

## St John the Baptist BNS Cashel

Work package for Mr Molloy's 6th class Room 12

Week beginning Monday 18 May 2020

Hello everyone/ Dia dhaoibh go léir!

**Listen to Mr Molloy's overview and introduction here:**

<https://drive.google.com/file/d/1OnHLvMu0-tOV3SRD6dcpBwq8DVFTN6rf/view>

It's been a busy week for 6th Class. Well done to all who registered for **Google Classroom**. The response and interaction has been great and brought us much closer together. I still think we can do better. Don't forget to sign in daily for announcements, reminders and extra support material. These will be a busy couple of weeks for 6th Class so it is important to stay tuned in and interact as much as possible. If you have not registered yet, all details on how to do so are on the school website under 'Letter to 6th Class Parents'

<https://www.cashelbns.ie/news/letter-for-sixth-class-parents/>

We had an interesting **Zoom** call during the week! Not bad for our first go! It was nice to see the faces and hear the voices as it has been so long since we have been in each other's company. Remember, we will be having another one this **Tuesday, at 5pm**. Mr Ryan and I have been preparing a quiz. Most questions will be on general knowledge and more will be based on 6th class, the teachers and the principal. We can't let Mr Ryan away too easily either!!

Please continue with your work packs. Let's give ourselves every chance going into First Year and not fall behind. I am still here to help you with any aspect of the work pack. In maths this week, I've included five videos to assist you with your fractions, decimals and percentages, so get working! Any written work can be done into your copies and emailed to me at [patmolloy@cashelbns.ie](mailto:patmolloy@cashelbns.ie) but, as some boys are doing, you can type your work on Google Classroom and turn it in directly to me!

Mr Molloy [patmolloy@cashelbns.ie](mailto:patmolloy@cashelbns.ie)

SET teachers

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**CURRICULUM ACTIVITIES FOR THE WEEK.**

Subject/Area	Content	Websites/other instructions	Online/Offline (please state)																														
Numeracy	<p><b>Chapter 18, pg 92- 95, Chapter 22, 114- 119, Busy at Maths</b>  <b><u>These are difficult chapters. Use a calculator to assist you, not to do the sum for you!</u></b></p> <ul style="list-style-type: none"> <li>- Changing fractions and decimals into percentages (%) and vice versa.</li> <li>- Expressing (showing) a number as a %</li> <li>- Finding a % of a number, e.g. what is 33% of 200?</li> <li>- Increasing and decreasing a number by a %</li> </ul> <p>Sometimes, you have to just study something and do your best to learn it by heart. This chart, if remembered, will help you grasp these chapters much more easily. Similar to your tables, if they are not learned, you just make things harder on yourself!</p> <p><b>Fractions, Percents, and Decimals</b></p> <table border="1" data-bbox="438 959 787 1393"> <thead> <tr> <th>Fraction</th> <th>Percent</th> <th>Decimal</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>100%</td> <td>1.0</td> </tr> <tr> <td>1/2</td> <td>50%</td> <td>0.5</td> </tr> <tr> <td>1/3</td> <td>33.3%</td> <td>0.33</td> </tr> <tr> <td>1/4</td> <td>25%</td> <td>0.25</td> </tr> <tr> <td>1/5</td> <td>20%</td> <td>0.2</td> </tr> <tr> <td>1/6</td> <td>16.6%</td> <td>0.166</td> </tr> <tr> <td>1/8</td> <td>12.5%</td> <td>0.125</td> </tr> <tr> <td>1/10</td> <td>10%</td> <td>0.1</td> </tr> <tr> <td>1/12</td> <td>8.3%</td> <td>0.083</td> </tr> </tbody> </table> <p><small>© All Rights Reserved Loving2Learn™</small></p>	Fraction	Percent	Decimal	1	100%	1.0	1/2	50%	0.5	1/3	33.3%	0.33	1/4	25%	0.25	1/5	20%	0.2	1/6	16.6%	0.166	1/8	12.5%	0.125	1/10	10%	0.1	1/12	8.3%	0.083	<p>There are online video tutorials on Youtube. <b>I hope my videos which are linked below will be just as helpful.</b>            :-)</p> <p>←- A larger version of this chart is available at the bottom of the document. ↓</p>	<p>Offline</p> <p>Online videos may help</p>
Fraction	Percent	Decimal																															
1	100%	1.0																															
1/2	50%	0.5																															
1/3	33.3%	0.33																															
1/4	25%	0.25																															
1/5	20%	0.2																															
1/6	16.6%	0.166																															
1/8	12.5%	0.125																															
1/10	10%	0.1																															
1/12	8.3%	0.083																															

