



Teastas Eorpach na Gaeilge **European Certificate in Irish**

Siollabas Bhonnleibhéal 1 Syllabus for Absolute Beginners (A1)



IONAD NA DTEANGACHA
Language Centre

Contents	Page
1. Foreword.....	3
2. The content of Siollabas Bonnleibhéal 1/ (Syllabus for Absolute Beginners)	4
3. Topics and Functions	5
Topic 1: Meeting People.....	5
Topic 2: Background and place of residence.....	8
Topic 3: The Family.....	13
Topic 4: The house and accommodation	17
Topic 5: Pastimes	22
Topic 6: Daily life.....	26
Topic 7: Talents and Skills	29
Topic 8: Matters of work	33
Topic 9: Food and Drink.....	37
Topic 10: Sickness and Injury.....	40
Topic 11: Clothes and Shopping.....	43
Topic 12: Holidays and Travel	47
Topic 13: Orders	52
Topic 14: Making arrangements	55
4. Learners and the language learning process	59
4.1 <i>Learning and communication strategies</i>	59
4.2 <i>Language awareness</i>	61
5. Sociocultural knowledge.....	63
6. Skills	63
7. Advice for the teacher	64
8. Scrúdú Bonnleibhéal 1 Absolute Beginners (1) examination.....	65

1. Foreword

- This syllabus outlines the areas of language usage that are required of the learner who wishes to sit examination *Scrúdú Bonnleibhéal 1/* Syllabus for Absolute Beginners.
- The table below indicates the way in which the syllabi and examinations in the Irish language fall within the *Common European Framework of Reference for Languages: Learning, Teaching and Assessment* (Council of Europe, 2001).

Framework reference	Study/learning hours	Irish Syllabus	Irish Examination
A1	80-100	Syllabus A1	Bonnleibhéal 1/ Absolute Beginners
A2	160-200	Syllabus A2	Bonnleibhéal 2/ Beginners 2
B1	350-400	Syllabus B1	Meánleibhéal 1/ Lower Intermediate
B2	500-600	Syllabus B2	Meánleibhéal 2/ Upper Intermediate
C1	1000	<i>Available 2007</i>	<i>Available 2007</i>
C2	1500		

2. The content of *Siollabas Bonnleibhéal 1/ (Syllabus for Absolute Beginners)*

The syllabus contains the following components:

- (1) Topics (relating to the learners individual situation and daily life)
- (2) Language functions (what people *do* by means of language) together with recommended exponents.
- (3) Lists of vocabulary and grammatical items is also included although the lists are not exhaustive and teachers are advised to take the needs of the learners into account in preparing their own courses.
- (4) Learners and the learning process (learning strategies, communication strategies and aspects of language awareness).
- (5) Sociocultural knowledge.

This syllabus has been compiled to help teachers and course designers to prepare appropriate teaching materials for their learners. The length of courses and the teaching methods adopted may vary depending on the group of learners and their needs.

3. Topics and Functions

Topaic 1: Ag bualadh le daoine**Topic 1: Meeting People**

	Functions/Feidhmeanna	Examples/Samplaí
1.1	Ag beannú do dhuine agus ag beannú ar ais do dhuine <i>Greeting and replying to someone</i>	Dia duit. <i>Hello</i> Dia is Muire duit. <i>Hello (reply)</i>
1.2	Ag cur ceiste ar dhuine an bhfuil sé go maith agus ag freagairt na ceiste sin <i>Asking someone how he/she is and replying</i>	Cad é mar atá tú? <i>How are you? (Ulster)</i> Cén chaoi a bhfuil tú? <i>How are you? (Connemara)</i> Conas tá tú? <i>How are you? (Munster)</i> Go maith, go raibh maith agat. Agus tú féin? <i>Well, thank you. And yourself?</i> Go breá. <i>Fine</i> 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>
1.3	Do chur féin in aithne <i>Introducing yourself</i>	Liam is ainm dom. <i>My name is Liam.</i> Is mise Síle. <i>I'm Síle.</i>
1.4	Ag fiafraí de dhuine cén t-ainm atá air/uirthi agus ag freagairt na ceiste sin <i>Asking someone their name and replying</i>	Cad is ainm duit?/C'ainm atá ort?/Cén t-ainm atá ort? <i>What is your name?</i> Siobhán. Micheál. Cad is ainm duitse?/C'ainm atá ortsa?/Cén t-ainm atá ortsa? <i>Siobhán/Michael. What is your name?</i>

	Functions/Feidhmeanna	Examples/Samplaí
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>

Nóisin ghinearálta <i>General notions</i> (Gramadach) <i>Grammar</i>	Samplaí <i>Examples</i>
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 do agus ar <i>The second person singular and plural of the prepositional pronouns to and on.</i>	duit, daoibh <i>To you (sg), To you (pl)</i> ort, oraibh <i>(on you (sg), on you (pl))</i>
Foirmeacha treise	ortsa, duitse, etc.

