

Teastas Eorpach na Gaeilge

Siollabas Bhonnleibhéal 1 (A1)
Syllabus Bonnleibhéal 1 (A1)



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**Ollscoil
Mhá Nuad**

Ollscoil na hÉireann
Má Nuad

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1. Foreword

This syllabus outlines the areas of language use required of a learner who wishes to sit examination *Scrúdú Bhonnleibhéal 1 (A1)*.

Teastas Eorpach na Gaeilge (TEG) exams and syllabi are available at the following levels.

TEG syllabi and exam levels
Bonnleibhéal 1 (A1)
Bonnleibhéal 2 (A2)
Meánleibhéal 1 (B1)
Meánleibhéal 2 (B2)
Ardleibhéal 1 (C1)

The table below indicates how TEG syllabi and examinations are broadly based on the *Common European Framework of Reference for Languages: Learning, Teaching and Assessment* (CEFR) which was published by the Council of Europe in 2001.

TEG Syllabi and Exam Levels	CEFR Levels	Hours of study*
Bonnleibhéal 1 (A1)	A1	80–100
Bonnleibhéal 2 (A2)	A2	+ 160–200
Meánleibhéal 1 (B1)	B1	+ 350–400
Meánleibhéal 2 (B2)	B2	+ 500–600
Ardleibhéal 1 (C1)	C1	+ 1000
	C2	+ 1500

* These figures are estimates.

2. The content of *Siollabas Bhonnleibhéal 1*

The syllabus outlines the minimum language level required to enable a learner to function within a defined subject range. It is important to remember, however, that the needs of the learners must always be taken into account in the designing of teaching materials.

This is a communicative syllabus. This means that it focuses on various functions pertaining to particular topics and subject-matter. Examples are given of expressions which could be used to introduce the learners to those functions. As well as that, lists of useful vocabulary and phrases are provided for teaching this subject-matter to the class. The lists of vocabulary and expressions in this syllabus are not exhaustive and teachers are advised to take the needs of the learners into account in preparing their own courses.

It is of vital importance that the learners' needs are to the forefront in the creation of a course of instruction or teaching programme. These needs must be fully ascertained through the use of questionnaires and interviews, prior to the preparation of class lessons. For example, what are the learners' pastimes, what type of work do they do, where do they live, what are their skills, what subject-matter would they like to cover in the class and so on. With such information to hand, class lessons can take into account the needs and interests of the learners.

Teachers can adapt the content of the syllabus as best suits the course of instruction they put together. That is to say, it is not necessary to stick to the order or layout of the units as given in the syllabus. However, it is important to cover the various functions and the examples of phrases/vocabulary.

Teachers are expected to use their own dialectal preference when teaching the subject matter of the syllabus. Occasionally, important phrases from the main dialects are given. For example, how to greet someone: *Cad é mar atá tú?*, *Cén chaoi a bhfuil tú?* and *Conas tá tú?* It is expected at this level that the learners would be able to use one of the above versions without difficulty, and that they would be capable of understanding the other two. Similarly, in matters of vocabulary (for example *druid/dún*) and of grammar (for example, *ar an bhóthar/ar an mbóthar*), it is enough for the learner at this level to be able to use one version correctly and to understand the rest.

3. Grammar

One of the most important features of the communicative syllabus is the way in which grammar is taught. In traditional syllabi the teaching of grammar was prioritised above all else, but in the communicative syllabus grammar is taught in the context of subject matter and topics. For example, in Topic 3 (The Family), the personal numbers from 1 to 10 are explained to the learners. It is not suggested that every rule concerning the personal numbers be taught at this level. It is sufficient at Bonnleibhéal 1 (A1) that the learner should understand the question *Cá mhéad deartháir atá agat?* and that he or she might be able to give a basic answer such as *beirt*. Certainly, essential grammar points should not be neglected and it is often useful to focus formally on a specific grammar point.

4. Learners and the language learning process

Teachers are well aware that not all language learners progress at the same rate. Many factors can influence the success of learning, for example, the learner's background, personality, age, motivation etc.

Much is now understood about the importance of how the learner engages in the learning process. As learners reflect on themselves as participants in a learning process, on their weaknesses and talents, and on the strategies they use, their success in language learning will increase.

It cannot be assumed that all learners have this awareness or that they understand the importance of such an approach. Therefore, the teacher is obliged to urge and direct the learners to get to know their own learning style and to understand the strategies that help them in language acquisition.

The following paragraphs describe some of the strategies that should be emphasised in the teaching and learning process to aid learners to benefit fully from their study.

4.1 Learning and communication strategies

Making mistakes is a natural part of language acquisition. It is obvious that learners will experience difficulty when they try to use the language. Communicative strategies help the learners to be more effective in speaking because they help learners plan what it is they want to say, monitor their effectiveness and take steps to correct problems as they arise. These compensatory strategies help the learners to communicate successfully despite gaps in their knowledge that may obstruct communication.

Throughout the learning process, learners will benefit from repeated opportunities to develop the use of these strategies and to adopt a more active approach to their own learning. Teachers should try constantly to inform learners of how to use the right strategy. A once-off reference to learning strategies is not enough. Effective teaching relies on the consistent use of these essential strategies and the entire teaching method must be grounded in the implementation of these strategies as a guiding principle. It is not necessary to instruct the learner in the use of specific strategies and techniques. However, it is important to help them to recognise the effective strategies they already employ and to develop new strategies.

Outlined below are some of the strategies learners should use.

When speaking

- Compensating in the event of the learner experiencing information deficit. Seeking help with regard to a specific word/phrase/point:

Cén Ghaeilge atá air...? (What is the Irish for...?)

Conas a deirtear...? (How does one say...?)

- Questioning others to establish if they have understood what has been said:

An dtuigeann tú sin? (Do you understand that?)

- Monitoring progress. Questioning another/others to determine if what the learner has said is correct:

An bhfuil sin ceart? (Is that correct?)

When listening

- Expressing the fact that the learner does not understand:

Tá brón orm. Ní thuigim sin. (I'm sorry. I don't understand that.)

Gabh mo leithscéal, ach ní thuigim sin. (Excuse me, but I don't understand that.)

- Seeking clarification:

Cad é a chiallaíonn...? (What is the meaning of...?)

An bhféadfá é sin a mhíniú dom, le do thoil?

(Could you explain that to me, please?)

- Requesting that the interlocutor repeats what he/she has said:

Arís, le do thoil. (Could you repeat, please?)

- Seeking confirmation that the learner has understood what has been said:

An é 'an Fhraincis' a dúirt tú? (Did you say 'French'?)

- Asking the interlocutor to speak more slowly

An bhféadfá labhairt níos moille, le do thoil?

(Could you speak more slowly, please?)

Learning in general

The learner should:

- Understand his/her own individual learning style. What helps and what obstructs learning? What strategies does the learner use to enhance his/her own learning?
- Organise his/her study. Identify areas of weakness and strength and focus on these, thus making study more effective.
- Plan before undertaking tasks.
- Monitor progress during specific task work and learning generally.

While working on a text or undertaking a task

The learner should:

- Repeat words or structures aloud or to him self/herself.
- Make correct use of dictionaries, grammar books, lists of terms, and other resources both printed and electronic.
- Categorise and order new information as it being learned.
- Note/summarise main points.
- Seek help, for example, by asking the teacher or other people to repeat/ clarify/advise/give extra examples.
- Work in tandem with other learners.

4.2 Language awareness

Language awareness refers to the learner's understanding of the language learning process and his/her analysis of the way the language works.

The learner certainly benefits from such an approach as he or she sets out on the process of acquiring the language.

The learner should be guided and motivated to investigate the following phenomena:

- the way in which the language works
- the different patterns that are to be found in the language
- the similarities and differences between Irish and English
- the similarities and differences between Irish and the learner's other languages.

There should be a continuous focus on various aspects of language awareness and sociolinguistic awareness during the teaching process. Suitable texts, including written, aural, and visual texts, can be used to motivate the learner to reflect on these matters. The purpose of this approach is to assist the language acquisition process by giving the learner opportunities to identify areas of weakness in his/her information base, particularly when speaking.

Outlined below are some examples of areas upon which the learner should focus.

- Grammatical terminology
It is important that the learner should be aware of grammatical terminology in Irish so as to have the necessary skills to analyse the

language grammatically and to use dictionaries and other reference materials correctly.

- Syntax

The learner should be able to differentiate between Irish syntax and English. Observe the examples below:

I went to the shop.	<i>Chuaigh mé go dtí an siopa.</i>
The black book.	<i>An leabhar dubh.</i>
He has long black hair.	<i>Tá gruaig fhada dhubh air.</i>

- Emphasis/stress

The learner should recognise how emphasis in a sentence is different in Irish compared to English. For example:

Bríd: *Is maith liom ceol. An maith leatsa ceol?*

It is a common mistake in Irish to vocally stress the word *leat*, as in the case in English where the word **you** (emphatic) is stressed. In Irish, however, the suffix *-sa* is added to the prepositional pronoun *leat* for the purpose of emphasis.

- Awareness of pattern

The learner should seek to identify patterns in Irish grammar. By using suitable texts, the teacher can ask the learner to be attentive to the various grammar patterns that may be evident, for example the different endings for plural nouns and future tense verb endings.

- Register

It is important that the learner be able to identify different contexts that require a specific register, for example, giving orders to children as opposed to giving orders to adults. (See Topic 13 Orders)

- Dialects

The learner must be helped to understand the variations that exist between regional dialects. This can be achieved by highlighting the range of expression in various dialects and by pointing out the lexical variations between them, for example different greetings and individual lexical items such as *bord/tábla* (table) or *buachaill/garsún* (boy).

- Phonetics

The teacher should seek to focus the learner's attention on the principal differences that exist between phonemes in Irish and in English. For example, the learner should be made aware that there are almost twice as many consonants in Irish than in English (*dó/deo, gal/geal, paca/peaca*).

5. Sociocultural knowledge

A number of those taking a course based on this syllabus may not be Irish, or may be studying Irish abroad. It is therefore important that these learners be given basic information about some principal aspects of Irish culture, particularly those aspects relating to Irish and the Gaeltacht (Irish-speaking areas).

It is recommended that aspects of Irish culture are explored during class activities rather than being the subject of a stand-alone teaching unit.

Below are some aspects of culture that should be explored in class:

- personal and family names commonly found in Ireland
- some of the most important Irish placenames
- major festivals
- basic information about Irish music, song and dance
- basic information about Gaeltacht areas.

6. Skills

Below is a brief description of what a learner who has completed a course of study at this level is expected to be able to do.

6.1 Speaking and listening

Learners will be able to use single words and simple sentences while taking part in a conversation based on topics and general information that relate to everyday life. For example, they will be able to give a very basic description of themselves, where they live, their work and their daily routine. They will rely heavily on memorised sentences but will be able to use some communication strategies to help them maintain interaction.