	<p><b>Pg 92</b> Your aim on page 92 is to change fractions and decimals into percentages. <b>Listen to and watch me explain how to change a fraction or a decimal into a %.</b> <a href="https://drive.google.com/file/d/1903j15ba8dqmShMXYRFUH02xn9DryibS/view">https://drive.google.com/file/d/1903j15ba8dqmShMXYRFUH02xn9DryibS/view</a></p> <p><b>Pg 93</b> Now, you want to change a percentage (%) back into a fraction or a decimal. <b>Listen to and watch me explain how to change a percentage into a fraction or decimal</b> <a href="https://drive.google.com/file/d/1g78DUJbzQ7T4WKz577jZOnAmZyZZZ3kJ/view">https://drive.google.com/file/d/1g78DUJbzQ7T4WKz577jZOnAmZyZZZ3kJ/view</a></p> <p><b>Pg 94</b> Now, you need to express (show) a number as a % of another number, e.g. if it snowed for 7 out of 28 days in February, what % of days did it rain? <b>Listen to me explain how to express a number as a %</b> <a href="https://drive.google.com/file/d/1SWfxZtk02vE8HZioKGXa1g83HjZNAekz/view">https://drive.google.com/file/d/1SWfxZtk02vE8HZioKGXa1g83HjZNAekz/view</a></p> <p><b>Chapter 22, Pg 114</b> <b>-Finding a % of a number (Fraction Method)</b> <b>Listen to me explain how to find a % of a number using the fraction method</b> <a href="https://drive.google.com/file/d/1TH7I6NY054_Acv8IGppgMKQeWCy9f6il/view">https://drive.google.com/file/d/1TH7I6NY054_Acv8IGppgMKQeWCy9f6il/view</a></p>	<p><b>*I would encourage you to work on one, if not, pages per day.</b> Follow the instructions carefully and check out the examples above each section. Remember, the book is there to help you also!</p>	
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**Pg 114/115**

-Finding a % of a number (Decimal Method)

\*You can use your calculator on these pages.

**Listen to and watch me explain how to find a % of a number using the decimal method**

[https://drive.google.com/file/d/11U\\_zkTi9wr8gMTBdm4oEPM99wz-gli4a/view](https://drive.google.com/file/d/11U_zkTi9wr8gMTBdm4oEPM99wz-gli4a/view)

**Pg 116/117**

-Increasing/ Decreasing a number by a %

You can use the fraction or decimal method. This will depend on whether it is a straightforward % or not.

**Listen to and watch me explain how to increase or decrease a number by a %**

<https://drive.google.com/file/d/1UxDWDru5LYYwQdOECZk5y9QswKQOeFyS/view>

**3D Shapes**

How did you get on with last week's chapter. All answers to Chapter 32 are at the bottom of this document.

Master Your Maths, **Week 27**. (Available to view @

<https://my.cjfallon.ie/preview/student/20359>

**Answers to Week 26** are at the bottom of this document. Mark yourself out of 18 for each day. I included the Friday test.

**Remember**, please email me with a question if you are stuck and don't understand something. I am here to help but **I cannot help you if you don't ask!!**

← Answers to Busy at Maths questions from **3D Shapes** are at the bottom of this document

I will post the answers to **Week 27** next Sunday.

**NB:** I do not have access to Maths Challenge 4 answer booklet that some boys are using, nor do I have the book itself. I will forward answers as soon as I have this book.

Literacy

**Reading**

I hope you continue CAPER.

At present, we are setting up a new online library for all students on Scholastic. This should be ready to use soon and you can pick and choose books that suit your interests and your level of reading. **Stay tuned for updates on Google Classroom.**

**It's crucial that you continue reading. It is the basis for everything in secondary school.**

Comprehension: **Fascinating Flights**

*Mike O'Shea was an Irish adventurer and his goal, from a young age, was to fly from Mizen Head (Cork) to Malin Head (Donegal) by paramotor. A paramotor is basically a motorised paraglider! Check out the image below.*



Get your hands on whatever reading material you can. If you finish a book, look for new books or sign up for digital library books at [www.getepic.com](http://www.getepic.com) with Mr Ryan by emailing [principal@cashelbns.ie](mailto:principal@cashelbns.ie))

Scroll to the bottom of this document. I have split the comprehension onto two pages. The questions are on the 3rd page. ↓

My advice is to print the comprehension if you are able. **The question page does not have to be printed.** You can answer directly into your copy. Have a go at A and B (B asks you to fill in the blanks)

