangerous junction has been the scene of many garitic accidents. _____

(f) The young girl had ambitions to travel to many rogifen countries. _____

Exercise 3 Synonyms
 Write an **associated block** word for each of these words.

| | |
|---------------------|-----------------------|
| (a) lucky _____ | (b) sorcery _____ |
| (c) clap _____ | (d) device _____ |
| (e) gratitude _____ | (f) riches _____ |
| (g) candidate _____ | (h) catastrophe _____ |
| (i) minimal _____ | (j) trainee _____ |

Bonus

1. _____

2. _____

MATA RANG 5/6

MATA “AM” / “TIME” (TUTORIALS

TO HELP YOUR CHILD) RANG 5/6

Oscail le cjfallon.ie

<http://data.cjfallon.ie/resources/207>

[07/BAM5_Tutorial_063/lessons/BA](http://data.cjfallon.ie/resources/207)

[M5_Tutorial_063/index.html](http://data.cjfallon.ie/resources/207)

<http://data.cjfallon.ie/resources/207>

[07/BAM5_Tutorial_064/lessons/BA](http://data.cjfallon.ie/resources/207)

[M5_Tutorial_064/index.html](http://data.cjfallon.ie/resources/207)

<http://data.cjfallon.ie/resources/207>

[07/BAM5_Tutorial_065/lessons/BA](http://data.cjfallon.ie/resources/207)

[M5_Tutorial_065/index.html](http://data.cjfallon.ie/resources/207)

<http://data.cjfallon.ie/resources/207>

[07/BAM5_Tutorial_066/lessons/BA](http://data.cjfallon.ie/resources/207)

[M5_Tutorial_066/index.html](http://data.cjfallon.ie/resources/207) Rang 5

(CABHAIR Ó DO THUISMITHEOIRÍ

/HELP FROM YOUR PARENTS)

Your child will be learning to read the time on both the analogue and digital clock using the 24-hour system over the coming days. This will be your child's first formal introduction to the am and pm system. Your child will also practise adding and subtracting hours and minutes, analysing timetables and solving real-life problems involving time. S/he will need to know the language of time: hours, minutes, analogue/digital time, addition, subtraction, 24-hour clock, bus and rail timetables, television guide, intervals.

Read the time on the analogue clock



Get an analogue clock (ordinary clock with markings 1-12) that you and your child can manipulate (move and change the hands). Make different times and ask your child to read the times, e.g.

10 past 6, 7 o'clock, $\frac{1}{4}$ to 9, 25 past 2,

13 minutes to 11. Similarly, you can call out a specific time and ask your child to show that time on the clock.

Extension 1: Focus your child's attention on the position of the short (hour) hand as the long hand moves around the clock. The short hand will point exactly at a number only at an o'clock time (exact hour). For example, at 4 o'clock the short hand will

Timetables

Look through timetables in magazines, newspapers or online (e.g. television timetables, bus and rail timetables, cinema guides). Ask questions to ensure that your child understands how to read a timetable, for example:

- *What time does the first train leave at?*
- *How long does it take the train to travel from Newbridge to Limerick Junction?*
- *If the second train was delayed in Templemore for 17 minutes, at what time did it arrive in Limerick Junction?*

Extension: Give a timetable to your child. Ask him/her to write four or five questions about the timetable for you or another family member to answer.

Real-life word problems

Set simple but meaningful small problems for your child on a regular basis, for example:

- *If we leave for swimming at 16:20 and the journey takes us 17 minutes, what time will we arrive at?*
- *If I walk into the supermarket at 11:04 and leave at 11:48, how long did I spend inside?*
- *If we go swimming at 15:45 and the lesson lasts 1 hour 28 minutes, at what time will it end?*
- *I brush my teeth at 07:50 and leave for school 35 minutes later. At what time do I leave for school?*
- *Lunch break starts at 12:25 and lasts for 36 minutes. At what time does lunch break finish?*
- *A football match started at 14:45 and lasted for 1 hour and 12 minutes. At what time did the football match end?*
- *A film started at 17:55 and lasted for 2 hours and 16 minutes. At what time did the film finish?*

Rang 6 (CABHAIR Ó DO THUISMITHEOIRÍ /HELP FROM YOUR PARENTS)

Time

Your child will be learning about *time* in the coming days. This will be your child's first formal introduction to the relationship between time, speed and distance. S/he will also be studying international time zones for the first time. S/he will practise adding and subtracting hours and minutes, analysing timetables and solving real-life problems involving time. S/he will need to know the language of time: hours, minutes, seconds, time, speed, distance, total, digital, analogue, depart, arrive, return, kilometres, average, rotates, bar chart, calculator, time zones, longitude, degrees, cities around the world, countries, international date line.

Revise the 24-hour clock (am and pm) and the digital clock

Activity 1: To encourage your child's understanding of the 24-hour clock system, ask him/her to show times such as quarter past 4 in the morning or 27 minutes to 6 in the afternoon. When s/he makes the time on the clock, make sure that s/he says whether the time is am or pm.



16:15

Note: am stands for *ante meridiem*, which means 'before noon'. Many people alter this to 'after midnight'. pm stands for *post meridiem*, which means 'afternoon'. Many teachers help children to remember these by altering the abbreviation to 'past midday'.

Activity 2: Show a specific time on your analogue clock, e.g. 22 minutes past 7. Add in am or pm and ask your child to show the equivalent time on the digital clock, i.e. **07:22**.

Time, speed and distance

$$\begin{aligned}\text{distance} \div \text{average speed} &= \text{time} \\ \text{distance} \div \text{time} &= \text{average speed} \\ \text{time} \times \text{average speed} &= \text{distance}\end{aligned}$$

We are looking at three different elements here. If we know two of the elements, we can always calculate the third. Help your child understand this concept by presenting him/her with real-life problems to solve:

- Dad cycles at an average speed of 29km/h. How long will it take him to cycle 87km? $\rightarrow 87 \div 29$
- We are going to Cork at the weekend. If the distance is 248km and I hope to complete the journey in $2\frac{1}{2}$ hours, what will my average speed need to be? $\rightarrow 248\text{km} \div 2.5$
- Mam runs at an average speed of 8.4km/h, how far will she run in $3\frac{1}{2}$ hours? $3\frac{1}{2} \rightarrow 8.4 \times 3.5$

OSIE

Comhtháthú le Béarla: Tionscadal

Study of a European country of your choice under the following headings:

Name, Flag, Capital, Currency, Population, Language, Location, Physical features, Famous citizens, Major events in the country's history, Food, Clothing, Music, Religion, Fun Fact! Seol ar ais do thionscanamh roimh nó ar an dáta 1.5.20 Is féidir do rogha a dhéanamh maidir le conas é a chur i láthair - Powerpoint nó Pósater nó leabhrán. Griangraf nó scan. Bain úsáid as na ceannteidil atá le fáil thuas

CORP OID Seachtain Ghníomhach Sa Bhaile active-home-week-2020

1 Oscail "Active Home Week"

2. Oscail an fillteán 'Resources' chun acmhainní (as gaeilge) an lae a fháil. "
3. Oscail an fillteán "Challenge Charts" chun póstaer (as gaeilge) a fháil.



