

**Lárionad na Gaeilge: Taighde, Teagasc agus Tástáil
Maynooth University**



Scrúdú Mheánleibhéal 1 (B1)

**Chief Examiner's Report
2017**



Background

The European Certificate in Irish (Teastas Eorpach na Gaeilge) 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 website http://www.teg.ie/fileupload/syllabi/B1_syll.pdf Other details relating to the examination can also 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 syllabus

The syllabus for *Scrúdú Mheánleibhéal 1* is based on the communicative method of language teaching, and contains general topics, language functions and grammatical and vocabulary items. The aims of the syllabus relating to each of the four language skills (speaking, listening comprehension, reading comprehension and writing) are expressed as 'Can do' statements – 'The learner will be able to ...' The syllabus contains information about all these aspects of the language.

Number of candidates

The table below shows the number of candidates who sat *Scrúdú Mheánleibhéal 1* since it was first held in 2006. Since 2012 partial accreditation is also offered to TEG candidates who wish to have only their oral Irish skills assessed and certified.

| <i>Year</i> | <i>Number of candidates</i> |
|-------------|-----------------------------|
| 2006 | 21 |
| 2007 | 34 |
| 2008 | 115 |
| 2009 | 144 |
| 2010 | 184 |
| 2011 | 99 |
| 2012 | 59* |
| 2013 | 98* |
| 2014 | 104* |
| 2015 | 138* |
| 2016 | 334* (143PC) |
| 2017 | 135* (68 PC) |

*Includes candidates who did partial accreditation.

Brief description of the candidates

All candidates are invited to give feedback to Lárionad na Gaeilge about the examination they sat. They are asked to fill out a questionnaire and share their opinions about the

administration and layout of the examination. This valuable feedback helps Lárionad na Gaeilge to continually improve the examination system for the European Certificate in Irish.

Gender, nationality and first language

Women accounted for approximately 71% of candidates in 2017 and 90% of the candidates were Irish.

Brief description of employment profile of candidates

The table below shows information about the employment profile of candidates in 2017.

| Employment profile | Percentage |
|---------------------------|-------------------|
| Student | 64.4% |
| Working | 26.9% |
| Retired | 4.7% |
| Unemployed | 2% |
| Working in the home | 2% |

Candidates' reasons for sitting the examination

Candidates were asked why they sat *Scrúdú Mheánleibhéal 1*. Many candidates offered more than one reason. The findings from 2017 are below and relate to candidates who were not attending secondary school.

| Candidates' reasons for sitting the exam | Percentage |
|--|-------------------|
| To help me progress in my employment | 25% |
| On the request of my employer | 3% |
| To meet the entry requirements for a course in primary education | 8% |
| To help with my children's education | 6% |
| Love of the language | 26% |
| For other reasons | 22% |

Candidates' knowledge of Irish

Candidates were asked if they had previously studied the language in the Irish education system. The findings for 2017 are shown below.

| What is the highest level at which you studied Irish in the education system? | Percentage |
|--|-------------------|
| I didn't study Irish at school | 12% |
| Second level school | 87% |
| Third level | 1% |

Examination centres

In 2006 *Scrúdú Mheánleibhéal 1* was only held in Maynooth University. However, as demand grew additional centres were established and *Scrúdú Mheánleibhéal 1* is now held in the following centres (depending on demand):

- Maynooth University
- An Spidéal (Spiddal), Co. Galway
- Gaoth Dobhair (Gweedore), Co. Donegal
- Letterkenny
- Castlebar
- Limerick
- Cork
- Killarney
- Kilkenny
- Belfast
- Charles University, Prague
- Centre Culturel Irlandais, Paris
- University of New York, New York
- University of Toronto
- University of Ottawa

The examination

Marks in *Scrúdú Mheánleibhéal 1* are allocated as follows:

| | |
|-------------------------|-----|
| Speaking | 30% |
| Listening comprehension | 25% |
| Reading comprehension | 25% |
| Writing | 20% |

Grading

The final mark a candidate receives in *Scrúdú Mheánleibhéal 1* is the combined total of the marks obtained by the candidate in each of the four component parts (speaking, listening

comprehension, reading comprehension and writing). A minimum pass mark is not required in the individual components.