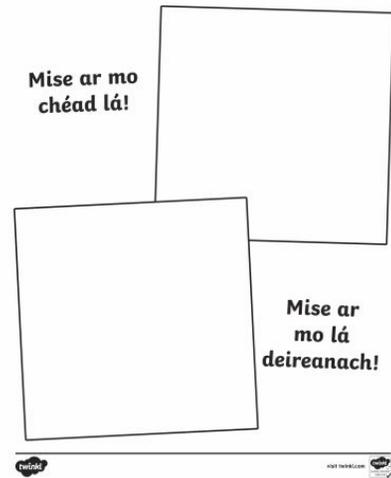
Digital books are online

Offline

	<p><b>Spelling</b>  Sounds in Focus, Unit 27 <b>oo u</b> as in <b>book bush</b>  <b>Remember</b>, highlight every second word, circle the <b>v ve w wh u</b> sound in <u>each word</u> and ask someone to test you on Friday!  There are a couple of difficult and <u>unusual</u> words in this unit.  Look up the following words and put them into sentences.</p> <p><b>SIF 6:</b> <i>hoodwink, bushel, bulrush, bullion, ebullient</i> (They are very unusual words indeed!)  <b>SIF 5:</b> woolly, pulley, bulldozer, driftwood, understood  <b>SIF 3:</b> <i>wood, would, shook, hook, shouldn't</i></p> <p><b>*Remember, you can log in and play games online!</b> Go to the Sounds in Focus website, choose the book you are on and enter in the following codes:  <b>SIF 6:</b> sent297  <b>SIF 5:</b> dive 807  <b>SIF 3:</b> keep396  <b>SIF 1:</b> help310</p> <p><b>Poetry Writing</b>  I want you to have a go at writing a poem based on your feelings around Covid 19. Your poem can be about the virus itself, lockdown, staying at home, your family, your school, 6th Class, anything really. What do you make of it all??  It could be an acrostic poem, a rhyming/ non-rhyming poem or a limerick (A limerick is a humorous poem that has only 5 lines, the 1st, 2nd and 5th lines have 7-10 syllables while the 3rd and 4th lines only have 5-7 syllables)</p>	<p>Pick at least 2 activities from each page (4 per unit) and attempt the <b>challenge</b> as well.</p> <p><u>I have included the <b>answers</b> to last week's challenge (Unit 25) at the bottom of the document.</u></p> <p>Go to <a href="https://www.soundsinfocusononline.ie/">https://www.soundsinfocusononline.ie/</a>  Choose your level and enter the pupil access code for your level. Check out the activities and games you can access!</p> <p><b>Why, Covid 19, Why?</b>  Sarah Webb is an award-winning children's author and a writing coach for children. She asked her students to write a poem describing how they feel about staying at home. I have included a sample of one of the poems from an 11 year old girl. Her name is Julianne Dodd.</p>	<p>Offline</p> <p>Online</p> <p>Offline</p>
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	<p>Check out this sample from an 11 year old girl --&gt;</p>	<p><b>Why? Covid 19, Why?</b></p> <p>I hate the news,  I hate the stress,  I hate the lack of need to dress,  I hate the people who spread the worry,  I hate that I'm not in a hurry,  I hate the truth,  I hate the lies,  Why? Covid 19, why?</p> <p>I miss my friends,  I miss the noise,  I even kind of miss the boys,  I miss the lessons to be learned,  I miss the rivalries for which I yearned,  I miss the laughter,  I miss the cries,  Why? Covid 19, why?  I hope you liked it! Bye!</p>	
<p>Gaeilge</p>	<p><b><u>Mo Chéad Lá ar Scoil</u></b>  <i>An cuimhin leat do chéad lá ar scoil?</i>  Do you remember your first day of school?</p> <p>This week, I would like you to draw a picture of yourself on your first day of school and your last. You can write some simple sentences to say how you feel then and now. <u>There is a template at the bottom of this document which you can either print or copy yourself.</u></p>	<p>←- Have a go at writing sentences of your comparing how you felt (past tense) on your first day of school and how you feel (present tense) on your last few days. The samples at the bottom will help you. I don't mind if the</p>	<p>Offline</p>

**Mo Chéad Lá ar Scoil agus Mo Lá  
Deireanach ar Scoil!**



Here is some useful vocabulary:

**Is cuimhin liom** = I remember

**neirbhíseach/ buartha** = nervous/anxious

**Shuigh mé in aice le \_\_\_\_\_** = I sat beside \_\_\_\_\_

**Tá mothúcháin mheasctha agam** = I have mixed feelings

**Bunscoil** = primary school

**Meánscoil** = secondary school

**Tá mé ag tnúth go mór le.....** = I am looking forward to...

**Ag déanamh cairdis nua** = making new friends

**Na hábhair nua cosúil le ...** = new subjects such as ...

**Spóirt sa mheánscoil** = sport in secondary school

sentences are not 100% accurate. If you don't try, you won't improve!

