

Teastas Eorpach na Gaeilge
Bonnleibhéal 2 (A2)
Syllabus and guidelines for candidates

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



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Syllabus and guidelines for
candidates



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1. Purpose

Scrúdú Bhonnleibhéal 2 (A2) is a general proficiency examination of Irish. It is aimed primarily at adult learners of Irish. It is suitable for people in Ireland or abroad who are studying Irish at night classes or who are attending similar courses and who would like a qualification to attest to their ability in Irish.

The examination tests knowledge not only as described in the syllabus for this level but also that included in the syllabus for *Bonnleibhéal 1*. Many candidates who undertake this examination have already passed the examination at *Bonnleibhéal 1 (A1)*. The specifications which form the basis for *Scrúdú Bhonnleibhéal 2 (A2)* are broadly based on the descriptors for level A2 of the *Common European Framework of Reference for Languages (2001)*. It is estimated that candidates who have achieved *Bonnleibhéal 1 (A1)* will be able to undertake this examination after an additional 160-200 hours of study. It should be noted that the examination itself is not, however, tied to any particular course of study.

In this document you will find information regarding:

Syllabus for *Scrúdú Bhonnleibhéal 2 (A2)*
Guidelines for *Scrúdú Bhonnleibhéal 2 (A2)*

2. General information

The specifications in this syllabus outline the minimum language level required to enable candidates to function within a defined subject range. The focus is on various language functions pertaining to particular topics and subject-matters. Examples are given of expressions which could be adopted by the candidates when using these functions. In addition, lists of useful vocabulary and phrases are provided. The lists of vocabulary and expressions in this document are not exhaustive and candidates are advised of the need to also focus on topics and vocabulary that relate directly to their own interests and circumstances.

Below is a brief description of what candidates at this level can do in the various skills.

2.1 Speaking and listening

At this level, candidates will be able to describe, in simple terms, their background, their work, their daily activities, their likes and dislikes. They will have sufficient vocabulary to be able to participate in simple, short conversations on such familiar topics with sufficient ease, although they will be hesitant at times.

They will understand simple sentences and common phrases pertaining to ordinary life, provided that the language is clear, is delivered at a reasonable pace and isn't overly dialectal. They will continue to rely greatly on others to help them in their efforts to communicate. Candidates will be able to ask basic questions and be able to

maintain communication through asking for repetition, or reformulation, clarification etc. and will be able to use everyday appropriate forms of greetings, farewell etc.

Candidates' pronunciation will generally be clear enough to be understood despite noticeable mother tongue interference and interlocutors may have to ask for clarification now and again.

Candidates may use their own dialectal preference although, at this level, it is not expected that they should be consistent in their use of a particular dialect.

Candidates will use simple structures correctly but still systematically make basic mistakes – mixing up tenses, for example. However, what the candidate is trying to say is usually clear from the context.

2.2 Reading

Candidates will be able to handle short, simple texts on familiar matters of a concrete nature which consist of high frequency everyday language. See the specifications below. They will be able to get the gist of a text (e-mail or letter, for example) or understand some details and specific information in a short text as long as it is in simple language and the subject matter pertains to an area in which they have some knowledge or interest. Candidates will not be able to handle abstract subject matter or material which doesn't contain commonly used vocabulary. They will have to use their limited resources in terms of vocabulary and structure to ascertain the meaning of a text and to understand details of simple texts.

2.3 Writing

The candidate will be able to write short, basic, descriptive sentences and phrases (in an e-mail message, for example) on subjects directly relating to his/her own life and personal experiences. They will be expected to use appropriate vocabulary and the sentences and phrases they produce will be constructed with simple conjunctions such as 'agus', 'ach' and 'mar'.

Candidates are expected to be able to correctly use the simple structures as outlined in the specifications below but it is expected that they will make basic mistakes which may sometimes cause the reader some comprehension difficulties.

Candidates are advised to pay particular attention to the correct use of the basic grammatical structures and the correct spelling of common words. There is a noted lack of awareness among learners of Irish at every level of ability in relation to grammatical accuracy and consistency in the application of grammar rules. Therefore, grammatical accuracy and spelling have been emphasized in the marking schemes for the writing component at all levels including the bonnleibhéal.

2.4 Language specifications

Comprehensive details of the topics, functions, vocabulary and grammatical structures etc. on which this examination is based are available below.

Topaic 1: Ócáidí sóisialta/ Topic 1: Social occasions

	Feidhmeanna/functions	Samplaí/examples
1.1	<p>Ag tagairt don aimsir ag tús comhrá. <i>Referring to the weather at the start of a conversation.</i></p>	<p>Tá lá breá ann. Tá cinnte. Tá sé go deas. Tá drochlá ann. Tá. Tá sé fliuch. Tá sé fuar.</p>
1.2	<p>Ag gabháil leithscéil as ucht a bheith mall. Ag cur in iúl do dhuine gur cuma é/í a bheith mall. <i>Apologizing for being late. Explaining that it doesn't matter if someone is late.</i></p>	<p>Tá brón orm go bhfuil mé déanach. Bhí an trácht an-trom. Ná bí buartha. Tá tú ceart go leor.</p>
1.3	<p>Ag fiafraí de dhuine ar bhuail sé/sí le duine eile cheana agus ag freagairt na ceiste sin. <i>Asking someone if they have met someone previously and replying to the same question.</i></p>	<p>Ar bhuail tú le Síle (cheana)? Níor bhuail. Cén chaoi a bhfuil tú, a Shíle? Bhuail. Bhuaileamar le chéile ag bainis Áine.</p>
1.4	<p>Ag fiafraí de dhuine an duine áirithe é/í agus ag freagairt na ceiste sin. <i>Asking if someone is a particular person and replying to the same question.</i></p>	<p>An tusa cara Chlár? Is mé. Bhíomar ar scoil le chéile. An deartháir le Liam é sin? Ní hea.</p>
1.5	<p>Ag fiafraí de dhuine an bhfuil sé/sí ag baint sult as ócáid shóisialta agus ag freagairt na ceiste sin. <i>Asking someone if he/she is enjoying a social occasion and replying to the same question.</i></p>	<p>An bhfuil tú ag baint taitneamh as an chóisir? Tá. Tá sí go hiontach.</p>
1.6	<p>Ag cur tuairim in iúl, féachaint an aontaíonn duine leat.</p>	<p>Tá an cheolchoirm go maith, nach bhfuil? Tá. Tá sí ar fheabhas.</p>

	Feidhmeanna/functions	Samplaí/examples
	<i>Expressing an opinion to discover if others agree.</i>	
1.7	Ag ól sláinte duine. <i>Drinking someone's health.</i>	Sláinte!
1.8	Ag guí breithlá sona, srl. ar dhuine agus ag freagairt a leithéid de ghuí. <i>Wishing someone a happy birthday etc. and responding to a similar wish.</i>	Lá breithe sona duit. Nollaig shona duit. Athbhliain faoi mhaise duit. Go mba é duit.
1.9	Ag rá go gcaithfidh tú imeacht agus ag rá cén fáth. Ag cur in iúl go bhfuil aiféala ort go bhfuil duine ag imeacht. <i>Saying that you have to go and explaining why. Saying that you are sorry that someone has to go.</i>	Caithfidh mé imeacht. Tá orm éirí go luath. Caithfidh mé an bus deireanach a fháil. Is mór an trua sin.
1.10	Ag fágáil slán ag duine. <i>Taking leave of someone.</i>	Ádh mór. Slán abhaile.

Gramadach/grammar	Samplaí/examples
An chopail is <i>The copula is</i>	An tusa ...?
Ainmfhocal + aidiacht <i>Noun + adjective</i>	lá breá
Ceisteanna agus freagraí san aimsir chaite <i>Questions and responses in the past tense</i>	Ar bhuail tú ...? Bhuail/níor bhuail

Stór focal/vocabulary	Samplaí/examples
Ócáidí sóisialta <i>Social occasions</i>	bainis cóisir (lá breithe) ceolchoirm
Ginearálta <i>General</i>	buail le Nollaig athbhliain

Beidh an t-iarrthóir ábalta...*The candidate will be able to...*

Labhairt/speaking

Caint bhunúsach a dhéanamh agus é/í i láthair ag ócáid shóisialta.

Make basic conversation while at a social event.

Éisteacht/listening

Ceistanna simplí agus beannachtaí a chloistear de ghnáth ag ócáidí sóisialta a thuiscint.

Understand simple questions and greetings commonly used at social occasions.

Léamh/reading

Cuid den stór focal a bhaineann le hócáidí sóisialta, cóisirí agus an Nollaig a thuiscint, mar shampla 'Nollaig shona' scríofa ar chárta.

Understand some of the vocabulary associated with social occasions, parties and Christmas, for example 'Merry Christmas' written on a card.

Scríobh/writing

Teachtaireachtaí simplí a scríobh, ar chárta Nollag nó ar chárta lá breithe, cuir i gcás.

Write simple messages, for example on a Christmas or birthday card.

