



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

## Siollabas Bhonnleibhéal 2 Syllabus for **Beginners 2** (A2)



IONAD NA DTEANGACHA  
Language Centre

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## 1. Introduction

- This syllabus outlines the range of language in which learners should be competent before they undertake the A2 (*Bonnleibhéal 2/Beginners 2*) examination.
- The table below illustrates how the Irish language syllabi and examinations align with 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	Siollabas C1	Ardleibhéal 1/Advanced 1
C2	1500	<i>Available 2010</i>	<i>Available 2010</i>

## 2. The content of syllabus A2 (Bonnleibhéal 2 /Beginners 2)

- The syllabus outlines the minimum language level required to enable a learner to function within a defined subject range. (See list of Topics). 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.
- In this syllabus, it is presumed that teachers will adapt the phrases to the norms of their own dialect. For example, in the Ulster dialect for the sentence 'I'm sorry I'm late' one would normally say '*Tá mé buartha go bhfuil mé mall*' but '*Tá brón orm go bhfuil mé déanach*' is what is said in other dialects. It is expected at this level that learners will be comfortable in using whatever version prevails in their own dialect and that they would understand whatever are the principal versions used in the other dialects. Likewise, in relation to other aspects of vocabulary (for example '*druid*'/'*dún*') and of grammar (for example, '*ar an bhóthar*'/'*ar an mbóthar*'), it suffices at this level that learners can use one version correctly and understand the other versions.

### 3. Grammar

- One of the distinctive features of a communicative syllabus is the way in which grammar is presented. In traditional syllabi, grammar was given pride of place. In a communicative syllabus, however, points of grammar are taught within the context of the subject-matter and the topics. For example, in Topic 11 (Planning Holidays), periods of time are referred to: '*Bhí mé sa Spáinn ar feadh coicíse*'/'I was on holidays in Spain for a fortnight'. The examples of '*ar feadh seachtaine*'/'for a week', '*ar feadh coicíse*'/'for a fortnight' and '*ar feadh míosa*'/'for a month' are given and it is explained that '*ar feadh*' is followed by the genitive case and that is the reason why '*seachtain*' changes to '*seachtaine*'. We do not advise that the learners are introduced to every other rule relating to the genitive case at this point. It is sufficient at this level that learners understand what it is and why a change occurs after '*ar feadh*'. Certainly, central points of grammar should not be overlooked and it is often useful to focus on a particular point of grammar in a formal way.

### 4. The learners and the language learning process

- Much of what is mentioned below is mentioned in Syllabus A1 and it is mentioned here to remind teachers that knowledge of language strategies and language awareness is central to any course of instruction.

- Teachers are well aware that learners do not necessarily progress at the same rate. Many factors 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. The more they reflect on themselves as learners, on their weaknesses and talents, and on the strategies they use, the more successful they will be in learning a language.
- It cannot be presumed that all learners engage in reflection on their learning nor 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 increase their awareness of the strategies that help them to progress.
- Below are some of the strategies which should be emphasised in the teaching and learning process to assist learners to benefit fully from their study.

#### ***4.1 Learning and communication strategies***

- Making mistakes is a natural part of learning a language and learners will almost certainly experience difficulty in their efforts 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 how they are succeeding and taking steps to correct problems as they arise. Compensatory strategies help the learners to survive when gaps in their knowledge threaten communication.
- Learners will benefit from repeated opportunities to develop the use of such strategies during the learning process and to adopt a more active approach with regard to their own learning. Teachers should make a consistent effort to inform learners of how to use the appropriate strategy. A once-off discussion of learning strategies is not sufficient. The use of these strategies must be a central and continuous part of tuition and one of the principles on which the entire instructional approach is founded. It is not intended that specific strategies and techniques are taught to the learner. What is important is that they are helped to recognise the effective strategies which they already use and further strategies which they could gradually develop.
- Below are *some of the strategies* that learners should use to their benefit:

### When speaking:

- Planning ahead: for example, that the learner would have a store of basic phrases. (S)he will usually be able to recall a suitable phrase and use it as required.
- Compensating in the event of the learner lacking specific vocabulary.  
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?)
  - Noticing when they have made mistakes and engaging in self-correction.
  - Noticing persistent problems which they may have and attempting to correct them.

### When listening:

- Expressing the fact that the learner does not understand something:  
*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?)
- Using the context to guess the meaning of words or phrases which the learner doesn't understand.

### **While 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 doing task work:**

The learner should

- repeat words or structures aloud or to himself/herself.
- use dictionaries, grammar books, lists of terms, and other resources correctly.
- categorise and order new information as it being learned.
- note/summarise main points.
- use the knowledge which (s)he has already in order to guess the meaning of new material.
- 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 he/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 that exist between Irish and the learner's other languages

- There should be a continuous focus on various aspects of language 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 have the necessary skills to analyse the language grammatically and to make the best use of 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:

She comes from Cork.      *Is as Corcaigh í.*  
Do you like music? Yes.      *An maith leat ceol? Is maith.*

- 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 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 grammatical patterns that may be evident - for example, what happens after the interrogative forms in the present and past tenses, what changes occur when an adjective is put with a noun and so forth.

- Register

It is important that the learner be able to identify different contexts that require a specific register. For example, are there differences in the kind of Irish used in formal contexts and in informal contexts? Does one greet a person in Irish in the same way in which one greets someone in other languages?

- Dialects

The learner can 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. For example, to recognize the main differences in phrases between the dialects, for example, 'ní mór dom' and

'caithfidh mé' and the differences in vocabulary, for example, 'fataí', 'prátaí' and 'préataí'.