E.g. *Is cuimhin liom (I remember) mo chéad lá ar scoil agus **bhí mé an-neirbhíseach***

*Anois, **tá mé ar bís** agus ag tnúth go mór (really looking forward) leis an meánscoil.*

**Abair Liom:** I have taken an activity from Abair Liom. I want you to fill in the blanks (Líon na Bearnaí) and underline the correct word.

*Conas a mhothaíonn tú?*

How do you feel?

**Google Classroom Quiz**

For fun, I will upload a quiz during the week on Google Classroom. The quiz is based on **Contaetha na hÉireann (Counties of Ireland)**. I have put a map of Ireland on the bottom of this document. I have split the map into two sections to make it nice and clear for you to read. You will have to learn the **name** and the **correct spelling** of each county and test yourself in the quiz. I will upload the quiz during the week and there can be no cheating!!:-)

The winner will be announced in next week's work pack and on the Classroom page.

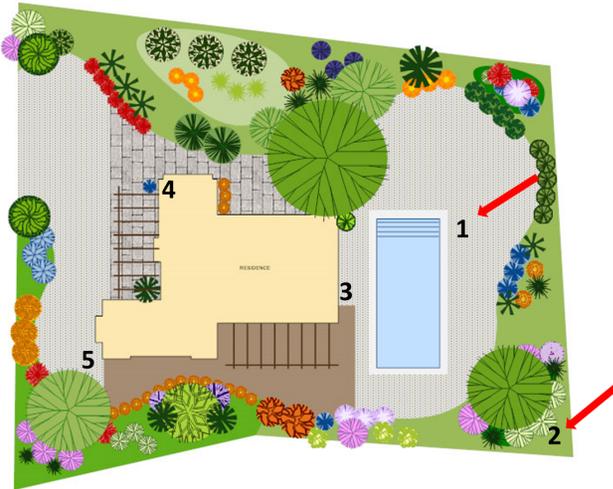
Online

		<p><b>Tip:</b> Start with the easy ones, e.g. <i>An Mhí, An Dún, An Clár</i>, etc</p>	
<p>Music &amp; Art</p>	<p><b><u>Hot Air Balloons</u></b></p>  <p>Draw/ Colour/ Paint an image of hot air balloons setting off on their journey, similar to the boys in 6th Class setting off on theirs.</p> <p>If painting, lightly wet a sponge or large brush and, using appropriate colours to create a 'sunset' effect using horizontal strokes (left to right) and working your way down from top to bottom. Use dark colours at the top and lighter colours at the bottom. Blend to create a 'smoky' effect.</p> <p>If you cut a potato in half,, mix a small bit of yellow with white and, using the flat side of your potato, <u>print</u> the face of the potato onto your page (about two fingers up from the bottom of your page). Then your background is complete!</p>	<p><b>Fascinating Flights</b></p> <p>This art is based on your reading comprehension at the bottom of the page. Mike O'Shea was the first person ever to fly from Mizen Head in Cork to Malin Head in Donegal on a paramotor.</p> <p>The first ever hot air balloon flight goes back to the time around the French Revolution when in 1783, after noticing that heated air directed into a paper of fabric bag would make the bag rise, two brothers named Joseph-Michel and Jacques-Étienne Montgolfier built the first ever hot air balloon and demonstrated its first flight to the people of Paris. Nobody was on board.</p> <p>Months later, the brothers decided to test animals on board. The king of France, King Louis XVI, wanted to put a prisoner on board! The animals used were a sheep, a rooster and a duck. It was a successful flight that stayed in the air for about 25 minutes, watched by a croud of around 130,000 people.</p>	<p>Online</p> <p>Online videos are helpful</p>

	<p>Allow to dry. Using chalk, mark where you want to put your hot air balloons and other features such as a hill. Mark big ones at the front and smaller ones at the back to create perspective (as if you are looking into the distance) Those at the front can be filled in with black paint. Add a small amount of white to the black as you fill in the smaller hot air balloons at the back.</p> <p>It is helpful to use brushes of different sizes (if you have them), e.g. a large brush when filling in the hot air balloons at the front and a skinny brush when painting the trees in the background. A permanent marker or sharpie could be used for 'smaller' painting jobs.</p> <p>Check out this step by step tutorial on Youtube for guidance:  <a href="https://www.youtube.com/watch?v=7CGr4IMNvII">https://www.youtube.com/watch?v=7CGr4IMNvII</a></p>	<p>Finally, the first human to successfully test the flight of the hot air balloon was named Jean-François Pilâtre de Rozier, a physics teacher, and he managed to stay aloft for 4 minutes before descending.</p>	
<p>PE and Wellbeing</p>	<p><b><u>Orienteering</u></b>  This takes a bit of work to set up but is very enjoyable once complete. You will get out what you put it into this one!  Take the time to draw <b>a plan</b> of your house/ garden. Remember a plan is when you look down directly onto something. You will come across it in your maths this week anyway.</p>  <p><b>Top = Plan</b></p>		<p>Offline</p>