Nóisin ghinearálta <i>General notions</i> (Gramadach) <i>Grammar</i>	Samplaí <i>Examples</i>
<i>Emphatic forms</i>	<i>on you, to you, etc.</i>
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>

Sain-nóisin (Stór focal) <i>Specific notions (Vocabulary)</i>	Samplaí <i>Examples</i>
Uimhreacha 0-10 <i>Numbers 0-10</i>	a haon, a dó, a trí, etc. <i>one, two, three etc.</i>

<p>Beidh an foghlaimoír ábalta ... <i>The learner will be able to...</i></p> <p>Labhairt: <i>Speaking:</i> 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, and to give basic information about themselves.</i></p> <p>Éisteacht: <i>Listening:</i> Ceisteanna simplí ag baint le cúlra, mar aon le beannachtaí, a thuiscint. <i>Understand simple questions related to backgrounds, and greetings.</i></p> <p>Léamh: <i>Reading</i> 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: <i>Writing:</i> Roinnt sonraí pearsanta a bhreacadh síos (e.g. ar fhoirm iarratais). <i>To write down some personal data (for example on an application form).</i></p>

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

	Feidhmeanna Functions	Samplaí Examples
2.1	Ag fiafraí de dhuine cé as é/í agus ag freagairt na ceiste sin <i>Asking someone where he/she is from and responding</i>	Cé as tú?/Cad as duit? <i>Where are you from?</i> (Is) as an Spáinn mé/dom. <i>I am from Spain</i> Cé as tú féin?/Cad as duit féin? <i>Where are you from yourself?</i>
2.2	Ag fiafraí de dhuine cá bhfuil sé ina chónaí agus ag freagairt na ceiste sin <i>Asking someone where they are living and responding</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>Telling 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 cur ceiste ar dhuine cén seoladh atá aige/aici agus ag freagairt na ceiste sin <i>Asking someone what their address is and responding.</i>	Cén seoladh atá agat? <i>What is your address?</i> 21 Bóthar na Carraige. <i>21 Carrick Road</i>
2.5	Ag cur ceiste cá bhfuil an áit agus ag freagairt na ceiste sin <i>Asking where the place is and responding.</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>
2.6	Ag déanamh cur síos ar áiseanna i do cheantar agus ag cur ceiste ar dhuine	An bhfuil áiseanna maithe sa cheantar?

	Feidhmeanna <i>Functions</i>	Samplaí <i>Examples</i>
	eile faoi áiseanna ina c(h)eantarsan. <i>Describing facilities in your area and asking someone else about the facilities in their area.</i>	<i>Are there good facilities in the area?</i> Tá siopaí, scoil agus oifig phoist ann. <i>There are shops, a school and a post office there.</i> An bhfuil linn snámha ann? <i>Is there a swimming pool there?</i> Tá/Níl. <i>Yes/No.</i>

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

Sain-nóisin (Stór focal) <i>Specific notions (Vocabulary)</i>	Samplaí <i>(Examples)</i>
Áiteanna <i>Places</i>	sráidbhaile <i>village</i> baile <i>town</i> cathair <i>city</i> contae <i>county</i> faoin tuath <i>out in the country</i> cois farraige <i>by the sea</i>

Beidh an foghlaimoír 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 dhuine eile faoi na príomháiseanna atá le fáil ina c(h)earantar siúd.

Give basic information about him/herself regarding the following things:

Nationality, place of birth/residence. He/she will be able to ask other people basic questions about the same subjects. He/she will be able to name the main facilities in the area and to ask another person about the main facilities available in their own area.

Éisteacht/Listening:

Tuigfidh an foghlaimoír ceisteanna simplí a bhaineann le cúlra agus áit chónaithe. Beidh tuiscint acu ar chur síos simplí ó dhaoine eile faoi na príomhrudaí atá le fáil ina gceantar.

The learner will understand simple questions dealing with background and place of residence. They will understand simple descriptions from other people about the main things available in their area.

Léamh/Reading:

Beidh na foghlaimoírí 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', 'oifig (an) phoist' agus araile.

The learner will be able to recognize the main words dealing with this subject. For example, the words, 'nationality' and 'place of residence' on a form. They will be able to understand the main words dealing with services. For example, 'bank', 'post office' and so on.

Scríobh/Writing:

Beidh na foghlaimoírí 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 dealing with themselves on a form. For example, nationality and place of residence.