Learners will be able to understand simple speech delivered in a slow, carefully articulated but natural manner. They will rely heavily on others for assistance in their efforts to carry on communication.

6.2 Reading

Learners will understand texts that are short and simple insofar as they relate specifically to everyday life. They will understand the text on a phrase-by-phrase basis, finding words and recognisable phrases. They will reread the text as often as necessary.

6.3 Writing

Learners will be able to write simple words and very simple basic phrases. In *Scrúdú Bhonnleibhéal 1 (A1)* candidates are asked to write single words only.

7. Scrúdú Bhonnleibhéal 1

For all information regarding this examination and Teastas Eorpach na Gaeilge go to www.teg.ie

Topaic 1: Ag bualadh le daoine/Meeting people

	Feidhmeanna/Functions	Samplaí/Examples
1.1	<p>Ag beannú do dhuine agus ag beannú ar ais do dhuine. <i>Greeting and replying to someone.</i></p>	<p>Dia duit. <i>Hello</i> Dia is Muire duit. <i>Hello (reply)</i></p>
1.2	<p>Ag fiafraí de dhaoine an bhfuil siad go maith agus ag freagairt na ceiste sin. <i>Asking people how they are and replying to the same question.</i></p>	<p>Cad é mar atá tú? <i>How are you? (Ulster)</i> Cén chaoi a bhfuil tú? <i>How are you? (Connaught)</i> Conas tá tú? <i>How are you? (Munster)</i></p> <p>Go maith, go raibh maith agat. Agus tú féin? <i>Well, thank you. And you?</i> Go breá. <i>Fine.</i></p> <p>An bhfuil tú go maith? <i>Are you well?</i> Tá. Tá mé go breá, go raibh maith agat. <i>I am. I am fine, thank you.</i></p>
1.3	<p>Tú féin a chur in aithne. <i>Introducing yourself.</i></p>	<p>Liam is ainm dom. <i>My name is Liam.</i> Is mise Síle. <i>I'm Síle.</i></p>
1.4	<p>Ag fiafraí de dhuine cén t-ainm atá air/uirthi agus ag freagairt na ceiste sin. <i>Asking someone their name and replying.</i></p>	<p>Cad is ainm duit?/Cá hainm atá ort?/Cén t-ainm atá ort? <i>What is your name?</i> Siobhán. Micheál. Cad is ainm duitse?/Cá hainm atá ortsa?/Cén t-ainm atá ortsa? <i>Siobhán/Michael. What is your name?</i></p>

	Feidhmeanna/Functions	Samplaí/Examples
1.5	Ag rá le duine go bhfuil sé go deas bualadh leis/léi. <i>Saying to someone it's nice to meet them.</i>	Tá sé go deas bualadh leat. <i>It's nice to meet you.</i>
1.6	Ag iarraidh agus ag tabhairt uimhir theileafóin. <i>Asking for and giving a telephone number.</i>	Cad é d'uimhir theileafóin? <i>What is your telephone number?</i> A náid a hocht a seacht, a trí a cúig a náid a dó a ceathair a sé <i>Zero, eight, seven, three, five, zero, two, four, six.</i>
1.7	Ag cur daoine in aithne dá chéile. <i>Introducing people to each other.</i>	Seo é Liam. <i>This is Liam</i> Seo í Aoife. <i>This is Aoife</i> Seo iad Síle agus Eoghan. <i>These are Síle and Eoghan.</i>
1.8	Ag fágáil slán ag duine. <i>Taking leave of someone.</i>	Slán leat. <i>Goodbye</i> Slán agat. <i>Goodbye</i> Slán go fóill. <i>Goodbye for now.</i>

Gramadach/Grammar	Samplaí/Examples
Forainmneacha <i>Pronouns</i>	mé, tú, sé, sí, etc. <i>I, you (sg), him, her, etc.</i>
An dara pearsa uatha agus iolra de na forainmneacha réamhfhoclacha <i>dom</i> agus <i>orm</i> <i>The second person singular and plural of the prepositional pronouns 'dom' and 'orm'.</i>	duit, daoibh <i>To you (sg), To you (pl)</i> ort, oraibh <i>(on you (sg), on you (pl))</i>
Foirmeacha treise <i>Emphatic forms</i>	ortsa, duitse, etc. <i>on you, to you, etc.</i>

Gramadach/Grammar	Samplaí/Examples
Ceisteanna agus freagraí san aimsir láithreach <i>Questions and answers in the present tense.</i>	Cad is ainm duit? Muiris. <i>What is your name? Muiris.</i>

Stór focal/Vocabulary	Samplaí/Examples
Uimhreacha 0–10 <i>Numbers 0–10</i>	a haon, a dó, a trí, etc. <i>one, two, three etc.</i>

Beidh an foghlaimoir ábalta...<i>The learner will be able to...</i>
<p>Labhairt/speaking Beannachtaí simplí a úsáid agus slán a fhágáil ag duine, agus eolas an-bhunúsach a thabhairt faoi féin. <i>Use simple greetings and say goodbye to someone, give basic information about themselves.</i></p> <p>Éisteacht/listening Beannachtaí agus ceisteanna simplí a bhaineann le cúlra a thuiscint. <i>Understand greetings and simple questions relating to background.</i></p> <p>Léamh/reading Focail agus frásaí a bhaineann le heolas pearsanta a aithint (e.g. ar fhoirm iarratais). <i>To recognize words and phrases which relate to personal information (for example on an application form.)</i></p> <p>Scríobh/writing Roinnt sonraí pearsanta a bhreacadh síos (e.g. ar fhoirm iarratais). <i>To write down some personal data (e.g. on an application form).</i></p>

Topaic 2: Cúlra agus áit chónaithe / Background and place of residence

	Feidhmeanna/Functions	Samplaí/Examples
2.1	Ag fiafraí de dhaoine cad as dóibh agus ag freagairt na ceiste sin. <i>Asking people where they from and replying to the same question.</i>	Cá as tú?/Cad as duit? <i>Where are you from?</i> (Is) as an Spáinn mé/dom. <i>I am from Spain</i> Cá as tú féin?/Cad as duit féin? <i>Where are you from yourself?</i>
2.2	Ag fiafraí de dhaoine cá bhfuil siad ina gcónaí agus ag freagairt na ceiste sin. <i>Asking people where they are living and replying to the same question.</i>	Cá bhfuil tú i do chónaí?/ <i>Where do you live?</i> (Tá mé i mo chónaí) i gCorcaigh. <i>(I live) in Cork.</i>
2.3	Ag cur náisiúntachta in iúl <i>Reporting nationality.</i>	Is Éireannach mé. <i>I am Irish</i> Is Sasanach mé. <i>I am English</i> An Spáinneach tú? <i>Are you Spanish?</i> Is ea/ní hea, ach Iodálach. <i>Yes/no, Italian.</i>
2.4	Ag fiafraí de dhaoine cén seoladh atá acu agus ag freagairt na ceiste sin. <i>Asking people their address is and replying to the same question.</i>	Cén seoladh atá agat? <i>What is your address?</i> 21 Bóthar na Carraige. <i>21 Carrick Road</i>
2.5	Ag fiafraí cá bhfuil áit faoi leith agus ag freagairt na ceiste sin. <i>Asking the location of a certain place and responding to the same question.</i>	Cá bhfuil sé sin? <i>Where is that?</i> I gCorcaigh. <i>In Cork</i> In aice le Sligeach. <i>Beside Sligo</i> Gar do Luimneach. <i>Near Limerick</i> Cúpla míle ó Dhoire. <i>A couple of miles from Derry</i>

	Feidhmeanna/Functions	Samplaí/Examples
2.6	<p>Ag déanamh cur síos ar áiseanna i do cheantar agus ag cur ceist ar dhaoine eile faoi áiseanna ina gceantar siúd.</p> <p><i>Describing facilities in your area and asking others about the facilities in their area.</i></p>	<p>An bhfuil áiseanna maithe sa cheantar?</p> <p><i>Are there good facilities in the area?</i></p> <p>Tá siopaí, scoil agus oifig phoist ann.</p> <p><i>There are shops, a school and a post office there.</i></p> <p>An bhfuil linn snámha ann?</p> <p><i>Is there a swimming pool there?</i></p> <p>Tá/Níl.</p> <p><i>Yes/No.</i></p>

Gramadach/Grammar	Samplaí/Examples
<p>Na réamhfhocail <i>as</i> agus <i>i</i></p> <p><i>The prepositions 'as' and 'i'</i></p>	<p>As Baile Átha Cliath.</p> <p><i>From Dublin</i></p> <p>I mBaile Átha Cliath.</p> <p><i>In Dublin</i></p>
<p>Na réamhfhocail <i>do</i>, <i>le</i> agus <i>ó</i></p> <p><i>The prepositions 'do', 'le' agus 'ó'</i></p>	<p>Tá sé gar do Luimneach.</p> <p><i>It is near (to) Limerick</i></p> <p>Tá sé in aice le Gaillimh.</p> <p><i>It is beside Galway</i></p> <p>Tá sé cúpla míle ó Dhoire.</p> <p><i>It is a couple of miles from Derry.</i></p>
<p>Foirmeacha ceisteacha</p> <p><i>Interrogative forms</i></p>	<p>An bhfuil...?</p> <p><i>Is there...?</i></p> <p>Cá bhfuil...?</p> <p><i>Where is...?</i></p>
<p>An dara pearsa uatha agus iolra de na forainmneacha réamhfhoclacha <i>dom</i> agus <i>agam</i></p> <p><i>The second person singular and plural of the prepositional pronouns 'dom' and 'agam'</i></p>	<p>Duit, daoibh</p> <p><i>to you (sg/pl)</i></p> <p>agat, agaibh</p> <p><i>at you (sg/pl)</i></p>
<p>Aidiachtaí sealbhacha</p> <p><i>Possessive adjectives</i></p>	<p>mo, do</p> <p><i>my, your (sg)</i></p>
<p>An chopail</p> <p><i>The copula</i></p>	<p>Is Iodálach mé.</p> <p><i>I am an Italian</i></p>

Stór focal/Vocabulary	Samplaí/Examples
<p>Áiteanna <i>Places</i></p>	<p>sráidbhaile <i>village</i> baile <i>town</i> cathair <i>city</i> contae <i>county</i> faoin tuath <i>in the country</i> cois farraige <i>by the sea</i></p>
<p>Áiseanna <i>Facilities</i></p>	<p>siopa(i) <i>shop(s)</i> banc <i>bank</i> ollmhargadh <i>supermarket</i> Scoil <i>School</i> oifig (an) phoist <i>post office</i> teach (tithe) tábhairne <i>pub(s)</i> óstán <i>hotel</i> linn snámha <i>swimming pool</i></p>
<p>Náisiúntacht <i>Nationality</i> (go háirithe náisiúntacht an fhoghlaimora) <i>(especially the nationality of the learner)</i></p>	<p>Éireannach <i>Irish</i> Sasanach <i>English</i> Meiriceánach <i>American</i> Francach <i>French</i> Spáinneach <i>Spanish</i> Iodálach <i>Italian</i></p>

Beidh an foghlaimeoir ábalta...The learner will be able to...