Topaic 2: An teaghlach/ Topic 2: The family

	Feidhmeanna/functions	Samplaí/examples
2.1	<p>Ag fiafraí de dhuine cá fhad atá sé/sí pósta nó geallta le duine, scartha ó dhuine agus ag freagairt na gceisteanna sin. <i>Asking someone how long they have been married or engaged to someone. Answering the same question.</i></p>	<p>Cá fhad atá tú pósta? Cá fhad atá sibh scartha? Tá mé pósta le deich mbliana. Táimid pósta le fiche bliain. Táimid scartha anois le dhá bhliain. Táimid geallta le bliain anois.</p>
2.2	<p>Ag fiafraí de dhuine cá fhad a bhí sé/sí pósta nó ag siúl amach le duine agus ag freagairt na ceiste sin. <i>Asking someone how long they were married or going out with someone. Answering the same question.</i></p>	<p>Cá fhad a bhí tú pósta? Bhí mé pósta ar feadh ocht mbliana. Cá fhad a bhí sibh ag siúl amach le chéile? Bhíomar ag siúl amach le chéile ar feadh trí bliana.</p>
2.3	<p>Ag lorg agus ag tabhairt eolais faoin líon mac agus iníonacha atá ag duine agus a c(h)éile. <i>Seeking and giving information about the number of sons/daughters a couple have.</i></p>	<p>Cá mhéad páiste atá agaibh? Tá mac amháin agus triúr iníonacha againn. Beirt iníonacha agus mac amháin.</p>
2.4	<p>Ag lorg agus ag tabhairt eolais faoi aois páistí. <i>Seeking and giving information about children's age.</i></p>	<p>Cén aois atá do mhac/Cén aois atá sé? Cén aois atá d'iníon/Cén aois atá sí? Cén aois atá siad? Tá an duine is óige trí bliana. Tá an duine is sine deich mbliana.</p>
2.5	<p>Ag rá cá mhéad deartháir agus deirfiúr atá agat. <i>Stating how many brothers and sisters you have.</i></p>	<p>Tá deartháir amháin agus beirt deirfiúracha agam. Níl deartháir ná deirfiúr ar bith agam. Is páiste aonair mé.</p>
2.6	<p>Ag fiafraí cá bhfuil baill den teaghlach ina gcónaí agus ag freagairt na ceiste sin.</p>	<p>Cá bhfuil sé ina chónaí? Cá bhfuil sí ina cónaí? Cá bhfuil siad ina gcónaí? Tá siad ina gcónaí i mBaile Átha Cliath anois.</p>

	Feidhmeanna/functions	Samplaí/examples
2.7	<p><i>Asking where family members live and answering the same question.</i></p> <p>Ag cur baill éagsúla den teaghlach in aithne. <i>Introducing family members.</i></p>	<p>Tá Brídín ina cónaí i gCorcaigh. Tá Stiofán ina chónaí i Londain le cúig bliana anois.</p> <p>Seo é mo dheartháir Niall. Seo í mo dheirfiúr Siobhán. Seo iad mo chuid deartháireacha. Seo iad mo chuid deirfiúracha.</p>

Gramadach/grammar	Samplaí/examples
<p><i>Le v ar feadh</i> <i>The preposition le v ar feadh</i></p> <p>Uimhreacha pearsanta + ainmfhocal <i>Personal numerals + noun</i></p> <p>Bliain amháin – fiche bliain <i>One year – twenty years</i></p> <p>An aidiacht shealbhach (<i>mo agus do</i>) <i>The possessive adjective ('mine' and 'yours')</i></p> <p>Cónaí <i>Place of residence</i></p>	<p>Táimid pósta le dhá bhliain. Bhíomar pósta ar feadh sé bliana.</p> <p>triúr iníonacha</p> <p>ocht mbliana trí bliana déag</p> <p>mo dheirfiúr do mhac</p> <p>Tá sé ina chónaí i Meiriceá. Tá sí ina cónaí i nGaillimh. Tá siad ina gcónaí i Nua-Eabhrac.</p>

Stór focal/vocabulary	Samplaí/examples
<p>Stádas pósta <i>Marital status</i></p> <p>Daoine <i>People</i></p>	<p>geallta</p> <p>deartháireacha deirfiúracha mic iníonacha uncail aintín nia neacht seanathair/athair mór seanmháthair/máthair mhór col ceathrair (nó col ceathrar)</p>

	col ceathracha
Beidh an t-iarrthóir ábalta...<i>The candidate will be able to...</i>	
Labhairt/speaking Labhairt faoina stádas pósta anois agus san am a chuaigh thart, eolas a thabhairt faoina c(h)lann, agus baill éagsúla den teaghlach a chur in aithne. <i>To talk about their marital status now and in the past, to give information about their children/family and introduce family members.</i>	
Éisteacht/listening Cuid den stór focal is bunúsaí a bhaineann leis an teaghlach a aithint i gcomhrá agus ceisteanna maidir lena t(h)eaghlach féin a thuiscint. <i>In conversation, to recognize some of the most basic words associated with the family and understand questions about their own families.</i>	
Léamh/reading Focail a bhaineann le stádas pósta a thuiscint ar fhoirmeacha agus na focail a bhaineann leis an teaghlach a thuiscint i gcuntais scríofa. <i>To understand words relating to marital status on forms and understand words relating to family in written texts.</i>	
Scríobh/writing Cuntas gearr a scríobh faoina stádas pósta anois agus roimhe seo, faoina p(h)áistí agus a c(h)uid deartháireacha is deirfiúracha. <i>To write a short account about their current and past marital status, their children and siblings.</i>	

Topaic 3: Caitheamh aimsire/ Topic 3: Pastimes

	Feidhmeanna/functions	Samplaí/examples
3.1	<p>Ag caint faoi na rudaí a dhéanann tú nuair a bhíonn am saor agat. <i>Talking about the things you do when you have free time.</i></p>	<p>Is maith liom galf a imirt. Is maith liom dul ag snámh. Is maith liom dul chuig scannáin. Is breá liom a bheith ag féachaint ar an teilifís. Is breá liom a bheith ag éisteacht le ceol.</p>
3.2	<p>Ag fiafraí de dhuine an maith leis caitheamh aimsire áirithe agus ag freagairt na ceiste sin. <i>Asking someone if they enjoy a particular pastime and answering the same question.</i></p>	<p>An maith leat(sa) a bheith ag snámh? An maith leat(sa) leadóg a imirt? Is maith/ní maith.</p>
3.3	<p>Ag cur tuairimí in iúl faoi chaitheamh aimsire. <i>Expressing opinions about pastimes.</i></p>	<p>Sílim go bhfuil an leadóg ceart go leor mar chaitheamh aimsire. Ní maith liom ar chor ar bith/in aon chor í. Sílim go bhfuil sé an-leadránach. Sílim go bhfuil sé an-suimiúil.</p>
3.4	<p>Ag fiafraí de dhuine an bhfuil suim aige/aici i rud éigin agus ag freagairt na ceiste sin. <i>Asking someone if they are interested in something and answering the same question.</i></p>	<p>An bhfuil suim agat sa stair/sa cheol? Tá suim mhór agam ann/inti. Níl mórán suime agam ann. Níl suim ar bith agam ann.</p>
3.5	<p>Ag rá cá huair a dhéanann tú rudaí éagsúla. <i>Saying what time you take part in various pastimes.</i></p>	<p>Téim chuig ceolchoirm go minic oíche Shathairn. Imrím cispheil de ghnáth tráthnóna Dé Sathairn. Bíonn traenáil agam de ghnáth oíche Mháirt.</p>
3.6	<p>Ag rá go bhfuil tú i do bhall de chlub nó de chumann. <i>Saying that you are a member of a club or society.</i></p>	<p>Tá mé i mo bhall de chumann siúl sléibhe. Tá mé i mo bhall de chlub leadóige.</p>

3.7	<p>Ag fiafraí de dhuine cé chomh minic is a dhéanann sé/sí rud éigin agus ag freagairt na ceiste sin.</p> <p><i>Asking someone how often they take part in certain pastimes and answering the same question.</i></p>	<p>Cé chomh minic is a imríonn tú cluiche peile?</p> <p>Cé chomh minic is a théann tú chuig scannán?</p> <p>Uair sa tseachtain/sa mhí.</p> <p>Gach coicís nó mar sin.</p> <p>Anois is arís.</p> <p>Nuair a bhíonn an t-am agam.</p>
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	Gramadach/grammar	Samplaí/examples
	Ord focal <i>Word order</i>	Is maith liom spórt a imirt.
	An chopail <i>The copula</i>	Is breá liom féachaint ar an teilifís.
	An aidiacht shealbhach <i>The possessive adjective</i>	i mo bhall
	Dobhriathra ama <i>Adverbs of time</i>	go minic anois is arís
	<i>Oíche + séimhiú</i> <i>Oíche + lenition</i>	oíche Dhomhnaigh oíche Mháirt

	Stór focal/vocabulary	Samplaí/examples
	Caitheamh aimsire (go háirithe caitheamh aimsire an fhoghlaimora) <i>Pastimes (particularly the candidate's own pastimes)</i>	litríocht stair iascaireacht peil Ghaelach/an pheil Ghaelach léitheoireacht seinm ceoil ceoltóir uirlis fidil/fidléir damhsa taisteal seisiúin cheoil
	Pointí ama <i>Points of time</i>	maidin tráthnóna oíche

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Tuairimí éagsúla a chur in iúl faoi chaitheamh aimsire agus a rá cé chomh minic is a dhéanann sé/sí rudaí éagsúla.