The following table shows the grading of marks in the examination.

| <i>Scrúdú Mheánleibhéal 1 (B1)</i> | |
|------------------------------------|-----------------------|
| 80 - 100% | Pass with distinction |
| 65 - 79% | Pass with merit |
| 50 - 64% | Pass |
| 0 - 49% | Fail |

Grades awarded in 2017

The table below shows a breakdown of the grades awarded to candidates who sat *Scrúdú Mheánleibhéal 1* in 2017 (2015 grades in brackets).

(a) Full accreditation

| <i>Grade</i> | <i>Percentage of candidates 2017</i> |
|-----------------------|--|
| Pass with distinction | 12.1% (12.9%) |
| Pass with merit | 34.8% (31.2%) |
| Pass | 27.3% (38.7%) |
| Fail | 25.8% (17.2%) |

(b) Partial accreditation (oral exam)

| <i>Grade</i> | <i>Percentage of candidates 2017</i> |
|--------------|--|
| Pass | 82.4% (80.5%) |
| Fail | 17.6% (19.5%) |

The listening comprehension examination

The first part of the examination consists of the listening comprehension examination. Candidates are allowed five minutes to read the questions before the audio tracks are played. This part of the examination lasts about 30 minutes in total. The layout of the listening comprehension examination is outlined in the table below.

| <i>Question</i> | <i>Number of items</i> | <i>Type of text</i> | <i>Format of answers</i> | <i>Marks</i> | <i>Focus of the task</i> |
|-----------------|------------------------|---|--|--------------|---|
| 1 | 6 | 3 announcements | Short answer/ multiple choice answer | 12 marks | Listening to identify key information (time, date, place, event etc.) |
| 2 | 6 | 3 short conversations (between friends and relations or employer/ worker, shop assistant / customer etc.) | Short answer/ multiple choice answer | 12 marks | Listening for specific information and detailed meaning. |
| 3 | 6 | Interview from a radio programme | Short answer / multiple choice answer | 12 marks | Listening to identify details and opinions. |
| 4 | 6 | A longer informal conversation between friends/relations or co-workers | Multiple choice answer, (choice between true/false/not stated) | 12 marks | Listening for detailed meaning and to recognise the views and opinions of the speakers. |

Marks awarded in the listening comprehension examination

The table below shows the marks achieved by candidates in the listening comprehension examination in 2017 (2015 marks are in brackets).

| 2017 | |
|---|-------------|
| Number of candidates who obtained 50% or higher | 59% (77.4%) |
| Number of candidates who obtained less than 50% | 41% (22.6%) |

Listening comprehension examination – advice and suggestions for candidates and teachers

There was a significant increase in the number of candidates who failed the listening comprehension component in 2017. It is recommended that candidates and teachers who prepare candidates note the following points:

- Candidates need to ensure that they have a wide enough range of vocabulary to undertake the listening component of the exam. See the Meánleibhéal 1 (B1) Syllabus for comprehensive information regarding the necessary vocabulary for this level.
- Candidates are reminded that distractors are sometimes used (plausible but incorrect answers) when writing questions for the listening comprehension items. For this reason, it is very important that candidates **listen to the complete text** before choosing, or writing, the answer. Candidates often lose marks because they write the first possible correct ‘answer’, without bothering to listen to the rest of the text.
- Some candidates lose marks because they give a number of ‘answers’ in cases where there is only one correct answer. In such cases, no mark can be awarded to the candidate as it is not possible to ascertain that he/she understood the audio text correctly. For example, in the case of the question ‘Cén **phríomhchúis** nár éirigh le Peadar an traein a fháil?’ [What is the **main reason** Peadar didn’t manage to catch the train?] it is likely that a number of reasons will be mentioned in the audio text, but there will be only one main reason. Candidates who list all the reasons will not be awarded any marks, even if the main reason is included in the list.
- Candidates should be familiar with the interrogative forms ‘Cén fhad ... ?’ [How long ...?], ‘Cé leis...’ [Who owns ...?] etc.
- Candidates should not waste time writing complete sentences when a word or two, or even a number, is sufficient to answer the question.
- Teachers are advised to use a wide range of audio texts and listening comprehension tasks when preparing candidates for this part of the examination. Listening comprehension activities should be a central part of any teaching programme. Extracts from RTÉ Raidió na Gaeltachta and TG4 could be used. Teachers could use the exercises based on the TG4 news (Nuacht TG4) that are available on Lárionad na Gaeilge’s website at <http://vifax.nuim.ie/>
- It is important that learners are exposed to a variety of dialects.