Labhairt/speaking

Eolas bunúsach a thabhairt faoi/fúithi féin maidir leis na rudaí seo a leanas: náisiúntacht, áit ar rugadh é/í, áit chónaithe. Beidh sé/sí in ann ceisteanna bunúsacha a chur ar dhaoine eile faoi na hábhair chéanna. Beidh sé/sí in ann na príomháiseanna atá le fáil sa cheantar a ainmniú agus ceist a chur ar dhaoine eile faoi na príomháiseanna atá le fáil ina gceantar siúd.

Give basic information about him/herself regarding the following things: nationality, place of birth/residence. Will be able to ask other people basic questions about the same subjects. Will be able to name the main facilities in the area and to ask others about the main facilities in their areas.

Éisteacht/listening

Tuigfidh an foghlaimeoir ceisteanna simplí a bhaineann le cúlra agus áit chónaithe. Tuigfidh sé/sí cur síos simplí ó dhaoine eile faoi na príomhrudaí atá le fáil ina gceantar.

The learner will understand simple questions relating to background and place of residence. He/she will understand simple descriptions from other people about the main facilities in their area.

Léamh/reading

Beidh na foghlaimeoirí in ann na príomhfhocail a bhaineann leis an ábhar seo a aithint, mar shampla, na focail *náisiúntacht* agus *áit chónaithe* ar fhoirm. Beidh siad in ann na príomhfhocail a bhaineann le seirbhísí a thuiscint, mar shampla, *banc* nó *oifig (an) phoist*.

The learner will be able to recognize the main words relating to this subject. For example, the words 'náisiúntacht' and 'áit chónaithe' on a form. They will be able to understand the main words relating to services, for example, 'banc', 'oifig (an) phoist' and so on.

Scríobh/writing

Beidh na foghlaimeoirí in ann focail faoi leith a bhaineann leo féin a scríobh ar fhoirm. Mar shampla, náisiúntacht agus áit chónaithe.

The learner will be able to write particular words relating to themselves on a form. For example, nationality and place of residence.

Topaic 3: An teaghlach/*The family*

	Feidhmeanna/Functions	Samplaí/Examples
3.1	Ag labhairt faoi stádas pósta. <i>Talking about marital status.</i>	Tá/níl mé pósta. <i>I am/ I am not married.</i> Tá mé singil. <i>I am single.</i> Tá mé scartha. <i>I am separated.</i> Tá mé colscartha. <i>I am divorced.</i>
3.2	Ag lorg agus ag tabhairt eolais faoi stádas pósta. <i>Seeking and giving information about marital status.</i>	Is baintreach (fir) mé. <i>I am a widow(er).</i> An bhfuil tú pósta? <i>Are you married?</i> Tá/níl. <i>Yes/no</i> An bhfuil tusa/tú féin pósta? <i>Are you married?</i> Níl. Tá mé singil. <i>No, I am single.</i>
3.3	Ag labhairt faoi pháistí. <i>Talking about children.</i>	Tá clann/páistí agam. <i>I have a family/children.</i> Níl páistí ar bith againn. <i>I don't have any children.</i> Tá mé/táimid ag súil le páiste. <i>I am/we are expecting a child.</i>
3.4	Ag fiafraí de dhaoine an bhfuil páistí acu agus ag freagairt na ceiste sin. <i>Asking people if they have children and answering that question.</i>	An bhfuil páistí agat?/An bhfuil clann agat? <i>Do you have children?/ Do you have a family?</i> Tá. <i>Yes.</i>
3.5	Ag fiafraí de dhaoine cá mhéad páiste atá acu agus ag freagairt na ceiste sin.	Cá mhéad páiste atá agat? <i>How many children do you have?</i> Beirt.

	Feidhmeanna/Functions	Samplaí/Examples
	<p><i>Asking people how many children they have and answering that question.</i></p>	<p><i>Two.</i></p>
3.6	<p>Ag lorg agus ag tabhairt eolais faoi dheartháireacha agus deirfiúracha. <i>Seeking and giving information about brothers and sisters.</i></p>	<p>Cá mhéad deartháir atá agat? <i>How many brothers do you have?</i> Triúr. <i>Three</i> Cá mhéad deirfiúr atá agat? <i>How many sisters?</i> Ceathrar. <i>Four.</i></p>
3.7	<p>Ag cur baill éagsúla den teaghlach in aithne. <i>Introducing different members of the family.</i></p>	<p>Seo é mo mhac Tomás. <i>This is my son, Thomas.</i> Seo í m'iníon Deirdre. <i>This is my daughter, Deirdre.</i> Seo iad mo thuismitheoirí. <i>These are my parents.</i> An bhfuil aithne agat ar mo dheartháir? <i>Do you know my brother?</i> An bhfuil aithne agat ar mo dheirfiúr? <i>Do you know my sister?</i></p>

Gramadach/grammar	Samplaí/Examples
<p>Ceisteanna agus freagraí san aimsir láithreach <i>Questions and answers in the present tense</i></p>	<p>An bhfuil tú pósta? Tá/níl. <i>Are you married? Yes/no.</i></p>
<p>An dara pearsa uimhir uatha agus iolra den fhorainm réamhfhoclach <i>agam</i> <i>The second person singular and plural of the prepositional pronoun 'agam'</i></p>	<p>agat, agaibh <i>at you (sg), at you (pl)</i></p>
<p>Uimhreacha pearsanta <i>Personal numerals</i></p>	<p>duine amháin – deichniúr <i>One person – ten people</i></p>
<p>Cá mhéad + uimhir uatha <i>'Cá mhéad' + noun in singular</i></p>	<p>Cá mhéad páiste atá agat? <i>How many children do you have?</i></p>

Stór focal/Vocabulary	Samplaí/Examples
<p>stádas pósta <i>marital status</i></p> <p>Daoine <i>People</i></p> <p>uimhreacha pearsanta <i>personal numbers</i></p>	<p>pósta <i>married</i></p> <p>singil <i>single</i></p> <p>scartha <i>separated</i></p> <p>colscartha <i>divorced</i></p> <p>baintreach (fir) <i>widow(er)</i></p> <p>deartháir <i>brother</i></p> <p>deirfiúr <i>sister</i></p> <p>mac <i>son</i></p> <p>iníon <i>daughter</i></p> <p>fear céile <i>husband</i></p> <p>bean chéile <i>wife</i></p> <p>athair <i>father</i></p> <p>máthair <i>mother</i></p> <p>tuismitheoirí <i>parents</i></p> <p>duine amháin – deichniúr <i>one person – ten people</i></p>

Beidh an foghlaimoir ábalta... *The learner will be able to...*

Labhairt/*speaking*

Eolas bunúsach a thabhairt faoina stádas pósta agus faoina dteaghlach.

Give basic information about their marital status and their family/ children.

Éisteacht/*listening*

Ceisteanna simplí a bhaineann leis an teaghlach a thuiscint. In ann focail agus frásaí a thuiscint i gcomhrá faoin teaghlach.

Understand simple questions relating to the family. Able to understand words and phrases in a conversation about the family.

Léamh/*reading*

Focail agus frásaí a bhaineann leis an teaghlach a aithint (e.g. ar fhoirm iarratais).

Recognise words and phrases relating to the family (for example on an application form).

Scríobh/*writing*

Sonraí pearsanta a bhaineann le stádas pósta agus an teaghlach a bhreacadh síos (m.sh. ar fhoirm iarratais).

Note down personal details relating to marital status and the family (e.g. on an application form).

**Topaic 4: An teach agus lóistín/
The house and accommodation**

	Feidhmeanna/Functions	Samplaí/Examples
4.1	Ag ainmniú na bpríomhsheomraí sa teach. <i>Naming the main rooms in the house.</i>	Cistin <i>Kitchen</i> Seomra suí <i>Living room</i>
4.2	Ag fiafraí cá mhéad seomra codlata atá sa teach agus ag freagairt na ceiste sin. <i>Asking how many bedrooms are in the house and answering that question.</i>	Cá mhéad seomra codlata sa teach/atá ann? <i>How many bedrooms are in the house/ are there?</i> Trí cinn. <i>Three.</i>
4.3	Ag ainmniú troscáin agus trealaimh. <i>Naming furniture and equipment.</i>	Eochair/eochracha <i>Key/keys</i> Tábla/bord <i>Table</i> Cathaoir <i>Chair</i> Cuisneoir <i>Fridge</i> Sorn <i>Cooker</i> Ríomhaire <i>Computer</i>
4.4	Ag lorg agus ag tabhairt eolais faoi lóistín. <i>Seeking and giving information about accommodation.</i>	Cá bhfuil tú ag fanacht? <i>Where are you staying?</i> Tá mé ag roinnt árasáin le cara liom. <i>I am sharing a flat with a friend.</i> Tá mé ag roinnt tí le triúr eile. <i>I am sharing a house with three others.</i> Tá mé i mo chónaí i m'aonar/ liom féin. <i>I am living on my own/ by myself.</i>
4.5	Ag lorg agus ag tabhairt eolais faoi chíos. <i>Seeking and giving information about rent.</i>	An bhfuil sé daor? <i>Is it expensive?</i> Níl sé ródhaor – trí chéad euro sa mhí. <i>It isn't too dear – three hundred euro a month.</i> Tá sé daor go leor – cúig chéad sa

	Feidhmeanna/Functions	Samplaí/Examples
4.6	<p>Ag lorg agus ag tabhairt tuairimí faoi theach/lóistín. <i>Seeking and giving opinions about a house/accommodation.</i></p>	<p>mhí. <i>It's quite expensive – five hundred a month.</i></p> <p>An maith leat é? <i>Do you like it?</i></p> <p>Is maith. Tá sé ciúin. <i>I like it. It is quiet.</i></p> <p>Tá sé ceart go leor. <i>It's all right.</i></p> <p>Ní maith. Ní réitím go maith leis na daoine eile. <i>I don't like it. I don't get on well with the other people.</i></p>
4.7	<p>Ag fiafraí cá bhfuil an leithreas agus ag freagairt na ceiste sin. <i>Asking where the toilet is and answering that question.</i></p>	<p>Cá bhfuil an leithreas, le do thoil? <i>Where is the toilet, please?</i></p> <p>An chéad doras ar dheis. <i>The first door on the right.</i></p> <p>Tá sé ansin ar chlé. <i>It's there on the left.</i></p>