To express various opinions about pastimes and say how often they take part in them.

Éisteacht/listening

Ceisteanna simplí a bhaineann le caitheamh aimsire a thuiscint. In ann focail agus frásaí a thuiscint i gcomhrá faoi chaitheamh aimsire.

To understand simple questions relating to pastimes. To understand words and phrases in conversations relating to pastimes.

Léamh/reading

Ainmneacha caitheamh aimsire a aithint agus na príomhphointí a thuiscint i gcuntas scríofa a bhaineann le caitheamh aimsire.

To recognize the names of various pastimes and to understand the main points in written accounts relating to pastimes.

Scríobh/writing

Cur síos simplí a scríobh faoina c(h)aitheamh aimsire, a rá cé chomh minic is a dhéanann sé/sí rudaí éagsúla.

To write a simple account about pastimes, stating how often they take part in them.

Topaic 4: Taisteal laethúil/ Topic 4: Daily travel

	Feidhmeanna/functions	Samplaí/examples
4.1	Ag fiafraí do dhuine an ndéanann sé/sí mórán taistil agus ag freagairt na ceiste sin. <i>Asking someone if they travel a lot and answering the same question.</i>	An ndéanann tú mórán taistil? Déanaim/ní dhéanaim. Ní dhéanaim mórán taistil. Ní maith liom an baile a fhágáil. Is breá liom a bheith ag taisteal.
4.2	Ag lorg agus ag tabhairt eolais faoi thaisteal chuig an ionad oibre. <i>Seeking and giving information about travelling to work.</i>	Conas a théann tú go dtí an obair gach lá? Tógaim an bus. Tá stad an bhus an-chóngarach do mo theach. Tógaim an traein. Tá sí an-áisiúil. Tiomáinim isteach sa chathair de ghnáth. Téim ar an rothar. An mbíonn an carr leat?
4.3	Ag plé cúrsaí ama. <i>Giving details about time.</i>	Cén t-am a fhágann tú an teach? Idir a hocht agus ceathrú tar éis a hocht. Timpeall a seacht, de ghnáth.
4.4	Ag lorg agus ag tabhairt eolais faoi fhad an turais. <i>Seeking and giving information about the length of journeys.</i>	Cá fhad a thógann an turas? Braitheann sé ar an trácht. Idir uair agus uair go leith, de ghnáth. Tógann sé suas le leathuair an chloig. Ní thógann sé ach fiche nóiméad.
4.5	Ag cur tuairimí in iúl faoi thaisteal. <i>Expressing opinions about travel.</i>	Is fuath liom an turas. Is cuma liom faoin turas. Tá sé an-dainséarach a bheith ag rothaíocht anseo.
4.6	Ag rá céard a dhéanann tú le ham a mheilt le linn turais. <i>Saying how you pass time during the journey.</i>	Léim leabhar/léim an páipéar. Éistim leis an raidió. Déanaim obair ar mo ríomhaire glúine.
4.7	Ag plé costais taistil. <i>Discussing the cost of travel.</i>	Cá mhéad a chosnaíonn sé? Cá mhéad atá ar thicéad singil/fillte?

	Feidhmeanna/functions	Samplaí/examples
4.8	Ag plé cúrsaí tiomána. <i>Talking about driving.</i>	Tá sé an-daor. Cosnaíonn ticéad fillte €60. An bhfuil tiomáint agat? Níl. Táim ró-neirbhíseach le bheith ag tiomáint. Tá. Táim ag tiomáint le cúpla bliain anois. Tá. Tá ceadúnas tiomána agam le dhá bhliain anois.

Gramadach/grammar	Samplaí/examples
Ceisteanna agus freagraí san aimsir láithreach <i>Questions and answers in the present tense</i> Réamhfhocail + an t-alt <i>Prepositions + the definite article</i> An réimír <i>an-</i> <i>The prefix an-</i>	An ndéanann tú mórán taistil? ar an bhus/ar an mbus sa charr ar an traein ar an rothar ar an bhád/ar an mbád an-daor an-neirbhíseach

Stór focal/vocabulary	Samplaí/examples
Modhanna taistil <i>Modes of travel</i> Tuairimí <i>Opinions</i> Ginearálta <i>General</i>	bus traein traein faoi thalamh carr rothar gluaisrothar bád áisiúil dainséarach leadránach turas trácht brú tráchta mótarbhealach

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Cur síos a dhéanamh ar an taisteal a dhéanann sé/sí go laethúil agus tuairimí a chur in iúl mar gheall air.

Give an account of their daily travel and express opinions relating to it.

Éisteacht/listening

Ceistanna simplí agus cur síos bunúsach a bhaineann leis na nithe thuas a thuiscint. Understand simple questions and basic descriptions relating to the subjects listed above.

Léamh/reading

Ainmneacha na modhanna éagsúla taistil a aithint mar aon le tagairtí do thréimhsí ama.

Recognize the names of various modes of transport as well as references to periods of time.

Scríobh/writing

Cur síos gearr a scríobh ar an taisteal a dhéanann sé/sí gach lá.

Write a short account of their daily travel.

Topaic 5: Cúrsaí oibre/ Topic 5: Work

	Feidhmeanna/functions	Samplaí/examples
5.1	Ag fiafraí de dhuine cén obair a dhéanann sé/sí agus ag freagairt na ceiste sin. <i>Asking someone what work they do and answering the same question.</i>	Cén tslí bheatha atá agat? Rúnaí atá ionam. Is bainisteoir mé. Is fear gnó mé.
5.2	Ag rá cén cineál gnó atá agat. <i>Saying what kind of business you run.</i>	Tá siopa ceoil agam. Tá teach lóistín agam. Tá mo chomhlacht féin agam.
5.3	Ag labhairt faoi do stádas oibre. <i>Talking about your work status.</i>	Níl mé ag obair faoi láthair. Tá mé éirithe as/ar pinsean le bliain anois. Chaill mé mo phost cúpla mí ó shin. Tá mé ag lorg poist.
5.4	Ag lorg agus ag tabhairt tuairimí faoi phost. <i>Seeking and giving information about a job.</i>	An dtaitníonn an post leat? Tá sé deacair go leor. Tá an saoste cairdiúil go leor. Ní thaitníonn. Tá strus ag baint leis. Ní thaitníonn. Tá sé an-leadránach. Tá mo chomhoibrithe go deas.
5.5	Ag lorg agus ag tabhairt eolais faoi uaireanta oibre. <i>Seeking and giving information about working hours.</i>	Cén t-am a thosaíonn tú ar maidin? Cén t-am a chríochnaíonn tú tráthnóna? Ar a naoi a chlog. Timpeall/thart faoina sé nó mar sin.
5.6	Ag tabhairt eolais faoi dhálaí oibre. <i>Giving information about working conditions.</i>	Tá an pá/tuarastal go maith. Fuair mé ardú céime an bhliain seo caite. Bíonn cúig seachtaine laethanta saoire agam gach bliain.
5.7	Ag lorg agus tabhairt eolais faoin tréimhse atá caite ag duine i bpost. <i>Seeking and giving information about the length of time someone has spent in a job.</i>	Cá fhad atá tú ag obair ansin? Le trí bliana. Seacht mbliana nó mar sin.

	Feidhmeanna/functions	Samplaí/examples
5.8	<p>Ag lorg agus ag tabhairt eolais faoi scileanna. <i>Seeking and giving information about skills.</i></p>	<p>An bhfuil tiomáint agat? Tá/níl. An féidir leat ríomhaire a úsáid? Is féidir/ní féidir. An bhfuil Fraincis agat? Tá. Is féidir liom go leor a thuiscint.</p>

Gramadach/grammar	Samplaí/examples
<p>An t-infinideach gan chuspóir <i>Infinitive without object</i></p>	<p>Is féidir liom tiomáint.</p>
<p>An t-infinideach le cuspóir <i>Infinitive with object</i></p>	<p>Is féidir liom an Fhraincis a thuiscint.</p>

Stór focal/vocabulary	Samplaí/examples
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Poist <i>Jobs</i>	oibrí monarchan bainisteoir dlíodóir cuntasóir aisteoir fiaclóir ealaíontóir iriseoir garda/póilín fear an phoist/bean an phoist fear gnó bean ghnó
Áiteanna oibre <i>Workplaces</i>	bunscoil meánscoil ollscoil bialann garáiste teach lóistín leabharlann banc siopa bróg/ceoil ... comhlacht
Dálaí oibre <i>Working conditions</i>	laethanta saoire pinsean ardú céime

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Cur síos a thabhairt ar an chineál poist atá aige/aici, na dálaí oibre, tuairimí simplí a nochtadh i dtaobh an phoist, a rá cad iad na scileanna atá aige/aici.

Give an account on the kind of job they have, as well as their working conditions. To express simple opinions and say what skills they have.

Éisteacht/listening

Ceistanna simplí agus cur síos bunúsach a bhaineann leis na nithe thuas a thuiscint.

Understand simple questions and basic accounts relating to the subjects listed above.

Léamh/reading

Ainmneacha fhormhór na bpost is coitianta a aithint agus éirím phíosca scríofa faoi na hábhair thuas a thuiscint.

Understand the names of most of the commonest jobs and get the gist of written texts relating to the subjects listed above.