27 Aibreán – 3 Bealtaine

Seachtain Gníomhach SA BHAILE



60 Nóiméad



Bíodh sé
SPRAÍÚILÍ

Lean comhairle an Rialtais maidir le
COVID-19 an t-am ar fad, le do thoil.

Teastaíonn 60 nóiméad ar a laghad
de ghníomhaíocht choirp ó pháistí
agus ó dhaoine óga gach lá.
An Eagraíocht Dhomhanda Sláinte

| Dáta | Gníomhaíocht 1 | Gníomhaíocht 2 | Gníomhaíocht 3 | Gníomhaíocht 4 | Méid Iomlán Ama |
|------------------------------------|----------------|----------------|----------------|----------------|--------------------|
| Dé Luain 27 Aibreán | | | | | |
| Dé Máirt 28 Aibreán | | | | | |
| Dé Céadaoin 29 Aibreán | | | | | |
| Déardaoin 30 Aibreán | | | | | |
| Dé hAoine 1 Bealtaine | | | | | |
| Dé Sathairn 2 Bealtaine | | | | | |
| Dé Domhnaigh 3 Bealtaine | | | | | |

RINNE MÉ É!

Bhí mé gníomhach ar feadh 60 NÓIMÉAD gach lá

Ainm an dalta

Rang/Múinteoir



Is tionscnamh de chuid na Roinne Oideachais agus Scileanna



Coronavirus
COVID-19
Public Health
Advice

AN MHÁIRT GAEILGE TAISCE TUISCEANNA

TASC 1: AG FIOSRÚ FOCAL

1. Cé acu thíos atá ar comhchiall le **fiormhaith**?
(a) Uafásach
(b) Ceart go leor
(c) Thar barr
2. Tá an frása **d'imigh sé** i bparagraf 5. An bhfuil dóigh eile leis seo a rá?
(a) Ar a bharr sin
(b) Roimhe sin
(c) Faoi sin
3. Cé acu thíos atá contrártha le **ina dhiaidh sin**?
(a) Ar a bharr sin
(b) Roimhe sin
(c) Faoi sin
4. Is sloinne é Disney. Ainmnigh 3 shloinne eile atá ar dhaoine in Éirinn.

TASC 2: AG FIOSRÚ FEASA

1. Cad é ábhar an téacs seo go príomha?
2. Cad é a thaitin leat faoin téacs seo?
3. Luaigh rud amháin suimiúil a d'fhoghlaim tú ón téacs seo.
4. Cé acu scannán de chuid Walt Disney is fearr leat féin?
5. Cad é an scannán is fearr a chonaic tú riamh?

Image & logo used © Shutterstock.com

Photo: Chabry © J.K. Simmons/The LIFE Picture Collection/Getty Images

Disney
Photo: ©



Walt Disney

An bhfaca tú **scannán** de chuid Disney riamh? B'fhéidir go bhfaca do thuismitheoirí *The Jungle Book* nó *Peter Pan* nuair a bhí siad ag agus is cinnte go bhfaca tú féin scannáin mar *The Lion King* nó *Frozen*. Nó b'fhéidir go raibh tú in *Disney World* in Florida i Meiriceá ar laethanta saoire nó in *Disneyland* i bPáras sa Fhrainc. Ach cad é an chiall atá le *Disney*?

Is é Walt Disney a rugadh sa bhliain 1901 atá i gceist. Rinne sé cuid mhór scannáin chlúiteacha go dtí go bhfuair sé bás in 1966. Bhí spéis mhór aige sna cartúin agus rinne sé a chéad cartún sa bhliain 1928 darb ainm *Steamboat Willie*. Níorbh fhada gur chruthaigh sé *Mickey Mouse*, an carachtar is mó agus is clúití sna cartúin ar feadh blianta ina dhiaidh sin. Chruthaigh sé carachtair eile go luath **ina dhiaidh sin** a bhí iontach clúiteach fosta mar *Goofy* agus *Donald Duck*. Thar na blianta, d'éirigh thar barr le cartúin mhóra iontacha eile a rinne Disney mar *Snow White*, *Bambi*, *Pinocchio*, *Cinderella* agus *Sleeping Beauty*.

Ní hamháin go raibh Walt thar barr ag déanamh cartúin, ach chomh maith leis sin, d'oscail sé an pháirc mhór chlúiteach siamsaíochta *Disneyland* in California sa bhliain 1955. Tháinig na mílte chuig *Disneyland* bliain i ndiaidh bliana agus tá na mílte ag dul ann go fóill. Mar gheall air seo, tógadh páirc níos mó agus níos fearr in 1971 in Florida darb ainm *Disney World*. Oscailodh ceann eile i bPáras sa Fhrainc 20 bliain ina dhiaidh sin. Ní hamháin go bhfuil sé **fiormhaith** ach tá sé i bhfad níos cóngaraí dúinne anseo in Éirinn, ar ndóigh!

An raibh a fhios agat go raibh baint ag Walt Disney le hÉirinn? Ba as Cill Chainnigh a shin-seanathair, Arundel Eilias Disney. Fuair Arundel an sloinne Disney ón sloinne Francach *d'Isigny* a bhí ar a athair.

Cé nach bhfuil Walt Disney féin go fóill linn, tá a dhraíocht go fóill ann ina chuid cartúin. Tá sé ar na daoine is clúití ar domhan go fóill. D'fhág sé rudaí iontacha draíochtacha againn nuair a **d'imigh sé**. Is cinnte go mbeidh daoine ag amharc ar *Frozen* i gceann 100 bliain mar a bhíonn muidne go fóill ag amharc ar *Cinderella* sa lá atá inniu ann!

Ceisteanna

1. Cad é a rinne Walt Disney?
(a) Scríobh sé filíocht
(b) Rinne sé scannáin
(c) Chum sé ceol
2. Cad é a bhí speisialta faoin charachtar *Mickey Mouse*?
(a) D'éirigh sé iontach clúiteach
(b) Bhí sé amaídeach
(c) Bhí a lán cairde aige
3. Cé acu abairt thíos atá fíor?
(a) Rinne daoine dearmad ar Walt Disney
(b) Tá dúil ag daoine ina chuid scannán go fóill
(c) Níl dúil ag duine ar bith ina chuid scannán sa lá atá inniu ann
4. Cad é mar atá a fhios againn gur éirigh go maith le Walt Disney?
(a) Níor éirigh go maith leis na cartúin a rinne sé
(b) Duine iontach cliste a bhí ann
(c) Tá sé ar na daoine is clúití ar domhan go fóill
5. Cad é an bhaint a bhí ag Walt Disney le hÉirinn?
(a) Chaith sé blianta ina chónaí in Éirinn
(b) Rugadh in Éirinn é
(c) Ba as Éirinn cuid den teaghlach s'aige
6. Cén dóigh a bhfuil *Disneyland* i bPáras áisiúil dúinne in Éirinn, do bharúil?
(a) Tá gach rud saor in aisce
(b) Tá sé cóngarach dúinn
(c) Ní labhraíonn siad ach Francis ann
7. I bparagraf 1 tá an focal **scannán** in úsáid mar:
(a) dobhriathar.
(b) aidiacht.
(c) ainmfhocal.
8. Cén sórt téacs é seo?
(a) Finscéal
(b) Neamhfhicsean
(c) Ficsean

BÉARLA

POETRY "AN OLD WOMAN OF THE ROADS" BY PADRAIC COLUM

Introduction and Text of "An Old Woman of the Roads"

Padraic Colum's "An Old Woman of the Roads" plays out six quatrains, each with the rime-scheme, ABCB; the poem thematically dramatizes an old woman's desire to possess her own home, where she can find physical shelter as she seeks soul solace of the Divine Beloved.