Gramadach/Grammar	Samplaí/Examples
<p>An t-alt agus ainmfhocail <i>The article and nouns</i></p>	<p>an tábla <i>the table</i></p> <p>an chathaoir <i>The chair</i></p>
<p>Ag comhaireamh rudaí <i>Counting things</i></p>	<p>dhá sheomra <i>two rooms</i></p> <p>trí sheomra <i>three rooms</i></p> <p>an chéad doras <i>The first door</i></p>
<p>Na horduimhreacha (1–10) <i>The ordinal numbers (1–10)</i></p>	<p>1–10</p>
<p>Ceann <i>(a) thing</i></p>	<p>ceann amháin <i>One thing</i></p> <p>dhá cheann</p>

Gramadach/Grammar	Samplaí/Examples
	<p><i>Two things</i> trí cinn <i>Three things</i></p>

Stór focal/Vocabulary	Samplaí/Examples
<p>Seomraí <i>Rooms</i></p>	<p>an seomra suí <i>The sitting room</i> an seomra codlata <i>The bedroom</i> an halla <i>The hall</i> an chistin <i>The kitchen</i> an seomra folctha <i>The bathroom</i> an leithreas <i>The toilet</i></p>
<p>Troscán agus trealamh <i>Furniture and equipment</i></p>	<p>Tábla <i>Table</i> cathaoir/cathaoireacha <i>chair/ chairs</i> tolg <i>sofa</i> leaba <i>bed</i> cuisneoir <i>fridge</i> sorn <i>cooker</i> teach <i>house</i> teach dhá stór <i>two storey house</i> doras <i>door</i> fuinneog <i>window</i> thuas staighre <i>upstairs</i> thíos staighre <i>downstairs</i></p>

Beidh an foghlaimoir ábalta...*The learner will be able to...*

Labhairt/*speaking*

Na príomhsheomraí agus cuid de na príomhrudaí atá le fáil i dteach a ainmniú. Treoracha a lorg laistigh den teach. A rá cén cineál lóistín atá aige/aici féin agus eolas an-simplí faoin lóistín sin a thabhairt.

Name the main rooms and the main things that are found in the house. Ask for directions within the house. Say what kind of accommodation he/she has and to give very simple information about that accommodation.

Éisteacht/*listening*

Ceistanna simplí faoina bhfuil sa teach a thuiscint. Cur síos simplí a bhaineann le cúrsaí lóistín a thuiscint. Treoracha simplí a bhaineann leis an teach a thuiscint.

Understand simple questions about what is in the house. Understand a simple description of matters relating to accommodation. Understand simple directions in relation to the house.

Léamh/*reading*

Ainmneacha na seomraí agus cuid de na príomhrudaí atá le fáil i dteach a aithint. Comhrá simplí scríofa ar an ábhar seo a léamh.

Recognize the names of rooms and some of the main things that can be found in a house. Read a simple written conversation on this subject.

Scríobh/*writing*

Ainmneacha na seomraí agus cuid de na príomhrudaí atá le fáil i dteach a scríobh síos. Cuntas an-simplí a scríobh faoin chineál lóistín atá acu féin.

Write the names of the rooms and some of the main things that are found in a house. Write a very simple account of the kind of accommodation they themselves have.

Topaic 5: Caitheamh aimsire/*Pastimes*

	Feidhmeanna/Functions	Samplaí/Examples
5.1	<p>Ag fiafraí de dhaoine cad é a dhéanann siad nuair a bhíonn siad saor agus ag freagairt na ceiste sin.</p> <p><i>Asking others what they do when they are free and replying to that question.</i></p>	<p>Cad é/Céard a dhéanann tú nuair a bhíonn am saor agat? <i>What do you do when you have free time?</i></p> <p>Imrím galf. <i>I play golf.</i></p> <p>Téim ag snámh. <i>I go swimming.</i></p> <p>Féachaim ar an teilifís. <i>I watch television.</i></p> <p>Éistim le ceol. <i>I listen to music.</i></p> <p>Téim go dtí an phictiúrlann. <i>I go to the cinema.</i></p>
5.2	<p>Ag fiafraí de dhaoine an mbíonn siad ag gabháil do chaitheamh aimsire áirithe agus ag freagairt na ceiste sin.</p> <p><i>Asking others if they practice a certain pastime and replying.</i></p>	<p>An imríonn tú leadóg? <i>Do you play tennis?</i></p> <p>Imrím/Ní imrím. <i>I play/ I don't play.</i></p> <p>An dtéann tú go dtí an phictiúrlann? <i>Do you go to the cinema?</i></p> <p>Téim/Ní théim. <i>I go/ I don't go.</i></p>
5.3	<p>Ag fiafraí de dhaoine an dtaitníonn leo caitheamh aimsire áirithe agus ag freagairt na ceiste sin.</p> <p><i>Asking people if they like a certain pastime and answering that question.</i></p>	<p>An maith leat ceol traidisiúnta? <i>Do you like traditional music?</i></p> <p>An maith leat spórt? <i>Do you like sport?</i></p> <p>Is maith/ní maith. <i>I like it/ I don't like it</i></p> <p>Is breá liom é. <i>I love it</i></p> <p>Is fuath liom é. <i>I hate it</i></p>
5.4	<p>Ag cur tuairimí in iúl faoi chaitheamh aimsire.</p> <p><i>Making known opinions about a pastime.</i></p>	<p>Is fuath liom spórt. <i>I hate sport</i></p> <p>Níl suim dá laghad agam sa cheol traidisiúnta. <i>I have absolutely no interest in traditional music.</i></p>

	Feidhmeanna/Functions	Samplaí/Examples
5.5	<p>Ag rá cá huair a dhéanann tú rudaí éagsúla. <i>Saying when you do various activities.</i></p>	<p>Ní maith liom dul go tithe tábhairne. <i>I don't like going to pubs.</i></p> <p>Imrím leadóg Dé Máirt. <i>I play tennis on Tuesday.</i></p> <p>Téim ag siúl i gcónaí Dé Domhnaigh. <i>I always go walking on Sundays.</i></p> <p>Téim chuig ceolchoirm go minic Dé hAoine. <i>I often go to a concert on Fridays.</i></p>

Gramadach/Grammar	Samplaí/Examples
<p>Ceisteanna agus freagraí san aimsir láithreach. <i>Questions and answers in the present tense.</i></p> <p>An chopail <i>The copula</i></p> <p>An réamhfhocal <i>i</i> + an t-alt <i>The preposition 'i' + the article</i></p> <p>Dobhriathra ama <i>Adverbs of time</i></p>	<p>An imríonn tú leadóg? Imrím/Ní imrím. <i>Do you play tennis/ I do play/ I don't play.</i></p> <p>Is fuath liom spórt. <i>I hate sport.</i></p> <p>sa pheil <i>in football</i></p> <p>go minic <i>often</i></p> <p>anois is arís <i>now and again</i></p> <p>i gcónaí <i>always</i></p>

Stór focal/Vocabulary	Samplaí/Examples
<p>Caitheamh aimsire <i>Pastimes</i> (go háirithe caitheamh aimsire an fhoghlaimora) <i>(especially the pastimes of the learner)</i></p>	<p>amharclann <i>theatre</i></p> <p>pictiúrlann <i>cinema</i></p> <p>an teach tábhairne <i>The pub</i></p> <p>téigh chuig/go dtí ... <i>go to...</i></p> <p>drama <i>play</i></p> <p>scannán <i>film</i></p> <p>ceolchoirm</p>

Stór focal/Vocabulary	Samplaí/Examples
<p>Laethanta na seachtaine <i>Days of the week</i></p>	<p><i>concert</i> an teilifís <i>The television</i></p> <p>féach ar ... <i>look at...</i> an raidió <i>the radio</i> éist le ... <i>listen to...</i> clár <i>programme</i> nuacht <i>news</i> scannán <i>film</i> ceol <i>music</i> seinn <i>play</i> amhrán <i>song</i> can <i>sing</i> spórt (snámh, leadóg, galf, rugbaí, siúl, peil, iomáint, sacar) <i>sport (swimming, tennis, golf, rugby, walking, football, hurling, soccer)</i> imir <i>play</i> bain/buaigh <i>win</i></p> <p>Dé Luain etc <i>On Monday etc</i></p>

Beidh an foghlaimoir ábalta...*The learner will be able to...*

Labhairt/*speaking*

Tuairimí simplí a chur in iúl faoi chaitheamh aimsire agus a rá cén caitheamh aimsire a thaitníonn leis/léi.

Give simple opinions about pastimes and say which pastime he/she enjoys.

Éisteacht/*listening*

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

Understand simple questions to do with pastimes. Understand words and phrases in a conversation about pastimes.

Léamh/*reading*

Ainmneacha caitheamh aimsire a aithint agus na príomhphointí a thuiscint i gcuntas scríofa ar imeacht/ócáid.

Recognize the names of pastimes and understand the main points in a written account of events.

Scríobh/*writing*

Cur síos simplí a scríobh faoin chaitheamh aimsire, a rá cad iad na cinn a thaitníonn agus nach dtaitníonn leis/léi.

Write a simple description about pastimes, to say which ones he/she does or doesn't enjoy.

Topaic 6: An saol laethúil/Daily life

	Feidhmeanna/Functions	Samplaí/Examples
6.1	<p>Ag fiafraí cén t-am atá sé agus ag freagairt na ceiste céanna. <i>Asking what time it is and answering the same question.</i></p>	<p>Cén t-am atá sé? <i>What time is it?</i> (Tá sé) a dó a chlog. <i>(It is) two o'clock</i></p>
6.2	<p>Ag rá cén t-am a dhéanann tú rudaí éagsúla. <i>Saying at what time you do different things.</i></p>	<p>Éirím ar a seacht a chlog. <i>I get up at seven o'clock</i> Tagaim abhaile ar a sé a chlog. <i>I come home at six o'clock</i></p>
6.3	<p>Ag fiafraí de dhaoine cén t-am a dhéanann siadsan rud éigin. <i>Asking people what time they do something.</i></p>	<p>Cén t-am a théann tú/tusa ag obair? <i>What time do you go to work?</i></p>
6.4	<p>Ag labhairt faoi na rudaí a dhéanann tú gach lá. <i>Talking about the things you do every day.</i></p>	<p>Tosaím ag obair ar a naoi. <i>I begin work at nine</i> Ithim mo dhinnéar idir a seacht agus a hocht. <i>I eat my dinner between seven and eight.</i> Casaim le cairde sa tráthnóna. <i>I meet friends in the afternoon.</i></p>
6.5	<p>Ag fiafraí de dhaoine an ndéanann siad rud áirithe. <i>Asking people if they do a certain thing.</i></p>	<p>An éiríonn tú go luath? <i>Do you get up early?</i> Éirím/Ní éirím. <i>I do get up/ I don't get up (early)</i> An mbíonn tú sa bhaile go luath? <i>Are you (do you be) at home early? (habitual present)</i> Bím/Ní bhím. <i>I am/ I am not</i></p>