Topic 3: An teaghlach

Topic 3: The Family

	Feidhmeanna <i>Functions</i>	Samplaí <i>Examples</i>
3.1	Ag labhairt faoi do 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 dhuine an bhfuil páistí aige agus ag freagairt na ceiste sin <i>Asking someone 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 dhuine cé mhéad páiste atá aige agus ag freagairt na ceiste sin <i>Asking someone how many</i>	Cé mhéad páiste atá agat? <i>How many children do you have?</i> Beirt. <i>Two.</i>

	Feidhmeanna <i>Functions</i>	Samplaí <i>Examples</i>
3.6	<i>children they have and answering that question.</i> Ag lorg agus ag tabhairt eolais faoi do chuid deartháireacha agus deirfiúracha <i>Seeking and giving information about your brother and sisters.</i>	Cé mhéad deartháir atá agat? <i>How many brothers do you have?</i> Triúr. <i>Three</i> Cé mhéad deirfiúr atá agat? <i>How many sisters?</i> Ceathrar. <i>Four.</i>
3.7	Ag cur ball éagsúil den teaghlach in aithne <i>Introducing different members of the family.</i>	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>

Nóisin ghinearálta (Gramadach) <i>General Notions (Grammar)</i>	Samplaí <i>Examples</i>
Ceisteanna agus freagraí san aimsir láithreach <i>Questions and answers in the present tense.</i>	An bhfuil tú pósta? Tá/Níl. <i>Are you married? Yes/No.</i>
An dara pearsa uimhir uatha agus iolra den fhorainm réamhfhoclach ag <i>The second person singular and plural of the prepositional pronoun at</i>	agat, agaibh <i>at you (sg/pl)</i>
Uimhreacha pearsanta <i>Personal numbers</i>	duine amháin – deichniúr <i>one person, ten people</i>

Nóisin ghinearálta(Gramadach) General Notions (Grammar)	Samplaí Examples
Cé mhéad + uimhir uatha <i>How many + singular number</i>	Cé mhéad páiste atá agat? <i>How many children have you got.</i>

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

Beidh an foghlaimoír ábalta ...

The learner will be able to...

Labhairt:

Speaking:

Eolas bunúsach a thabhairt faoina stádas pósta agus faoina t(h)eaghlach / c(h)lann.

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

Éisteacht:

Listening:

Ceisteanna simplí ag baint leis an teaghlach a thuiscint; a bheith in ann focail agus frásaí a thuiscint i gcomhrá faoin teaghlach.

Understand simple questions dealing with the family; be 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 dealing with the family (for example on an application form).

Scríobh:

Writing:

Sonraí pearsanta ag baint le stádas pósta agus an teaghlach a bhreacadh síos (e.g. ar fhoirm iarratais).

Note down personal details dealing with marital status and the family (for example on an application form).

Topaic 4: An teach agus lóistín*Topic 4: 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 cur ceiste cé 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>	Cé 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>	Tábla/bord <i>table</i> Cathaoir <i>chair</i> Cuisneoir <i>fridge</i> Sorn <i>cooker</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>

	Feidhmeanna <i>Functions</i>	Samplaí <i>Examples</i>
4.6	Ag lorg agus ag tabhairt tuairimí faoi theach/lóistín <i>Seeking and giving opinions about a house/ accommodation.</i>	Tá sé daor go leor – cúig chéad sa mhí. <i>It's dear enough – five hundred a month.</i> An maith leat é? <i>Do you like it?</i> Is maith. Tá sé ciúin. <i>I like it. It is quiet.</i> Tá sé ceart go leor. <i>It's all right.</i> 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>
4.7	Ag cur ceiste cá bhfuil an leithreas agus ag freagairt na ceiste sin <i>Asking where the toilet is and answering that question.</i>	Cá bhfuil an leithreas, le do thoil? <i>Where is the toilet, please?</i> An chéad doras ar dheis. <i>The first door on the right.</i> Tá sé ansin ar chlé. <i>It's there on the left.</i>

Sain-nóisin (Stór focal) <i>Specific Notions (Vocabulary)</i>	Samplaí <i>Examples</i>
Seomraí <i>Rooms</i>	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>
Troscán agus trealamh <i>Furniture and equipment</i>	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>
Nóisin ghinearálta (Gramadach) <i>General Functions (Grammar)</i>	Samplaí <i>Examples</i>
An t-alt agus ainmfhocail <i>The article and nouns</i>	an tábla <i>the table</i>

Nóisin ghinearálta (Gramadach) <i>General Functions (Grammar)</i>	Samplaí <i>Examples</i>
<p>Ag comhaireamh rudaí <i>Counting things</i></p>	<p>an chathaoir <i>The chair</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 <i>Two things</i></p> <p>trí cinn <i>Three things</i></p>

Beidh an foghlaimoír ábalta ...

The learner will be able to...

Labhairt:

Speaking:

Na príomhseomraí 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 ag tabhairt eolais an-simplí faoin lóistín sin.

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:

Ceisteanna 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 of accommodation. Understand simple directions dealing with 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 are available 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 available in a house. Write a very simple account of the kind of accommodation they themselves have.