Scríobh/writing

Cur síos a scríobh faoin obair a dhéanann sé/sí: an cineál poist atá aige/aici, na dálaí oibre mar aon le tuairimí simplí a nochtadh i dtaobh an phoist agus na scileanna atá aige/aici.

Write an account of the work they do: the kind of job they have and the working conditions. Express simple opinions about the job and the skills they have.

Topaic 6: Ag labhairt faoin deireadh seachtaine/ Topic 6: Talking about the weekend

	Feidhmeanna/functions	Samplaí/examples
6.1	<p>Ag cur ceist ar dhuine faoin méid a bhí ar siúl aige/aici ag an deireadh seachtaine. <i>Asking someone about what they do at the weekend.</i></p>	<p>Cad é a rinne tú ag an deireadh seachtaine? An ndearna tú aon rud ag an deireadh seachtaine?</p>
6.2	<p>Ag rá go ndeachaigh tú áit éigin. <i>Stating that you went somewhere.</i></p>	<p>Chuaigh mé go Corcaigh. Chuaigh mé chuig scannán le mo chara, Bríd. D'imir mé cluiche gailf le cúpla cara liom. Ní dhearna mé faic/dada.</p>
6.3	<p>Ag fiafraí de dhaoine cén uair a chuaigh siad áit éigin agus ag freagairt na ceiste sin. <i>Asking people when they went and answering the same question.</i></p>	<p>Cén uair/lá a chuaigh tú go Gaillimh? Maidin Dé hAoine. Oíche Shathairn.</p>
6.4	<p>Ag trácht ar na rudaí a rinne tú. <i>Talking about the things you did.</i></p>	<p>Chas mé le cairde sa teach tábhairne. Bhreathnaigh mé ar DVD. Chuaigh mé chuig ceolchoirm. D'imir mé galf le mo dheartháir. Cheannaigh mé cúpla bronntanas. Chonaic mé scannán maith. Chuaigh mé ag siopadóireacht.</p>
6.5	<p>Ag fiafraí de dhaoine ar bhain siad sult as rud éigin agus ag freagairt na ceiste sin. <i>Asking someone if they enjoyed doing something and answering the same question.</i></p>	<p>Ar bhain tú sult as an deireadh seachtaine? Ar bhain tú sult as an cheolchoirm? Ar thaitin an dráma leat?</p> <p>Bhain. Bhain mé an-sult as. Níor bhain. Ní raibh sé rómhaith.</p>
6.6	<p>Ag cur tuairimí in iúl.</p>	<p>Bhí sé ar fheabhas/thar barr/thar cionn.</p>

	<i>Expressing opinions.</i>	Bhí am iontach /ar dóigh agam. Bhí sé róchostasach. Bhí aimsir bhreá ann. Bhí an aimsir go dona.
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Gramadach/grammar	Samplaí/examples
<i>oíche</i> + laethanta na seachtaine <i>oíche</i> + <i>the days of the week</i>	oíche Mháirt oíche Shathairn
An aimsir chaite den bhriathar <i>The past tense of the verb</i>	d'imir chas (le) d'éist...
Ceistanna agus freagraí san aimsir chaite (na briathra neamhrialta san áireamh) <i>Questions and answers in the past tense (including irregular verbs)</i>	An ndeachaigh... Chuaigh/ní dheachaigh An ndearna ... Rinne/ní dhearna. Ar bhain... Bhain/níor bhain.
<i>cúpla</i> + an uimhir uatha <i>cúpla</i> + <i>singular form of noun</i>	cúpla lá cúpla bronntanas
<i>go, go dtí, chuig</i> <i>The prepositions go, go dtí, chuig</i>	

Stór focal/vocabulary	Samplaí/examples
Tréimhsí ama <i>Periods of time</i>	inné aréir Dé Luain seo caite maidin inné tráthnóna aréir

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Cur síos simplí a dhéanamh ar na rudaí a rinne sé/sí le linn an deireadh seachtaine.
Ceisteanna bunúsacha a chur ar dhuine eile faoin ábhar céanna.
Give a simple account of the things they did over the weekend. Ask basic questions of others relating to the subject.

Éisteacht/listening

Ceisteanna agus cur síos simplí a bhaineann leis an ábhar seo a thuiscint.
Understand questions and simple descriptions that relate to the subject.

Léamh/reading

Na príomhphointí a bhaineann le haon chur síos scríofa (dialann, mar shampla) ar an ábhar seo a thuiscint.
Understand the main points in a written account (a diary, for example) relating to this subject.

Scríobh/writing

Cur síos bunúsach a scríobh ar rudaí a rinne sé/sí i gcaitheamh an deireadh seachtaine.
Write a basic account of the things they did over the weekend.

Topaic 7: Bia agus deoch/ Topic 7: Food and drink

	Feidhmeanna/functions	Samplaí/examples
7.1	<p>Ag tairiscint deoch do dhuine, ag glacadh le tairiscint nó ag diúltú do thairiscint. <i>Offering someone a drink. Accepting or refusing an offer.</i></p>	<p>Cad ba mhaith leat? Beidh caife dubh agam. An mbeidh deoch agat? Beidh gloine sú oráiste agam, le do thoil. Ar mhaith leat gloine fíona? B'fhearr liom gloine beorach, le do thoil.</p>
7.2	<p>Ag fiafraí de dhaoine an nglacann siad bainne agus siúcra agus ag freagairt na ceiste sin. <i>Asking someone if they take milk and sugar and answering the same question.</i></p>	<p>An nglacann/dtógann tú bainne? Glacaim/Ní ghlacaim. An nglacann tú siúcra? Spúnóg amháin, le do thoil.</p>
7.3	<p>Ag lorg an bhiachláir. <i>Asking for the menu.</i></p>	<p>An biachlár, le do thoil. An féidir liom/linn an biachlár a fháil/a fheiceáil, le do thoil?</p>
7.4	<p>Ag fiafraí de dhaoine an bhfuil siad réidh le hordú. <i>Asking someone if they ready to order.</i></p>	<p>An bhfuil tú/sibh réidh le hordú?</p>
7.5	<p>Ag ordú an chéad chúrsa. <i>Ordering a first course.</i></p>	<p>(Ba mhaith liom) na beacáin, le do thoil. Beidh an t-anraith agam(sa).</p>
7.6	<p>Ag fiafraí de dhaoine cad é ba mhaith leo don phríomhchúrsa agus ag freagairt na ceiste sin. <i>Asking someone what they would like for the main course and answering the same question.</i></p>	<p>Cad é ba mhaith leat don phríomhchúrsa? Agus don phríomhchúrsa? Beidh an stéig agamsa, le do thoil. Ba mhaith liomsa an sícín, le do thoil.</p>
7.7	<p>Ag cur agus ag freagairt ceisteanna faoin bhia. <i>Asking and responding to questions about food.</i></p>	<p>An bhfuil prátaí leis sin? Tá/níl. Cad iad na glasraí atá agaibh? Beacáin agus cóilis.</p>

	Feidhmeanna/functions	Samplaí/examples
7.8	<p>Ag fiafraí de dhaoine ar mhaith leo milseog agus ag freagairt na ceiste sin. <i>Asking someone if they would like dessert and answering the same question.</i></p>	<p>Ar mhaith leat/libh milseog? Ba mhaith. Beidh an sailéad torthaí agamsa, le do thoil.</p>
7.9	<p>Ag lorg an chláir fíona agus ag ordú fíona. <i>Asking for the wine list and ordering wine.</i></p>	<p>An clár fíona, le do thoil. Buidéal den Sauvignon Blanc, le do thoil. Dhá ghloine fíon bán le do thoil.</p>
7.9	<p>Ag fiafraí de dhaoine cad é mar a bhí an béile/ar thaitin an béile leo. <i>Asking someone how the meal was/if they enjoyed the meal.</i></p>	<p>Cad é mar a bhí an béile? Ar thaitin an béile leat?</p>
7.10	<p>Ag cur tuairimí in iúl faoi bhéile. <i>Expressing opinions about the meal.</i></p>	<p>Bhí sé an-bhlasta. Bhí sé beagáinín róspíorach. Bhí na glasraí róbhruite.</p>

Gramadach/grammar	Samplaí/examples
<p>An t-alt agus ainmfhocail <i>The definite article with nouns.</i></p> <p>Ceisteanna agus freagraí <i>Questions and answers</i></p>	<p>an sícín an t-uibheagán an mhilseog</p> <p>Ar mhaith...? Ba mhaith/níor mhaith. An nglacann tú...? Glacaim/ní glacaim. An mbeidh...? Beidh/ní bheidh.</p>

Stór focal/vocabulary	Samplaí/examples
<p>Deochanna <i>Drinks</i></p>	<p>tae le bainne/gan bainne tae láidir/lag pota tae sú oráiste fíon dearg fíon bán pionta bainne leathpionta beorach</p> <p>leac oighir spúnóg</p>
<p>Bia <i>Food</i></p>	<p>anraith (glasraí) bradán (deataithe) beacáin sicín (rósta) stéig uibheagán sailéad sceallóga piseanna meacain dhearga/bhána oinniúin uachtar (reoite) cáca cáise pióg úll sailéad torthaí</p>
<p>Aidiachtaí <i>Adjectives</i></p>	<p>fuar te spíosrach milis blasta</p>

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Na príomhchineálacha bia agus dí a ainmiú, deoch a thairiscint do dhuine eile, béile iomlán a ordú i mbialann, ceisteanna a chur faoin bhia agus tuairimí simplí a nochtadh faoi bhéile.