- 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 difference in pronunciation between the long and short vowels: *ait* v *áit*, and the pronunciation of diphthongs, for example, *suas* and *thuas*.

## 5. Irish culture

- A number of those taking the course may not be Irish, or may be studying Irish abroad. These learners should 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 that references to Irish culture are incorporated into class activities as appropriate rather than devoting a specific teaching unit to it.
- Here are a number of areas that should be covered in class when teaching syllabus A2 (Bonnleibhéal 2/Beginners 2):
  - customs pertaining to major festivals in Ireland in the past and in the present
  - Gaelic games
  - information about Gaeltacht areas
  - any other aspect of Irish culture that might arise in class.

## 6. Skills

Below is a brief outline of what the learner who has completed level A2 /Beginners 2 can do in the different skills. (See also the topics in the syllabus) :

### 6.1 Speaking and Listening Comprehension

At this level, learners will be able to give a simple description of their background, their work, their daily activities, and things they like and dislike. They will use simple sentences and phrases. (See the examples in the syllabus). They will be able to participate in simple conversations about everyday matters. They will understand simple sentences and common phrases relating to ordinary, everyday life as long as the language is clear and the speech isn't overly dialectal or delivered at too fast a pace. They will still be dependant on others to help them in their efforts to communicate.

### 6.2 Reading Comprehension

The learner will be able to understand the gist of a written account (letter, e-mail and so forth) as long as the language is simple and the subject-matter relates to areas in

which the learner has an interest or to which (s)he has previously been exposed. (S)he will not be able to deal with abstract subject-matter nor with vocabulary which is outside of the everyday. The learner will have to use his/her limited resources in terms of vocabulary and structure in order to grasp the meaning of a text and to understand details in simple texts.

### **6.3 Writing**

The learner will be able to write simple sentences in an e-mail message or similar texts about subject-matter relating to his/her own life. For example, '*Tá mé ag dul chuig an phictiúrlann anocht*'/'I am going to the cinema tonight'. At this level, a learner will be able to write simple sentences and phrases using simple conjunctions such as '*agus*'/'and', '*ach*'/'but' and '*mar*'/'because'.

## **7. Bonnleibhéal 2 / Beginners 2 (A2) examination**

For all information regarding this examination and Teastas Eorpach na Gaeilge (European Certificate of Irish) go to [www.teg.ie](http://www.teg.ie).

## 8. Topics and Functions

### Topic 1: Social occasions

	Activities	Examples
1.1	Referring to the weather at the beginning of a conversation.	Tá lá breá ann. Tá cinnte. Tá sé go deas. Tá drochlá ann. Tá. Tá sé fliuch. Tá sé fuar.
1.2	Apologising for being late / Explaining to someone that it does not matter that he/she is late.	Tá brón orm go bhfuil mé déanach. Bhí an trácht an-trom. Ná bí buartha. Tá tú ceart go leor.
1.3	Asking someone if they met a particular person and answering such a question.	Ar bhuail tú le Síle (cheana)? Níor bhuail. Cén chaoi a bhfuil tú, a Shíle? Bhuail. Bhuaileamar le chéile ag bainis Áine.
1.4	Asking someone if he/she is a particular person and answering such a question.	An tusa deartháir Liam? Ní hea. An tusa cara Chlár? Is ea. Bhíomar ar scoil le chéile.
1.5	Asking a person if he/she is enjoying a social occasion and answering such a question.	An bhfuil tú ag baint taitnimh as an chóisir? Tá. Tá sí go hiontach.
1.6	Expressing an opinion; finding out if someone agrees with you.	Tá an cheolchoirm go maith, nach bhfuil? Tá. Tá sí ar fheabhas.
1.7	Drinking someone's health.	Sláinte!
1.8	Wishing someone a happy birthday etc. and replying to such a wish.	Lá breithe sona duit. Nollaig shona duit. Athbhliain faoi mhaise duit. Go mba hé duit.

	<b>Activities</b>	<b>Examples</b>
1.9	Saying that you have to leave and explaining why. Expressing regret that someone is leaving.	Caithfidh mé imeacht. Tá orm éirí go luath. Caithfidh mé an bus deireanach a fháil. Is mór an trua sin.
1.10	Saying goodbye.	Ádh mór. Slán abhaile.

	<b>Grammar</b>	<b>Examples</b>
	The copula <b>is</b>	An tusa ...?
	Noun + adjective	lá breá
	Questions and answers in the past tense	Ar bhuail tú ...? Bhuail/Níor bhuail.

	<b>Vocabulary</b>	<b>Examples</b>
	Social occasions	bainis cóisir (lá breithe) ceolchoirm
	General	buail le Nollaig athbhliain

**The learner will be able to ...**

**Speak:**

Make basic conversation while he/she is present at a social occasion.

**Listen:**

Understand simple questions and greetings that are usually heard at social occasions.

**Read:**

Understand some of the vocabulary associated with social occasions, parties and Christmas (e.g. 'Happy Christmas' written on a card).