Topaic 5: Caitheamh aimsire

Topic 5: Pastimes

	Feidhmeanna	Samplaí
5.1	<p>Ag fiafraí de dhuine cad é a dhéanann sé nuair a bhíonn sé saor agus ag freagairt na ceiste sin</p> <p><i>Asking someone what they do when they are free and replying</i></p>	<p>Cad é/Céard a dhéanann tú nuair a bhíonn am saor agat?</p> <p><i>What do you do when you have free time?</i></p> <p>Imrím galf.</p> <p><i>I play golf.</i></p> <p>Téim ag snámh.</p> <p><i>I go swimming.</i></p> <p>Féachaim ar an teilifís.</p> <p><i>I watch television.</i></p> <p>Éistim le ceol.</p> <p><i>I listen to music.</i></p> <p>Téim go dtí an phictiúrlann.</p> <p><i>I go to the cinema.</i></p>
5.2	<p>Ag fiafraí de dhuine an ndéanann sé caitheamh aimsire áirithe agus ag freagairt na ceiste sin</p> <p><i>Asking someone whether they do a certain pastime and replying.</i></p>	<p>An imríonn tú leadóg?</p> <p><i>Do you play tennis?</i></p> <p>Imrím/Ní imrím.</p> <p><i>I play/ I don't play.</i></p> <p>An dtéann tú go dtí an phictiúrlann?</p> <p><i>Do you go to the cinema?</i></p> <p>Téim/Ní théim.</p> <p><i>I go/ I don't go.</i></p>
5.3	<p>Ag fiafraí de dhuine an maith leis/léi caitheamh aimsire áirithe agus ag freagairt na ceiste sin</p> <p><i>Asking someone whether he/she likes a certain pastime and answering that question</i></p>	<p>An maith leat ceol traidisiúnta?</p> <p><i>Do you like traditional music?</i></p> <p>An maith leat spórt?</p> <p><i>Do you like sport?</i></p> <p>Is maith/Ní maith.</p> <p><i>I like it/ I don't like it</i></p> <p>Is breá liom é.</p> <p><i>I love it</i></p> <p>Is fuath liom é.</p> <p><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.</p> <p><i>I hate sport</i></p> <p>Níl suim dá laghad agam sa cheol traidisiúnta.</p> <p><i>I have absolutely no interest in traditional music.</i></p> <p>Ní maith liom dul go tithe tábhairne.</p>

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

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

Sain-nóisin (Stór focal)	Samplaí
Caitheamh aimsire <i>Pastimes</i> (go háirithe caitheamh aimsire an fhoghlaimora) <i>(especially the pastimes of the learner)</i>	Amharclann <i>theatre</i> pictiúrlann <i>cinema</i> an teach tábhairne <i>The pub</i> téigh chuig/go dtí ... <i>go to...</i> drama <i>play</i> scannán <i>film</i> ceolchoirm <i>concert</i> an teilifís <i>The television</i>

Sain-nóisin (Stór focal)	Samplaí
	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> féach ar <i>look at</i> bain/buaigh <i>win</i>
Laethanta na seachtaine <i>Days of the week</i>	Dé Luain etc <i>On Monday etc</i>

Beidh an foghlaimoír 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 ag baint le caitheamh aimsire a thuiscint; a bheith in ann focail agus frásaí a thuiscint I gcomhrá faoi chaitheamh aimsire.

Understand simple questions to do with pastimes; be able to 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 imeachtaí.

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 are the ones he/she does/ doesn't enjoy

Topaic 6: An saol laethúil*Topic 6: Daily life*

	Feidhmeanna	Samplaí
6.1	Ag cur ceiste cén t-am atá sé agus ag freagairt na ceiste céanna Asking what time it is and answering the same question	Cén t-am atá sé? <i>What time is it?</i> (Tá sé) a dó a chlog. <i>(It is) two o'clock</i>
6.2	Ag rá cén t-am a dhéanann tú rudaí éagsúla Saying at what time you do different things.	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>
6.3	Ag cur ceiste ar dhuine cén t-am a dhéanann sé/sí rud éigin Asking someone what time he/she does something	Cén t-am a théann tú/tusa ag obair? <i>What time do you go to work?</i>
6.4	Ag labhairt faoi na rudaí a dhéanann tú gach lá Talking about the things you do every day	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>
6.5	Ag cur ceiste ar dhuine an ndéanann sé/sí rud áirithe Asking someone does he/she do a certain thing	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>

Nóisin ghinearálta (Gramadach)	Samplaí
<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 style="text-align: center;">ar + séimhiú on + aspiration</p>	<p>éirím, 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> Éirím/Ní éirím. <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>

Sain-nóisin (Stór focal)	Samplaí
<p>Béilí <i>meals</i></p> <p>Focail a bhaineann leis an saol laethúil <i>Words dealing with daily life</i></p> <p>Minicíocht/tréimhsí ama <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>

Sain-nóisin (Stór focal)	Samplaí
	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 acu ar chur síos an-simplí ó dhaoine eile faoi ghnáthimeachtaí laethúla.

The learner will understand simple questions about usual daily events. They will understand a very simple description from other people about usual daily events.

Léamh: reading

Beidh na foghlaimoírí 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 dealing with this subject. For example, time, events, places.

