Lárionad na Gaeilge: Taighde, Teagasc agus Tástáil

Maynooth University

Scrúdú Mheánleibhéal 1 (B1)

Chief Examiner's Report

1 September 2025 – 31 August 2026

Background
Scrúdú Mheánleibhéal 1 (B1) is a general proficiency examination for Irish. It is aimed primarily at adult learners of Irish. It is suitable for people in Ireland or abroad who are studying Irish at night classes or who are attending similar courses and who would like a qualification to attest to their ability in Irish.

The examination tests knowledge not only as described in the syllabus for this level but also that included in the syllabi for *Bonnleibhéal 1 (A1)* and *Bonnleibhéal 2 (A2)*. Many candidates who undertake *Scrúdú Mheánleibhéal 1 (B1)* have already passed the examination at *Bonnleibhéal 2 (A2)*. The specifications which form the basis for *Scrúdú Mheánleibhéal 1 (B1)* are broadly based on the descriptors for level B1 of the *Common European Framework of Reference for Languages* (2001). It is estimated that candidates who have achieved *Bonnleibhéal 2 (A2)* will be able to undertake this examination after an additional 350-400 hours of study. It should be noted that the examination itself is not, however, tied to any particular course of study.

Number of candidates
The table below shows the number of candidates who sat *Scrúdú Mheánleibhéal 1(B1)* since it was first held in 2006. Since 2012 partial accreditation is also offered to TEG candidates who wish to have only their oral Irish skills assessed and certified.

Year	***Number of candidates***	***Year***	***Number of candidates***
2006	21	**2017**	135* (68 PC)
2007	34	**2018**	328* (144 PC)
2008	115	**2019**	1228* (847 PC)
2009	144	**2020**	1098* (821 PC)
2010	184	**2021**	1449* (1295 PC)
2011	99	**2022**	1358*
2012	59*	**2023**	1582* (1143 PC)
2013	98*	**2024**	1674* (1079 PC)
2014	104*	**2025**	1695* (1011 PC)
2015	138*	**2026**	1855* (1189 PC)
2016	334* (143 PC)		

*Includes candidates who did partial accreditation (PA).

This report pertains to all examinations (both Full and Partial Accreditation) that took place between 1 September 2025 and 31 August 2026. Specific purposes examinations at this level are provided periodically to organisations in the public sector and to organisations who recruit individuals proficient in Irish. Numbers regarding these specific purpose examinations are not included in this report.

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Note that the figures for partial accreditation include candidates who intended to apply for the following course: Professional Master of Education (PME) in Primary Teaching.

Included in the full accreditation figures are candidates who intended to apply for the following two courses:

(a) Bachelor in Education Through the Medium of Irish (Primary Teaching) Marino Institute of Education
(b Irish-Medium and Gaeltacht Education (M.Ed.), Trinity College, Dublin

Feedback from candidates

All candidates are invited to give feedback to Lárionad na Gaeilge about the examination they sat. They are asked to complete a questionnaire and share their opinions about the administration, content and layout of the examination. This valuable feedback helps Lárionad na Gaeilge to continually improve the TEG examination system.

Candidate profile

Background information about the candidates is collected through the application forms. Depending on the number of candidates, this data is periodically analysed to help create a profile of those who undertake the examinations at each of the different levels. The information in this section relates to candidates who registered for full or part accreditation during the period covered by this report. School candidates are not included here – a separate report is available for that cohort (available on our website).

Gender, age and nationality

Women accounted for approximately 78% of candidates in this period and 98% of the candidates were Irish. 69.6% of candidates were between 18-25 years of age, 17.6% were between 26-45 years old and 8.6% of candidates were over 45 years of age. The remaining 3.2% were under 18.

Brief description of employment profile of candidates

The table below shows information about the employment profile of candidates in this period.[1]

Employment profile	***Percentage***
Student	52.1%
Working	44.5%
Unemployed	2.6%
Retired	0.7%
Homemaker	0.1%

[1] Figures exclude 19 candidates who undertook the B1 full accreditation.