Gramadach/Grammar	Samplaí/Examples
<p>An aimsir láithreach den bhriathar. <i>The present tense of the verb.</i></p> <p>Ag cur agus ag freagairt ceistanna san aimsir láithreach. <i>Asking and answering questions in the present tense.</i></p> <p>Uimhreacha agus am. <i>Numbers and time.</i></p> <p>ar + séimhiú 'ar' + aspiration</p>	<p>éirim, ithim, ólaim, téim, déanaim... <i>I rise, I eat, I drink, I go, I do</i></p> <p>An dtéann tú? <i>Do you go?</i> Téim/Ní théim <i>I go/ I do not go</i> An éiríonn tú...? <i>Do you get up?</i> Éirim/Ní éirim. <i>I get up. I do not get up.</i></p> <p>a haon a chlog <i>one o'clock</i> a dó a chlog... <i>two o'clock</i> leathuair tar éis/i ndiaidh <i>half past</i> ceathrú chun/go dtí <i>quarter to</i></p> <p>ar cheathrú go dtí a trí <i>at quarter to three</i></p>

Stór focal/Vocabulary	Samplaí/Examples
<p>Béilí <i>meals</i></p> <p>Focail a bhaineann leis an saol laethúil <i>Words relating to daily life</i></p> <p>Minicíocht/tréimhsí am <i>Frequency/ periods of time</i></p>	<p>bricfeasta <i>breakfast</i> lón <i>lunch</i> dinnéar <i>dinner</i> (sos) tae <i>tea (break)</i> (sos) caife <i>coffee (break)</i></p> <p>obair/scoil/siopadóireacht... <i>work/ school/shopping</i> Féach chomh maith: <i>Caitheamh aimsire.</i> See also: <i>Pastimes</i></p> <p>de ghnáth <i>usually</i> anois is arís <i>now and again</i> go minic <i>often</i></p>

Stór focal/Vocabulary	Samplaí/Examples
	idir <i>between</i>

Beidh an foghlaimoír ábalta...*The learner will be able to...*

Labhairt/*speaking*

Cur síos an-simplí a thabhairt ar na rudaí a dhéanann sé/sí de ghnáth agus ceisteanna simplí a chur ar dhuine eile faoin ábhar céanna.

Give a very simple description of the things he/she usually does and ask simple questions of another people about the same subject.

Éisteacht/*listening*

Tuigfidh an foghlaimoír ceisteanna simplí faoi ghnáthimeachtaí laethúla. Beidh tuiscint aige/aici ar chur síos an-simplí ó dhaoine eile faoi ghnáthimeachtaí laethúla.

The learner will understand simple questions about routine daily events. He/she will understand a very simple description from other people about routine daily events.

Léamh/*reading*

Beidh na foghlaimoír in ann focail agus frásaí an-simplí a bhaineann leis an ábhar seo a léamh, mar shampla an t-am, imeachtaí, ionaid.

The learner will be able to read very simple words and phrases relating to this subject, for example, time, events, places.

Scríobh/*writing*

Beidh na foghlaimoír in ann frásaí an-simplí a scríobh faoin saol laethúil atá acu féin, mar shampla nóta simplí a scríobh: *Dinnéar Dé Domhnaigh ag 7.30?* nó nóta gearr a scríobh i ndialann.

The learner will be able to write very simple phrases about his or her own daily life, for example a simple note such as: 'Dinner on Sunday at 7.30?' or a short note in a diary.

Topaic 7: Buanna agus scileanna /Talents and skills

	Feidhmeanna/Functions	Samplaí/Examples
7.1	<p>Ag fiafraí de dhaoine an bhfuil siad ábalta rud éigin a dhéanamh agus ag freagairt na ceiste sin.</p> <p><i>Asking people if they are able to do something and answering that question.</i></p>	<p>An bhfuil clóscríobh agat? <i>Can you type?</i></p> <p>An bhfuil ceol agat? <i>Can you sing?</i></p> <p>An bhfuil Fraincis agat? <i>Can you speak French?</i></p>
7.2	<p>Ag rá cé chomh maith is atá tú i mbun rud éigin.</p> <p><i>Saying how good you are at something.</i></p>	<p>Tá mé cuibheasach/measartha/réasúnta maith. <i>I am fairly/ quite/ reasonably good.</i></p> <p>Níl mé rómhaith. <i>I'm not too good.</i></p> <p>Tá mé ag foghlaim. <i>I'm learning.</i></p>
7.3	<p>Ag rá cé chomh furasta nó deacair atá rud éigin.</p> <p><i>Saying how easy or hard something is.</i></p>	<p>Tá sé furasta/éasca. <i>It's easy.</i></p> <p>Tá sé furasta go leor. <i>It's easy enough.</i></p> <p>Tá sé an-deacair. <i>It's very hard.</i></p> <p>Tá sé ródheacair. <i>It's too hard</i></p>
7.4	<p>Ag fiafraí de dhaoine cé chomh maith is atá ag éirí leo agus ag freagairt na ceiste sin.</p> <p><i>Asking people how they're getting on/doing and replying to the same question.</i></p>	<p>Conas atá ag éirí leat? <i>How are you getting on?</i></p> <p>Tá ag éirí go maith liom. <i>I'm doing well.</i></p> <p>Maith go leor. <i>Well enough.</i></p> <p>Níl ag éirí go rómhaith liom. <i>I'm not doing too well.</i></p>
7.5	<p>Ag lorg agus ag tabhairt eolais faoi theangacha.</p> <p><i>Seeking and giving information</i></p>	<p>Cá mhéad teanga atá agat? <i>How many languages do you have?</i></p> <p>Trí cinn – Fraincis, Béarla agus Gaeilge.</p>

	Feidhmeanna/Functions	Samplaí/Examples
	<i>about languages.</i>	<i>Three – French, English and Irish</i>
7.6	Ag rá cé chomh maith is atá teanga agat. <i>Describing ability in a language.</i>	Tá mé líofa. <i>I'm fluent.</i> Tá Fraincis líofa agam. <i>I have fluent French.</i> Tá mé measartha maith. <i>I'm quite good.</i> Níl agam ach beagán Gearmáinise. <i>I only have/ know a little bit of German.</i>
7.7	Ag déileáil le deacrachtaí cumarsáide. <i>Dealing with difficulties in communication.</i>	Tá brón orm. Ní thuigim. <i>I'm sorry. I don't understand.</i> Gabh mo leithscéal, an féidir leat é sin a rá arís, le do thoil? <i>Excuse me, can you say that again, please?</i> Cad é a chiallaíonn ...? <i>What does...mean?</i> An bhféadfá é sin a litriú? <i>Could you spell that?</i> An bhféadfá labhairt níos moille, le do thoil? <i>Could you speak more slowly, please?</i>

Gramadach/Grammar	Samplaí/Examples
Ceisteanna agus freagraí san aimsir láithreach <i>Questions and answers in the present tense</i>	An bhfuil clóscríobh agat? Tá/níl. <i>Can you type? Yes/no</i>
An forainm réamhfhoclach <i>agam</i> <i>The prepositional pronoun 'agam'</i>	agam, agat <i>at me, at you</i>
Na réimíreanna <i>ró-</i> agus <i>an-</i> <i>The prefixes 'ró-' and 'an-'</i>	rómhaith <i>too good</i> an-deacair <i>very difficult</i>

Gramadach/Grammar	Samplaí/Examples
Aidiachtaí <i>Adjectives</i>	furasta/éasca <i>easy</i> deacair <i>hard</i>
Ceann <i>(One) thing</i>	ceann amháin <i>one thing</i> dhá cheann <i>two things</i> sé cinn <i>six things</i>

Stór focal/Vocabulary	Samplaí/Examples
Scileanna <i>Skills</i> (na cinn atá ag an fhoghlaimoir san áireamh) <i>(including the learner's)</i>	clóscríobh <i>typing</i> snámh <i>swimming</i> ceol <i>music</i> an giotár <i>the guitar</i> an fheadóg stain <i>the tin whistle</i> an piano <i>the piano</i> seinn ... <i>play...</i>
Cumas <i>Ability</i>	maith <i>good</i> cuibheasach/measartha/réasúnta <i>fairly/ quite/ reasonably</i> an-mhaith <i>very good</i>
Deacracht <i>Difficulty</i>	furasta/éasca <i>easy</i> deacair <i>difficult</i>

Stór focal/Vocabulary	Samplaí/Examples
<p>Teangacha <i>Languages</i> (na cinn atá ag an fhoghlaimoir san áireamh) <i>(including the learner's)</i></p>	<p>Fraincis <i>French</i> Gearmáinis <i>German</i> Spáinnis <i>Spanish</i> Iodáilis <i>Italian</i> Béarla <i>English</i></p>

Beidh an foghlaimoir ábalta...*The learner will be able to...*

Labhairt/*speaking*

A rá cad iad na buanna atá aige/aici agus cé chomh maith is atá sé/sí i mbun rudaí éagsúla.

Say what the talents he/she has and how good he/she is at various things.

Éisteacht/*listening*

Ceisteanna simplí a bhaineann le cumas/scileanna a thuiscint. In ann focail agus frásaí a thuiscint i gcomhrá faoi scileanna/cumas agus déileáil le deacrachtaí cumarsáide.

Understand simple questions relating to ability/ skills. Understand words and phrases in a conversation about skills/ ability; to deal with difficulties in communication.

Léamh/*reading*

Ainmneacha teangacha áirithe a aithint mar aon le focail agus frásaí a bhaineann le cumas.

Recognize the names of different languages as well as words and phrases relating to ability.

Scríobh/*writing*

Cur síos simplí a scríobh faoina scileanna agus cumas.

Write a simple description of skills and ability.