Scríobh: writing:

Beidh na foghlaimoírí 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 their own daily life. For example – writing a simple note: ‘Dinner on Sunday at 7.30?’ or writing a short note in a diary.

Topaic 7: Buanna agus scileanna*Topic 7: Talents and Skills*

	Feidhmeanna	Samplaí
7.1	<p>Ag cur ceiste ar dhuine an bhfuil sé/sí ábalta rud éigin a dhéanamh agus ag freagairt na ceiste sin</p> <p><i>Asking someone if he/she is 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 ag 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 cur ceiste ar dhuine cad é chomh maith is atá ag éirí leis agus ag freagairt na ceiste sin</p> <p><i>Asking someone how well they're getting on/doing and replying</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 about languages</i></p>	<p>Cé mhéad teanga atá agat? <i>How many languages do you have?</i></p> <p>Trí cinn – Fraincis, Béarla agus Gaeilge. <i>Three – French, English and Irish</i></p>

	Feidhmeanna	Samplaí
7.6	Ag rá cé chomh maith is atá teanga agat <i>Saying how good your language is</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>

Nóisin ghinearálta (Gramadach)	Samplaí
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 ag <i>The prepositional pronoun ag</i>	agam, agat <i>at me, at you</i>
Na réimíreanna ró agus an- <i>The prefixes ró and an-</i>	rómhaith <i>too good</i> an-deacair <i>very difficult</i>
Aidiachtaí <i>adjectives</i>	furasta/éasca <i>easy</i>

Nóisin ghinearálta (Gramadach)	Samplaí
Ceann <i>(One) thing</i>	deacair <i>hard</i> ceann amháin <i>one thing</i> dhá cheann <i>two things</i> sé cinn <i>six things</i>

Sain-nóisin (Stór focal)	Samplaí
Scileanna <i>Skills</i> (na cinn atá ag an fhoghlaimoír san áireamh) <i>(Including the learner's)</i> Cumas <i>ability</i> Deacracht <i>difficulty</i> Teangacha <i>languages</i> (na cinn atá ag an fhoghlaimoír 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> maith <i>good</i> cuibheasach/measartha/réasúnta <i>fairly/ quite/ reasonably</i> an-mhaith <i>very good</i> furasta/éasca <i>easy</i> deacair <i>difficult</i> Fraincis <i>french</i> Gearmáinis <i>German</i>

Sain-nóisin (Stór focal)	Samplaí
	Spáinnis <i>Spannish</i> Iodáilis <i>Italian</i> Béarla <i>English</i>

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

Labhairt: speaking

A rá cad iad na buanna atá aige/aici agus cad é chomh maith is atá sé/sí ag rudaí éagsúla.

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

Éisteacht: listening

Ceistanna simplí ag baint le cumas/scileanna a thuiscint; a bheith in ann focail agus frásaí a thuiscint i gcomhrá faoi scileanna/cumas; déileáil le deacrachtaí cumarsáide.

Understand simple questions dealing with ability/ skills; be able to 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 dealing with ability.

Scríobh: writing

Cur síos simplí a scríobh faoina scileanna agus cumas.

Write a simple description of skills and ability.

Topaic 8: Cúrsaí oibre

Topic 8: Matters of work

	Feidhmeanna	Samplaí
8.1	<p>Ag cur ceiste ar dhuine cén obair a dhéanann sé agus ag freagairt na ceiste sin</p> <p><i>Asking someone what work they do and replying</i></p>	<p>Cén obair a dhéanann tú?/Cén post atá agat?</p> <p><i>What work 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 dhuine cén áit a bhfuil siad ag obair agus ag freagairt na ceiste sin</p> <p><i>Asking someone 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 dhuine an dtaitníonn a phost leis/léi agus ag freagairt na ceiste sin</p> <p><i>Asking someone if he/she enjoys their work and replying</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 dhuine an bhfuil post áirithe aige/aici agus ag freagairt na ceiste sin</p> <p><i>Asking someone if they have a certain job and replying</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/Ní hea – múinteoir atá ionam.</p> <p><i>No – I am a driver/ No – I am a teacher.</i></p>

	Feidhmeanna	Samplaí
8.6	Ag cur síos ar choinníollacha oibre <i>Describing working conditions</i>	Is post lánaimseartha/páirtaimseartha é. <i>It is a fulltime/part-time job</i> Is post sealadach/buan é. <i>It is a temporary/permanent job</i>
8.7	Ag cur ceiste faoi choinníollacha oibre agus ag freagairt na ceiste sin <i>Asking about working conditions and replying</i>	An post lánaimseartha é? <i>Is it a fulltime 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>

Nóisin ghinearálta (Gramadach)	Samplaí
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 <i>The Prepositional pronoun in</i>	Ionam <i>In me</i>
An réamhfhocal I(n) <i>The preposition in</i>	I dteach tábhairne <i>In a pub</i> in óstán <i>In a hotel</i>