Once your drawing/ sketch is complete, mark different points around your drawing, e.g. 1, 2, 3, etc. At each point, you can hide a letter. When all the letters are collected, you must figure out the name of a famous person of your choice.

This is an example of a garden plan. Obviously, your plan does not have to be this good! As you can see, there are numbers 1-5 hidden at different points.



You should also create a marking card.

1 = \_\_\_\_\_ Write out the letters that your team found.  
 2 = \_\_\_\_\_  
 3 = \_\_\_\_\_  
 4 = \_\_\_\_\_  
 5 = \_\_\_\_\_ Can you unscramble the letters to work out  
 6 = \_\_\_\_\_ the name of this famous person?  
 7 = \_\_\_\_\_  
 8 = \_\_\_\_\_ (5) (7)  
 9 = \_\_\_\_\_  
 10 = \_\_\_\_\_  
 11 = \_\_\_\_\_  
 12 = \_\_\_\_\_

Everytime someone finds a letter, you can write it on your card, e.g.

1 = S  
 2 = H

The letters can be arranged in order or muddled up. Last year, I muddled up the letters for 6th Class so it looked something like this  
 MROHE SPIOMSN

**Competition:** Who is this 'famous' person? The first person to email me the correct answer wins.

Tip: You may have seen this person appear in one or two of my PowerPoints in class :-)

Weekly SESE project  
(Science/History/Geography)

### Working in the Local Community



This could be one of your last 'big' projects of 6th Class. So let's make it a good one. I want you to choose a business in the town of Cashel. It could be a shop, café, restaurant, hairdressers, bank, etc. It could be somewhere that you visit regularly or maybe someone in your family works there.

I want you to **categorise** the business, using the vocabulary below, **research** the history of the business and the service they provide and **design** a drawing/ sketch of the building and add appropriate colour.

It may be impossible with Covid 19 restrictions but if you know someone who works in a particular business of your choice, you could interview them about their work.

**Service:** In our community, many different services are available. These services include banks, estate agents,

**\*You have two weeks to complete this project.**

#### **Google Classroom**

Most of you are now registered with Google Classroom. It may be difficult, unless you live in the town itself, to take a photo of the business of your choice.

Therefore, on Monday, I will upload a PowerPoint containing pictures, like the ones to the left, of many different businesses and services in Cashel. You can print your favourite and use it for your project.

Offline but you may need to re-search online.

plumbers, electricians, painters and hairdressers, e.g. *AIB Bank, Maher Auctioneering, Fine Cutz*

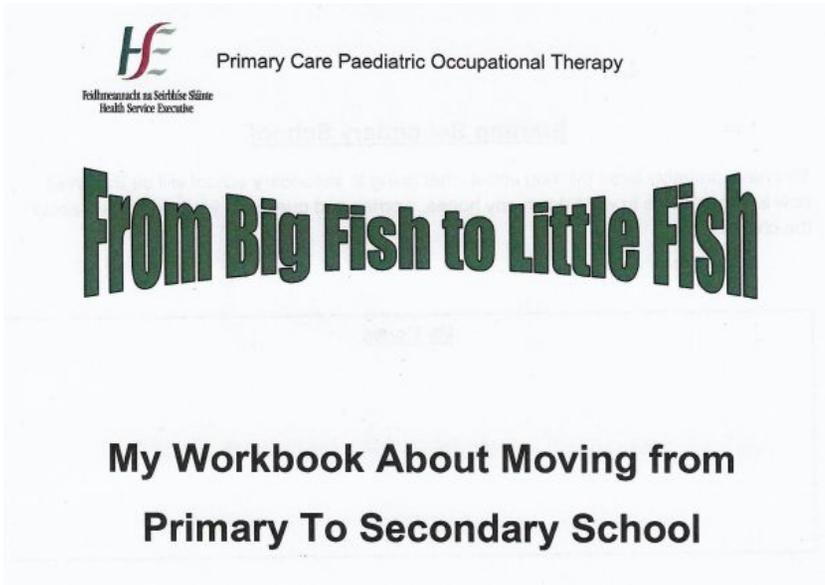
**Business:** There are many different businesses in the locality. Some people set up their own business, e.g. *Bowe and Co.* while many others work for larger businesses, e.g. *Minogue's Furniture.*