The reading comprehension examination

When the listening comprehension examination is over, candidates are given ninety minutes to attempt the reading comprehension and writing components of the examination. No directions are given as to the length of time candidates should spend on each component, or on the various tasks. The layout and details of the reading comprehension examination are shown in the table below.

| Question | Number of items | Type of text | Format of answers | Marks | Focus of the task |
|-----------------|------------------------|---|---|--------------|---|
| 1 | 5 | Short texts with personal profiles and opinions | Multiple choice matching (choose 5 items from 9) | 10 marks | Reading to find specific information. |
| 2 | 7 | An informal letter, newspaper/magazine article, extract from a website or passage from a book or brochure | Multiple choice answer (3 options) / short answer | 14 marks | Reading to find specific information, and to identify views and opinions. |
| 3 | 8 | Newspaper or magazine article | Multiple choice answer (3 options) / short answer | 16 marks | Reading to find specific information, and to identify views and opinions. |

Marks awarded in the reading comprehension examination

The table below shows the marks obtained by candidates in the reading comprehension examination in 2017. The 2015 mark are given in brackets.

| 2017 | |
|---|-----------|
| Number of candidates who obtained 50% or higher | 70% (57%) |
| Number of candidates who obtained less than 50% | 30% (43%) |

Reading comprehension examination – advice and suggestions for candidates and teachers

The percentage of candidates receiving a pass in this component was higher in 2017 in comparison to 2015. Candidates are advised to note the importance of reading various types of texts. Note should also be made of the following points:

- Candidates are reminded that distractors are sometimes used when writing questions for the reading comprehension items. It is very important, therefore, that

candidates take the time to **read the entire text** before they choose the correct answer. Candidates often lose marks because they write down the first possible correct ‘answer’ and do not bother to read the rest of the text.

- Candidates are advised to read the questions carefully and follow whatever instruction is given. For example, if the question asks ‘*Cén ráiteas is fearr a chuireann síos ar dhearcadh Áine maidir le spórt?*’ [*Which statement best describes Áine’s attitude to sport?*] it is likely that some of the statements could be **true to some extent** but that one of the statements fully describes Áine’s attitude. Even if candidates are not totally certain, it is better to choose one statement than two. If they choose one statement they have a chance of earning marks. On the other hand, no marks can be awarded to a candidate who chooses more than one statement in such a question.
- When open questions are used, for example in Questions 2 and 3, candidates do not need to write complete sentences. It may often be sufficient to write numbers. The most important thing is to provide the correct information.
- Candidates are often overly concerned when they do not understand the meaning of every word and phrase in the text. The danger with this is that they can spend too much time on things that they do not understand. It is important, therefore, that candidates have experience of the techniques that can be used if this happens. The most important thing is that candidates do not become discouraged, but use a strategy such as the context of the passage to guess the meaning of the word and then move on to the rest of the text.
- Learners preparing for this examination should be exposed to a wide range of texts and reading tasks. It is important that every reading task given to learners has a definite aim. For example, learners should have experience of scanning a text to get the general meaning of a piece. They should also be able to find the key words in a text, read a text carefully to find specific information, or identify and understand views and opinions.

The writing examination

The candidates’ ability to write short informal texts is assessed, as well as their knowledge of basic language structures with regard to grammar and vocabulary. Details of the writing examination are outlined in the table below.

| <i>Question</i> | <i>Number of items</i> | <i>Type of text</i> | <i>Format of answers</i> | <i>Marks</i> | <i>Focus of the task</i> |
|-----------------|------------------------|-----------------------------|--------------------------|--------------|--|
| 1 | 10 | Email, short letter or note | Cloze test (open) | 10 marks | Providing appropriate lexical items. Grammatical accuracy and language structures. |

| | | | | | |
|---|---|------------------------|---------------------|----------|---|
| 2 | 1 | Email or informal note | Guided writing task | 15 marks | Grammatical accuracy and language structures, in addition to textual coherence. |
| 3 | 1 | Informal letter | Guided writing task | 25 marks | Grammatical accuracy and language structures, in addition to textual coherence. |

Marks awarded in the writing examination

20% of the marks at this level are allocated to writing. The table below shows the marks obtained by candidates in the writing examination in 2017. The 2015 marks are given in brackets.

| 2017 | |
|---|-------------|
| Number of candidates who obtained 50% or higher | 79% (79.6%) |
| Number of candidates who obtained less than 50% | 21% (20.4%) |

Writing examination – advice and suggestions for candidates and teachers

20% of the total marks in the examination are allocated to the examination of writing. In 2017, one fifth of candidates failed to reach the pass mark in this section of the examination, a figure that is comparable to the 2015 figures.