Sain-nóisin (Stór focal)	Samplaí
Poist <i>Jobs</i> (ceann an fhoghlaimora san áireamh) <i>(Including the learner's)</i>	Dochtúir <i>doctor</i> altra/banaltra <i>nurse</i> rúnaí <i>secretary</i> tiománaí <i>Driver</i> Múinteoir <i>Teacher</i>

Sain-nóisin (Stór focal)	Samplaí
<p>Áiteanna oibre <i>Places of work</i></p>	<p>Freastalaí <i>Waiter</i> Meicneoir <i>Mechanic</i> Tógálaí <i>builder</i> cúntóir siopa <i>shop assistant</i></p> <p>mac léinn <i>student</i></p> <p>ospidéal/otharlann <i>hospital</i> oifig <i>office</i> scoil <i>school</i> siopa <i>shop</i> monarcha <i>factory</i> óstán <i>hotel</i> teach tábhairne <i>pub</i></p>
<p>Coinníollacha oibre <i>Working conditions</i></p>	<p>tuarastal <i>salary</i> pá <i>pay</i> páirtaimseartha <i>part-time</i> lánaimseartha <i>fulltime</i> sealadach <i>temporary</i> buan <i>fulltime</i></p>

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

Labhairt: speaking

Cur síos an-simplí a thabhairt ar a p(h)ost agus ar na coinníollacha oibre.

Give a very simple description of their job and working conditions.

Éisteacht: listening

Ceisteanna simplí ag baint lena phost a thuiscint; a bheith in ann focail agus frásaí a thuiscint i gcomhrá faoi chúrsaí oibre.

Understand simple questions concerning their job, be able to 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 their job.

Topaic 9: Bia agus deoch**Topic 9: Food and Drink**

	Feidhmeanna	Samplaí
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 deochanna <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 na cineálacha bia agus deochanna 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 cur ceiste ar dhuine cad na cineálacha bia agus deochanna a itheann agus a ólann sé/sí <i>Asking someone what kinds of food and drink he/she eats and drinks</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 cur ceiste cé mhéad atá rud éigin agus ag freagairt na ceiste sin <i>Asking how much something is and replying.</i>	Cé mhéad sin? <i>How much is that?</i> Trí euro, le do thoil. <i>Three euros, please.</i>

	Feidhmeanna	Samplaí
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 agus ag glacadh agus ag diúltú do thairiscint <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>

Nóisin ghinearálta (Gramadach)	Samplaí
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>

Sain-nóisin (Stór focal)	Samplaí
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 <i>(cup of) coffee</i> (gloine) uisce <i>(glass of) water</i> gloine beorach <i>glass of beer</i> uisce beatha

Sain-nóisin (Stór focal)	Samplaí
<p>Ag ithe i mbialann <i>Eating in a restaurant</i></p>	<p><i>whisky</i> fíon <i>wine</i></p> <p>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></p>

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

Labhairt: speaking

Na príomhchineálacha bia agus deoch 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 fhoghlaimoír ar cheistanna simplí agus cur 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**Topic 10: Sickness and Injury**

	Feidhmeanna	Samplaí
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 cur ceiste ar dhuine eile cad atá mícheart leis/léi agus ag freagairt na ceiste sin <i>Asking someone else what is wrong with him/her 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 cur ceiste ar dhuine an mothaíonn sé/sí níos fearr agus ag freagairt na ceiste sin <i>Asking someone whether he/she feels 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>

Nóisin ghinearálta (Gramadach)	Samplaí
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>

Sain-nóisin (Stór focal)	Samplaí
Baill bheatha <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>side/ arm</i> cos <i>foot/leg</i> bolg <i>tummy</i> lámh <i>hand</i> méar <i>finger</i> glúin

Sain-nóisin (Stór focal)	Samplaí
<p>Tinnis <i>sicknesses</i></p>	<p>knee</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 foghlaimeoir ábalta ...*The learner will be able to...*

Labhairt: speaking

Na príomhpháirteanna den chorp, na príomhthinnis agus na príomhghortuithe a ainmniú. Ceisteanna simplí a chur ar dhaoine eile faoin chaoi a bhfuil siad ag mothú, faoi cad atá mícheart 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 other people simple questions about how they are feeling, about what is wrong with them or are they feeling better. To make very simple statements about the same 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 dealing with the 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 which deal with this subject. Read a simple written conversation dealing with this subject.

Scríobh: Writing

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

Write the main words and main phrases dealing with sickness and injuries.