To name the most common types of food and drink, offer someone a drink, order a complete meal in a restaurant, ask questions about the food and express simple opinions about the meal.

Éisteacht/listening

Ceisteanna agus cur síos bunúsach a bhaineann leis na hábhair thuas a thuiscint.

Understand basic questions and descriptions of the subjects listed above.

Léamh/reading

Formhór na bhfocal agus na nithe a bhíonn le fáil ar bhiachlár simplí a thuiscint.

Understand most of the words and the available options on a simple menu.

Scríobh/writing

Liosta siopadóireachta bunúsach a scríobh.

Write a basic shopping list.

Topaic 8: Sláinte agus tinneas / Topic 8: Health and illness

	Feidhmeanna/functions	Samplaí/examples
8.1	Ag lorg agus ag tabhairt eolais faoi aclaíocht. <i>Seeking and giving information about exercise.</i>	An bhfuil tú aclaí? Tá/níl. An duine aclaí tú? Is ea/ní hea.
8.2	Ag trácht ar an aclaíocht a dhéanann tú. <i>Naming the exercise you do.</i>	Téim ag siúl gach lá. Bím ag siúl sna sléibhte go minic. Imrím eitpheil go rialta.
8.3	Ag cur síos ar na rudaí a dhéanann tú ar mhaithe le do shláinte. <i>Describing things you do for your health.</i>	Ithim bia sláintiúil. Ithim go leor torthaí agus glasraí úra. Ní ólaim ná ní chaithim (tobac).
8.4	Ag fiafraí de dhuine cad é mar a bhraitheann sé/sí agus ag freagairt na ceiste sin. <i>Asking someone how they are feeling and answering the same question.</i>	Cad é mar a bhraitheann tú? Tá mé go breá. Ní bhraithim rómhaith. Níl mé ach cuibheasach/go measartha.
8.5	Ag rá céard atá cearr leat. <i>Saying what is wrong with you.</i>	Tá mo dhroim nimhneach. Ghortaigh mé mo dhroim. Bhris mé mo lámh ag imirt peile. Tá teocht an-ard agam. Tá póit orm.
8.6	Ag fiafraí de dhuine an bhfuil biseach air/uirthi agus ag freagairt na ceiste sin. <i>Asking someone if they're better and answering the same question.</i>	An bhfuil biseach ort go fóill? Tá. Tá mé ag teacht chugam féin. Tá biseach ag teacht orm.
8.7	Ag cur comhairle ar dhuine. <i>Giving advice to someone.</i>	Ba cheart duit dul chuig an dochtúir. Ba cheart duit sos a thógáil – tá tú ag obair ródhian. Ba cheart duit níos mó aclaíochta a dhéanamh. Caithfidh tú aire níos fearr a thabhairt duit féin.

	Tá tú ag ól an iomarca.
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Gramadach/grammar	Samplaí/examples
An chopail – ceisteanna agus freagraí <i>The copula – questions and answers</i>	An duine aclaí tú? Is ea/ní hea.
An aidiacht shealbhach <i>The possessive adjective</i>	mo dhroim
Na forainmneacha réamhfhoclacha <i>orm agus agam.</i> <i>The prepositional pronouns orm and agam.</i>	Tá póit orm. Tá teocht ard agam.
An modh coinníollach <i>The conditional tense</i>	Ba cheart ...

Stór focal/vocabulary	Samplaí/examples
Páirteanna den cholainn <i>Parts of the body</i>	aghaidh smig droim ladhar rúitín tóin
Ginearálta <i>General</i>	aclaí aclaíocht sláinte sláintiúil teocht bris

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Ráitis an-simplí a dhéanamh faoi thinneas agus faoi ghortuithe, ceisteanna simplí a chur ar dhaoine eile faoin chaoi a mothaíonn siad, faoi na rudaí atá cearr leo agus fiafraí díobh an bhfuil siad ag mothú níos fearr.

Make very simple statements relating to illness and injuries, ask people simple questions about how they feel, about what is wrong with them and ask them if they are feeling better.

Éisteacht/listening

Ceisteanna simplí agus cur síos an-simplí a bhaineann leis na nithe thuas a thuiscint.
Understand simple questions and descriptions related to the subjects listed above.

Léamh/reading

Focail agus frásaí a bhaineann leis an ábhar seo a aithint. Comhráite scríofa simplí a bhaineann leis an ábhar a léamh.

Recognize words and phrases associated with this subject. Read simple written discussions relating to the subject.

Scríobh/writing

Na príomhfhocail agus na príomhfhrásaí a bhaineann le tinneas agus gortuithe a scríobh.

Write the main words and phrases associated with illness and injury.

Topaic 9: Ag déanamh cur síos ar dhaoine/ Topic 9: Describing people

	Feidhmeanna/functions	Samplaí/examples
9.1	Ag ainmniú páirteanna éagsúla den chorp. <i>Naming various parts of the body.</i>	Lámh(a) Cos(a)
9.2	Ag fiafraí cén chuma atá ar dhuine. <i>Asking how someone looks.</i>	Cén chuma atá air? Cén chuma atá uirthi?
9.3	Ag rá cén chuma atá ar dhuine. <i>Describing how someone looks.</i>	Tá sé ard tanaí. Tá sí beag dathúil. Tá gruaig fhada dhubh air. Tá gruaig ghairid chatach uirthi. Tá súile deasa donna aige/aici.
9.4	Ag fiafraí faoi phearsantacht duine. <i>Asking about someone's personality.</i>	Cén cineál duine é/í?
9.5	Ag déanamh cur síos ar phearsantacht duine. <i>Describing someone's personality.</i>	Is duine cairdiúil é. Is bean chineálta í.

Gramadach/grammar	Samplaí/examples
Na forainmneacha réamhfhoclacha <i>orm, agam agus araile</i> <i>The prepositional pronouns orm, agam etc.</i>	orm, ort, air, uirthi, orainn, oraibh, orthu agam, agat, aige, aici, againn, agaibh, acu
Ord focal <i>Word order</i>	Tá gruaig fhada dhonn uirthi.
Inscne ainmfhocal <i>Noun gender</i>	gruaig dhonn féasóg fhada
Iolra ainmfhocail <i>Plural of the noun</i>	cos/cosa súil/súile
Ainmfhocail agus aidiachtaí <i>Nouns and adjectives</i>	fear cairdiúil bean chineálta súile donna

Stór focal/vocabulary	Samplaí/examples
Páirteanna den cholainn <i>Parts of the body</i>	súil(e) béal féasóg ard beag ramhar tanaí dathúil/dóighiúil fada gearr/gairid díreach catach fionn rua liath
Tréithe <i>Characteristics</i>	cairdiúil cineálta deas

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Cur síos simplí a dhéanamh ar an chuma atá ar dhuine agus ar a p(h)earsantacht.
Make a simple description of someone's appearance and personality.

Éisteacht/listening

Ceisteanna agus cur síos simplí a bhaineann leis na nithe thuas a thuiscint.
Understand simple questions and descriptions relating to the subjects listed above.

Léamh/reading

Na príomhfhocail agus na príomhfhrásaí a bhaineann leis na hábhair thuas a aithint.
Recognize the most common words and phrases relating to this subject.

Scríobh/writing

Abairtí simplí a scríobh faoin chuma atá ar dhuine agus faoina p(h)earsantacht.
Write simple sentences about someone's appearance and personality.

Topaic 10: Éadaí agus siopadóireacht/ Topic 10: Clothes and shopping

	Feidhmeanna/functions	Samplaí/examples
10.1	Ag rá go bhfuil rud éigin ag teastáil uait. <i>Saying that you want something.</i>	Tá bróga nua de dhíth orm. Tá mé ag dul chuig bainis. Caithfidh mé culaith/gúna nua a cheannach.
10.2	Ag iarraidh ar dhuine triail a bhaint as ball éadaigh. <i>Asking someone to try on a garment.</i>	Bain triail as go bhfeice tú. Cuir ort é go bhfeice tú.
10.3	Ag lorg agus ag tabhairt tuairimí. <i>Seeking and giving opinions.</i>	Cad é do bharúil? Tá sé go hálainn. Níl sé ródheas. Tá an dath ró-éadrom/ródhorcha. Ní oireann sé duit.
10.4	Ag lorg tuairime ó dhuine a mheasann tú a bheith diúltach faoi earra. <i>Seeking an opinion from someone who think may be doubtful about an item.</i>	Nach maith leat an léine sin? Ní maith. Tá sé gránna!
10.5	Ag cur tuairimí in iúl faoi chostas. <i>Expressing opinions about cost.</i>	Tá sé an-saor/an-daor. Sílím go bhfuil sé ródhaor.
10.6	Ag déanamh comparáid idir earraí. <i>Comparing items and goods.</i>	Tá an léine seo i bhfad níos deise. Tá an sciorta seo níos daoire ná an ceann buí. Tá an cóta gorm seo níos mó/lú.
10.7	Ag rá gurbh fhearr leat rud éigin eile. <i>Saying you would prefer something else.</i>	B'fhearr liom ceann níos faide. B'fhearr liom ceann níos giorra.
10.8	Ag rá cá mhéad a chosnaíonn rud éigin.	Tá sé seachtó (is) a cúig euro. Níl sé ach daichead is a hocht punt.