Topaic 8: Cúrsaí oibre/Work

	Feidhmeanna/Functions	Samplaí/Examples
8.1	<p>Ag fiafraí de dhaoine cén obair a dhéanann siad agus ag freagairt na ceiste sin.</p> <p><i>Asking people what work they do and replying to the same question.</i></p>	<p>Cén obair a dhéanann tú?/Cén post atá agat?</p> <p><i>What do you do?/What is your job?</i></p> <p>Is tiománaí bus mé.</p> <p><i>I am a bus driver.</i></p> <p>Cén obair a dhéanann tú féin?/Cén post atá agatsa?</p> <p><i>What work do you do? What job do you have?</i></p>
8.2	<p>Ag fiafraí de dhaoine cén áit a bhfuil siad ag obair agus ag freagairt na ceiste sin.</p> <p><i>Asking people where they are working and answering.</i></p>	<p>Cén áit a bhfuil tú ag obair?</p> <p><i>Where are you working?</i></p> <p>Tá mé ag obair i monarcha.</p> <p><i>I am working in a factory.</i></p>
8.3	<p>Ag labhairt faoi do stádas oibre.</p> <p><i>Talking about your work status.</i></p>	<p>Tá mé féinhostaithe.</p> <p><i>I am self-employed.</i></p> <p>Tá mé dífhostaithe.</p> <p><i>I am unemployed.</i></p>
8.4	<p>Ag fiafraí de dhaoine an dtaitníonn a bpost leo agus ag freagairt na ceiste sin.</p> <p><i>Asking people if they enjoy their work and replying to the same question.</i></p>	<p>An maith leat do phost?</p> <p><i>Do you like your job?</i></p> <p>Is maith/Ní maith.</p> <p><i>I do like it/I don't like it.</i></p> <p>Ní maith liom ar chor ar bith é.</p> <p><i>I don't like it at all.</i></p> <p>Tá sé ceart go leor.</p> <p><i>It's all right.</i></p>
8.5	<p>Ag fiafraí de dhaoine an bhfuil post áirithe acu agus ag freagairt na ceiste sin.</p> <p><i>Asking people if they have a certain job and replying to the same question</i></p>	<p>An siúinéir tú?</p> <p><i>Are you a joiner?</i></p> <p>Is ea/ní hea.</p> <p><i>Yes/no.</i></p> <p>Ní hea, is tiománaí mé.</p> <p><i>No, I am a driver.</i></p> <p>Ní hea, múinteoir atá ionam.</p> <p><i>No, I am a teacher.</i></p>

	Feidhmeanna/Functions	Samplaí/Examples
8.6	Ag cur síos ar dhálaí oibre. <i>Describing working conditions.</i>	Is post lánaimseartha/páirtaimseartha é. <i>It is a full-time/part-time job.</i> Is post sealadach/buan é. <i>It is a temporary/permanent job.</i>
8.7	Ag cur ceiste faoi dhálaí oibre agus ag freagairt na ceiste sin. <i>Asking about working conditions and replying.</i>	An post lánaimseartha é? <i>Is it a full-time job?</i> Is ea/ní hea. <i>Yes/no</i> Cad iad na huaireanta a oibríonn tú? <i>What are the hours you work?</i> Oibrím gach lá óna hocht go dtí a cúig. <i>I work every day from eight to five.</i>

Gramadach/Grammar	Samplaí/Examples
Ceisteanna agus freagraí san aimsir láithreach. <i>Questions and answers in the present tense.</i>	Cén áit a bhfuil tú ag obair? <i>Where are you working?</i>
An chopail <i>The copula</i>	An siúinéir tú? <i>Are you a joiner?</i>
An forainm réamhfhoclach <i>ionam</i> . <i>The prepositional pronoun 'ionam'.</i>	ionam <i>In me</i>
An réamhfhocal <i>i</i> (nó <i>in</i>) <i>The preposition 'in'</i>	<i>i</i> dteach tábhairne <i>In a pub</i> <i>in</i> óstán <i>In a hotel</i>

Stór focal/Vocabulary	Samplaí/Examples
Poist <i>Jobs</i> (ceann an fhoghlaimora san áireamh) <i>(including the learner's)</i>	dochtúir <i>doctor</i> altra <i>nurse</i> rúnaí <i>secretary</i> tiománaí

Stór focal/ <i>Vocabulary</i>	Samplaí/ <i>Examples</i>
	<i>driver</i> <i>múinteoir</i> <i>teacher</i> <i>freastalaí</i> <i>waiter</i> <i>meicneoir</i> <i>mechanic</i> <i>tógálaí</i> <i>builder</i> <i>cúntóir siopa</i> <i>shop assistant</i> <i>mac léinn</i> <i>student</i>
<i>Áiteanna oibre</i> <i>Places of work</i>	<i>ospidéal/otharlann</i> <i>hospital</i> <i>oifig</i> <i>office</i> <i>scoil</i> <i>school</i> <i>siopa</i> <i>shop</i> <i>monarcha</i> <i>factory</i> <i>óstán</i> <i>hotel</i> <i>teach tábhairne</i> <i>pub</i>
<i>Dálaí oibre</i> <i>Working conditions</i>	<i>tuarastal</i> <i>salary</i> <i>pá</i> <i>pay</i> <i>páirtaimseartha</i> <i>part-time</i> <i>lánaimseartha</i> <i>full-time</i> <i>sealadach</i> <i>temporary</i> <i>buan</i> <i>permanent</i>

Beidh an foghlaimeoir ábalta...*The learner will be able to...*

Labhairt/*speaking*

Cur síos an-simplí a thabhairt ar a p(h)ost agus ar na dálaí oibre.
Give a very simple description of their job and working conditions.

Éisteacht/*listening*

Ceistanna simplí a bhaineann lena p(h)ost a thuiscint. In ann focail agus frásaí a thuiscint i gcomhrá faoi chúrsaí oibre.
Understand simple questions concerning his/her job. Understand words and phrases in a conversation about work issues.

Léamh/*reading*

Ainmneacha na bpost is coitianta a aithint agus na príomhphointí mar gheall ar obair a thuiscint i gcuntas scríofa.
Recognize the names of the most common jobs and understand the main points about work in a written account.

Scríobh/*writing*

Cur síos simplí a scríobh faoina p(h)ost.
Write a simple description of his or her job.

Topaic 9: Bia agus deoch/*Food and drink*

	Feidhmeanna/<i>Functions</i>	Samplaí/<i>Examples</i>
9.1	Ag rá go bhfuil tart nó ocras ort. <i>Saying that you are thirsty or hungry.</i>	Tá tart orm. <i>I am thirsty.</i> Tá ocras orm. <i>I am hungry.</i>
9.2	Ag ainmniú cineálacha éagsúla bia agus dí. <i>Naming the different kinds of food and drinks.</i>	(Cupán) tae <i>(A cup of) tea</i> (Gloine) bainne <i>(A glass of) milk</i> Pionta beorach <i>A pint of beer</i> Arán <i>Bread</i>
9.3	Ag rá cad iad na cineálacha bia agus dí a itheann agus a ólann tú. <i>Saying what kinds of food and drink you eat and drink.</i>	Ithim gach cineál bia. <i>I eat every kind of food.</i> Ní ithim feoil. <i>I don't eat meat.</i> Ólaim fíon dearg. <i>I drink red wine.</i>
9.4	Ag fiafraí de dhaoine cad iad na cineálacha bia agus dí a itheann agus a ólann siad. <i>Asking people what kinds of food and drink they eat and drink.</i>	An itheann tú iasc? <i>Do you eat fish?</i> An ólann tú uisce beatha? <i>Do you drink whiskey?</i>
9.5	Ag cur tuairimí in iúl. <i>Making opinions known.</i>	Ní maith liom iasc. <i>I don't like fish.</i> Is breá liom glasraí. <i>I love vegetables.</i>
9.6	Ag ordú bia agus dí. <i>Ordering food and drink.</i>	Caife dubh, le do thoil. <i>Black coffee, please.</i> Gloine bainne, le do thoil. <i>A glass of milk, please.</i> An t-iasc, le do thoil. <i>The fish, please.</i>
9.7	Ag fiafraí cén costas atá ar rud éigin agus ag freagairt na ceiste sin.	Cá mhéad sin? <i>How much is that?</i>

	Feidhmeanna/Functions	Samplaí/Examples
	<i>Asking how much something costs and replying.</i>	Trí euro, le do thoil. <i>Three euros, please.</i>
9.8	Ag lorg an bhille. <i>Asking for the bill.</i>	An bille, le do thoil. <i>The bill, please.</i>
9.9	Ag tairiscint dí do dhuine/ag glacadh le tairiscint nó ag diúltú di. <i>Offering a drink to someone and accepting and refusing an offer.</i>	Ar mhaith leat deoch? <i>Would you like a drink?</i> Ba mhaith, le do thoil. <i>I would, please.</i> Níor mhaith, go raibh maith agat. <i>No, thank you.</i>

Gramadach/Grammar	Samplaí/Examples
Na bunuimhreacha <i>The basic numbers</i>	euro amháin ...10 euro <i>one euro...10 euro</i>
An t-alt roimh ainmfhocal <i>The article before a noun</i>	an t-iasc <i>the fish</i>

Stór focal/Vocabulary	Samplaí/Examples
Na príomhchineálacha bia agus dí <i>The main kinds of food and drink</i>	arán <i>bread</i> im <i>butter</i> feoil <i>meat</i> glasraí <i>vegetables</i> iasc <i>fish</i> prátaí <i>potatoes</i> rís <i>rice</i> siúcra <i>sugar</i> bainne <i>milk</i> (cupán) tae <i>(cup of) tea</i> (cupán) caife

Stór focal/Vocabulary	Samplaí/Examples
	<i>(cup of) coffee</i> (gloine) uisce <i>(glass of) water</i> gloine beorach <i>glass of beer</i>
Deochanna <i>Drinks</i>	uisce beatha <i>whisky</i> fíon <i>wine</i>
Ag ithe i mbialann <i>Eating in a restaurant</i>	bia <i>food</i> béile <i>meal</i> deoch <i>drink</i> freastalaí <i>waiter</i> biachlár <i>menu</i> an chéad chúrsa <i>the first course</i> an príomhchúrsa <i>the main course</i> milseog <i>dessert</i> an bille <i>the bill</i>

Beidh an foghlaimeoir ábalta...*The learner will be able to...*

Labhairt/*speaking*

Na príomhchineálacha bia agus dí a thaitníonn leis/léi a ainmniú agus ceist a chur ar dhaoine eile faoin ábhar céanna. Béile simplí a ordú agus tuairim an-simplí a nochtadh faoi bhéile. An bille a iarraidh agus deoch a thairiscint do dhuine.

Name the main kinds of food and drink he/she enjoys and ask other people about the same subject. Order a simple meal and give a very simple opinion about the meal. Ask for the bill and offer someone a drink.

Éisteacht/*listening*

Beidh tuiscint ag an fhoghlaimeoir ar cheisteanna simplí agus ar chur síos bunúsach ar an ábhar céanna.

The learner will understand simple questions and a simple description of the same subject.

Léamh/*reading*

Na príomhfhocail ar bhiachlár simplí a aithint.

Recognise the main words on a simple menu.