Candidates' reasons for sitting the examination
Candidates were asked why they sat *Scrúdú Mheánleibhéal 1 (B1)*. Many candidates offered more than one reason. The findings from 2025-2026 are below.

Candidates' reasons for sitting the exam	***Percentage***
To meet the entry requirements for a specific course	77%
To help me progress in my job or to secure a new job	18%
Personal interest in the language	6%
To help with my children's education	2%
For other reasons	0.3%

Examination centres
In 2006 *Scrúdú Mheánleibhéal 1 (B1)* was only held in Maynooth University. However, as demand grew, additional centres were established. *Scrúdú Mheánleibhéal 1 (B1)* is now held in the following centres, depending on demand:

- Maynooth University
- Galway
- Letterkenny
- Castlebar
- Limerick
- Cork
- Kerry
- Kilkenny
- Belfast
- Centre Culturel Irlandais, Paris

The examination
Marks in *Scrúdú Mheánleibhéal 1 (B1) are* allocated as follows:

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

Grading
The final mark a candidate receives in *Scrúdú Mheánleibhéal 1(B1)* is the combined total of the marks obtained by the candidate in each of the four component parts (speaking, listening comprehension, reading comprehension and writing). A minimum pass mark is not required in the individual components.
The following table shows the grading of marks in the examination. For candidates who take the speaking examination only (partial accreditation), a simple Pass or Fail is awarded (see below).

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

Please note that all the figures given in the remainder of this document relate to adult candidates who undertook the examination between 1 September 2025 and 31 August 2026. Candidates who sat the exams in secondary schools are not included here but in a separate report.

It is important to note that fluctuations in candidate results should be expected from session to session as the exam is criterion-referenced, rather than norm-referenced. All procedures relating to task design, exam delivery and rating are standardized. This ensures that the same standards are applied in each iteration of the exam each year, and marks are not adjusted to ensure adherence to a bell curve, regardless of the standard of a given cohort. This ensures that a particular grade in the exam means the same thing each year, ensuring fairness to candidates from year to year.

Grades awarded in the period 1 September 2025 until 31 August 2026

The table below shows a breakdown of the grades awarded to candidates who sat *Scrúdú Mheánleibhéal 1 (B1)* in this period. It is a point of interest that there was an increase in the number of candidates who achieved a pass with distinction and with merit and also in the reduction in the number of candidates who failed in the B1 full accreditation this year compared to last year.

(a) Full accreditation

Grade	***Percentage of candidates***	
	2025-2026	2024-2025
Pass with distinction	30%	25%
Pass with merit	46%	33%
Pass	12%	19%
Fail	12%	23%

(b) Partial accreditation (oral exam)*

Grade	***Percentage of candidates***	
	2025-2026	2024-2025
Pass	70%	85.6%
Fail	30%	14.4%

* *This is a breakdown of marks attained by all the candidates who undertook the oral exam for partial accreditation. These included candidates intending to apply for the MGO (Primary School Teaching) course. In order to apply for the course, candidates require a mark of 65% or higher in the oral examination at Meánleibhéal 1 (B1).*

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The listening comprehension examination

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

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

Marks awarded in the listening comprehension examination

The table below shows the marks achieved by candidates in the listening comprehension examination in the period 1 September 2025 until 31 August 2026. Interestingly, there was an increase in the number of candidates who achieved 50% or higher this year in comparison to last year's cohort.

Listening Comprehension		
	2025-2026	2024-2025
Number of candidates who obtained 50% or higher	89%	71%
Number of candidates who obtained less than 50%	11%	29%

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Listening comprehension examination – advice and suggestions for candidates and teachers

Most candidates did very well in the listening comprehension component. However, it is recommended that candidates and teachers who prepare candidates note the following points:

- Candidates need to ensure that they have a wide enough range of vocabulary to undertake the listening component of the exam. See *Meánleibhéal 1 (B1): Syllabus and guidelines for candidates* for comprehensive information regarding the necessary vocabulary for this level.

- Candidates are reminded that distractors (plausible but incorrect answers) are sometimes used when writing questions for the listening comprehension items. For this reason, it is very important that candidates ***listen to the complete text*** before choosing, or writing, the answer. Candidates often lose marks because they write the first possible correct answer, without bothering to listen to the rest of the text.