	Feidhmeanna/functions	Samplaí/examples
10.9	<i>Saying how much something costs.</i> Ag cur in iúl go bhfuil tú chun earra a cheannach. <i>Saying that you will buy an item.</i>	Sílim go gceannóidh mé é.
10.10	Ag lorg agus ag tabhairt eolais faoi mhéid. <i>Seeking and giving information about size.</i>	Cén uimhir/cén mhéid a chaitheann tú? Uimhir/méid a deich.

Gramadach/grammar	Samplaí/examples
Céimeanna comparáide na haidiachta <i>Comparative forms of the adjective</i>	níos mó níos daoire
Uimhreacha (1–100) <i>Numbers (1–100)</i>	dhá euro is fiche daichead is a hocht punt
Ainmfhocal móide aidiacht <i>Noun plus adjective</i>	léine bhuí

Stór focal/vocabulary	Samplaí/examples
Cineálacha éadaí <i>Items of clothing</i>	carbhat seaicéad cóta báistí crios lámhainní/miotóga hata
Dathanna <i>Colours</i>	bándearg liath corcra geal éadrom dorcha

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Na príomhbhaill éadaigh a ainmniú agus tuairimí a chur in iúl fúthu, dathanna éagsúla a ainmniú, labhairt faoi chostas.

Name the most common items of clothing and express opinions about them. Name various colours and speak about cost.

Éisteacht/listening

Cur síos an-simplí a bhaineann le baill éadaigh a thuiscint, lena n-áirítear an dath atá orthu agus an costas a bhaineann leo.

Understand a very simple description of items of clothing, including their colour and cost.

Léamh/reading

Ainmneacha na bpríomhbhall éadaigh agus na dathanna a thuiscint. Uimhreacha simplí a thuiscint i gcomhthéacs praghsanna agus méideanna bróg agus araile.

Understand the names of the most common colours and items of clothing. Understand simple numbers in the context of pricing, shoe sizes and so on.

Topic 11: Ag pleanáil laethanta saoire/ Topic 11: Planning holidays

	Feidhmeanna/functions	Samplaí/examples
11.1	<p>Ag fiafraí de dhuine cén áit a bhfuil sé/sí ag dul ar laethanta saoire. <i>Asking someone if they are going on holiday.</i></p>	<p>Cá bhfuil tú ag dul ar laethanta saoire i mbliana?</p>
11.2	<p>Ag rá cén áit a bhfuil tú ag dul ar laethanta saoire. <i>Saying where you are going on holiday.</i></p>	<p>Tá mé ag dul go dtí an Fhrainc. Tá mé ag dul go Sasana.</p>
11.3	<p>Ag fiafraí de dhuine cé a bheidh leis/léi agus ag freagairt na ceiste sin. <i>Asking someone who will be with them and answering the same question.</i></p>	<p>Cé a bheidh leat? Mo chuid deirfiúracha. Mo chairde Síle agus Pól.</p>
11.4	<p>Ag fiafraí de dhuine cá fhad a bheidh sé/sí ar laethanta saoire agus ag freagairt na ceiste sin. <i>Asking someone how long their holiday will last and answering the same question.</i></p>	<p>Cá fhad a bheidh tú/sibh ann? Ar feadh cúpla lá. Don deireadh seachtaine. Ar feadh seachtaine.</p>
11.5	<p>Ag fiafraí de dhuine cén uair atá sé/sí ag dul ar laethanta saoire agus ag freagairt na ceiste sin. <i>Asking someone when they are going on holiday and answering the same question.</i></p>	<p>Cén uair atá tú ag dul/ag imeacht? An tseachtain seo chugainn. I gceann coicíse. Ag tús na míosa seo chugainn. Mí na Bealtaine.</p>
11.6	<p>Ag fiafraí de dhuine faoi na laethanta saoire agus ag freagairt na gceisteanna sin. <i>Asking someone questions about their holiday and answering similar questions.</i></p>	<p>Cá mbeidh tú/sibh ag fanacht? In óstán. An mbeidh sibh ag fanacht le Máire? Beidh, don chéad seachtain. An rachaidh sibh ar cuairt chuig Seán? An mbeidh na páistí leat? Ní bheidh. Beidh siad ag fanacht le mo thuismitheoirí.</p>

11.7	Ag cur ceiste faoin aimsir agus ag freagairt na ceiste sin. <i>Asking about the weather and answering the same question.</i>	An mbeidh an aimsir maith ag an am sin? Beidh. Tá súil agam.
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Gramadach/grammar	Samplaí/examples
<i>go dtí + an t-alt</i> <i>go dtí + the definite article</i>	an Fhrainc: go dtí an Fhrainc an Iodáil: go dtí an Iodáil
<i>go gan an t-alt</i> <i>go without the article</i>	Meiriceá: go Meiriceá Albain: go hAlbain
<i>cúpla + uimhir uatha</i> <i>cúpla + singular form of noun</i>	ar feadh cúpla seachtain
<i>ar feadh + an tuiseal ginideach</i> <i>ar feadh + noun in genitive case</i>	ar feadh seachtaine ar feadh coicíse ar feadh míosa (is leor na cinn seo a fhoghlaim) (<i>it is sufficient to learn these examples</i>)
<i>i gceann + an tuiseal ginideach</i> <i>i gceann + an tuiseal ginideach</i>	i gceann seachtaine i gceann coicíse i gceann míosa (is leor na cinn seo a fhoghlaim) (<i>it is sufficient to learn these examples</i>)
Ceisteanna agus freagraí san aimsir fháistineach (na briathra neamhrialta san áireamh) <i>Questions and answers in the future tense (including irregular verbs)</i>	An mbeidh...? Beidh/ní bheidh. An rachaidh...? Rachaidh/ní rachaidh.

Stór focal/vocabulary	Samplaí/examples
<p>Amanna/féilte faoi leith <i>Particular dates/festivals</i></p>	<p>an Nollaig an Cháisc an deireadh seachtaine fada Lá Fhéile Pádraig</p>
<p>Tíortha <i>Countries</i></p>	<p>An Ghearmáin An Phortaingéil An Astráil Albain An Bhreatain Bheag An tSeapáin An tSín</p>

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Cur síos bunúsach a dhéanamh ar na pleananna atá aige/aici do na laethanta saoire: cén áit a bhfuil sé/sí ag dul, an fhad a bheidh sé/sí ann, cén uair a bheidh sé/sí ag imeacht, cén áit a mbeidh sé/sí ag fanacht agus cad é mar a bheidh an aimsir. Ceisteanna simplí a chur ar dhaoine eile faoi na hábhair chéanna.

Make a basic description to their holiday plans: where they are going, how long they will be there, when they will leave, where they will stay and what the weather will like.

Éisteacht/listening

Ceisteanna agus cur síos bunúsach a bhaineann leis na nithe thuas a thuiscint. *Understand basic questions and descriptions relating to the subjects listed above.*

Léamh/reading

Ainmneacha na bpríomhthíortha a aithint. Cur síos bunúsach ar na nithe thuas a thuiscint. *Recognize the names of the main countries. Understand a basic description of the subjects listed above.*

Scríobh/writing

Cur síos simplí a scríobh faoi na pleananna atá acu do na laethanta saoire, mar shampla i litir nó i dteachtaireacht ríomhphoist chuig cara. *Write a simple account of their holiday plans, for example in a letter or an email to a friend.*

Topaic 12: Treoracha, suíomh agus gluaiseacht/ Topic 12: Directions, location and movement

	Feidhmeanna/functions	Samplaí/examples
12.1	Ag lorg agus ag tabhairt eolais faoi shuíomh (taobh amuigh). <i>Seeking and giving information about location (exterior).</i>	Cá bhfuil do charr páirceáilte? Tá sé in aice leis an bhanc. Tá sé trasna ón ollmhargadh. Tá sé ansin sa charrchlós.
12.2	Ag lorg agus ag tabhairt eolais faoi shuíomh (taobh istigh). <i>Seeking and giving information about location (interior).</i>	Cá bhfuil na heochracha? Tá siad ansin ar an teilifíseán. Tá siad ar an tábla/ar an bhord. Tá siad faoin nuachtán ansin.
12.3	Ag fiafraí cá bhfuil duine agus ag freagairt na ceiste sin. <i>Asking where someone is and answering the same question.</i>	Cá bhfuil Liam? Tá sé amuigh sa ghairdín. Tá sí istigh sa seomra suí. Tá sí thuas staighre. Tá sí thíos ansin.
12.4	Ag fiafraí cá háit a bhfuil an leithreas, nó seomraí eile, agus ag freagairt na ceiste sin. <i>Asking where is the toilet, or other rooms, and answering similar questions.</i>	Cá bhfuil an leithreas? Tá sé ansin ar chlé. Tá sé ansin ar dheis. Tá sé ansin ag bun an halla. Tá sé ag barr an staighre. Sin ansin é – an dara doras ar dheis.
12.5	Ag lorg agus ag tabhairt treoracha. <i>Seeking and giving directions.</i>	Cá bhfuil oifig an phoist? Téigh amach an doras, tiontaigh/cas ar dheis. Tá sé ansin in aice leis an séipéal. Téigh suas an tsráid. Téigh síos an bóthar. Gabh isteach an doras sin. Tá sé ansin ar dheis.

