

**Lárionad na Gaeilge: Taighde, Teagasc agus Tástáil
Ollscoil Mhá Nuad**



Scrúdú Cainte d'iarthóirí an MG0

Meánleibhéal 1 (B1)

**Tuairisc an Phríomhscrúdaitheora/
Chief Examiner's Report
2019**



Background

Teastas Eorpach na Gaeilge, or TEG, is an examination system for adult learners. The system is broadly based on the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* (Council of Europe, 2001). The system was developed as a resource for adult learners who wish to have a recognised qualification in Irish. *Scrúdú Mheánleibhéal 1* was held for the first time in May 2006. The examination is based on a comprehensive syllabus which is available on the TEG website http://www.teg.ie/fileupload/syllabi/B1_syll.pdf Other details relating to the examination can be found on the website, as well as sample papers and information for candidates. The website also hosts sample teaching materials for this level.

The oral examination

Each candidate is examined individually. There are two examiners present, one of whom interacts with the candidate, asking questions and directing the conversation. The oral examinations are recorded for monitoring purposes, and also for training and research. Candidates are expected to be able to express simple opinions about matters that relate to their own lives, to describe their plans and to talk about events that have happened to them. Candidates at this level are also expected to demonstrate an ability to compose and organise a longer narrative than those at Beginner 2 Level (A2). The details of the oral examination are laid out in the table below. The oral examination consists of 3 parts at Meánleibhéal 1 (B1).

Part	Time	Type of task	Language functions
1	5 minutes	The candidate is asked questions about his/her daily life (place of residence, family, work, hobbies, future plans for holidays, study etc.)	Giving information and expressing opinions.
2	1 minute preparation 3-4 minutes	Role play (1) Candidates are given a role play card in the examination. There are key words on the card that relate to various scenarios (events/plans experiences etc.). Candidates are given one minute to read the information. Candidates must then answer questions posed by the examiner concerning the information on the card. (2) The examiner will have a role play card with information that relates to a similar subject that was on the candidate's card. On this occasion, the candidate will ask the examiner questions about the information depicted on his/her card. See sample materials.	Asking for information. Giving information. Expressing opinions.

3	1 minute preparation 3-4 minutes	Telling a simple story The candidate is given a series of six pictures and has one minute to study them. The candidate then describes what is happening in the pictures.	Describing what is happening in a series of pictures.
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Oral examination – advice and suggestions for candidates

- In general, candidates who failed to achieve the necessary grade had poor grammatical control of the basic language structures as outlined for this level. Many candidates struggled with the correct use of tenses (present, past and future) and the correct use of prepositions proved problematic for many. Basic errors or lack of consistency in the use of séimhiú and urú, the copula ‘is’ and pronouns were also noted. Many candidates who didn’t achieve the pass mark had difficulty constructing basic sentences in Irish.
- Candidates often failed to display an adequate range of vocabulary (see *Siollabas Mheánleibhéal 1 B1*). Candidates at this level are also expected to have a certain level of fluency and to be able to develop points, especially when talking about everyday topics relating directly to their own life. It was noted that weaker candidates were often hesitant, even when talking about topics relating directly to their own everyday lives and routines.
- It also seemed that some candidates were confused about the role of the exam and put unnecessary emphasis on their suitability for the teaching profession and their experience of working with children. It should be remembered that this is an examination of candidates’ ability in Irish and nothing else.
- While some use of English words is to be expected, a significant number of candidates tended to rely too heavily on words and expressions such as, *just, like, you know, really*.
- Care needs to be given to correct pronunciation. On occasion, candidates’ weakness in this regard led to communication difficulties.
- It is to be expected, and encouraged, that candidates undertake preparation work for this oral exam. However, such preparation should involve as much practice as possible and not include the memorising of large chunks of material. The use of material that has been ‘learned off’ is very obvious to examiners. Candidates are encouraged to use their time in the exam to demonstrate their ability to participate in a free-flowing conversation.
- In the role play, the main difficulties related to the use of incorrect or incomplete questions. Some candidates had a tendency to pose part of the question and to trail off, e.g. Cén áit a bhfuil an... / An bhfuil aon duine...? /Cén t-am...?. Weaker candidates had a tendency to mix the tenses in which they asked and/or answered questions in the role play, some alternating between past, future and present tense.
- Many candidates were quite comfortable in describing the series of pictures in Part 3 of the oral exam. Examiners noted, however, that some candidates spoke of things that were not depicted in the pictures at all. The use of numerous idioms, many of which were used incorrectly or didn’t relate to the story was also noted e.g. Bhí an ghrian ag scoilteadh na gcloch (when the weather depicted was cloudy), Is fearr an

tsláinte ná na táinte (that didn't relate to anything in the pictures or wasn't made relevant to the theme of the story).