- Some candidates lose marks because they give a number of 'answers' in cases where there is only one correct answer. In such cases, no mark can be awarded to the candidate as it is not possible to ascertain that he/she understood the audio text correctly. For example, in the case of the question *Cén **phríomhchúis** nár éirigh le Peadar an traein a fháil?* [What is the **main reason** Peadar didn't manage to catch the train?] it is likely that a number of reasons will be mentioned in the audio text, but there will be only one main reason. Candidates who list all the reasons will not be awarded any marks, even if the main reason is included in the list.

- Candidates should be familiar with the interrogative forms *Cén fhad?* [How long?], *Cé leis?* [Who owns?] etc.

- Candidates should not waste time writing complete sentences when a word or two, or even a number, is sufficient to answer the question.

- Teachers are advised to use a wide range of audio texts and listening comprehension tasks when preparing candidates for this part of the examination. Listening comprehension activities should be a central part of any teaching programme. Extracts from RTÉ Raidió na Gaeltachta and TG4 could be used. Teachers could use exercises based on the Ros na Rún TV series and TG4 news (Nuacht TG4) that are available on the Lárionad na Gaeilge website at https://snas.ie. Candidates are also encouraged to listen to any of the range of Irish language podcasts available on the major platforms including podcasts of Raidió na Gaeltachta shows such as Adhmhaidin, Tús Áite, Iris Aniar, An Saol ó Dheas and Barrscéalta.

- It is important that learners are exposed to a variety of dialects.

- Candidates should write down their answers while listening to the aural segments. There is no extra time given at the end of the examination to write down answers or to transfer answers from the rough work to the answer booklet.

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The reading comprehension examination

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

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

Marks awarded in the reading comprehension examination

The table below shows the marks obtained by candidates in the reading comprehension examination in the period 1 September 2025 until 31 August 2026. There was an increase in the number of candidates who achieved 50% or higher this year in comparison to last year's cohort.

Reading Comprehension		
	2025-2026	2024-2025
Number of candidates who obtained 50% or higher	78%	69%
Number of candidates who obtained less than 50%	22%	31%

Reading comprehension examination – advice and suggestions for candidates and teachers

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

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

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

- Candidates are advised to read the questions carefully and follow whatever instruction is given. For example, if the question asks *Cén ráiteas is fearr a chuireann síos ar dhearcadh Áine maidir le spórt?* [Which statement best describes Áine's attitude to sport?] it is likely that some of the statements could be ***true to some extent*** but that one of the statements fully describes Áine's attitude. Even if candidates are not certain, it is better to choose one statement than two. If they choose one statement, they have a chance of earning marks. On the other hand, no marks can be awarded to a candidate who chooses more than one statement in such a question.

- When open questions are used, for example in Questions 2 and 3, candidates do not need to write complete sentences. It may often be sufficient to write numbers. The most important thing is to provide the correct information.

- Candidates are often overly concerned when they do not understand the meaning of every word and phrase in the text. They risk spending too much time on things that they do not understand. It is important, therefore, that candidates have experience of the techniques that can be used if this happens. The most important thing is that candidates do not become discouraged but use a strategy such as the context of the passage to guess the meaning of the word and then move on to the rest of the text.

- Learners preparing for this examination should be exposed to a wide range of texts and reading tasks. It is important that every reading task given to learners has a definite aim. For example, learners should have experience of scanning a text to get the general meaning of a piece. They should also be able to find the key words in a text, read a text carefully to find specific information, or identify and understand views and opinions.

The writing examination

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

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

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

Marks awarded in the writing examination
20% of the marks at this level are allocated to writing. The table below shows the marks obtained by candidates in the writing examination in the period 1 September 2025 until 31 August 2026. There was an increase in the number of candidates who achieved 50% or higher this year in comparison to last year's cohort.

Writing		
	2025-2026	2024-2025
Number of candidates who obtained 50% or higher	95%	85%
Number of candidates who obtained less than 50%	5%	15%

Writing examination – advice and suggestions for candidates and teachers

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

- If candidates are asked to write a letter, they should understand the importance of the correct layout. They should be able to write a suitable beginning, middle and end to the letter, and should use paragraphs to organise their points.