An Old Woman of the Roads

O, to have a little house!
To own the hearth and stool and all!
The heaped up sods upon the fire,
The pile of turf against the wall!

To have a clock with weights and chains
And pendulum swinging up and down!
A dresser filled with shining delph,
Speckled and white and blue and brown!

I could be busy all the day
Clearing and sweeping hearth and floor,
And fixing on their shelf again
My white and blue and speckled store!

I could be quiet there at night
Beside the fire and by myself,
Sure of a bed and loth to leave
The ticking clock and the shining delph!

Och! but I'm weary of mist and dark,
And roads where there's never a house nor bush,
And tired I am of bog and road,
And the crying wind and the lonesome hush!

And I am praying to God on high,
And I am praying Him night and day,
For a little house—a house of my own—
Out of the wind's and the rain's way.

VERSE 1,2

This little drama features a tired old woman who dreams of owning her own little house where she can spend her days quietly caring for a few simple possessions.

First Quatrain: The Pride of Home Ownership

O, to have a little house!
To own the hearth and stool and all!
The heaped up sods upon the fire,
The pile of turf against the wall!

The speaker laments that she does not own her own little house, in which she could take great pride. She wishes to "own the hearth and stool and all!" She would be so pleased to be in possession of the "sods" that are used to keep the fire going. The "pile of turf against the wall" would be a beautiful sight for her, if only they could belong to her.

Second Quatrain: The Joy of Caring for Things

To have a clock with weights and chains
And pendulum swinging up and down!
A dresser filled with shining delph,
Speckled and white and blue and brown!

The old woman then mentions some other possessions she would enjoy owning in her own little home; she would like to have "a clock with weights and chains / A pendulum swinging up and down!"

The woman gives a fair amount of space to describing the clock, emphasizing its component parts. In addition to the clock with its "weights and chains," she would cherish a "dresser filled with shining delph / Speckled and white and blue and brown."

The old woman would also like to own a set of dishes that she would keep in her very own cabinet. Her desire for delftware demonstrates that she is aware of the various colors and patterns of the pottery.

VERSE 3,4

Third Quatrain: The Dream of the Householder

I could be busy all the day
Clearing and sweeping hearth and floor,
And fixing on their shelf again
My white and blue and speckled store!

The speaker reports that she would spend her days in her home. She fantasizes with great pleasure and enjoyment that if she owned her own little home filled with sod for the fire, a working clock, and a cabinet filled with fine pottery, she would keep herself "busy all the day / Clearing and sweeping the heart and floor."

The old woman's pride of ownership shines through her dreams of keeping her possessions clean and tidy. In addition to keeping the hearth clean and the floor swept, she would rearrange her delftware, an act that would show her gratitude for being able to do such work.

Fourth Quatrain: Enjoyment of Quiet Time

I could be quiet there at night
Beside the fire and by myself,
Sure of a bed and loth to leave
The ticking clock and the shining delph!

At night, the old woman would enjoy being quiet, sitting "beside the fire." She would relish her privacy, knowing that she had "a bed." She would want to remain in her home and not be venturing out; she would be "loth to leave / The ticking clock and the shining delph!"

VERSE 5,6

Fifth Quatrain: Weary of Homelessness

Och! but I'm weary of mist and dark,
And roads where there's never a house nor bush,
And tired I am of bog and road,
And the crying wind and the lonesome hush!

The speaker's mind finally returns to her homeless state of being, from where she reports that she is "weary of mist and dark." Spending her time on the open roads has made her grow "tired" of "bog and road."

Instead of the little fantasy of taking care of her own little house, she must endure the constant motion of traveling "where there's never a house or bush." The sound of the "crying wind" and time of "lonesome hush" have been weighing heavily on her soul.

Sixth Quatrain: Shelter for Body and Soul

And I am praying to God on high,
And I am praying Him night and day,
For a little house—a house of my own—
Out of the wind's and the rain's way.

After such an itinerant life, the old woman laments, reporting that she is "praying to God on high" "for a little house—a house of my own." She seeks shelter for her body as she also seeks shelter for her soul.

QUESTIONS

1. Question: What is the theme of Padraic Colum's poem, "An Old Woman of the Roads"?
2. Question: Why was Padraic Colum's poem, "An Old Woman of the Roads" written?
3. Question: When was "An Old Woman of the Roads" written?
4. Question: Does Padraic Colum's poem, "An Old Woman of the Roads" have a rhyme scheme?
5. Question: Who was the poem "An Old Woman of the Roads" written about?

READING

UNIT 2 Man Overboard - A True Story

The young seaman found himself struggling in the water. It all happened so quickly that he could hardly believe it. One moment he was carrying out routine duties on the rolling deck of the Norwegian merchant vessel *Høegh Silverspray*, the next, he was fighting for his life.

His name was Arne Nicolaysen, and the incident took place far out to sea between Florida and Cuba, in the winter of 1955.

As the ship steamed on, with the rest of her crew unaware of Arne's cries for help, there began a drama in which one man was to set a record in human endurance.

The shock of being thrown over the ship's side was soon replaced by the greater horror that no one had witnessed it. Arne desperately beat the water, shouting again and again, "Help! Help! Man overboard! Help!" But the vessel got smaller every minute, and he was forced to face the terrifying fact that his cries had not been heard. And never would be. Then the advice he had been given long ago came to mind. "If you ever get into a tight spot, keep your head, and think!"

Arne was sturdily built and the sea was not too cold to bear. But he knew he would have to keep in motion. On the other hand, he could not afford to swim, for that would soon exhaust his strength. In any case, where was there to swim to? He looked around him and took stock. Miles of green sea stretched out to touch a cloudless blue sky in every direction. The sun burned relentlessly down on him.



There was only one thing for it – he must float, conserve his energy, and pray that he might soon be missed by his shipmates. But as the scorching day turned into a cool night, there was nothing around

him except the vast and silent ocean, and above him the great vault of the sky. Arne Nicolaysen felt like the loneliest man in the world.

He tried to think about what might be happening aboard his ship. Had he been missed yet? He had shared a cabin with only one other seaman. The mess boy, he knew, would not rap on their door until seven o'clock – perhaps even later...

As it turned out he was not missed until nine o'clock, and if Arne had known what then happened aboard the *Høegh Silverspray* it would have made him lose all hope. For the ship's captain knew he could do nothing to find Arne, and had been forced to send a radio message to Arne's mother, 4,000 miles away in Oslo.