Gramadach/grammar	Samplaí/examples
An modh ordaitheach <i>The imperative form of the verb</i>	Téigh Cas/tiontaigh
Suíomh <i>Position/location</i>	thuas, thíos, istigh, amuigh
Gluaiseacht <i>Movement</i>	suas, síos, isteach, amach
Réamhfhocal + an t-alt <i>Preposition + the definite article</i>	ón ollmhargadh leis an óstán ar an tábla/ar an mbord faoin nuachtán
Anseo agus ansin <i>Anseo and ansin</i>	Tá sé anseo. Tá sé ansin ar chlé.

Stór focal/vocabulary	Samplaí/examples
Áiseanna <i>Facilities</i>	Féach Topaic 2, A1 <i>See Topic 2, A1</i>
Seomraí <i>Rooms</i>	Féach Topaic 12, A1 <i>See Topic 12, A1</i>
Troscán <i>Furniture</i>	Féach Topaic 12, A1 <i>See Topic 12, A1</i>

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Ceist a chur cá bhfuil rudaí éagsúla agus treoracha simplí a thabhairt. A rá cá bhfuil nithe éagsúla.

Ask where various items are located and give simple directions. Tell where various items are located.

Éisteacht/listening

Eolas bunúsach faoi shuíomh a thuiscint, mar aon le treoracha simplí.

Understand basic information about position/location, as well as simple directions.

Léamh/reading

An stór focal bunúsach a bhaineann le suíomh agus treo a phiocadh amach as cur síos níos faide.

Pick out the basic vocabulary relating to position and direction from a longer description.

Scríobh/writing

Treoracha simplí a scríobh mar aon le habairtí simplí maidir le suíomh rudaí.

Write simple directions and simple sentences about the position or location of things.

Topaic 13: Garanna agus cead/ Topic 13: Favours and permission

	Feidhmeanna/functions	Samplaí/examples
13.1	Ag iarraidh garanna (neamhfhoirmeálta). <i>Asking for favours (informal).</i>	Tabhair dom an peann sin soicind. A Shéamais, an bhféadfá an fhuinneog sin a dhúnadh, le do thoil. An bhféadfá an doras sin a oscailt – tá sé an-te istigh anseo. Oscail an doras sin dom, maith an fear.
13.2	Ag iarraidh garanna (réasúnta foirmeálta). <i>Asking favours (quite formal).</i>	Ar mhiste leat gar beag a dhéanamh dom? Ar mhiste leat ríomhphost a chur chugam, má fhaigheann tú an deis? Ar mhiste leat an litir seo a chur sa phost?
13.3	Ag cur in iúl go bhfuil nó nach bhfuil tú sásta gar a dhéanamh do dhuine. <i>Saying that you will or will not do someone a favour.</i>	Cinnte. Tá brón orm ach ... níl an t-am agam. tá coinne agam. tá mé róghnóthach.
13.4	Ag iarraidh cead/ ag tabhairt agus ag diúltú cead. <i>Asking permission/giving or refusing permission.</i>	An bhféadfainn/an dtig liom an fhuinneog seo a oscailt? Cinnte – ar aghaidh leat. An dtig liom an ceol seo a chasadh síos rud beag? Cinnte. Tá sé cineál ard. An bhféadfainn an leabhar seo a fháil ar iasacht? Cinnte, ach beidh sé ag teastáil uaim arís ag an deireadh seachtaine.
13.5	Ag iarraidh labhairt le duine/ ag cur in iúl do dhuine gur féidir leis/léi labhairt le duine. <i>Asking to speak with someone/informing others that they can speak with someone.</i>	An dtig liom labhairt leis an bhainisteoir? An bhféadfainn labhairt le Brian Ó Duinn? An bhféadfainn labhairt leis/léi? Cinnte. Fan ar an líne.

	Feidhmeanna/functions	Samplaí/examples
13.6	<p>Ag cur in iúl do dhuine cén fáth nach féidir leis/léi labhairt le duine éigin. <i>Explaining to others why they cannot speak to someone.</i></p>	<p>Tá brón orm ach ... Tá sí ar saoire faoi láthair. Tá sé as baile. Níl sí san oifig faoi láthair. Níl sé ag obair inniu.</p>

Gramadach/grammar	Samplaí/examples
<p>An modh ordaitheach <i>Imperative form of the verb</i></p>	<p>tabhair oscail dún</p>
<p>An modh coinníollach <i>Conditional tense</i></p>	<p>An bhféadfá ...? An bhféadfainn ...? (na cinn seo amháin)</p>
<p>Ord focal <i>Word order</i></p>	<p>An bhféadfainn an fhuinneog seo a oscailt?</p>

Stór focal/vocabulary	Samplaí/examples
<p>Briathra <i>Verbs</i></p>	<p>dún/druid oscail faigh cuir féad labhair le</p>

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

Garanna simplí agus cead a iarraidh. A chur in iúl cé acu an bhfuil nó nach bhfuil sé/sí sásta gar a dhéanamh nó cead a thabhairt.

Make simple requests for favours and permission. Express whether or not they will grant a favour or permission.

Éisteacht/listening

Iarratais shimplí a thuiscint agus fios a bheith aige/aici go bhfuil duine eile sásta gar a dhéanamh nó cead a thabhairt dó/di.

Understand simple requests and be aware if someone is willing to grant them a favour or permission.

Léamh/reading

Nótaí gearra a thuiscint ina bhfuil gar nó cead á iarraidh.

Understand short notes in which a favour or permission is requested.

Scríobh

Garanna simplí agus cead a iarraidh i bhfoirm scríofa.

Write simple requests for favours or permission.

Topaic 14: Ag déanamh socruithe/ Topic 14: Making arrangements

	Feidhmeanna/functions	Samplaí/examples
14.1	<p>Ag fiafraí de dhaoine an mbeidh siad saor agus ag freagairt na ceiste sin. <i>Asking people if they will be free and answering the same question.</i></p>	<p>Cad é atá tú a dhéanamh oíche Mháirt? Faic. Cén fáth? Tá mé ag dul go Corcaigh. Cad chuige?</p>
14.2	<p>Ag tabhairt cuireadh do dhuine/ag glacadh le cuireadh agus ag diúltú do chuireadh. <i>Extending an invitation to someone and accepting/refusing an invitation from others.</i></p>	<p>Ar mhaith leat dinnéar a ithe liom? Ar mhaith leat lón a ithe liom féin agus le Bairbre? Ba bhreá liom. Ba bhreá liom ach ... beidh mé i nGaillimh. beidh mé gafa. beidh mé as baile. beidh mé ag tabhairt aire do na páistí.</p>
14.3	<p>Ag cur díomá in iúl. <i>Expressing disappointment.</i></p>	<p>Is mór an trua sin!</p>
14.4	<p>Ag iarraidh teacht ar chinneadh agus ag déanamh moltaí. <i>Trying to come to an arrangement and making suggestions.</i></p>	<p>Cad é a dhéanfaimid san oíche amárach? Cad é faoi/céard faoi dhul chuig dráma?</p>
14.5	<p>Ag plé cúrsaí ama. <i>Discussing time.</i></p>	<p>Cén t-am a thosóidh sé? Ar cheathrú/ag ceathrú tar éis a hocht. Ag cúig bhomaite is fiche go dtí a naoi.</p>
14.6	<p>Ag socrú ama. <i>Arranging a time.</i></p>	<p>Cén t-am a chasfaimid le chéile? Beidh an traein istigh ar chúig nóiméad chun a naoi. Casfaidh mé leat ansin.</p>
14.7	<p>Ag rá le duine cén t-am a bhaileoidh tú é/í. <i>Telling someone what time you will collect them.</i></p>	<p>Baileoidh mé thú timpeall a naoi. Beidh mé ansin roimh leath i ndiaidh a seacht.</p>

14.8	Ag gabháil buíochais. <i>Expressing gratitude.</i>	Tá mé an-bhuíoch díot.
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Gramadach/grammar	Samplaí/examples
An aimsir fháistineach den bhriathar <i>The future tense of the verb</i> Ar + séimhiú Ar + lenition Uimhreacha agus am <i>Numerals and time</i>	Beidh mé gafa. Ar cheathrú chun a naoi. Cúig nóiméad tar éis a sé. Deich mbomaite i ndiaidh a seacht. Fiche tar éis a seacht. Cúig bhomaite is fiche go dtí a deich.

Stór focal/vocabulary	Samplaí/examples
Ginearálta <i>General</i>	Féach Caitheamh aimsire, A1 & A2 agus Saol laethúil A1. (See Caitheamh Aimsire, A1 & A2 and Saol Laethúil A1.)

Beidh an t-iarrthóir ábalta... *The candidate will be able to...*

Labhairt/speaking

A fháil amach an bhfuil duine saor agus tagairt a dhéanamh do na príomhócáidí sóisialta. Cuireadh a thabhairt agus glacadh le cuireadh agus diúltú do cuireadh. Socruithe simplí a dhéanamh a bhaineann le ham agus le háit.

Establish if someone is free and refer to the most common social occasions. Give invitations and accept or refuse them. Make simple arrangements including time and place.