**Write:**

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

## Topic 2: The family

	Activities	Examples
2.1	Asking a person how long he/she is married, engaged or separated and answering such questions.	Cá fhad atá tú pósta? Cá fhad atá sibh scartha? Tá mé pósta le deich mbliana. Táimid pósta le fiche bliain. Táimid scartha anois le dhá bhliain. Táimid geallta le bliain anois.
2.2	Asking a person how long he/she was married or going out with someone and answering such a question.	Cá fhad a bhí tú pósta? Bhí mé pósta ar feadh ocht mbliana. Cá fhad a bhí sibh ag siúl amach le chéile? Bhíomar ag siúl amach le chéile ar feadh trí bliana.
2.3	Seeking and providing information about the number of children a person has with their partner.	Cé mhéad páiste atá agaibh? Tá mac amháin agus triúr iníonacha againn. Beirt iníonacha agus mac amháin.
2.4	Seeking and providing information about the age of children.	Cén aois atá do mhac/atá sé? Cén aois atá d'iníon/atá sí? Cén aois atá siad? Tá an duine is óige trí bliana. Tá an duine is sine deich mbliana.
2.5	Saying how many brothers and sisters you have.	Tá deartháir amháin agus beirt deirfiúracha agam. Níl deartháir ná deirfiúr ar bith agam. Is páiste aonair mé.
2.6	Asking where the family members are living and answering such a question.	Cá bhfuil sé ina chónaí? Cá bhfuil sí ina cónaí? Cá bhfuil siad ina gcónaí? Tá siad ina gcónaí i mBaile Átha Cliath anois. Tá Brídín ina cónaí i gCorcaigh. Tá Stiofán ina chónaí i Londain le cúig bliana anois.
2.7	Introducing different members of the family.	Seo é mo dheartháir Niall. Seo í mo dheirfiúr Siobhán.

	<b>Activities</b>	<b>Examples</b>
		Seo iad mo chuid deartháireacha. Seo iad mo chuid deirfiúracha.

	<b>Grammar</b>	<b>Examples</b>
	<b>le v ar feadh</b>	Táimid pósta le dhá bhliain. Bhíomar pósta ar feadh sé bliana.
	Personal numbers + noun	triúr iníonacha
	One year – twenty years	ocht mbliana trí bliana déag
	The possessive adjective ( <b>mo</b> and <b>do</b> )	mo dheirfiúr do mhac
	<b>Cónaí</b>	Tá sé ina chónaí i Meiriceá. Tá sí ina cónaí i nGaillimh. Tá siad ina gcónaí i Nua Eabhrac.

	<b>Vocabulary</b>	<b>Examples</b>
	Marital status	geallta
	Relations	deartháireacha deirfiúracha mic iníonacha uncail aintín nia neacht seanathair/athair mór seanmháthair/máthair mhór  col ceathrair col ceathracha

**The learner will be able to ...**

***Speak:***

Speak about his/her marital status, now and in the past; provide information about his/her family; introduce various members of the family.

***Listen:***

Recognise in a conversation some of the most basic vocabulary associated with the family and understand questions about his/her own family.

***Read:***

Understand words associated with marital status on forms; understand the words associated with the family in written accounts etc..

***Write:***

Write a short account of his/her marital status, now and in the past, and write about his/her children and siblings.

### Topic 3: Pastimes

	Activities	Examples
3.1	Saying what you do in your free time.	Is maith liom galf a imirt. Is maith liom dul ag snámh. Is maith liom dul chuig scannáin. Is breá liom bheith ag féachaint ar an teilifís. Is breá liom bheith ag éisteacht le ceol.
3.2	Asking someone if they like a particular pastime and answering such a question.	An maith leat(sa) bheith ag snámh? An maith leat(sa) leadóg a imirt? Is maith/Ní maith.
3.3	Expressing opinions about pastimes.	Sílim go bhfuil an leadóg ceart go leor mar chaitheamh aimsire. Ní maith liom ar chor ar bith/in aon chor é. Sílim go bhfuil sé an-leadránach. Sílim go bhfuil sé an-suimiúil.
3.4	Asking someone if they are interested in something and answering such a question.	An bhfuil suim agat sa stair? Tá suim mhór agam ann/inti. Níl mórán suime agam ann. Níl suim ar bith agam ann.
3.5	Saying when you do different things.	Téim chuig ceolchoirm go minic oíche Shathairn. Imrím cispheil de ghnáth tráthnóna Dé Sathairn. Bíonn traenáil agam de ghnáth oíche Mháirt.
3.6	Saying you are a member of a club or a society.	Tá mé i mo bhall de chumann siúl sléibhe. Tá mé i mo bhall de chlub leadóige.
3.7	Asking someone how often he/she does something and answering such a question.	Cé chomh minic is a imríonn tú cluiche peile? Cé chomh minic is a théann tú chuig scannán? Uair sa tseachtain/sa mhí. Gach coicís nó mar sin. Anois is arís. Nuair a bhíonn an t-am agam.

	<b>Grammar</b>	<b>Examples</b>
	Word order	Is maith liom spórt a imirt.
	The copula	Is breá liom féachaint ar an teilifís.
	The possessive adjective	i mo bhall
	Time adverbs	go minic anois is arís
	<b>oíche</b> + lenition	oíche Dhomhnaigh oíche Mháirt

	<b>Vocabulary</b>	<b>Examples</b>
	Pastimes (especially the learner's pastimes)	litríocht stair iascaireacht peil ghaelach/an pheil ghaelach léitheoireacht seinm ceoil damhsa taisteal seisiúin cheoil
	Periods of time	maidin tráthnóna oíche

**The learner will be able to...**

***Speak:***

Express various opinions about pastimes and say how often he/she does different things.

***Listen:***

Understand simple questions about pastimes; understand words and phrases in a conversation about pastimes.

***Read:***

Recognise names of pastimes and understand the main points in a written account based on pastimes.

***Write:***

Write a simple account of his/her pastimes; say how often he/she does different things.