Midnight came. Arne realised that he would have to free his legs of his baggy seaman's trousers; but as he was about to peel them off, one short word ran down his spine like an icy finger – sharks! He knew that sharks, though terrifying, are also surprisingly timid. Even the waving of trouser legs in the water might be enough to frighten them away... His socks would help, too. He carefully pulled them half off, so that they would flap beyond his toes. That was all he could do, except hope for the best.

During the night, he dozed into a half sleep, but he still tried to keep his feet moving. Several times, when the rhythm became too monotonous, he relaxed and drifted helplessly into unconsciousness, only to awake suddenly as his mouth filled with water.

From time to time, when he thought he sensed sharks near, he banged his fists on the water, or ducked his head and yelled at them.

Once he actually saw the lights of a ship passing in the distance, but it was too far away.



The sun rose swiftly. This cheered and warmed him, but he was much weaker now. His face was stiff with salt, burned and parched, and he had to continually massage his legs against cramp.

Another ship passed, far off in the morning light. He swam a few strokes towards it, and then realised that it was futile to continue. At any rate, he consoled himself, he was in a shipping lane.

In the next few hours, four or five ships went by. Some seemed so near that Arne shouted, whistled, took of his shirt and waved it – a wet, futile flag. One came close enough for him to hear the throb of its engines, but all his efforts to draw attention were still to no avail. He lost count of the number of ships that passed him by – all blind, deaf, unreachable.

The heat made him drowsy. His tongue was swollen, and he was haunted by images of things to drink. But the constant fear of sharks, and an instinct for self-preservation, kept him as alert as he could be.

As night was falling for the second time, all hope seemed lost. Arne began to splash his way into oblivion... Then, suddenly, he was jarred into consciousness by the lights of another ship.

Closer this time. Much closer! It seemed as if the ship was coming straight towards him. And it was not an illusion. He could hear the thump of her engines, and they sounded joyously loud.

His strength was sapped, but in a last desperate effort he pounded the water with his arms and legs.

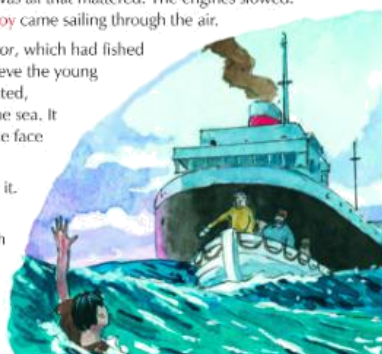
"Help! Man overboard! Help me!"

The cry was thin and weak in the darkness, but it was loud enough to be heard by one of the hands on deck, and that was all that mattered. The engines slowed. There were shouts from above. A lifebuoy came sailing through the air.

The captain of the British tanker, *Surveyor*, which had fished Arne out of the water, could hardly believe the young sailor's story. He had, it was later estimated, survived for an incredible 29 hours in the sea. It was an amazing display of courage in the face of what seemed like certain death.

Later, Arne was even able to joke about it.

"Next time I fall overboard," he said, "I shall carry a mirror in my pocket to catch the sun and flash the ships that go by."



UNIT 2 Activities

A Fact Finding

1. How did Arne feel when he was thrown over the ship's side?
2. Why did the ship's captain send a message to Arne's mother?
3. Describe how being overboard for a long period of time hurt Arne's body.
4. What kept Arne alert despite his worsening situation?
5. What did Arne do in order to get the attention of the passing ships?

B Choose the word closest in meaning to the underlined word.

1. Arne desperately beat the water. (a) frantically (b) serenely (c) hastily (d) irritably
2. The rhythm became too monotonous. (a) uncomfortable (b) overwhelming (c) irregular (d) tedious
3. An instinct for self-preservation kept him alert. (a) self-perfection (b) self-promotion (c) self-protection (d) self-pity
4. The young seaman found himself struggling in the water. (a) spinning (b) flailing (c) diving (d) swimming
5. Arne Nicolaysen set a record in human endurance. (a) fatality (b) survival (c) submission (d) triumph
6. It was not an illusion. (a) idea (b) illustration (c) fiction (d) fantasy

C Choose the most suitable word for each sentence.

1. Our walk was _____ on the interrupted by a torrential storm. (triumphantly, magnificently, harmfully, abruptly)
2. The noise _____ in the cave. (muffled, shivered, echoed, whispered)
3. The wind will _____ how fast a bushfire will spread. (determine, contain, produce, dispatch)
4. Detectives _____ on the reckless burglar. (apprehended, pounced, arrested, detained)
5. Sneezing and a sore throat are _____ of the common cold. (allergies, causes, symptoms, infections)
6. Sharks are _____ and fast a bushfire should be careful. (reliable, unpredictable, approachable, sociable)

MATA (**ACMHAINNÍ AN LUAN**)-(Parents use Monday's maths resources above to help your child)

CORP OID Seachtain Ghníomhach Sa Bhaile active-home-week-2020

AN CHÉADAOIN

GAEILGE

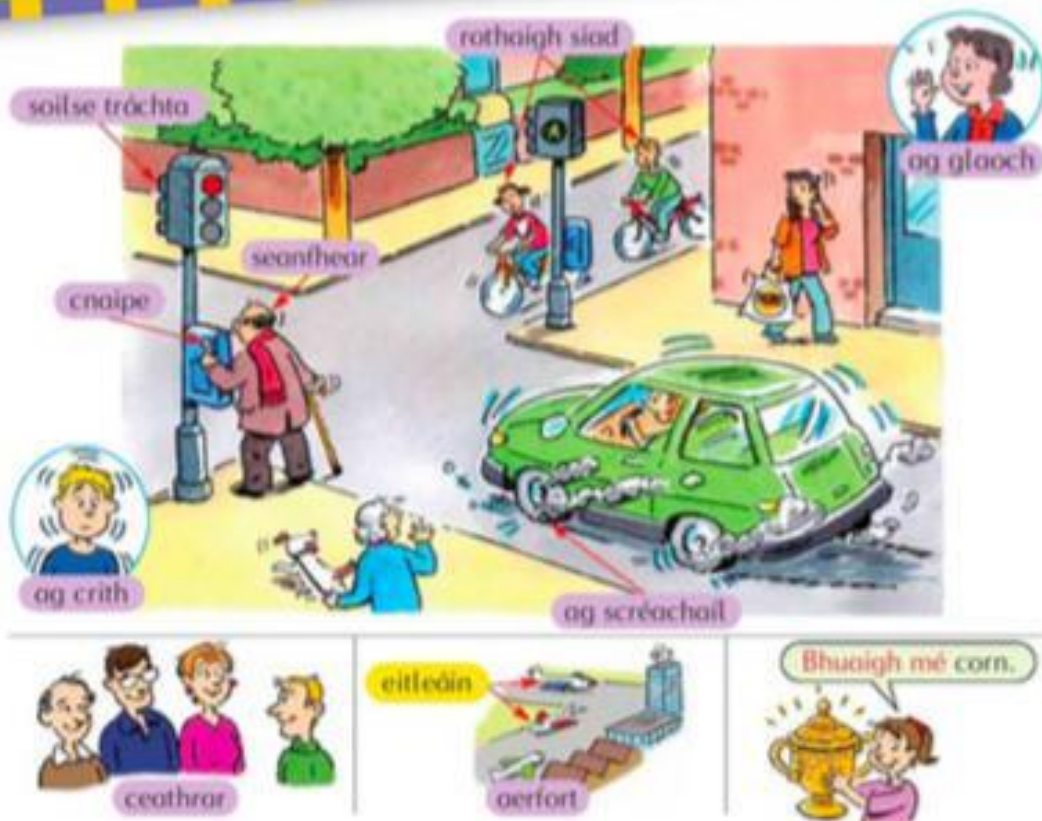
**Bhí subh milis
Ar bhaschrann an dorais
Ach mhúch mé an corraí
Ionam a d'éirigh
Mar smaoinigh mé
Ar an lá
A bheas an bascrann glan
Agus an lámh bheag ar iarraidh.**