Éisteacht/listening

Ceisteanna agus comhráite simplí a bhaineann le cuirí agus ócáidí sóisialta a thuiscint.

Understand simple questions and discussions relating to invitations and social occasions.

Léamh/reading

Cuirí an-simplí a thuiscint (mar shampla, ar chárta ag tabhairt cuireadh chuig cóisir). *Understand very simple invitations (on an invitation card to a party, for example).*

Scríobh/writing

Cuirí simplí a scríobh. Nóta an-simplí a scríobh ag glacadh le cuireadh nó ag diúltú do cuireadh.

Write simple invitations. Write very simple notes accepting or refusing an invitation.

3. Guidelines for Scrúdú Bhonnleibhéal 2 (A2)

3.1 General information

- The examination for full accreditation is held once every year, usually in April or May, in Maynooth University and in other centres throughout Ireland, in Europe, in the USA and Canada. Contact Lárionad na Gaeilge if your organisation requires information about partial accreditation at other times of the year.
- All current information relating to dates, examination centres, application forms, etc. is available on this website.
- All instructions and rubrics on the examination paper are in Irish.
- Candidates will not be allowed to bring a dictionary into the examination hall.
- Consult the Frequently Asked Questions section of this website if you have any questions. Further information can be obtained from Lárionad na Gaeilge, Maynooth University, Co Kildare, Ireland (01) 7083737 or teanga@nuim.ie
- As well as studying the specifications found in the second part of this document, candidates are also advised to familiarise themselves with the following documents that can be found at www.teg.ie:

[Sample papers for Bhonnleibhéal 2 \(A2\)](#)

[Chief Examiner's Report for Scrúdú Bhonnleibhéal 2 \(A2\)](#)

Grading

The final mark a candidate receives in *Scrúdú Bhonnleibhéal 2 (A2)* is an aggregate of the marks obtained in each of the four components of the examination (listening, speaking, reading and writing). Candidates will also receive a breakdown of marks in obtained in each of these components. There is no minimum pass mark for individual components.

Scrúdú Bhonnleibhéal 2 (A2)	
80 - 100%	Pass with distinction
65 - 79%	Pass le merit
50 - 64%	Pass
0 - 49%	Fail

Examination components

The examination includes four components: listening, speaking, reading and writing. The marks are distributed as follows:

Scrúdú Bhonnleibhéal 2 (A2)
<ul style="list-style-type: none">• Speaking 35%• Listening 25%• Reading comprehension 25%• Writing 15%

The different components are described in detail below. Candidates are advised to carefully study the sample papers also available on this website.

3.2 The listening comprehension examination

Below is a description of the questions in the listening comprehension component.

Section	Number of items	Type of text	Format of answers	Number of marks	Focus of the task
1	6	Three short announcements	Short answer (one word, number or phrase)	12 marks	Listening for specific information.
2	6	Three short informal conversations	Short answer (one word, number or phrase)	12 marks	Listening to find simple factual information.
3	9	A longer conversation	Short answer (one word, number or phrase) / Multiple choice answer (four options)	9 marks	Listening to find simple factual information.
4	6	A longer conversation	Multiple choice (three options: true/false/not stated)	12 marks	Listening to find simple factual information.

General information

- All material on the recording for this component is in Irish.
- Candidates will have five minutes to read the exam paper before the recording is played.
- The instructions for the candidates on the recording correspond to the instructions on the examination paper.
- Each listening comprehension question will be played twice. Candidates will have time between each question, and additional time at the end of the exam, to check their questions.
- This part of the exam lasts for approximately 25 minutes.
- The speakers used will be good, clear-voiced speakers. The three main dialects will feature but none of the speakers will have a very strong regional accent.
- The materials used in this part of the exam will be based on authentic material. By this we mean that the texts will be based on commonly heard materials, for example announcements on RTÉ Raidió na Gaeltachta, conversations and so on.
- Where a written answer is called for (a word or a phrase), these must be in Irish.

Marking

- Each question in section 1, 2 and 4 carries two marks. Each question in section 3 carries one mark. This gives a total of 45 marks, which represents 25% of the whole examination.
- There are two question types. In multiple choice questions, candidates are reminded that they can only tick one box. Candidates who tick more than one box will not be awarded any marks, regardless of whether or not they choose the correct answer. In the short-answer questions, spelling inaccuracies are accepted as long as the words written are recognisable. The only exception to this is when spelling is dictated on the recording.

3.3 The reading comprehension examination

Below is a description of the questions in the reading comprehension component.

Question	Number of items	Type of text	Format of answers	Number of marks	Focus of the task
1	6	Dialogue between friends / relatives	Multiple choice matching (choose 6 from a total of 9 items)	12 marks	Reading to identify the correct response.
2	6	Short statements or questions and answers	Multiple choice answers (three options)	12 marks	Reading to identify the correct answer
3	6	Three short texts of a similar type (book or film reviews, description of TV programme etc.)	Multiple choice answers (three options)	12 marks	Reading for detailed understanding of a subject
4	6	Newspaper / magazine article	Multiple choice questions (3 options: true/false/not stated)	12 marks	Reading for detailed understanding of a subject and to identify the main points.
5	12	Interview from magazine/newspaper	Cloze test (open)	12 marks	Reading to identify the appropriate lexical items.

General information

- The reading and writing component last ninety minutes in total. The time that candidates should allocate to the different components or individual tasks is not specified.
- In this component, candidates are expected to use their limited resources in vocabulary and structure to understand the main message and some detail in a range of texts.
- Candidates will face various challenges in each question, as shown in the table below. They may encounter words not contained in the syllabus. In such a case, they should be able to use strategies to guess the meaning of the word or decide that the word isn't essential to understanding the overall meaning of the piece. See the examples in the sample exams in this booklet.
- These texts will have an emphasis on facts and opinions.

Marking

- Each question in section 5 carries one mark. Each question in the other sections carries two marks. This gives a total of 60 marks, which represents 25% of the whole examination.
- Candidates are strongly advised to follow instructions in order to minimise their chances of losing marks.

3.4 The writing examination

Below is a description of the questions in the writing component.

Question	Number of items	Type of text	Format of answers	Number of marks	Focus of the task
1	1	Short paragraph	Guided writing task, based on a series of pictures	12 marks	Grammatical accuracy/ language structures /vocabulary
2	1	Email or informal note	Guided writing task based on a theme and prompts	12 marks	Grammatical accuracy/ language structures /vocabulary
3	10	Email, short letter or note	Cloze test (Open)	10 marks	Grammatical accuracy/ language structures /vocabulary

General information

- The reading and writing components last ninety minutes in total. The time that candidates should allocate to the different components or individual tasks is not specified.
- At this level, candidates are expected to be able to write very short, simple, informal texts. The subjects will be family, hobbies, holidays and other such topics that relate to everyday life.
- One of the tasks, the cloze test, requires the candidate to write one grammatically correct word in a gapped text.

Marking

- The writing test carries 34 marks, which accounts for 15% of the total exam marks.
- Candidates are assessed on the following: grammatical accuracy, vocabulary and content.

3.5 The oral examination

Below is a description of the questions in the oral examination.

Section	Length of time	Type of task	Language functions
1	4-5 minutes	The candidate is asked questions about his/her daily life (place of residence, family, work, hobbies, holidays, travel, etc.)	Giving information
2	2-3 minutes	Role-play: (a) The candidate is given a card five minutes before the examination begins. The card contains key words relating to a particular event: planning holidays, describing a weekend etc. The candidate answers questions posed by the examiner relating to dates, places, price, journeys etc. (b) Then the candidate asks the examiner about an event similar to that on the role-card. (No prompts are given).	Giving information Seeking information Expressing simple opinions

3	2-3 minutes	Telling a simple story: The candidate is given a series of six pictures and has one minute to look at them. Then the candidate describes what is happening in the pictures. The pictures show scenes from daily life – eating in a restaurant, walking in the mountains, etc. – and an event that occurs – for example, a bag is stolen, somebody falls and is hurt, etc.	Describing a series of related pictures in a simple list of points
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General information

- Only one candidate is examined at any one time. The examination is carried out by two examiners. One of the examiners will concentrate exclusively on assessment throughout the examination and will not take part in the conversation. The other examiner will also be attentive to the candidate's performance but will ask the candidate questions and administer the tasks the candidate must perform.
- Candidates are given the card used in the role-play (Section 2) 5 minutes before the examination starts.
- Candidates are given 1 minute to reflect on what they are going to say before they have to describe the drawing in Section 3 of the examination.
- All oral examinations are recorded for monitoring, standardisation and research purposes.

Marking

- Candidates are assessed on a sustained performance over the three sections of the examination and not on individual tasks. The speaking component accounts for 35% of the total marks for this examination.
- In the *Scrúdú Bhonnleibhéal 2* oral examination, examiners award marks according to five analytical criteria. These are: grammatical accuracy, vocabulary, pronunciation, fluency and communication. 'Communication' this refers to candidates' ability to use communicative strategies like asking for repetition or clarification and their ability to display basic sociolinguistic competences by using the simplest everyday forms of greetings, farewells, introductions, saying please, thank you, sorry etc).
- Examiners receive comprehensive training. A robust monitoring and standardisation process is in place to ensure the reliability of the marking process.