The following are some of the common grammatical errors made by candidate in the oral examination:

Incorrect or confused use of the past, present and future tenses

Éist mé le ceol (Éistim le ceol)

D'ólann siad fíon (Ólann siad fíon)

Thaitním *Grey's Anatomy* agus an sobalchlár go mór liom (Taitníonn *Grey's Anatomy* agus sobalchláir go mór liom)

Tosaigh mé ag imirt galf (Thosaigh mé ag imirt galf)

Nuair a mbeinn i mo mhúinteoir, cuirfidh mé níos mó béim ar an gcaint (Nuair a bheidh mé i mo mhúinteoir, cuirfidh mé níos mó béime ar an gcaint)

Ba mhaith liom rachaidh ar ais (Ba mhaith liom dul ar ais)

An bliain seo caite rachaidh mé go dtí Spáinn agus bhí an aimsir go hálainn agus níl aon rian de scamall sa spéir (An bhliain seo caite chuaigh mé go dtí an Spáinn agus bhí an aimsir go hálainn agus ní raibh...)

Is aoibhinn liom dul ar ais (B'aoibhinn liom...)

Déan mé Gaeilge, Gearmáinis agus Fraincis agus thaitníonn sé sin go mór liom. (Rinne mé... agus thaitin sé sin...)

Errors involving séimhiú & urú

an-fuar / mar múinteoir / an foireann / san oifig mór / an Gaeilge / mo post / an mhadra / sa carr

'Tá' instead of 'is'

Tá sé baile beag (Is baile beag é)

Tá mo deirfiúr banaltra (Is banaltra í mo dheirfiúr)

Ceapaim go bhfuil sé áit deas (Ceapaim gur áit dheas é)

Bhí ball mé den club peil Gaelach ach níl anois (Bhí mé i mo bhall den chlub peil Ghaelach ach níl níos mó)

Incorrect use of prepositions

Chuaigh mé dul ar caifé (Chuaigh mé chuig caifé)

Ba mhaith liom dul go dtí sa Spáinn (...dul go dtí an Spáinn)

Rinne mé sin amach an scoil (...taobh amuigh den scoil)

Thug mé dhá ticéad ag dul go dtí ceolchoirm (Thug mé dhá thicéad dóibh le dul chuig ceolchoirm)

Níl aon ama agam ag féachaint an teilifís (Níl aon am agam le bheith ag féachaint ar an teilifís)

Thóg Seán Máire agus a Mham dul ag siúlóid (Thóg Seán Máire agus a Mham amach ar shiúlóid)

Thógfaimid traein go cathair (Tógfaimid traein go dtí an chathair)

Ag dul go phictiúrlann (Ag dul go dtí an phictiúrlann)

Bhí siad isteach sa bhád (...istigh sa bhád)

Singular and plural

Réitíonn gach daoine go maith le chéile (...gach duine)

Chonaic muid na radharc álainn agus tá sé an-mhaith (Chonaic muid radhairc áille agus bhí siad an-mhaith)

Beidh muid ag dul go bialanna Fhrancach (...go bialann Fhrancach/go bialanna Francacha)

Chonaic siad bialann deasa (...bialann dheas)

Cúpla fadhbanna (cúpla fadhb)

Tá go leor rud ann (...go leor rudaí)

Difficulties with the numbers in Irish

Cúig is fiche euro (Fiche cúig euro/Cúig euro is fiche)

Bhí tríocha daoine agus ocht páistí... (Bhí tríocha duine agus ochtar páistí...)

Beidh sé duine ag dul ann (Beidh seisear ag dul ann)

Dhá chara agus triúr pháistí (Beirt chara agus triúr páistí)

Ceathrú nóiméad tar éis a naoi (Ceathrú tar éis a naoi)

Sa pictiúr a dó/trí... (I bpictiúr a dó/trí...)

Other problems included words used in the wrong sense: ar siúl v ag siúl, thit v leag, Francach v Fraincis, féach v feic, taisteal v teastáil.

General suggestions

- Candidates are strongly advised to study carefully the sample examinations and the accompanying instructions on this website. It is particularly important that candidates are fully aware of the different sections of the exam and what is expected of them in each section.
- The website also provides sample teaching materials suitable for teachers who are preparing candidates for *Scrúdú Mheánleibhéal 1*. Instructions for teachers, worksheets and sound files can be found at <http://www.teg.ie/links-resources/teaching-materials.290.html>
- There are other teaching and learning resources that would be useful to teachers and learners at this level. See, for example, the exercises based on Nuacht TG4 on the Lárionad na Gaeilge website at <http://vifax.maynoothuniversity.ie/> and also the material on the TG4 Foghlaim website <https://www.tg4.ie/ga/foghlaim/ceachtanna/>