- In Question 1, candidates must read a text and write a word in 10 gaps (blank spaces). It is important that candidates write ***one word only*** in each gap, and do not give options. Furthermore, candidates should pay attention to the accuracy of the word they write. Sometimes candidates find the correct word for the gap, but they misspell the word, or omit a *séimhiú* (lenition), *urú* (eclipsis) or *síneadh fada* (length accent). It is important, therefore, that when filling the gap candidates look carefully at what came before the space to see if there is any morphism or change to the root word. The following is an example of a sentence from one of the examinations:
  Bhí sé chomh deacair agam éirí ar maidin agus dul ag obair mar bhí mé an- _____ *tar éis an turais fhada.* [It was very difficult for me to get up in the morning and go to work because I was very _____ after the long journey.].
  The stronger candidates wrote *tuirseach* [tired] but others wrote *thuirseach* or *túirseach*, or other incorrect variations.

- In Questions 2 and 3 of the writing examination, candidates are given clear instructions about what exactly they have to write about and how many words are required. It is very important that candidates keep to the subject matter and that they do not go too far over the word limit stipulated in the question. Some candidates tend to use any time left at the end of the examination to write long answers. They are strongly advised not to do this. They should spend the time at the end of the examination re-reading what they have written and editing where necessary.

- The following are the most common errors made by candidates when writing (see also the comments in the Report on *Scrúdú Bhonnleibhéal 2 (A2*).

  (1) Some words misspelled on a regular basis include *suimiúil*, *deacair, álainn*. Other words that create difficulty for candidates are *ag buala le* (bualadh), *go leoir* (leor) agus *slán go foil* (fóill). Candidates find it difficult to differentiate between the use of the following: *ag éirí* v *ag iarraidh*, *fiú* v *cé go bhfuil* and *ag súil* v *ag siúl*.

  (2) Candidates have difficulties with the plural of nouns and particularly with plural nouns + adjective, e.g. *na bialainn* (na bialanna), *na hóstán* (na hóstáin), *duine áitiúla* (daoine áitiúla), *siopaí uaithúil* (siopaí uathúla).

  (3) *Síntí fada* [accents denoting a long vowel sound] are often omitted, or there is inconsistency in their use. For example, *duirt* (dúirt), *dheanamh* (dhéanamh), *is feidir* (is féidir), *uafasach* (uafásach).

  (4) Candidates should know the gender of the most common nouns. It is clear that they have difficulty with this aspect of grammar: for example, *an mhúinteoir* (an múinteoir), *an maidin* (an mhaidin), *an thicéad* (an ticéad), *an bean* (an bhean) etc.

  (5) Candidates should take care when using verbs and tenses. At this level, candidates should not demonstrate consistent difficulty with the main tenses (present, present continuous, past and future). They also should not have persistent problems with the interrogative or negative form of verbs, nor with indirect speech, when using those tenses.

  (6) Some candidates have difficulty with the correct use of verbs beginning with a vowel or the letter f in the past tense: for example, *ar d'fhan?* (ar fhan?)*, ar dith?* (ar ith?).

  (7) Difficulties employing the correct form for degrees of comparison of the adjective, e.g. *níos costasach* (níos costasaí), *níos mór* (níos mó), *níos deasa* (níos deise).

  (8) Some candidates had difficulties using prepositions and prepositions with the article, e,g. *faoi mí* (faoi mhí)*, do duine* (do dhuine), *chuig an ceolchoirm* (chuig

an gceolchoirm/cheolchoirm), *le na roghanna* (leis na roghanna), *ag an t-aerfort* (ag an aerfort), *leis an theach* (leis an teach). Certain candidates lenited words after the preposition *le.* Other common mistakes include: *Tabharfaidh mé mo thicéad le mo dheirfiúr* (Tabharfaidh mé mo thicéad do mo dheirfiúr), *Tá aithne agat le mo chol ceathrar* (Tá aithne agat ar mo chol ceathrar).