## Topic 4: Daily travel

	Activities	Examples
4.1	Asking a person if he/she does much travelling and answering such a question.	An ndéanann tú mórán taistil? Déanaim/Ní dhéanaim. Ní dhéanaim mórán taistil, ní maith liom an baile a fhágáil. Is breá liom bheith ag taisteal.
4.2	Seeking and providing information about travelling to the workplace.	Conas a théann tú go dtí ag obair gach lá? Tógaim an bus. Tá stad an bhus an-chóngarach do mo teach. Tógaim an traein. Tá sí an-áisiúil. Tiománaim isteach sa chathair de ghnáth. Téim ar an rothar. An mbíonn an carr leat?
4.3	Discussing time.	Cén t-am a fhágann tú an teach? Idir a hocht agus ceathrú tar éis a hocht. Timpeall a seacht de ghnáth.
4.4	Seeking and providing information about the length of the journey.	Cá fhad a thógann an turas? Braitheann sé ar an trácht. Idir uair agus uair go leith de ghnáth. Tógann sé suas le leathuair an chloig. Ní thógann sé ach fiche nóiméad.
4.5	Expressing opinions about travel.	Is fuath liom an turas. Is cuma liom faoin turas. Tá sé an-dainséarach a bheith ag rothaíocht anseo.
4.6	Saying what you do to pass the time on a journey.	Léim leabhar/léim an páipéar. Éistim leis an raidió. Déanaim obair ar mo ríomhaire glúine.
4.7	Discussing travel costs.	Cé mhéad a chosnaíonn sé? Cé mhéad atá ar thicéad singil/fillte? Tá sé an-daor. Cosnaíonn ticéad fillte €60.

	<b>Activities</b>	<b>Examples</b>
4.8	Discussing driving.	An bhfuil tiomáint agat? Níl. Táim ró-neirbhíseach le bheith ag tiomáint. Tá. Táim ag tiomáint le cúpla bliain anois. Tá. Tá ceadúnas tiomána agam le dhá bhliain anois.

	<b>Grammar</b>	<b>Examples</b>
	Questions and answers in the present tense	An ndéanann tú mórán taistil?
	Prepositions + the article	ar an bhus/ar an mbus sa charr ar an traein ar an rothar ar an bhád/ar an mbád
	The prefix <b>an-</b>	an-daor an-neirbhíseach

	<b>Vocabulary</b>	<b>Examples</b>
	Modes of transport	bus traein traein faoi thalamh carr rothar gluaisrothar bád
	Opinions	áisiúil dainséarach leadránach
	General	turas trácht brú tráchta mótarbhealach

**The learner will be able to ...**

***Speak:***

Describe the travelling that he/she does every day and express what he/she thinks about it.

***Listen:***

Understand simple questions and a basic description based on the above topic.

***Read:***

Recognise the names of the different modes of transport as well as references to time.

***Write:***

Write a short account of the travelling he/she does every day.

## Topic 5: Work

	Activities	Samples
5.1	Asking someone what kind of work he/she does and answering such a question.	Cén tslí bheatha atá agat? Rúnaí atá ionam. Is bainisteoir mé. Is fear gnó mé.
5.2	Saying what kind of a business you have.	Tá siopa ceirníní agam. Tá teach lóistín agam. Tá mo chomhlacht féin agam.
5.3	Speaking about your employment status.	Níl mé ag obair faoi láthair. Tá mé éirithe as/ar pinsean le bliain anois. Chaill mé mo phost cúpla mí ó shin. Tá mé ag lorg poist.
5.4	Seeking and expressing opinions about a job.	An dtaitníonn an post leat? Tá sé deacair go leor. Tá an saoste cairdiúil go leor. Ní thaitníonn. Tá strus ag baint leis. Ní thaitníonn. Tá sé an-leadránach. Tá mo chomhoibrithe go deas.
5.5	Seeking and providing information about working hours.	Cén t-am a thosaíonn tú ar maidin? Cén t-am a chríochnaíonn tú tráthnóna? Ar a naoi a chlog. Timpeall/thart faoina sé nó mar sin.
5.6	Providing information about working conditions.	Tá an pá/tuarastal go maith. Fuair mé ardú céime an bhliain seo caite. Bíonn cúig seachtaine laethanta saoire agam gach bliain.
5.7	Seeking and providing information about how long one has spent in a job.	Cá fhad atá tú ag obair ansin? Le trí bliana. Seacht mbliana nó mar sin.
5.8	Seeking and providing information about skills.	An bhfuil tiomáint agat? Tá/Níl. An féidir leat ríomhaire a úsáid? Is féidir/Ní féidir.

	<b>Activities</b>	<b>Samples</b>
		An bhfuil Fraincis agat? Tá. Is féidir liom go leor a thuiscint.

<b>Grammar</b>	<b>Examples</b>
The infinitive without an object.	Is féidir liom tiomáint.
The infinitive with an object.	Is féidir liom Fraincis a thuiscint.

<b>Vocabulary</b>	<b>Examples</b>
Jobs	oibrí monarchan bainisteoir dlíodóir cuntasóir aisteoir fiaclóir ealaíontóir iriseoir garda/póilín fear an phoist/bean an phoist fear gnó bean ghnó
Workplaces	bunscoil meánscoil ollscoil bialann garáiste teach lóistín leabharlann banc siopa bróg/ceirníní ... comhlacht
Working conditions	laethanta saoire pinsean ardú céime

**The learner will be able to ...**

***Speak:***

Describe the type of job he/she has and his/her working conditions; express simple opinions about the job; state the skills that he /she possesses.

***Listen:***

Understand simple questions and a basic description based on the above subject.

***Read:***

Recognise the names of the most common jobs and understand the basics of any piece of writing about the above topic.