**Franchise:** There are many businesses in our community which are part of a wider franchise/ chain of businesses. This means that it is not exclusive to the town of Cashel and this business exists or is recognised in many other places, e.g. *Centra, Apache Pizza*

**Community Service:** Many people play a special part in the community. Fire fighters, doctors, nurses, teachers, librarians, ambulance drivers and Gardaí all play a role in the community, e.g. *Cashel Fire Station, Cashel Town Library, St John the Baptist BNS/GNS, Cashel King Cormacs GAA, etc.*



**OTHER SUGGESTED ACTIVITIES FOR THE WEEK**

<b><u>ACTIVITY</u></b>	<b>Content</b>	<b>Websites/other instructions</b>	<b>Online/ Offline (please state)</b>
<p>1.</p>	<p><b>Big Fish to Little Fish</b> Activity Booklet for 6th Class</p> <p>This is a wonderful activity booklet (similar to the Time Capsule booklet) about leaving primary school and entering secondary school: From Big Fish to Little Fish! The booklet contains True/False activities, pop quizzes, games, checklists and an amount of helpful tips for settling into your new school. Get going on it!</p> 	<p><b>To access</b>, click back out of this work pack and scroll through all the teacher's work packs until you find a document called <i>From Big Fish to Little Fish</i></p> <p>Again, you can print this, if you are able, or simple copy some activities of your choice into your copybook or on paper.</p>	<p>Offline</p>

## Busy at Maths, Pgs 168- 171, Answers

### PAGE 168

1. Solid
2. Length, width, height
3. Vertex
4. Base
5. Apex
6. Shape of bases
7. Tetrahedron
8. Prism
9. Cylinder
10. Polyhedral
11. Polyhedron
12. Shape net

### PAGE 169

1.
  - (a) **Cuboid:**  
faces: 6  
edges: 12  
vertices: 8  
meet: 3
  - (b) **tetrahedron:**  
faces: 4  
edges: 6  
vertices: 4  
meet: 3
  - (c) **pentagonal prism:**  
faces: 7  
edges: 15  
vertices: 10  
meet: 3
  - (d) **cube:**  
faces: 6  
edges: 12  
vertices: 8  
meet: 3
  - (e) **triangular prism:**  
faces: 5  
edges: 9  
vertices: 6  
meet: 3
  - (f) **hexagonal pyramid:**  
faces: 7  
edges: 12  
vertices: 7  
meet: (i) 6; (ii) 3

### 2.

- (a) cube
- (b) hexagonal pyramid
- (c) pentagonal prism
- (d) cuboid
- (e) triangular prism
- (f) tetrahedron

**Challenge I:** No! (sides not straight)

**Challenge II:** Cone, cylinder, sphere, hemisphere

### PAGE 170

#### 1.

- (a) triangular pyramid
- (b) 6
- (c) 4
- (d) triangle
- (e) 4

#### 2.

- (a) 12
- (b) 6
- (c) square
- (d) 8
- (e) prism

#### 3.

- (a) 12
- (b) 8
- (c) triangle
- (d) 6
- (e) square pyramids

**Challenge:**

- (a) (i) 12 (ii) 30 (iii) 20
- (b) (i) 20 (ii) 30 (iii) 12

### PAGE 171

#### 1.

- (a) (i)
- (b) (iii)
- (c) (i)
- (d) (ii)

#### 2.

- (a) (i) Top  
(ii) side  
(iii) front
- (b) (i) front  
(ii) side  
(iii) top

- (c) (i) top  
(ii) side  
(iii) front
- (d) (i) side  
(ii) top  
(iii) front

#### 3.

- (a) top
- (b) front
- (c) side
- (d) top

## Master Your Maths, Week 26, Answers

### WEEK 26

#### Monday

- 180
- 24cm
- $-6$
- $1\frac{5}{4}$
- 1,250
- 2,000
- 
- 73
- 25.787
- 1 in 2
- 7
- 0.13
- No
- $70^\circ$
- 44cm
- 120
- 252km
- 50,000

#### Tuesday

- 16
- 3.497
- 1,200,000
- $\frac{1}{5}$  of 42
- 16
- 11.17
- 35c
- 5
- 9
- 90
- 
- 1.65
- 300
- square pyramid
- 30:20:50
- €1
- €560
- €25.20