Topaic 11: Éadaí agus siopadóireacht*Topic 11: Clothes and Shopping*

	Feidhmeanna	Samplaí
11.1	Ag ainmniú cineálacha éagsúla éadaí <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>(colour) 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>	Cé mhéad atá ar an léine sin? <i>How much is that shirt?</i> Tríocha Euro <i>Thirty Euro.</i>

Nóisin ghinearálta (Gramadach)	Samplaí
Aidiachtaí san uimhir uatha agus uimhir iolra <i>Adjectives in the singular and plural</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 ‘too’ and ‘very’</i>	rómhór <i>too big</i> ró-éadrom <i>too light</i> an-deas <i>very nice</i>
Uimhreacha <i>numbers</i>	deich neuro, 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>

Sain-nóisin (Stór focal)	Samplaí
Cineálacha éadaí <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> stocaí <i>socks</i> bróga <i>shoes</i> cóta <i>coat</i>

Sain-nóisin (Stór focal)	Samplaí
Dathanna <i>colours</i>	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 coloured</i>
Aidiachtaí <i>adjectives</i>	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

Beidh an foghlaimoír 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 éadaí. 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 fhoghlaimoír 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*Topic 12: Holidays and Travel*

	Feidhmeanna	Samplaí
12.1	Ag cur ceiste ar dhuine cén áit a raibh sé/sí ar laethanta saoire agus ag freagairt na ceiste sin <i>Asking someone where they were on holidays and replying.</i>	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>
12.2	Ag fiafraí de dhuine an raibh sé/sí ar laethanta saoire agus ag freagairt na ceiste sin <i>Asking someone whether he/she was on holidays and answering that question.</i>	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>
12.3	Ag lorg agus ag tabhairt eolais faoi lóistín <i>Seeking and giving information about accommodation</i>	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>
12.4	Ag lorg agus tabhairt eolais faoin aimsir <i>Seeking and giving information about the weather.</i>	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>
12.5	Ag fiafraí de dhuine cé a bhí leis/léi agus ag freagairt na ceiste sin <i>Asking someone who was with him/her and replying.</i>	Cé a bhí leat? <i>Who was with you?</i> Mo chara Bríd. <i>My friend Bríd</i>

	Feidhmeanna	Samplaí
12.6	<p>Ag lorg agus tabhairt tuairimí faoin áit <i>Seeking and giving opinions about the place.</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>

Nóisin ghinearálta (Gramadach)	Samplaí
An aimsir chaite den bhriathar <i>The past tense of the verb</i>	d' fhan, thaitin, d' ith, d' ól... <i>waited, enjoyed, ate, drank</i>
Ceisteanna agus freagraí san aimsir chaite <i>Questions and answers in the past tense</i>	ar fhan..? <i>did... wait/ stay?</i> ar thaitin..? <i>did... enjoy?</i> an raibh..? <i>was... ?</i>
Na réamhfhocail i agus sa <i>The prepositions in and in (the)</i>	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>
Aidiachtaí <i>Adjectives</i>	Deas <i>nice</i> cairdiúil <i>friendly</i> saor <i>cheap</i> daor <i>dear</i>
Na réimíreanna an agus ró <i>The Prefixes very and too</i>	an-fhliuch <i>very wet</i> róthe <i>too hot</i>

Sain-nóisin (Stór focal)	Samplaí
Tíortha <i>Countries</i>	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>
An aimsir <i>The weather</i>	Fuar <i>cold</i> te <i>hot</i> fliuch <i>wet</i> scamallach <i>cloudy</i> sneachta (trom) <i>(heavy) snow</i>
Cineálacha lóistín <i>Kinds of accommodation</i>	óstán <i>hotel</i> árasán <i>flat</i> brú <i>hostel</i> carbhán <i>caravan</i>
Pointí ama <i>Points of time</i>	seachtain <i>week</i> coicís <i>fortnight</i> mí <i>month</i>

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 na foghlaimeoir in ann na príomhfhocail agus na príomhfhrásaí a bhaineann le laethanta saoire a aithint. Beidh siad 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 dealing with holidays. They will be able to understand a very simple description of holidays, for example, a diary account.

Scríobh: writing

Beidh na foghlaimeoirí in ann frásaí an-simplí a scríobh a bhaineann le laethanta saoire a bhí acu. Mar shampla, cuntas dialainne a bhfuil cúpla abairt ann.

The learner will be able to write very simple phrases dealing with holidays they had. For example, a diary account of a couple of sentences.

Topaic 13: Orduithe*Topic 13: Orders*

	Feidhmeanna	Samplaí
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> Téigh amach. <i>Go out</i>
13.2	Ag tabhairt orduithe (ginearálta) <i>Giving (general) orders</i>	
13.3	Ag tabhairt orduithe sa teach. <i>Giving orders in the house</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> 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 foláirimh do dhuine <i>Giving someone a warning</i>	Coimhead!/Seachain! <i>Watch out!</i>

Sain-nóisin (Stór focal)	Samplaí
Orduithe <i>Orders</i>	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>

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

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’, ‘Seachain do cheann’ agus araile.

Understand frequently seen orders. For example, ‘*Quiet*’, ‘*Mind your head,*’ and so on.