Teachers are reminded that it is important to place more emphasis on accuracy and language awareness in language classes. Attention is drawn to the following points:

- If candidates have to write a letter, they should understand the importance of the correct layout. They should be able to write a suitable beginning, middle and end to the letter, and should use paragraphs to organise their points.
- In Question 1, candidates have to read a text and write a word in 10 gaps (blank spaces). It is important that candidates write **one word only** in each gap, and do not give options. Furthermore, candidates should pay attention to the accuracy of the word they write. Sometimes candidates find the correct word for the gap, but they misspell the word, or omit a *séimhiú* (lenition), *urú* (eclipsis) or *síneadh fada* (accent on long vowel). It is important, therefore, that when filling the gap candidates look carefully at what came before the space to see if there is any morphism or change to the root word. The following is an example of a sentence from one of the examinations:

'Bhí sé chomh deacair agam éirí ar maidin agus dul ag obair mar bhí mé an-

_____ *tar éis an turais fhada*. [It was very difficult for me to get up in the morning and go to work because I was very _____ after the long journey.]. The stronger candidates wrote *'tuirseach'* [tired] but others wrote *'thuirseach'* or *'túirseach'*, or other incorrect variations.

- In Questions 2 and 3 of the writing examination candidates are given clear instructions about what exactly they have to write about and how many words are required. It is very important that candidates keep to the subject matter and that they do not go too far over the word limit stipulated in the question. Some candidates have a tendency to use any time left at the end of the examination to write long answers. They are strongly advised not to do this. They should spend the time at the end of the examination re-reading what they have written and editing where necessary.
- The following are the most common mistakes made by candidates when writing (see also the comments in the Report on Beginners 2 Examination (A2)).
 - (1) Some words misspelled on a regular basis include *'suimiúil'*, *'deacair'*. Other words that create difficulty for candidates are *'ag buala le'* (bualadh), *'go leoir'* (leor), *'scríobh chughaim'* (chugam) agus *'slán go foil'* (fóill). Candidates find it difficult to differentiate between the use of the following: *'ag éirí' v ag 'iarraidh' 'fiú v 'cé go bhfuil' and 'ag súil' agus 'ag siúl'*.
 - (2) *Sintí fada* [accents denoting a long vowel sound] are often omitted, or there is inconsistency in their use. For example, *'duirt'* (Correction: *dúirt –said*), *'dheanamh'* (Correction: *dhéanamh - doing*), *'de Domhnaigh'* (Correction: *Dé Domhnaigh - Sunday*).
 - (3) Candidates should know the gender of the most common nouns. It is clear that they have difficulty with this aspect of grammar: for example, *'an mhúinteoir'* (Correction: *an múinteoir – the teacher*), *'an bialann'* (Correction: *an bhialann – the restaurant*), *'an bean'* (Correction: *an bhean – the woman*) etc.
 - (4) Candidates need to be very careful when using verbs and tenses. At this level no candidate should demonstrate constant difficulty with the main tenses (present, present continuous, past and future). Neither should they have persistent problems with the interrogative or negative form of verbs, nor with indirect speech, when using those tenses.
 - (5) Confusion about the correct use of verbs beginning with a vowel or the letter 'f' in the past tense: for example, *'Ar d'fhan'* (Correction: *ar fhan ...? [did ... stay?]*), *'ar d'ith ...?'* (Correction: *ar ith ...? [did .. eat?]*).
 - (6) Difficulties using prepositions. For example, *'Ag scríobh litir leat'* (Correction: *Ag scríobh litir chugat*) [Writing you a letter] *'Ag freastal rang Gaeilge'* (Correction: *Ag freastal ar rang Gaeilge.*) [Attending an

Irish class] Certain candidates put a *séimhiú* (lenition) after the preposition 'le' [with]. Structures such as the following are also frequently seen: 'Tá mé i mo bhall i gclub peile' (Correction: Tá mé i mo bhall de chlub peile.) [I am a member of a football club].