#### Wednesday

- 11.802
- 6.2
- 0.15
- 100
- 26.7
- 1.7
- 24
- 270
- 27
- 5
- 68.9
- 45
- 90
- 36
- 714
- 1,197
- €3,000
- 25

#### Thursday

- 3,087
- 30
- 93
- 0.026
- 12
- acute
- 7
- $\frac{1}{3}$
- 75% of 80
- 58
- $28\text{m}^2$
- €35,000
- 33
- 72
- 9
- 25
- 11.5
- €517.50

### WEEK 26 – TEST

- 2,221
- (b)
- 911
- 357
- 50,000
- 120
- 105
- 7
- 0.14 of 350
- 26.4
- $60\text{m}^2$
- €81,000
- 0.8
- 20
- 23
- 3
- $\frac{3}{5}$
- €195
- 360
- 0.18

#### Problems

- 360
- 2.78 million
- (a)
- €35
- 66

## Comprehension

# Fascinating Flights

In June 2014 Polar explorer Mike O'Shea became the first person to fly from Mizen Head to Malin Head by paramotor. O'Shea used mobile technology to navigate the journey and monitor his health as he made his way from the most southerly point in Cork to the most northerly extreme of Donegal. Travelling at heights of up to 10,000 feet, with temperatures plummeting below zero, O'Shea completed the 590km trek in just over three days.

A paramotor is similar to a motorised paraglider. Wearing this 40kg device on his back – a small motor with a propeller – O'Shea needed to reach speeds of 25km per hour before take-off.

His career as an adventurer has included crossing Lake Baikal in Russia, Chile's North Patagonian icecap, as well as attempting to reach the North Pole on two occasions. O'Shea said that this attempt rivalled his greatest achievements. 'I've achieved many things in my life but this certainly ranks up there with the best of them. It was exhilarating,' he said. 'Becoming the first person to paramotor from Mizen to Malin has been a personal ambition since I first took up this sport and I have been able to achieve it thanks to Vodafone's support (my sponsor) and technological expertise.' It was not all plain sailing for Mike, however. He was forced to make an emergency landing in Tuam, Co. Galway and had a partial collapse of the wing on two occasions, once over the Macgillycuddy Reeks, and again over Benbulbin in Sligo. Depending on the weather conditions, he was usually able to stay in the air for about two and a half hours.



'For most of the journey I had a northerly wind blowing in my face and sometimes I was shaking uncontrollably with the cold when I landed. The flight was made all the more difficult because of the wind, but on the last day its direction changed and I was able to reach speeds of



over 90kmph with a southerly wind helping me along,' he added. GPS tracking meant that the support team on the ground was able to check in with him regularly using high-definition mobile calls which picked up even the faintest transmissions. The changing weather conditions and strong gusty winds which threatened to scupper the flight were also monitored closely by his team using mobile phones and tablets.

Human beings have long looked at the flight of birds with envy and admiration. Leonardo da Vinci was keenly interested in the principles of flight and made designs for a parachute and a helicopter.

The first aerial passengers were a sheep, a duck and a rooster. In September 1783 these three animals took to the skies in a hot air balloon from the palace of Louis XVI at Versailles in France. A month later, two Frenchmen dared to sail in a balloon above Paris.

Otto Lilienthal enjoyed watching birds when he was young. He spent hours watching storks taking flight and landing. An inventor and a scientist, he became one of the great pioneers of modern gliding, making over 2,000 flights in hang gliders in Berlin in the 1890s.

The first creature to orbit the earth in a spaceship was a dog, not a human being. The English businessman Richard Branson founded a space tourism company called Virgin Galactic. His aim is to build a fleet of commercial spaceships that will fly people into space and back again. Each flight will last two hours and tickets are expected to cost \$250,000 each.

**A Answer the questions.**

1. What did Mike O'Shea use to navigate his journey from Cork to Donegal?
2. How long was the trip from Cork to Donegal?
3. What other adventures did Mike O'Shea undertake?
4. Who was Otto Lilienthal?
5. What happened in September 1783?
6. Why do you think O'Shea felt that this journey was one of his greatest achievements?
7. In what direction was the wind blowing as Mike travelled to Donegal?
8. Why was the support team on the ground so important?
9. Why do you think that Leonardo da Vinci did not make a helicopter?
10. Do you think there will be a lot of demand for flights into space? Why do you say that?