Le Séamus Ó Néill



14 Ticéad ar an Talamh

Teilifís



| Féach agus abair | Sríobh anois | Sríobh arís | (✓) nó (X) |
|------------------|--------------|-------------|--------------------------|
| soilse tráichta | | | <input type="checkbox"/> |
| seanfhear | | | <input type="checkbox"/> |
| cnaipe | | | <input type="checkbox"/> |
| ag scréachail | | | <input type="checkbox"/> |
| ag crith | | | <input type="checkbox"/> |
| ag glooch | | | <input type="checkbox"/> |
| corn | | | <input type="checkbox"/> |
| aerfort | | | <input type="checkbox"/> |
| eitleáin | | | <input type="checkbox"/> |
| ceathrar | | | <input type="checkbox"/> |
| bhuaigh mé | | | <input type="checkbox"/> |
| rothaigh siad | | | <input type="checkbox"/> |

GRAMADACH: AN TUISEAL GINIDEACH

Tá ainmfhocail na Gaeilge firinscneach (fear) nó baininscneach (bean).

Firinscneach → 'an' sa Tuiseal Ginideach (uimhir uatha): + **h** (hata **an fhir**)
Criochnaíonn ainmfhocail fhirinscneacha ar chonsan leathan go minic (asal, bord, leabhar, sagart, scéal, domhan)

Baininscneach → 'na' sa Tuiseal Ginideach (uimhir uatha): **X** (glór **na** farraige, cluas **na** báboige, doras **na** scoile).
Criochnaíonn ainmfhocail bhaininscneacha ar chonsan cool go minic (páirc, liathróid, sráid, teilifís, scoil)

Tús an ainmfhocail: firinscneach agus baininscneach sa Tuiseal Ginideach Uatha

A. Féach ar na samplaí agus líon na bearnaí.

| Tús | Alt | Firinscneach | Tuiseal Ginideach | Tús | Alt | Baininscneach | Tuiseal Ginideach |
|------------------------------|-----|--------------|----------------------|------------------------------|-----|---------------|--------------------|
| Guta | an | t-asal | cluas an asail | Guta | an | aiste | tús na haiste |
| | an | t-arán | bíós an | | an | oíche | dórchodas |
| Conson | an | bord | barr an bhoird | Conson | an | imirce | trógóid na himirce |
| | an | coinín | bíó | | an | fhuinneog | bun na fuinneoige |
| Conson X | an | leabhar | tús an leabhair | Conson | an | pháirc | geata |
| | an | rothar | luas | | an | mhí | deireadh |
| s + guta | an | sagart | hata an tsagairt | Conson X | an | liathróid | dath |
| | an | siopa | fuinneog an tsiopa | | an | tsráid | barr na sráide |
| s + conson | an | scannán | deireadh an scannáin | s + conson | an | tseachtain | lár |
| | an | scéal | téama | | an | spéir | solas na spéire |
| Focail a thosaíonn le d nó t | an | dochtúir | mála an dochtúra | Focail a thosaíonn le d nó t | an | scoil | páistí |
| | an | domhan | muintir | | an | deacracht | tús na deacrachta |
| | | | | | an | duilleog | dath na duilleoige |
| | | | | | an | teilifís | cófra |

B. Scriobh na hainmfhocail idir lúbíní sa Tuiseal Ginideach.

- Bhí cos (an capall) _____ gortaithe. Bhí sé in luí ag bun (an pháirc) _____.
- Chonaic mé carr (an sagart) _____ ag geata (an scoil) _____.
- Bhí rothar (an múinteoir) _____ ag doras (an leabharlann) _____.



A. Féach ar na samplaí agus líon na bearnaí.

| Deireadh | Firinsneach | Tuiseal Ginideach | Deireadh | Baininsneach | Tuiseal Ginideach |
|--|---------------|----------------------|---------------------------|-----------------|---------------------------|
| Conson | an bád | seol an bháid | Conson → caolú + e | an ghríon | solas na gréine |
| Leathan | an bradáin | blas an | | an ghruaig | dath |
| → caolú | an camán | dath | | an tsochraid | teach |
| -(e)ach → -igh | an cléireach | leabhar an chléirigh | | an tseachtain | laethanta s |
| | an marcach | capall | | an fhuinneog | gloine |
| -(e)adh → -idh | an geimhreadh | gaoth an gheimhridh | -(e)ach → + i | an bhróg | dath na bróige |
| | an samhradh | laethanta t | | an bhábóg | gruaig na |
| poist | an múinteoir | mála an mhúinteora | > siolla amháin + a | an chiárseach | ceol na cláirsí |
| | an dochtúir | carr | | an ghealach | solas |
| -in + h | an cailín | hata an chailín | leathnú | an timpeallacht | áiseanna na timpeallachta |
| | an coinín | cairéad | -(e)ach | an iarracht | tús na harrachta |
| Firinsneach a chríochnaíonn ar gheall + h | an fia | srón an fhia | | an traein | imeall na troenach |
| | an bia | praghas | + n | an chathaoir | cos na cothaoireach |
| | an madra | leaba | | an chathair | lár |
| | | | | an chomharsa | carr na comharsan |
| | | | | an mhonarcha | simléar |

BÉARLA SPELLING EXCERCISE

Week 23

Exercise 4

Crack the code!

Find **block** words by solving these codes. Write the words.

a e i o p n t m r c l f g
1 2 3 4 x o s u v x w y z

- (a) 1 k k 2 s 3 s 2 = _____
- (b) 1 k k w 3 x 1 o s = _____
- (c) s v 1 z 3 x = _____
- (d) 1 k k 4 3 o s u 2 o s = _____
- (e) y 4 v 2 3 z o = _____
- (f) 1 k k y 2 o s 3 x 2 = _____
- (g) u 1 z 3 x 3 1 o = _____
- (h) 1 k k w 3 1 o x 2 = _____

Exercise 5

Locate the twenty **block** words in this **wordsearch**.

Enter them in the spaces provided below as you find them.

The words are written →, ←, ↑ or ↓.