***Write:***

Write a description of the work he/she does: the kind of job he/she has, the working conditions. Express simple opinions about the job and the skills he/she possesses.

## Topic 6: Talking about the weekend

	Activities	Examples
6.1	Asking someone what he/she did at the weekend.	Cad é a rinne tú ag an deireadh seachtaine? An ndearna tú aon rud ag an deireadh seachtaine?
6.2	Saying that you went somewhere.	Chuaigh mé go Corcaigh. Chuaigh mé chuig scannán le mo chara, Bríd. D'imir mé cluiche gailf le cúpla cara liom. Ní dhearna mé faic/dada.
6.3	Asking someone when they went somewhere and answering such a question.	Cén uair/lá a chuaigh tú go Gaillimh? Maidin Dé hAoine. Oíche Shathairn.
6.4	Saying what you did.	Chas mé le cairde sa teach tábhairne. Bhreachnaigh mé ar DVD. Chuaigh mé chuig ceolchoirm. D'imir mé galf le mo dheartháir. Cheannaigh mé cúpla bronntanas. Chonaic mé scannán maith. Chuaigh mé ag siopadóireacht.
6.5	Asking someone if he/she enjoyed something and answering such a question.	Ar bhain tú sult as an deireadh seachtaine? Ar bhain tú sult as an cheolchoirm? Ar thaitin an dráma leat?  Bhain. Bhain mé an-sult as. Níor bhain. Ní raibh sé rómhaith.
6.6	Expressing opinions.	Bhí sé ar fheabhas/thar barr/thar cionn. Bhí am iontach /ar dóigh agam. Bhí sé róchostasach. Bhí aimsir bhreá ann. Bhí an aimsir go dona.

Grammar	Examples
<b>oíche</b> + days of the week	oíche Mháirt oíche Shathairn
Past tense of the verb	d'imir chas (le) d'éist...
Questions and answers in the past tense (including the irregular verbs)	An ndeachaigh... Chuaigh/Ní dheachaigh An ndearna ... Rinne/Ní dhearna. Ar bhain... Bhain/Níor bhain.
<b>cúpla</b> + the singular	cúpla lá cúpla bronntanas
<b>go, go dtí, chuig</b>	

Vocabulary	Examples
Periods of time	inné aréir Dé Luain seo caite maidin inné tráthnóna aréir

### The learner will be able to ...

**Speak:**

Give a simple account of the things he/she did at the weekend. Ask someone else basic questions about this topic.

**Listen:**

Understand simple questions and descriptions related to this topic.

**Read:**

Understand the main points related to any written account of this topic (e.g. a diary).

**Write:**

Write a simple account of what he/she did at the weekend.

## Topic 7: Food and drink

	Activities	Examples
7.1	Offering someone a drink and accepting or rejecting such an offer.	Cad ba mhaith leat? Beidh caife dubh agam. An mbeidh deoch agat? Beidh gloine sú oráiste agam, le do thoil. Ar mhaith leat gloine fíona? B'fhearr liom gloine beorach, le do thoil.
7.2	Asking someone if they take milk and sugar and answering such a question.	An nglacann/dtógann tú bainne? Glacaim/Ní ghlacaim. An nglacann tú siúcra? Spúnóg amháin, le do thoil.
7.3	Asking for the menu.	An biachlár, le do thoil. An féidir liom/linn an biachlár a fháil/a fheiceáil, le do thoil?
7.4	Asking someone if they are ready to order.	An bhfuil tú/sibh réidh le hordú?
7.5	Ordering the first course.	(Ba mhaith liom) na beacáin, le do thoil. Beidh an t-anraith agam(sa).
7.6	Asking someone what they would like for the main course and answering such a question.	Cad é ba mhaith leat don phríomhchúrsa? Agus don phríomhchúrsa? Beidh an stéig agamsa, le do thoil. Ba mhaith liomsa an sicín, le do thoil.
7.7	Asking and answering questions about the food.	An bhfuil prátaí leis sin? Tá/Níl. Cad iad na glasraí atá agaibh? Beacáin agus cóilis.
7.8	Asking someone if they would like dessert and answering such a question.	Ar mhaith leat/libh milseog? Ba mhaith. Beidh an sailéad torthaí agamsa, le do thoil.

	<b>Activities</b>	<b>Examples</b>
7.9	Asking for the wine list and ordering wine.	An clár fíona, le do thoil. Buidéal den Sauvignon Blanc, le do thoil. Dhá ghloine fíon bán le do thoil.
7.9	Asking someone how was their meal / if they enjoyed their meal.	Cad é mar a bhí an béile? Ar thaitin an béile leat?
7.10	Expressing opinions about a meal.	Bhí sé an-bhlasta. Bhí sé beagáinín róspíosrach. Bhí na glasraí róbhruíte.

<b>Grammar</b>	<b>Examples</b>
The article and nouns	an sicín an t-uibheagán an mhilseog
Questions and answers	Ar mhaith...? Ba mhaith/Níor mhaith. An nglacann tú...? Glacaim/Ní ghlacaim. An mbeidh...? Beidh/Ní bheidh.

Vocabulary	Examples
Drinks	tae le/gan bainne tae láidir/lag pota tae sú oráiste fíon dearg fíon bán pionta bainne leathphionta beorach  leac oighir spúnóg
Food	anraith (glasraí) bradán (deataithe) beacáin sicín (rósta) stéig uibheagán sailéad sceallóga piseanna meacain dhearga/bhána oinniúin uachtar (reoite) cáca cáise pióg úll sailéad torthaí
Adjectives	fuar te spíosrach milis blasta

**The learner will be able to ...**

***Speak:***

Name the main kinds of food and drink, offer someone a drink, order an entire meal in a restaurant, ask questions about the food and express simple opinions about a meal.