Topaic 10: Tinneas agus gortuithe/Sickness and injury

	Feidhmeanna/Functions	Samplaí/Examples
10.1	Ag rá nach bhfuil tú ag mothú go maith. <i>Saying that you are not feeling well.</i>	Níl mé ag mothú go maith. <i>I'm not feeling well.</i> Tá mé tinn. <i>I am sick.</i>
10.2	Ag fiafraí de dhaoine eile cad atá cearr leo agus ag freagairt na ceiste sin. <i>Asking others what is wrong with them and answering that question.</i>	Cad é atá ort? <i>What's wrong?</i> Tá tinneas cinn orm. <i>I have a sore head.</i> Tá pian i mo bholg. <i>There's a pain in my stomach.</i>
10.3	Ag léiriú comhbhá le duine. <i>Showing sympathy for someone.</i>	Is mór an trua sin. <i>That's a real pity.</i> A chréatúir! <i>You poor thing!</i>
10.4	Ag fiafraí de dhaoine an mothaíonn siad níos fearr agus ag freagairt na ceiste sin. <i>Asking people if they feel better and answering that question.</i>	An bhfuil tú níos fearr? <i>Are you better?</i> Tá, go raibh maith agat. <i>I am, thank you.</i> Tá mé níos fearr anois. <i>I am better now.</i> Níl, tá mé níos measa. <i>No, I am worse.</i>
10.5	Ag tabhairt eolais faoi thinneas/gortú. <i>Giving information about sickness/injury.</i>	Bhí mé ag an dochtúir. <i>I was at the doctor's.</i> Bhí mé san otharlann. <i>I was in hospital.</i> Ghortaigh mé mo chos. <i>I injured my foot/leg.</i>
10.6	Ag rá go bhfuil tú tuirseach. <i>Saying that you are tired.</i>	Tá mé tuirseach. <i>I am tired.</i>

Gramadach/Grammar	Samplaí/Examples
Forainmneacha réamhfhoclacha <i>Prepositional pronouns</i>	orm, ort, air, uirthi <i>on me, on you, on him, on her</i> agam, agat, aige, aici <i>at me, at you, at him, at her</i>
Céimeanna comparáide na haidiachta <i>Comparative degrees of the adjective</i>	níos measa <i>worse</i> níos fearr <i>better</i>
An aimsir chaite <i>The past tense</i>	Ghortaigh mé... <i>I hurt</i> Bhris mé... <i>I broke</i> Leon mé... <i>I sprained</i>
Aidiachtaí sealbhacha <i>Possessive adjectives</i>	mo lámh <i>my hand</i> do chos <i>your foot</i>

Stór focal/Vocabulary	Samplaí/Examples
Páirteanna den cholainn <i>Parts of the body</i>	cluas <i>ear</i> súil <i>eye</i> ceann <i>head</i> srón (gaosán) <i>nose</i> muineál <i>neck</i> sciathán <i>arm</i> cos <i>foot/leg</i> bolg <i>stomach</i> lámh <i>hand</i> méar

Stór focal/Vocabulary	Samplaí/Examples
<p>Tinnis <i>Types of illness</i></p>	<p><i>finger</i></p> <p>glúin <i>knee</i></p> <p>tinneas cinn <i>headache</i></p> <p>slaghdán <i>cold</i></p> <p>scornach thinn/sceadamán nimhneach <i>sore throat</i></p> <p>casachtach <i>cough</i></p> <p>tinneas fiacaile/déideadh <i>toothache</i></p> <p>dochtúir <i>doctor</i></p> <p>otharlann/ospidéal <i>hospital</i></p>

Beidh an foghlaimoir ábalta...*The learner will be able to...*

Labhairt/*speaking*

Na príomhpháirteanna den cholainn, na príomhthinnis agus na príomhghortuithe a ainmniú. Ceisteanna simplí a chur ar dhaoine eile faoin chaoi a bhfuil siad ag mothú, cad atá cearr leo nó an bhfuil siad ag mothú níos fearr. Ráitis an-simplí a dhéanamh faoi na nithe céanna.

Name the main parts of the body, the main illnesses and the main injuries. Ask others simple questions about how they are feeling, about what is wrong with them or if are they feeling better. Make very simple statements about these things.

Éisteacht/*listening*

Ceisteanna simplí agus cur síos an-simplí a bhaineann leis na nithe thuas a thuiscint. *Understand simple questions and a very simple description relating to the subjects above.*

Léamh/*reading*

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

Recognise words and phrases relating to this subject. Read a simple written conversation relating to this subject.

Scríobh/*writing*

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

Write the main words and main phrases relating to sickness and injuries.

Topaic 11: Éadaí agus siopadóireacht/ Clothes and shopping

	Feidhmeanna/Functions	Samplaí/Examples
11.1	Ag ainmniú cineálacha éagsúla éadaigh <i>Naming different kinds of clothes.</i>	Geansaí <i>jumper</i> Bríste <i>Trousers</i>
11.2	Ag lorg agus ag tabhairt eolais faoi dhath. <i>Seeking and giving information about colour.</i>	Cén dath atá air? <i>What colour is it?</i> (Dath) dearg. <i>Red.</i>
11.3	Ag cur tuairimí in iúl. <i>Making opinions known.</i>	Tá an geansaí sin go deas. <i>That jumper is nice.</i> Tá an sciorta seo rómhór. <i>This skirt is too big.</i> Is maith liom an bríste dearg. <i>I like the red trousers.</i>
11.4	Ag lorg agus ag tabhairt tuairimí. <i>Seeking and giving opinions.</i>	An maith leat an sciorta seo? <i>Do you like this skirt?</i> Is maith. <i>I like it.</i> Is breá liom é. <i>I love it.</i> Ní maith liom in aon chor é. <i>I don't like it at all.</i>
11.5	Distinguishing idir earraí éagsúla. <i>Making a distinction between different goods.</i>	Cé acu ceann? <i>Which one?</i> An ceann dearg. <i>The red one.</i> An ceann seo. <i>This one.</i>
11.6	Ag fiafraí faoi chostas agus ag tabhairt eolais faoi chostas. <i>Asking about cost and giving information about cost.</i>	Cá mhéad atá ar an léine sin? <i>How much is that shirt?</i> Tríocha euro <i>Thirty euro.</i>

		Sparán <i>Purse</i>
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Gramadach/Grammar	Samplaí/Examples
Aidiachtaí san uimhir uatha agus uimhir iolra <i>Adjectives in the singular and plura</i>	geansaí deas <i>a nice jumper</i> léine bhuí <i>yellow shirt</i> bróga dubha <i>black shoes</i>
Na réimíreanna ró- agus an- <i>The prefixes 'ró-' and 'an-'</i>	rómhór <i>too big</i> ró-éadrom <i>too light</i> an-deas <i>very nice</i>
Uimhreacha <i>Numbers</i>	deich euro, fiche euro, tríocha euro... céad euro <i>Ten, twenty, thirty, a hundred euro</i>
Aidiachtaí taispeántacha <i>Demonstrative adjectives</i>	seo, sin <i>this, that</i>

Stór focal/Vocabulary	Samplaí/Examples
Cineálacha éadaigh <i>Kinds of clothes</i>	geansaí <i>jumper</i> bríste <i>trousers</i> léine <i>shirt</i> fo-éadaí <i>underclothes</i> sciorta <i>skirt</i> gúna <i>dress</i> culaith <i>suit</i>

Stór focal/ <i>Vocabulary</i>	Samplaí/ <i>Examples</i>
<p>Dathanna <i>colours</i></p>	<p>stocaí <i>socks</i> bróga <i>shoes</i> cóta <i>coat</i></p> <p>dubh <i>black</i> bán <i>white</i> dearg <i>red</i> buí <i>yellow</i> gorm <i>blue</i> glas <i>green</i> donn <i>brown</i> dath oráiste <i>orange</i></p>
<p>Aidiachtaí <i>Adjectives</i></p>	<p>deas <i>nice</i> saor <i>cheap</i> daor <i>dear</i> beag <i>little</i> mór <i>big</i> éadrom <i>light</i> dorcha</p>

Beidh an foghlaimoir ábalta...*The learner will be able to...*

Labhairt/*speaking*

Na príomhbhaill éadaigh agus na príomhdhathanna a ainmniú. Tuairimí an-simplí a chur in iúl faoi chineálacha éadaigh. Ceist a chur faoi chostas.

Name the main items of clothing and main colours. Make very simple opinions known about kinds of clothes. Ask about cost.

Éisteacht/*listening*

Beidh tuiscint ag an fhoghlaimoir ar chur síos an-simplí a bhaineann le baill éadaigh, an dath atá orthu agus an costas a bhaineann leo.

Understand a very simple description about pieces of clothing, their colour and their cost.

Léamh/*reading*

Ainmneacha na bpríomhbhall éadaigh agus na dathanna a thuiscint. Praghsanna simplí a thuiscint.

Understand the names of the main items of clothing. Understand simple prices.

Topaic 12: Laethanta saoire agus taisteal/ Holidays and travel

	Feidhmeanna/Functions	Samplaí/Examples
12.1	<p>Ag fiafraí de dhaoine cén áit a raibh siad ar laethanta saoire agus ag freagairt na ceiste sin. <i>Asking people where they holidayed and replying to the same question.</i></p>	<p>Cén áit a raibh tú ar saoire i mbliana? <i>Where were you on holidays this year?</i> (Bhí mé) i Meiriceá. <i>I was in America.</i> Chaith mé coicís sa Spáinn. <i>I spend a fortnight in Spain.</i></p>
12.2	<p>Ag fiafraí de dhaoine an raibh siad ar laethanta saoire agus ag freagairt na ceiste sin. <i>Asking people if they were on holidays and answering that question.</i></p>	<p>An raibh tú ar laethanta saoire? <i>Were you on holidays?</i> Bhí. Bhí mé sa Fhrainc. <i>I was. I was in France.</i> Ní raibh. Tá mé ag dul go Meiriceá an mhí seo chugainn. <i>I wasn't. I'm going to America next month.</i></p>
12.3	<p>Ag lorg agus ag tabhairt eolais faoi lóistín. <i>Seeking and giving information about accommodation.</i></p>	<p>Cén cineál lóistín a bhí agat? <i>What kind of accommodation did you have?</i> D'fhan mé in óstán. <i>I stayed in a hotel.</i></p>
12.4	<p>Ag lorg agus tabhairt eolais faoin aimsir. <i>Seeking and giving information about the weather.</i></p>	<p>Cad é mar a bhí an aimsir? <i>How was the weather.</i> Bhí sé te. <i>It was hot.</i> Bhí sé róthe. <i>It was too hot.</i> Bhí sé fuar. <i>It was cold.</i> Bhí sé an-fhuar. <i>It was very cold.</i></p>
12.5	<p>Ag fiafraí de dhuine cé a bhí leis/léi agus ag freagairt na ceiste</p>	<p>Cé a bhí leat? <i>Who was with you?</i></p>

	Feidhmeanna/Functions	Samplaí/Examples
12.6	<p>sin. <i>Asking someone who was with him/her and replying.</i></p> <p>Ag lorg agus tabhairt tuairimí faoin áit. <i>Seeking and giving opinions about the place.</i></p>	<p>Mo chara Bríd. <i>My friend Bríd</i></p> <p>Mo dheartháir Pól. <i>My brother Paul.</i></p> <p>Ar thaitin an áit leat? <i>Did you enjoy the place?</i></p> <p>Thaitin. Bhí sé go deas. <i>I did enjoy it. It was nice.</i></p> <p>Níor thaitin. Ní raibh na daoine róchairdiúil. <i>I didn't enjoy it. The people weren't too friendly.</i></p> <p>Bhí sé ródhaor. <i>It was too dear.</i></p>