Write the words.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a | p | p | l | a | u | s | e | n | g | i | e | r | o | f |
| p | r | o | f | o | r | t | b | a | s | i | c | i | c | s |
| p | o | f | o | r | t | u | n | n | e | e | n | u | b | b |
| i | f | o | r | t | u | n | e | b | a | s | a | i | c | a |
| i | m | r | t | a | e | n | g | i | c | b | i | a | i | s |
| c | u | t | u | e | t | e | n | a | i | a | i | p | s | i |
| a | n | n | n | t | i | h | c | a | o | r | p | p | a | c |
| t | a | i | a | a | t | n | f | o | r | e | p | r | p | a |
| i | i | g | t | i | e | q | n | u | t | n | a | e | p | i |
| o | c | h | e | c | p | t | e | i | y | g | q | n | i | i |
| n | i | t | p | e | p | t | r | a | g | i | c | t | i | y |
| p | g | r | t | r | a | g | e | d | y | e | o | i | c | q |
| p | a | a | p | p | l | a | u | d | a | r | h | c | a | c |
| p | m | i | i | p | c | a | n | t | a | o | p | e | n | p |
| a | a | e | t | a | n | u | t | r | o | f | n | u | t | i |

- _____
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MATA (**ACMHAINNÍ AN LUAN**)-(Parents use Monday's maths resources above to help your child)

O.S.P.E ÓGA YOGA

YogaAsGaeilge

CORP OID Seachtain Ghníomhach Sa Bhaile active-home-week-2020

AN DÉARDAOIN

GAEILGE

TAISCE TUISCEANNA

An Fiosraitheoir

TASC 1: AG FIOSRÚ FOCAL

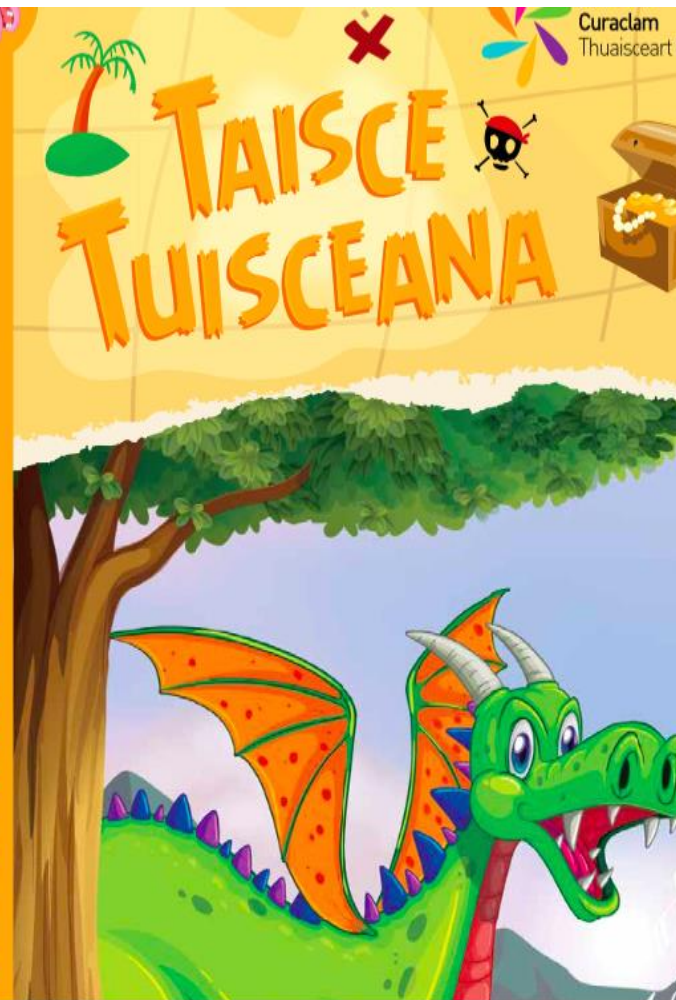
1. Cé acu thíos atá ar comhchiall le **socair**?
(a) Callánach
(b) Ciúin
(c) Snasta
2. Tá an frása **thar barr** i bparagraf 2. An bhfuil dóigh eile leis seo a rá?
3. Cé acu thíos atá contrártha le **álainn**?
(a) Gránna
(b) Galánta
(c) Geabach
4. Is gléas ceoil an fheadóg stáin. Ainmnigh 5 ghléas ceoil eile.

TASC 2: AG FIOSRÚ FEASA

1. Cad é ábhar an téacs seo go príomha?
2. Cad é a thaitin leat faoin téacs seo?
3. Luaigh rud amháin suimiúil a d'fhoghlaim tú ón téacs seo.
4. Cén sórt duine é Conchúr, do bharúil?
5. An bhfuil an scéal seo cosúil le scéal ar bith eile a léigh tú?

Curraclam Thuaisceart

an i Loch na Séad



An Dragan i Loch na Séad

Fadó fadó in Éirinn bhí rí an-tábhachtach ann darbh ainm Conchúr Mac Neasa a raibh seoda luachmhara aige. Ardri Uladh a bhí ann agus bhí cónaí air in Eamhain Mhacha, cóngarach do chathair Ard Mhacha sa lá atá inniu ann. Lá amháin, chuala Conchúr go raibh plean ag daoine a chuid seod a ghoid. Bhí sé iontach buartha faoi seo.

Tamall ina dhiaidh sin, agus é ag siúl thart ar a phálás, chuala sé ceoltóir iontach taobh amuigh. Thosaigh Conchúr ag caint leis agus d'inis sé an scéal dó faoi na daoine a bhí ag iarraidh a chuid seod a ghoid. D'inis an ceoltóir dó go raibh tír ann a bhí iontach fada ar shiúl agus a raibh dragon fíochmhar ina chónaí inti. Thiocfadh leis an dragon seo súil a choinneáil ar a chuid seod b'fhéidir. Shíl Conchúr gur smaoineamh **thar barr** a bhí ann.

Chuir Conchúr saighdiúirí chuig an tír sin agus thóg siad an dragan ar ais leo go hEamhain Mhacha. Nuair a tháinig siad ar ais, áfach, léim an dragan isteach i loch beag a bhí in aice leis an phálás. D'fhan an dragan faoin uisce an t-am ar fad. Bhí Conchúr iontach míshásta ach sheinn an ceoltóir tiúin ar a fheadóg stáin agus tháinig an dragan aníos as an loch agus shuigh sé go **socair** ar an talamh. Thuig Conchúr ansin go raibh an ceoltóir ábalta an dragan a choinneáil faoi dhraíocht leis an cheol ghalánta a sheinn sé. Ní thiocfadh sé amach as an uisce ach amháin nuair a chluinfeadh sé an ceol **álainn** ón ceoltóir.

Chuir Conchúr a sheoda ar mhuineál an dragain agus d'imigh an dragan leis go bun an locha. Chuaigh na blianta thart agus bhí saol sona sásta ar fad ag an ceoltóir sa phálás. Ach ar an drochuair, bhí timpiste ag an ceoltóir agus fuair sé bás. Ní raibh duine ar bith eile sa tír ábalta ceol chomh maith céanna a sheinn, agus dá bhrí sin, ní fhaca duine ar bith riamh an dragan ná na seoda ó shin. Tugann daoine Loch na Séad ar an loch agus deir siad go bhfuil an dragan agus na seoda go fóill ag bun an locha.