- (7) Some candidates are confused by the difference between 'Buíochas le Dia' [Thanks be to God] and 'Le cúnamh Dé'[Hopefully - With the help of God].
 - (8) Using a hyphen or inverted comma after 'h'. For example, 'Tá na h-áiseanna go maith' (Correction: Tá na háiseanna go maith.) [The facilities are good], 'Tá an áit go h'álainn' (Correction: Tá an áit go hálainn) [The place is lovely].
 - (9) Use of numbers and nouns together. For example, 'Tá ceithre seomra sa teach' (Correction: Tá ceithre sheomra sa teach) [There are four rooms in the house].
- In summary, weaker candidates have a tendency to be careless when writing the language. They often spell a word correctly on one line, but incorrectly on the next. A lack of care is displayed, especially with regard to *síntí fada* [long vowel accents], basic grammatical structures, capital letters and punctuation. The following suggestions to teachers will help to tackle these problems and to assist with the learners' language awareness:
 - 1) help learners to monitor their own written work more effectively
 - 2) help them to identify their most common errors
 - 3) help them to use reference materials correctly (grammar books and dictionaries)
 - 4) impress upon them that they should always take time to review and edit their writing

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, and to describe their plans, and 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. **Please note that the oral examination at Meánleibhéal 1 (B1) consists of 3 parts from 2019 onwards. For more information see Exam Guide and the sample materials for the oral exam at <http://www.teg.ie/exam-levels/meánleibhéal-1-b1.309.html> .**

| Part | Time | Type of task | Language functions |
|------|-------------|---|---|
| 1 | 5-6 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 | 3-4 minutes | Telling a simple story: The candidate is given a series of six pictures and has two minutes to look at them. The candidate then describes what is happening in the pictures. | Describing what is happening in a series of pictures. |

Marks awarded in the oral examination

The table below shows the marks obtained by candidates in the oral examination in 2017. Marks for 2015 are given in brackets.

(a) Candidates who did the full examination:

| 2017 | |
|---|-------------|
| Number of candidates who obtained 50% or higher | 72% (91.4%) |
| Number of candidates who obtained less than 50% | 18% (8.6%) |

(b) Candidates who did partial accreditation (oral exam):

| 2017 | |
|---|---------------|
| Number of candidates who obtained 50% or higher | 82.4% (80.5%) |
| Number of candidates who obtained less than 50% | 17.6% (19.5%) |

Oral examination – advice and suggestions for candidates and teachers

There was a decrease in the number of full accreditation candidates who passed this component of the examination in comparison with the same group in 2015, There was little change in the figures relating to candidates who did partial accreditation. Candidates and teachers are encouraged to study the recommendations below (see also the comments in the report on the Beginners 2 Examination (A2)).

- In Part 1 of the oral examination candidates are asked general questions about topics that are directly related to their own lives. Candidates sitting *Scrúdú Mheánleibhéal 1* are expected to be able to develop their answers moderately well.

It is very difficult to correctly assess a candidate's ability in Irish if he/she does not develop answers appropriately. Candidates should be able to elaborate on their answers and give examples, where necessary. See, for example, the answer of Candidate 3 below. It is understood, of course, that candidates at this level will still have some mistakes and faults in their speech.

Examiner: An bhfuil tú ag freastal ar chúrsa Gaeilge faoi láthair?
[Are you attending an Irish course at the moment?]

Candidate 1: Tá. Tá mé ag dul chuig rang sa chathair.
[I am. I go to a class in the city.]

Candidate 2: Rinne mé ceann an bhliain seo caite – bhí sé go maith.
[I did a course last year – it was good.]

Candidate 3: Tá. Tá mé ag freastal ar chúrsa istigh i lár na cathrach. Bíonn sé ar siúl gach Luan agus bainim an-sult as de ghnáth. Déanaimid gramadach agus cluichí. Bíonn an ghramadach leadránach ach bíonn spórt againn leis na cluichí. Tá an múinteoir an-mhaith ar fad.
[I am. I attend a class in the city centre. It is on every Monday and I usually enjoy it very much. We do grammar and games. The grammar is boring but we have great fun with the games. The teacher is very good.]