Gramadach/Grammar	Samplaí/Examples
<p>An aimsir chaite den bhriathar <i>The past tense of the verb</i></p>	<p>d'fhan, thaitin, d'ith, d'ól... <i>waited, enjoyed, ate, drank</i></p>
<p>Ceisteanna agus freagraí san aimsir chaite. <i>Questions and answers in the past tense</i></p>	<p>ar fhan..? <i>did...wait/ stay?</i> ar thaitin..? <i>did...enjoy?</i> an raibh..? <i>was..?</i></p>
<p>Na réamhfhocail <i>i</i> agus <i>sa</i> <i>The prepositions 'i' and 'sa'</i></p>	<p>i Meiriceá <i>In America</i> i Sasana <i>In England</i> i gCeanada <i>In Canada</i> sa Fhrainc <i>In France</i> sa Spáinn <i>In Spain</i></p>
<p>Aidiachtaí <i>Adjectives</i></p>	<p>Deas <i>nice</i> cairdiúil <i>friendly</i> saor <i>cheap</i> daor <i>dear</i></p>
<p>Na réimíreanna <i>an-</i> agus <i>ró-</i> <i>The prefixes 'an-' and 'ró-'</i></p>	<p>an-fhliuch <i>very wet</i> róthe <i>too hot</i></p>

Stór focal/Vocabulary	Samplaí/Examples
<p>Tíortha <i>Countries</i></p>	<p>Meiriceá <i>America</i> Ceanada <i>Canada</i> Sasana <i>England</i> an Spáinn <i>Spain</i> an Fhrainc <i>France</i> an Iodáil <i>Italy</i></p>
<p>An aimsir <i>The weather</i></p>	<p>fuar <i>cold</i> te <i>hot</i> fliuch <i>wet</i> scamallach <i>cloudy</i> sneachta (trom) <i>(heavy) snow</i></p>
<p>Cineálacha lóistín <i>Kinds of accommodation</i></p>	<p>óstán <i>hotel</i> árasán <i>flat</i> brú <i>hostel</i> carbhán <i>caravan</i></p>
<p>Pointí ama <i>Points of time</i></p>	<p>seachtain <i>week</i> coicís <i>fortnight</i> mí <i>month</i></p>

Beidh an foghlaimeoir ábalta...*The learner will be able to...*

Labhairt/*speaking*

Beidh an foghlaimeoir in ann ceisteanna simplí a chur ar dhaoine faoi laethanta saoire. Beidh sé/sí in ann ceisteanna a chur agus cur síos an-simplí a thabhairt faoin áit, an aimsir, an bia agus na daoine.

The learner will be able to ask people simple questions about holidays. He/she will be able to ask questions and give a very simple description of the place, the weather, the food and the people.

Éisteacht/*listening*

Tuigfidh an foghlaimeoir ceisteanna simplí agus cur síos an-simplí a bhaineann le laethanta saoire.

The learner will understand simple questions and a very simple description to do with holidays.

Léamh/*reading*

Beidh an foghlaimeoir in ann na príomhfhocail agus na príomhfhrásaí a bhaineann le laethanta saoire a aithint. Beidh sé/sí in ann cur síos an-simplí faoi laethanta saoire a thuiscint mar shampla, cuntas dialainne.

The learner will be able to recognize the main words and main phrases relating to holidays. He/she will be able to understand a very simple description of holidays, for example, a diary account.

Scríobh/*writing*

Beidh an foghlaimeoir in ann frásaí an-simplí a scríobh a bhaineann le laethanta saoire a bhí aige/aici, mar shampla, cuntas dialainne a bhfuil cúpla abairt ann.

The learner will be able to write very simple phrases relating to holidays he/she had, for example, a diary account containing a few sentences.

Topaic 13: Orduithe/*Orders*

	Feidhmeanna/<i>Functions</i>	Samplaí/<i>Examples</i>
13.1	Ag tabhairt orduithe do pháistí. <i>Giving orders to children.</i>	Bí ciúin/Bígí ciúin. <i>Be quiet.</i> Ná déan sin. <i>Don't do that.</i> Ná bí dána. <i>Don't be bold.</i> Imigh leat. <i>Go away.</i> Ith do dhinnéar. <i>Eat your dinner</i> Nigh d'aghaidh. <i>Wash your face</i> Glan do lámha. <i>Clean your hands</i>
13.2	Ag tabhairt orduithe (ginearálta). <i>Giving (general) orders.</i>	Téigh amach. <i>Go out</i> Déan deifir/brostaigh ort. <i>Hurry up.</i> Tar anseo. <i>Come here.</i> Tar isteach, a Sheáin. <i>Come in, Sean.</i> Suigh síos. <i>Sit down.</i> Fan nóiméad. <i>Wait a minute.</i>
13.3	Ag tabhairt orduithe sa teach. <i>Giving orders in the house.</i>	Dún an doras, le do thoil. <i>Close the door, please.</i> Oscail an fhuinneog, le do thoil. <i>Open the window, please.</i>
13.4	Ag tabhairt foláireamh do dhuine. <i>Giving someone a warning.</i>	Coimhead!/Seachain! <i>Watch out!</i>

Gramadach/Grammar	Samplaí/Examples
<p>An modh ordaitheach, uatha agus iolra, dearfach agus diúltach <i>The imperative, singular and plural, positive and negative</i></p>	<p>cas <i>turn</i> téigh <i>go</i> lean <i>follow</i> imigh... <i>go</i></p>
<p>An aidiacht shealbhach <i>The possessive adjective</i></p>	<p>Nígí bhur n-aghaidh. <i>Wash your faces.</i> d'aghaidh/bhur n-aghaidh. <i>your face (sg), your faces (pl)</i></p>

Stór focal/Vocabulary	Samplaí/Examples
<p>Orduithe <i>Orders</i></p>	<p>bí <i>be</i> déan <i>do</i> imigh <i>go</i> ith <i>eat</i> nigh <i>wash</i> glan <i>clean</i> téigh <i>go</i> tar <i>come</i> suigh <i>sit</i> fan <i>wait</i> dún/druid <i>close</i> oscail <i>open</i> coimhead <i>watch out</i> seachain <i>avoid</i></p>

Beidh an foghlaimoír ábalta...*The learner will be able to...*

Labhairt/*speaking*

Orduithe simplí a thabhairt do dhaoine fásta agus do pháistí. Orduithe simplí a thabhairt sa teach agus foláireamh a thabhairt do dhuine.

Give simple orders to adults and to children. Give simple orders in the house and give someone a warning.

Éisteacht/*listening*

Orduithe simplí agus foláirimh a thuiscint.

Understand simple orders and warnings.

Léamh/*reading*

Orduithe a bhíonn le feiceáil go coitianta a thuiscint, mar shampla *Ciúnas*, nó *Seachain do cheann*.

Understand frequently-seen orders, for example, Quiet, or Mind your head.

Topaic 14: Ag déanamh socruithe/ 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 replying to the same question.</i></p>	<p>An mbeidh tú saor san oíche amárach? <i>Will you be free tomorrow night?</i> Beidh. Cén fáth? <i>I will be. Why?</i> Ní bheidh. Tá mé ag obair. <i>I won't be. I am working.</i></p>
14.2	<p>Ag tagairt d'ócáidí éagsúla. <i>Referring to different occasions.</i></p>	<p>Tá breithlá ag Seán. <i>Seán has (is having) a birthday</i> Tá cóisir ag Bernie. <i>Bernie has (is having) a party.</i> Tá Pól le pósadh. <i>Pól is getting married.</i></p>
14.3	<p>Ag fiafraí cén uair a bheas rud éigin ar siúl agus ag freagairt na ceiste sin. <i>Asking when something will be happening and replying.</i></p>	<p>Cén uair?/Cathain? <i>When?</i> Meán Fómhair seo chugainn. <i>This/ next September.</i> Dé Sathairn seo chugainn. <i>This Saturday.</i> Dé Domhnaigh ar a hocht. <i>On Sunday at eight.</i></p>
14.4	<p>Ag tabhairt cuireadh do dhuine. <i>Giving an invitation.</i></p>	<p>Ar mhaith leat dul liom? <i>Would you like to go with me?</i> Ar mhaith leat dul go dtí an phictiúrlann? <i>Would you like to go to the cinema?</i></p>
14.5	<p>Ag glacadh le cuireadh agus ag diúltú do chuireadh. <i>Accepting or refusing an invitation.</i></p>	<p>Ba bhreá liom. <i>I'd love to.</i> Ba bhreá liom, ach tá mé ag obair. <i>I'd love to, but I'm working.</i></p>

	Feidhmeanna/Functions	Samplaí/Examples
14.6	Ag gabháil leithscéil <i>Excusing oneself.</i>	Tá brón orm. <i>I'm sorry.</i>
14.7	Ag socrú ama. <i>Arranging a time.</i>	Cén t-am a gcasfaimid le chéile? <i>What time will we meet?</i> Timpeall a hocht. <i>At about eight.</i>
14.8	Ag socrú áite. <i>Arranging a place.</i>	Cén áit a mbuailfidh mé leat? <i>Where will I meet you?</i> Taobh amuigh den phictiúrlann. <i>Outside the cinema.</i> Sa chaifé nua sin. <i>In that new café.</i>
14.9	Gléasanna cumarsáide <i>Communication devices</i>	Fón póca/guthán póca <i>Mobile phone</i> Ríomhphost/teachtaireacht ríomhphoist <i>Email/email message</i> Téacs/teachtaireacht téacs <i>Text/text message</i>

Gramadach/Grammar	Samplaí/Examples
An aimsir fháistineach den bhriathar (ceisteanna agus freagraí) <i>The future tense of the verb</i> (questions and answers)	An mbeidh tú? <i>Will you be?</i> Beidh/ní bheidh. <i>I will/I won't be.</i>

Stór focal/Vocabulary	Samplaí/Examples
Ócáidí sóisialta <i>Social occasions</i>	cóisir <i>party</i> bainis/pósadh <i>wedding</i> breithlá <i>birthday</i> scannán <i>film</i> dráma <i>play</i> seisiún ceoil <i>music session</i> ceolchoirm <i>concert</i>
Míonna na bliana <i>Months of the year</i>	Eanáir <i>January</i> Feabhra <i>February</i> Márta <i>March</i> Aibreán <i>April</i> Bealtaine <i>May</i> Meitheamh <i>June</i> Iúil <i>July</i> Lúnasa <i>August</i> Meán Fómhair <i>September</i> Deireadh Fómhair <i>October</i> Samhain <i>November</i> Nollaig <i>December</i>

Beidh an foghlaimoir ábalta...*The learner 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 nó diúltú do chuireadh. Socruithe simplí a dhéanamh a bhaineann le ham agus le háit.

Find out whether someone is free and refer to the main social occasions. Give an invitation and accept or receive an invitation. Make simple arrangements relating to time and place.

Éisteacht/listening

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

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

Léamh/reading

Cuirí an-simplí a thuiscint.

Understand very simple invitations.

Scríobh/writing

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

Write very simple invitations. Write a very simple note accepting or refusing an invitation.