***Listen:***

Understand simple questions and descriptions related to this topic.

***Read:***

Understand most of the words and items to be found on a simple menu.

***Write:***

Write a basic shopping list.

## Topic 8: Health and illness

	Activities	Examples
9.1	Seeking and providing information about fitness.	An bhfuil tú aclaí? Tá/Níl. An duine aclaí tú? Is ea/Ní hea.
9.2	Saying what exercise you do.	Téim ag siúl gach lá. Bím ag siúl sna sléibhte go minic. Imrím eitpheil go rialta.
9.3	Saying the things that you do to keep healthy.	Ithim bia sláintiúil. Ithim go leor torthaí agus glasraí úra. Ní ólaim ná ní chaithim (tobac).
9.4	Asking someone how he/she feels and answering such a question.	Cad é mar a bhraitheann tú? Tá mé go breá. Ní bhraithim rómhaith. Níl mé ach cuibheasach/go measartha.
9.5	Saying what is wrong with you.	Tá mo dhroim nimhneach. Ghortaigh mé mo dhroim. Bhris mé mo lámh ag imirt peile. Tá teocht an-ard agam. Tá póit orm.
9.6	Asking someone if he/she is better and answering such a question.	An bhfuil biseach ort go fóill? Tá. Tá mé ag teacht chugam féin. Tá biseach ag teacht orm.
9.7	Advising someone.	Ba cheart duit dul chuig an dochtúir. Ba cheart duit sos a thógáil – tá tú ag obair ródhian. Ba cheart duit níos mó aclaíochta a dhéanamh. Caithfidh tú aire níos fearr a thabhairt duit féin. Tá tú ag ól an iomarca.

	<b>Grammar</b>	<b>Examples</b>
	The copula – questions and answers	An duine aclaí tú? Is ea/Ní hea.
	The possessive adjective	mo dhroim
	The prepositional pronouns <b>ar</b> and <b>ag</b>	Tá póit orm. Tá teocht ard agam.
	The conditional	Ba cheart ...

	<b>Vocabulary</b>	<b>Examples</b>
	Parts of the body	aghaidh smig droim ladhar rúitín tóin
	General	aclaí aclaíocht sláinte sláintiúil teocht  bris

### **The learner will be able to ...**

***Speak:***

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

***Listen:***

Understand simple questions and basic descriptions related to this topic.

***Read:***

Recognise words and phrases associated with this topic. Read simple written conversations to do with this topic.

***Write:***

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

## Topic 9: Describing people

	<b>Activities</b>	<b>Examples</b>
9.1	Naming different parts of the body.	Lámh(a) Cos(a)
9.2	Asking questions about someone's appearance.	Cén chuma atá air? Cén chuma atá uirthi?
9.3	Describing someone's appearance.	Tá sé ard tanaí. Tá sí beag dathúil.  Tá gruaig fhada dhubh air. Tá gruaig ghairid chatach uirthi.  Tá súile deasa donna aige/aici.
9.4	Enquiring about someone's personality.	Cén cineál duine é/í?
9.5	Describing someone's personality.	Is duine cairdiúil é. Is bean chineálta í.

Grammar	Examples
The prepositional pronouns <b>ar</b> and <b>ag</b>	orm, ort, air, uirthi, orainn, oraibh, orthu agam, agat, aige, aici, againn, agaibh, acu
Word order	Tá gruaig fhada dhonn uirthi.
Gender of the noun	Gruaig dhonn Féasóg fhada
Plural of the noun	cos/cosa súil/súile
Nouns and adjectives	Fear cairdiúil. Bean chineálta. Súile donna.

Vocabulary	Examples
Parts of the body	súil(e) béal féasóg  ard beag ramhar tanaí dathúil/dóighiúil fada gearr/gairid díreach catach fionn rua liath
Traits	cairdiúil cineálta deas

**The learner will be able to ...**

***Speak:***

Give a simple description of a person's appearance and personality.

***Listen:***

Understand simple questions and descriptions related to this topic.

***Read:***

Recognise the main words and phrases associated with the above topic.

***Write:***

Write simple sentences about a person's appearance and personality.

## Topic 10: Clothes and shopping

	Activities	Examples
10.1	Saying that you want something.	Tá bróga nua de dhíth orm. Tá mé ag dul chuig bainis. Caithfidh mé culaith nua a cheannach.
10.2	Asking someone to try on an item of clothing.	Bain triail as go bhfeice tú. Cuir ort é go bhfeice tú.
10.3	Seeking and expressing opinions.	Cad é do bharúil? Tá sé go hálainn. Níl sé ródheas. Tá an dath ró-éadrom/ródhorcha. Ní oireann sé duit.
10.4	Seeking an opinion from a person who you suspect is not keen on an item.	Nach maith leat an léine sin? Ní maith. Tá sé gránna!
10.5	Expressing opinions about price.	Tá sé an-saor/an-daor. Sílím go bhfuil sé ródhaor.
10.6	Comparing items.	Tá an léine seo i bhfad níos deise. Tá an sciorta seo níos daoire ná an ceann buí. Tá an cóta gorm seo níos mó/lú.
10.7	Saying that you would prefer something else.	B'fhearr liom ceann níos faide. B'fhearr liom ceann níos giorra.
10.8	Saying how much something costs.	Tá sé seachtó (is) a cúig euro. Níl sé ach daichead is a hocht punt.
10.9	Saying that you are going to buy something.	Sílím go gceannóidh mé é.