**B Use the words from the word box to complete the paragraph below.**

explorer	navigate	monitor	adventurer	attempting	exhilarating
ambition	expertise	emergency	direction	tracking	

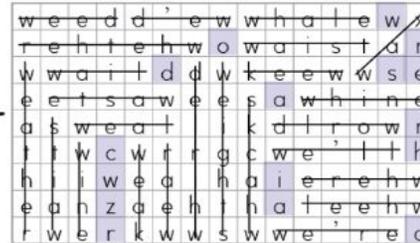
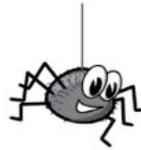
Since he retired from sailing, the \_\_\_\_\_ Captain Bluebeard writes about his time as an \_\_\_\_\_. His favourite story is about the time he tried to \_\_\_\_\_ his way around the world. The journey began in a westerly \_\_\_\_\_ as he was \_\_\_\_\_ to break the world record from west to east. Despite a few \_\_\_\_\_ situations the \_\_\_\_\_ of his navigator was vitally important. Their \_\_\_\_\_ equipment was excellent and it meant they were able to \_\_\_\_\_ the extreme weather at the time. The Captain described achieving their \_\_\_\_\_ as an \_\_\_\_\_ experience.



## SIF 5, Challenge, Unit 26

**Challenge** Write homophones to match the clues. Colour them in the Word Search to find the hidden message.

1. we will	<u>we'll</u>	1. opposite of strong	<u>weak</u>
2. part of a car	<u>wheel</u>	2. seven days make a .....	<u>week</u>
3. mark or swelling on the skin	<u>weal</u>	1. a word to describe sunshine, rain, wind	<u>weather</u>
1. part of your body	<u>waist</u>	2. can often be replaced by the word <i>if</i>	<u>whether</u>
2. use unnecessarily	<u>waste</u>	1. we would	<u>we'd</u>
1. stays until something happens	<u>waits</u>	2. plant that is a pest	<u>weed</u>
2. masses of something	<u>weights</u>	1. used to make candles	<u>wax</u>
1. we are	<u>we're</u>	2. hits or smacks	<u>whacks</u>
2. what we do with our clothes	<u>wear</u>		
3. a word that can start a question	<u>where</u>		
1. a huge sea mammal	<u>whale</u>		
2. cry loudly	<u>wail</u>		
1. another name for Earth	<u>world</u>		
2. twirled around	<u>whirled</u>		
1. whinge and .....	<u>whine</u>		
2. drink made from grapes	<u>wine</u>		



Hidden Words: word search wizard

## SIF 3, Challenge, Unit 26

### Challenge

Unjumble the words to make titles of books. Design a book cover for each. Write the title on the book cover.

het	lulb	how	okot	het	obko
<u>The</u>	<u>Bull</u>	<u>Who</u>	<u>Took</u>	<u>the</u>	<u>Book</u>
het	rokoc	hiwt	eth	rose	toof
<u>The</u>	<u>Crook</u>	<u>with</u>	<u>the</u>	<u>Sore</u>	<u>Foot</u>
het	nam	hwo	olnctud'	okco	
<u>The</u>	<u>Man</u>	<u>Who</u>	<u>Couldn't</u>	<u>Cook</u>	
teh	yob	ohw	shedpu	eht	llub
<u>The</u>	<u>Boy</u>	<u>Who</u>	<u>Pushed</u>	<u>the</u>	<u>Bull</u>
teh	manow	how	todos	no	a
<u>The</u>	<u>Woman</u>	<u>Who</u>	<u>Stood</u>	<u>on</u>	<u>a</u>
					<u>Hook</u>

Abair Liom

## Mo Chéad Lá ar Scoil agus Mo Lá Deireanach ar Scoil!

Mise ar mo  
chéad lá!

Mise ar  
mo lá  
deireanach!

### C. Conas a mhothaíonn tú?



Tá mé

ar bís

áthasach

brónach

neirbhíseach

Tá mothúcháin mheasctha agam.

1. Tá mé \_\_\_\_\_. Thaitin an bhunscoil liom ach tá mé réidh anois le dul chuig scoil nua.
2. Tá mé \_\_\_\_\_. Caithfidh mé an chéad lá ag caoineadh, gan dabht!
3. \_\_\_\_\_. Tá mé ag tnúth go mór leis an meánscoil.
4. \_\_\_\_\_. Tá an mheánscoil an-mhór agus ní bheidh aithne agam ar aon duine.
5. \_\_\_\_\_. Aireoidh mé uaim mo chairde ón mbunscoil ach tá mé ag tnúth le cairde nua a bheith agam.



Conas a mhothaíonn tusa faoin mbunscoil a fhágáil?

Also, if you are stuck on a word, use your dictionaries or look up the word on [www.potafocal.com](http://www.potafocal.com) or [www.tearma.ie](http://www.tearma.ie)

# Éire