Ceisteanna

1. Cé acu abairt atá fíor?
(a) Bhí Conchúr Mac Neasa ina ghadaí
(b) Bhí Conchúr Mac Neasa ina chónaí in Eamhain Mhacha
(c) Bhí Conchúr Mac Neasa ina chodladh an t-am ar fad
2. Cén fáth ar tháinig imní ar Conchúr?
(a) Bhí eagla air roimh an dragan
(b) Bhí sé ag éirí aosta
(c) Bhí daoine ag iarraidh a chuid seod a ghoid
3. Cad é a shíl Conchúr den phlean a bhí ag an ceoltóir?
(a) Go raibh sé ar fheabhas
(b) Go raibh sé amaideach
(c) Go raibh sé contúirteach
4. Cad é mar a mhothaigh Conchúr nuair a léim an dragan isteach sa loch?
(a) Ba chuma leis
(b) Bhí sé iontach sásta
(c) Tháinig fearg air
5. Cad é mar a choinnigh an ceoltóir an dragan faoi smacht?
(a) Le briosaí
(b) Le draíocht an cheoil
(c) Le léim láidir
6. Cén fáth nár tháinig an dragan aníos as an loch arís, do bharúil?
(a) Bhí sé ag iarraidh na seoda a choinneáil dó féin
(b) Fuair sé bás sa loch
(c) Ní thiocfadh le duine ar bith eile an ceol draíochta a sheinn
7. Tá an focal leis in úsáid i bparagraf 2 mar:
(a) briathar.
(b) réamhfhocal.
(c) dobhriathar.

BÉARLA READING (SEE AN MHÁIRT FOR STORY “MAN OVERBOARD”)

Between the lines. Choose the correct answer.

1. Arne decided he would not swim because
 - (a) he was too tired.
 - (b) he needed to conserve his energy.
 - (c) the sea was too warm.
 - (d) his shipmates were returning to rescue him.
2. Arne was awoken from unconsciousness
 - (a) by the engines of a passing ship.
 - (b) by the movement of a shark.
 - (c) by water filling his mouth.
 - (d) by the sun shining in the sky.
3. Arne consoled himself because
 - (a) he was in a shipping lane.
 - (b) he was eventually rescued.
 - (c) he saw a ship in the distance.
 - (d) he had survived an incredible 9 hours in the sea.
4. Which of the following did Arne NOT do to get the attention of the passing ships?
 - (a) He took off his shirt and waved it.
 - (b) He shouted and whistled.
 - (c) He swam towards the ships as they passed.
 - (d) He used a mirror and sunlight to flash the ships going by.
5. Which of the following is FALSE?
 - (a) Arne was afraid of sharks.
 - (b) Arne was demoralised by the warmth of the sun.
 - (c) Arne suffered from cramps in the sea.
 - (d) Arne was parched and was haunted by images of things to drink.



MATA (**ACMHAINNÍ AN LUAN**)-(Parents use Monday's maths resources above to help your child)

CEOL

Yellow Submarine (Key D).

Handwritten musical notation for "Yellow Submarine" in D major, featuring guitar (Gtr) and bass (B) parts with fingerings and a double bar line.

Gtr Part:

- Staff 1: $\overset{4+}{F\#} G \mid A \overset{1\ 2\ 3\ +}{-} F\# \overset{4+}{E} F\# \mid D \overset{1\ 2\ 3}{-} \overset{4+}{F\#} F\#$
- Staff 2: $\overset{1\ 2\ 3\ +}{E} - D \mid \overset{4+}{F\#} \overset{4+}{F\#} \mid \overset{1\ 2\ 3\ 4+}{E} - \overset{4+}{F\#} G \mid A \overset{1\ 2\ 3}{-} \overset{4+}{F\#} \overset{4+}{E} F\#$
- Staff 3: $D \overset{1\ 2\ 3}{-} \overset{4+}{F\#} \overset{4+}{F\#} \mid E \overset{1\ 2\ 3\ +}{-} D \overset{4+}{F\#} F\# \mid E \overset{1\ 2\ 3\ 4}{-}$

B Part:

- Staff 4: $\overset{1+}{E} E \overset{2+}{E} E \overset{3\ 4}{E} - \mid \overset{1+}{E} E \overset{2+}{E} E \overset{3\ 4}{E} -$

Chorus:

- Staff 5: $\overset{1+}{D} D \overset{2+}{D} D \overset{3\ 4}{D} -$

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AN AOINE GAEILGE TAISCE TUISCEANNA

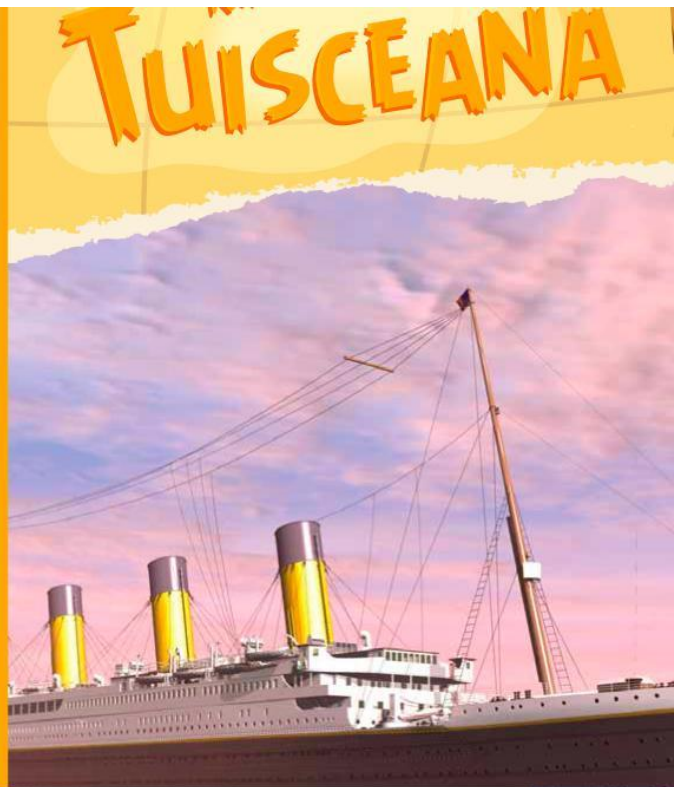
1. Cé acu thíos atá ar comhchiall le **tubaiste**?
(a) Tragóid
(b) Clúiteach
(c) Farraige
2. Tá an focal **cóngarach** i bparagraf 1. An bhfuil dóigh eile leis seo a rá?
3. Cé acu thíos atá contrártha le **ollmhór**?
(a) Lóidir
(b) Bídeach
(c) Cróga
4. Bíonn fomhuireán san fharraige mhór. Ainmnigh 5 rud eile is féidir a fheiceáil san fharraige mhór.

TASC 2: AG FIOSRÚ FEASA

1. Cad é ábhar an téacs seo go príomha?
2. Cad é a thaitin leat faoin téacs seo?
3. Luaigh rud amháin suimiúil a d'fhoghlaim tú ón téacs seo.
4. Cén fáth ar bhain na Gearmánaigh úsáid as fomhuireáin, do bharúil?
5. Cad é an dóigh a bhfuil scéal an Titanic agus scéal an Lusitania cosúil lena chéile?