	<b>Activities</b>	<b>Examples</b>
10. 10	Seeking and providing information about size.	Cén uimhir/mhéid a chaitheann tú? Uimhir/méid a deich.

	<b>Grammar</b>	<b>Examples</b>
	Comparative forms of the adjective	níos mó níos daoire
	Numbers (1-100)	dhá euro is fiche daichead is a hocht punt
	Noun and adjective	léine bhuí

	<b>Vocabulary</b>	<b>Examples</b>
	Types of clothes	carbhat seaicéad cóta báistí crios lámhainní/miotóga hata
	Colours	bándearg liath corcra geal éadrom dorcha

**The learner will be able to ...**

**Speak:**

Name the main items of clothing and express opinions about them; name different colours; speak about cost.

**Listen:**

Understand a simple description of items of clothing, their colour and their price.

**Read:**

Understand the names of the main items of clothing and the main colours. Understand simple numbers in the context of prices and shoe sizes etc..

## Topic 11: Planning holidays

	Activities	Examples
11.1	Asking someone where he/she is going on holiday.	Cá bhfuil tú ag dul ar laethanta saoire i mblíana?
11.2	Saying where you are going on holiday.	Tá mé ag dul go dtí an Fhrainc. Tá mé ag dul go Sasana.
11.3	Asking someone who will be with him/her and answering such a question.	Cé a bheidh/bheas leat? Mo chuid deirfiúracha. Mo chairde Síle agus Pól.
11.4	Asking someone how long he/she will be on holiday and answering such a question.	Cá fhad a bheidh tú/sibh ann? Ar feadh cúpla lá. Don deireadh seachtaine. Ar feadh seachtaine.
11.5	Asking someone when he/she is going on holiday and answering such a question.	Cén uair atá tú ag dul/ag imeacht? An tseachtain seo chugainn. I gceann coicíse. Ag tús na míosa seo chugainn. Mí na Bealtaine.
11.6	Asking someone questions about his/her holiday and answering such questions.	Cá mbeidh tú/sibh ag fanacht? In óstán. An mbeidh sibh ag fanacht le Máire? Beidh, don chéad seachtain. An rachaidh sibh ar cuairt chuig Seán? An mbeidh na páistí leat? Ní bheidh. Beidh siad ag fanacht le mo thuismitheoirí.
11.7	Asking about the weather and answering such a question.	An mbeidh an aimsir maith ag an am sin? Beidh. Tá súil agam.

Grammar	Examples
<b>go dtí</b> + the article	an Fhrainc: go dtí an Fhrainc an Iodáil: go dtí an Iodáil
<b>go</b> + no article	Meiriceá: go Meiriceá Albain: go hAlbain
<b>cúpla</b> + singular	ar feadh cúpla seachtain
<b>ar feadh</b> + genitive case	ar feadh seachtaine ar feadh coicíse ar feadh míosa ( <i>is leor na cinn seo a fhoghlaim</i> )
<b>i gceann</b> + genitive case	i gceann seachtaine i gceann coicíse i gceann míosa ( <i>is leor na cinn seo a fhoghlaim</i> )
Questions and answers in the future tense (including the irregular verbs)	An mbeidh...? Beidh/Ní bheidh. An rachaidh...? Rachaidh/Ní rachaidh.

Vocabulary	Examples
Times of the year/particular feast days	an Nollaig an Cháisc an deireadh seachtaine fada Lá Fhéile Pádraig
Countries	An Ghearmáin An Phortaingéil An Astráil Albain An Bhreatain Bheag An tSeapáin An tSín

**The learner will be able to ...**

***Speak:***

Give a basic description of his/her holiday plans: where he/she is going, length of stay, when he/she will be leaving, where he/she will stay and how the weather will be. Ask other people simple questions on this topic.

***Listen:***

Understand basic questions and descriptions related to this topic

***Read:***

Recognise the names of the major countries. Understand a basic account of the above topic.

***Write:***

Write a simple account of his/her holiday plans (e.g. in a letter or an e-mail to a friend).

## Topic 12: Directions, location and movement

	Activities	Examples
12.1	Seeking and providing information about a location (outside).	Cá bhfuil do charr páirceáilte? Tá sé in aice leis an bhanc. Tá sé trasna ón ollmhargadh. Tá sé ansin sa charrchlós.
12.2	Seeking and providing information about a location (inside)	Cá bhfuil na heochracha? Tá siad ansin ar an teilifíseán. Tá siad ar an tábla/ar an bhord. Tá siad faoin nuachtán ansin.
12.3	Asking where someone is and answering such a question.	Cá bhfuil Liam? Tá sé amuigh sa ghairdín. Tá sí istigh sa seomra suí. Tá sí thuas staighre. Tá sí thíos ansin.
12.4	Asking where is the toilet, or other rooms, and answering such a question.	Cá bhfuil an leithreas? Tá sé ansin ar chlé. Tá sé ansin ar dheis. Tá sé ansin ag bun an halla. Tá sé ag barr an staighre. Sin ansin é – an dara doras ar dheis.
12.5	Seeking and giving directions.	Cá bhfuil oifig an phoist? Téigh amach an doras, tiontaigh/cas ar dheis. Tá sé ansin in aice leis an séipéal.  Téigh suas an tsráid. Téigh síos an bóthar.  Gabh isteach an doras sin. Tá sé ansin ar dheis.