- Some candidates have a tendency to use English words in their speech. There are two points to be made about this. Firstly, candidates are expected to know the basic vocabulary outlined in Syllabi A1, A2, and B1. Therefore, they will definitely lose marks if they use the English version of words such as *hotel*, *wage* or *film*. Furthermore, candidates should have appropriate strategies to compensate for gaps in their knowledge, or to deal with difficulties that arise in communicating with the examiner. Examples of such strategies are asking for clarification, asking the examiner to repeat something, to use an alternative way of saying a word or phrase, to say that they do not understand a word, or to use a particular word or phrase to allow themselves more thinking time etc.
- The following are the most common errors made by candidates at this level in the oral examination:

- (1) Tense disagreement, or mixed tenses, in sentences such as
'Bhuail mé le daoine agus bímid ag ceol le chéile' [*I met people and we play music together*]. (Correction: *Buailim le daoine... [I meet people]*)
'Bím ag seinm ar an ghiotár agus uaireanta beidh mé ag canadh' [*I play the guitar, and sometimes I will sing*] (Correction: *....agus uaireanta bím ag canadh [...and sometimes I sing]*)
'Gach lá d'fhág mé an teach ar a hocht' [*Every day I left the house at eight*]. (Correction *...fágaim an teach ar a hocht [... I leave the house at eight]*).
 Candidates at this level are expected to be fully competent in the present, past and future tenses, especially when dealing with topics such as work and hobbies.

(2) The *séimhiú* or lenition is omitted after 'gur' [a conjunctive form of the copula meaning 'that']. 'Dúirt sé gur cas sé le Máire' (Correction: Dúirt sé gur chas sé le Máire.) [He said that he met Máire.]

(3) Use of the copula. For example,
'Tá siad daoine óga' (Is daoine óga iad) [They are young people.]
'Tá mé altra' (Is altra mé/Altra atá ionam). [I am a nurse.]

(4) Incorrect use of numbers. For example,
'beirt duine' (beirt) [the personal number two – two people]
'triúr chara' (triúr cara) [three friends]
'An dara phictiúr' (an dara pictiúr) [the second picture]

(5) Candidates, even at this level, often give 'Is ea' or 'Tá' [two possible affirmative answer types] as an answer to every question. See the examples below:

Examiner: An maith leat ceol?
[Do you like music?]

Candidate: Is ea. (Is maith /Ní maith).
[Yes. (I do/don't like it.)]

Examiner: An imríonn tú aon spórt?
[Do you play any sport?]

Candidate: Is ea. (Imrím / Ní imrím).
[Yes. (I play/don't play.)]

Examiner: An as Corcaigh tú?
[Lit. Is it from Cork you are? meaning 'Are you from Cork?']

Candidate: Tá. / Tá mé. (Is ea / Ní hea).
[I am/I am not (It is/It isn't)]

Examiner: An tusa is óige sa chlann?
[Are you the youngest in the family?]

Candidate: Tá. Tá mé. (Is mé. Ní mé).
[It is. It is me. (I am. I am not.)]

(6) Use of simple prepositions and prepositions with the definite article. For example,
'Tá clog sa balla' (Tá clog ar an bhalla/mballa) [The clock is on the wall.]
'Tharla rud éigin go dtí an buachaill' (Tharla rud éigin don bhuachaill) [Something happened to the boy.]
'Tá eagla aici' (Tá eagla uirthi) [She is afraid.]
'Tá sé ar an cathaoir' (Tá sé ar an chathaoir/gcathaoir). [It is on the chair.]

(7) Prepositional pronouns. For example, 'D'inis mé leo' (D'inis mé dóibh). [I told them.]

(8) Using the word 'cúpla' [a few] with the plural form of the noun instead of the singular: For example, 'Téim ag siúl le cúpla daoine eile' (Téim ag siúl le cúpla duine eile). [I go walking with a few other people.]

(9) The verb 'cónaigh' [to live]. For example,
'Tá mé i mo cónaí i ...' (Tá mé i mo chónaí i ...) [I live in ...]
'Tá sí ina cónaí i ...' (Tá sí ina cónaí i ...) [She lives in ...]

General suggestions

- Teachers and candidates are strongly advised to study carefully the two sample examinations and the accompanying instructions on the website at <http://www.teg.ie/exam-levels/meánleibhéal-1-b1.309.html>
- 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/>
- Teachers and candidates who intend to attempt any of the examinations in the European Certificate in Irish (TEG) are asked to read the information and advice given on the website very carefully. See <http://www.teg.ie/info-advice.148.html> and <http://www.teg.ie/faqs.150.html>