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

	Feidhmeanna	Samplaí
14.1	Ag cur ceiste ar dhuine an mbeidh sé saor agus ag freagairt na ceiste sin <i>Asking someone if they will be free and replying</i>	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>
14.2	Ag tagairt d'ócáidí éagsúla <i>Referring to different occasions</i>	Tá breithlá ag Seán. <i>Sean has (is having) a birthday</i> Tá cóisir ag Bernie. <i>Bernie has (is having) a party</i> Tá Pól ag pósadh. <i>Pól is getting married.</i>
14.3	Ag cur ceiste cén uair a bheas rud éigin ar siúl agus ag freagairt na ceiste sin <i>Asking when something will be happening and replying</i>	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>
14.4	Ag tabhairt cuiridh do dhuine <i>Inviting someone</i>	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>
14.5	Ag glacadh le agus ag diúltú do chuireadh <i>Accepting and refusing an invitation</i>	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>
14.6	Ag gabháil leithscéil	

	Feidhmeanna	Samplaí
14.7	<i>Excusing oneself</i> Ag socrú ama <i>Arranging a time</i>	Tá brón orm. <i>I'm sorry</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 chaife nua sin. <i>In that new café.</i>

Sain-nóisin (Stór focal)	Samplaí
<p>Ócáidí sóisialta <i>Social occasions</i></p>	<p>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></p>
<p>Míonna na bliana <i>Months of the year</i></p>	<p>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></p>

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

Beidh an foghlaimoír 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 cuireadh. 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 dealing with time and place.

Éisteacht: Listening

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

Understand simple questions and conversations dealing with 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 cuireadh.

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

4. Learners and the language learning process

- Teachers are well aware that the progress achieved by one language learner does not equate with that of the next. 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 the way in which 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 is not possible to expect 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.
- Here are 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 and it is obvious that learners will experience difficulty when they endeavour to use the language. Communicative strategies help the learners to be more effective in speaking because they plan what it is they want to say while monitoring their effectiveness and taking 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.
- It will benefit the learners to avail of repeated opportunities during the learning process 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.

- Here are some of the strategies that 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 see 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?)*

While learning generally:

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
- get organised before undertaking tasks
- monitor progress during specific task work and learning generally

While working on a text or doing task work:

The learner should

- repeat aloud or to oneself words or structures
- use correctly dictionaries, grammar books, lists of terms, and other resources
- categorise and order new information as it being learned
- note/summarise main points
- seek help. For example, ask 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 (s)he 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 that exist 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 in order that he/she has 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 syntax in Irish and in 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:

Brid: *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 of 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, one could ask the learner to be attentive to the different grammar patterns that may be evident - for example, the different endings for plural nouns and the 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 and to adults. (See Topic 13 Orders)

- Dialects

The learner must be helped to understand the variations that exist between the dialects. This can be achieved by highlighting the range of expression that endures in the different dialects, and by pointing out the lexical variations between dialects [*bord/tábla* (table) or *buachaill/garsún* (boy)], the different greetings etc.

- 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 compared to English (*dó/deo, gal/geal, paca/peaca*) etc.

- Other aspects of sociolinguistic awareness

Teachers should make learners aware of the importance of politeness conventions (how to say please, thank you, sorry etc), conventions relating to turn taking in conversations and also how to make the correct choices when greeting and bidding farewell to people.

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 the principal aspects of Irish culture, particularly those aspects relating to Irish and the Gaeltacht (Irish speaking areas).
- It is recommended to explore aspects of Irish culture as appropriate during class activities rather than to devote it a single teaching unit.
- Here are a number of areas that should be explored in class:
 - personal and family names that are commonly found in Ireland
 - the principal place-names in Ireland
 - 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 would be expected to do.

Speaking

Learners will be able to use single words and simple sentences while taking part in a conversation based on the 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 and also to help them in the learning process.

Listening

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

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.

Writing

Learners will be able to write simple words and very simple basic phrases. In *Scrúdú Bonnleibhéal* candidates are asked to write single words only.

7. Advice for the teacher

- It is of vital importance that the learners' needs are to the forefront in the creation of a course of instruction or teaching programme. Prior to the preparation of class lessons, these needs must be fully ascertained through the use of questionnaires and interviews. 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 use the subject matter in the syllabus in whatever way they feel is suitable to create their teaching programme. Hence, it is not advised to follow the order or the layout of the materials as outlined. However, it is important to cover the various functions and language constructs as laid down in the syllabus.
- 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.
- 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 given pride of place; but in the communicative syllabus

grammar is taught in the context of subject matter and topics. Take 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 Absolute Beginners' level (A1) that the learner would understand the question, "*Cé mhéad deartháir atá agat?*" and that (s)he might be able to give a basic answer such as "*Beirt*". Certainly, essential grammar points should not be neglected and that it is often useful to formally focus on a specific grammar point.

8. Scrúdú Bonnleibhéal 1 *Absolute Beginners (1) examination*

For all information regarding this examination and Teastas Eorpach na Gaeilge (European Certificate in Irish) go to www.teg.ie