	<b>Grammar</b>	<b>Examples</b>
	The imperative	Téigh Cas/tiontaigh
	Location	thuas, thíos, istigh, amuigh
	Movement	suas, síos, isteach, amach
	Preposition + the article	ón ollmhargadh leis an óstán ar an mbord faoin nuachtán
	<b>Anseo v ansin</b>	Tá sé anseo. Tá sé ansin ar chlé.

	<b>Vocabulary</b>	<b>Examples</b>
	Facilities	See Topic 2, A1
	Rooms	See Topic 12, A1
	Furniture	See Topic 12, A1

### **The learner will be able to ...**

**Speak:**

Ask where different things are and give simple directions; say where different things are.

**Listen:**

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

**Read:**

Pick out the basic vocabulary associated with location and direction from a longer account.

**Write:**

Write simple directions as well as simple sentences about the location of things.

### Topic 13: Favours and permission

	Activities	Examples
13.1	Asking for a favour (informal).	Tabhair dom an peann sin soicind. A Shéamais – an bhféadfá an fhuinneog sin a dhúnadh, le do thoil. An bhféadfá an doras sin a oscailt – tá sé an-te istigh anseo. Oscail an doras sin dom, maith an fear.
13.2	Asking for a favour (fairly formal).	Ar mhiste leat gar beag a dhéanamh dom? Ar mhiste leat ríomhphost a chur chugam, má fhaigheann tú an deis? Ar mhiste leat an litir seo a chur sa phost?
13.3	Expressing that you are willing or unwilling to do a favour for someone.	Cinnte. Tá brón orm ach ... níl an t-am agam. tá coinne agam. tá mé róghnóthach.
13.4	Seeking permission/Giving and refusing permission.	An bhféadfainn/An dtig liom an fhuinneog seo a oscailt? Cinnte – ar aghaidh leat.  An dtig liom an ceol seo a chasadh síos rud beag? Cinnte. Tá sé cineál ard.  An bhféadfainn an leabhar seo a fháil ar iasacht? Cinnte, ach beidh sé ag teastáil uaim arís ag an deireadh seachtaine.
13.5	Asking to speak with someone/Telling a person that he/she can speak with someone.	An dtig liom labhairt leis an bhainisteoir? An bhféadfainn labhairt le Brian Ó Duinn? An bhféadfainn labhairt leis/léi? Cinnte. Fan ar an líne.
13.6	Explaining to a person why he/she cannot speak with someone.	Tá brón orm ach ... Tá sí ar saoire faoi láthair. Tá sé as baile.

	<b>Activities</b>	<b>Examples</b>
		Níl sí san oifig faoi láthair. Níl sé ag obair inniu.

	<b>Grammar</b>	<b>Examples</b>
	The imperative	tabhair oscail dún
	The conditional	An bhféadfá ...? An bhféadfainn ...? (na cinn seo amháin)
	Word order	An bhféadfainn an fhuinneog seo a oscailt?

	<b>Vocabulary</b>	<b>Examples</b>
	Verbs	dún/druid oscail faigh cuir féad labhair le

**The learner will be able to ...**

**Speak:**

Ask for simple favours and for permission; express whether he/she is willing to do a favour or grant permission.

**Listen:**

Understand simple favours and know whether or not a person is willing to do a favour for him/her or grant permission.

**Read:**

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

**Write:**

Request simple favours and permission in writing.

## Topic 14: Making arrangements

	Activities	Examples
14.1	Asking someone if he/she is free and answering such a question.	Cad é atá tú a dhéanamh oíche Mháirt? Faic. Cén fáth? Tá mé ag dul go Corcaigh. Cad chuige?
14.2	Giving someone an invitation / Accepting and declining invitations.	Ar mhaith leat dinnéar a ithe liom? Ar mhaith leat lón a ithe liom féin agus le Bairbre? Ba bhreá liom. Ba bhreá liom ach ... beidh mé i nGaillimh. beidh mé gafa. beidh mé as baile. beidh mé ag tabhairt aire do na páistí.
14.3	Expressing disappointment.	Is mór an trua sin!
14.4	Trying to come to a decision and making suggestions.	Cad é a dhéanfaimid san oíche amárach? Cad é faoi/Céard faoi dhul chuig dráma?
14.5	Discussing time.	Cén t-am a thosóidh sé? Ar cheathrú/Ag ceathrú tar éis a hocht. Ag cúig bhomaite is fiche go dtí a naoi.
14.6	Deciding on a time.	Cén t-am a chasfaimid le chéile? Beidh an traen istigh ar chúig nóiméad chun a naoi. Casfaidh mé leat ansin.
14.7	Telling someone what time you will collect him/her.	Baileoidh mé tú timpeall a naoi. Beidh mé ansin roimh leath i ndiaidh a seacht.
14.8	Expressing gratitude.	Tá mé an-bhuíoch díot.

Grammar	Examples
Future tense of the verb  <b>Ar</b> + lenition  Numbers and time	Beidh mé gafa.  Ar cheathrú chun a naoi.  Cúig nóiméad tar éis a sé. Deich mbomaite i ndiaidh a seacht. Fiche tar éis a seacht. Cúig bhomaite is fiche go dtí a deich.

Vocabulary	Examples
General	See <i>Caitheamh aimsire A1 &amp; A2</i> and <i>Saol laethúil A1</i>

**The learner will be able to ...**

**Speak:**

Find out if someone is free and refer to the main social occasions. Give an invitation and accept or decline an invitation. Make simple arrangements to do with time and place.

**Listen:**

Understand simple questions and conversations to do with invitations and social occasions.

**Read:**

Understand simple invitations (on a card that someone organising a party might send, for example).

**Write:**

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