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ania – Tubaiste ar an Fharraige



Chuala muid uilig go léir **faoi** scéal tragóideach an Titanic ina bhfuair níos mó ná 1500 duine bás sa bhliain 1912. Tharla an **tubaiste** nuair a bhuail an long cnoc oighir agus chuaigh sí go tóin na farraige. Bhuel, creid nó ná creid é, tharla tubaiste a bhí chomh holc céanna leis sin trí bliana ina dhiaidh. Fuair níos mó ná míle duine bás ar long chlúiteach **ollmhór** darb ainm an Lusitania. Chuaigh an Lusitania go tóin na farraige amach ó chósta na hÉireann, **cóngarach** do Chorcaigh. Ach an t-am seo, ní timpiste a bhí ann!

Ag an am sin, idir 1914 agus 1918, bhí an Chéad Chogadh Domhanda ar siúl idir an Ghearmáin agus Sasana go príomha. Ní raibh mórán bia ná gunnaí ag an am i Sasana agus chuir na Sasanaigh longa go Meiriceá le bia agus gunnaí a thabhairt ar ais. Ach bhí a fhios ag na Gearmánaigh cad é a bhí ag tarlú. Bhí fomhuireáin ag an Ghearmáin faoin am seo agus tugadh 'U-Bháid' orthu. Chuir na Gearmánaigh na fomhuireáin amach ar an Aigéan Atlantach le hionsaí a dhéanamh ar na longa.

Ar an 1 Bealtaine 1915, d'fhág an Lusitania Nua-Eabhrac ar thuras farraige go Sasana. Bhí chóir a bheith dhá mhíle duine ar bord. Ach, ar an 7 Bealtaine, chonaic fomhuireán Gearmánach í thart faoi 15 chiliméadar ó chósta na hÉireann. Scaoil an fomhuireán toirpéad i dtreo an Lusitania agus bhuail sé go cruinn í. Tamall beag i ndiaidh an chéad phléascáin, bhuail an dara ceann í agus thosaigh an Lusitania ag dul faoi go gasta. Cailleadh 1198 duine ar an lá uafásach sin. Tá an Lusitania go fóill ina luí thíos faoin uisce, 15 chiliméadar amach ó chósta Chorcaí. Tubaiste mhillteanach eile ar an fharraige mhór a bhí ann.

1. Cén t-ainm a bhí ar an long chlúiteach a bhuail an cnoc oighir?
(a) Lusitania
(b) Titanic
(c) Santa María
2. Cé acu abairt thíos atá fíor?
(a) Chuaigh an Lusitania go tóin na farraige sa bhliain 1912
(b) Chuaigh an Lusitania go tóin na farraige sa bhliain 1914
(c) Chuaigh an Lusitania go tóin na farraige sa bhliain 1915
3. Cén fáth a ndeachaigh an Lusitania go tóin na farraige?
(a) Bhuail an Titanic í
(b) Bhuail toirpéad í
(c) Bhuail sí cnoc oighir
4. Cá háit ar tharla an tubaiste seo?
(a) Cóngarach d'Éirinn
(b) Cóngarach do na Stáit Aontaithe
(c) I Sasana
5. Cén fáth ar chuir Sasana longa go Meiriceá, do bharúil?
(a) Bhí daoine ag iarraidh dul ar saoire
(b) Bhí níos mó gunnaí agus bia le fáil i Meiriceá
(c) Bhí siad ag iarraidh na fomhuireáin a ionsaí
6. Cé acu líne sa téacs a insíonn dúinn gur tharla tubaiste mar seo roimhe?
(a) Tubaiste mhillteanach eile ar an fharraige mhór a bhí ann
(b) Chuaigh an Lusitania go tóin na farraige
(c) Tá an Lusitania go fóill ina luí thíos faoin uisce

EALAÍON

ARTIST OF THE WEEK : HUNDTERWASSER



Hundertwasser

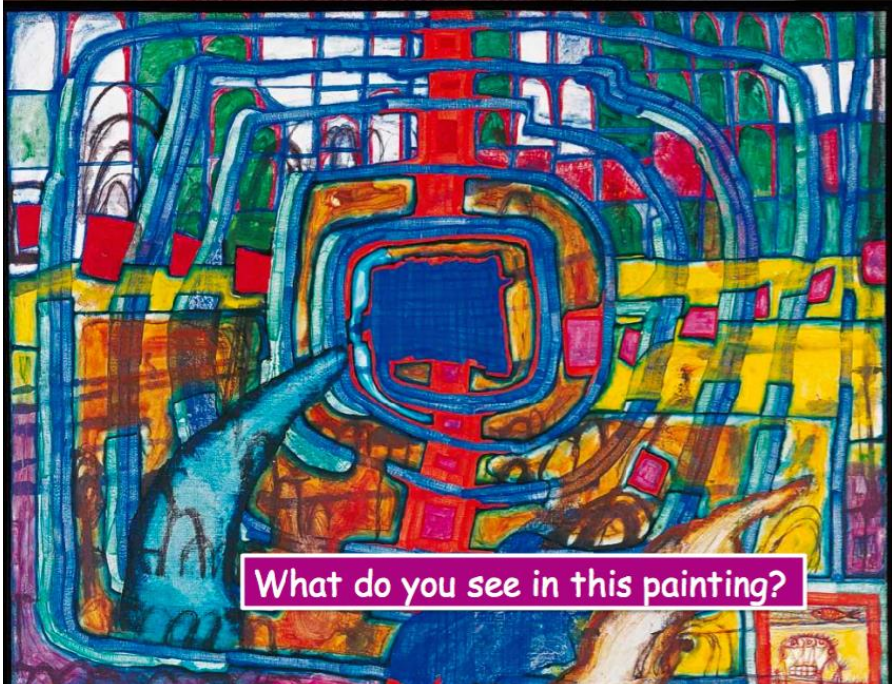


- Friedensreich Hundertwasser (1928 - 2000) was an Austrian architect and painter.
- The vibrancy of his colour, the lack of straight lines and recurring ideas make him a great choice for students of any age to study.

Notice the vibrant colours!!



What do you see in this painting?





Can you see houses and trees?



Are there any straight lines??

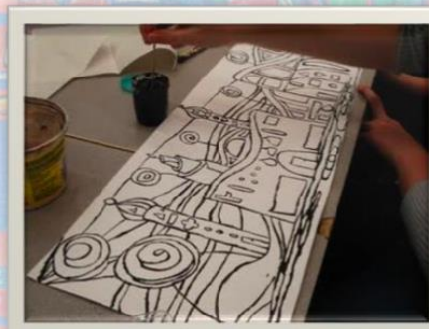
This is an apartment complex designed by Hundertwasser....what do you think of it?





Your Turn...

1. **Sketch** your own Hundertwasser style street/house.
2. Draw over it in **black crayon**.
3. Use **watercolours** to paint!



Here are
some
examples!



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