(9) Some candidates are unsure about the difference between *Buíochas le Dia* [Thanks be to God] and *le cúnamh Dé* [Hopefully, with the help of God].

(10) Using a hyphen or inverted comma after *h*. For example, *Tá na h-áiseanna go maith* (Tá na háiseanna go maith), *Tá an áit go h-álainn* (Tá an áit go hálainn).

(11) Use of numbers and nouns together. For example, *Tá ceithre seomra sa teach* (Tá ceithre sheomra sa teach).

In summary, weaker candidates showed inconsistency in their writing. They often spell a word correctly on one line, but incorrectly on the next. A lack of care is displayed, especially regarding *síntí fada* [long vowel accents], basic grammatical structures, capital letters and punctuation. The following suggestions to teachers will help to tackle these problems and to assist with the learners' language awareness:

1) help learners to monitor their own written work more effectively
2) help them to identify their most common errors
3) help them to use reference materials correctly (grammar books and dictionaries)
4) impress upon them that they should always take time to review and edit their writing

The oral examination

Each candidate is examined individually. There are two examiners present, one of whom interacts with the candidate, asking questions and directing the conversation. Oral examinations are recorded for quality assurance and monitoring. Anonymised recordings may also be used for training and research purposes. Candidates are expected to be able to express simple opinions about matters that relate to their own lives, to describe their plans and events that have happened to them. Candidates at this level are also expected to demonstrate an ability to compose and organise a longer narrative than those at *Bonnleibhéal 2 (A2)*. The details of the oral examination are laid out in the table below.

Part	*Time*	*Type of task*	*Language functions*
1	5-6 minutes	The candidate is asked questions about his/her daily life (place of residence, family, work, hobbies, future plans for holidays, study etc.)	Giving information and expressing opinions.
2	1 minute preparation 3-4 minutes	Role play (1) Candidates are given a role play card in the examination. There are various scenarios (events/plans experiences etc.). Candidates are given one minute to read the information. Candidates must then answer questions based on the information on the card. (2) The examiner will have a role play card with similar information. This time, the candidate must ask questions based on the information on the examiner's card.	Asking for information. Giving information. Expressing opinions.
3	1 minute preparation 3-4 minutes	The candidate is given a series of six pictures and has one minute to describe what is happening in the pictures. The examiner may ask the candidate some questions if he/she feels that information has been left out or if additional information is required regarding any of the pictures.	Describing what is happening in a series of pictures.

See sample materials.

Marks awarded in the oral examination

The table below shows the marks obtained by candidates in the oral examination in the period 1 September 2025 until 31 August 2026. In relation to those candidates who took full accreditation (oral examination only), there was an increase in the number who achieved 50% or higher this year in comparison to last year's cohort. However, there was a decrease, in the number of candidates who achieved 50% or higher this year in the partial accreditation (oral examination only).

(a) Candidates who did the full examination:

Oral exam		
	2025-2026	2024-2025
Number of candidates who obtained 50% or higher	97%	89%
Number of candidates who obtained less than 50%	3%	11%

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

Grade	*Percentage of candidates*	
	2025-2026	2024-2025
Pass	70%	85.6%
Fail	30%	14.4%

Oral examination – advice and suggestions for candidates and teachers

Note that there is an information video available on the TEG site that shows the layout of the oral examination at Meánleibhéal 1 (B1). The video can be viewed here. Candidates and teachers are encouraged to study the recommendations below.

- In Part 1 of the oral examination candidates are asked general questions about topics that are directly related to their own lives. Candidates sitting *Scrúdú Mheánleibhéal 1 (B1)* are expected to be able to develop their answers moderately well. It is very difficult to correctly assess a candidate's ability in Irish if he/she does not develop answers appropriately. Candidates should be able to elaborate on their answers and give examples, where necessary. See, for example, the answer of Candidate 3 below. It is understood, of course, that candidates at this level will still have some errors in their speech.

  Examiner: An bhfuil tú ag freastal ar chúrsa Gaeilge faoi láthair?
  [Are you attending an Irish course at the moment?]
  Candidate 1: Tá. Tá mé ag dul chuig rang sa chathair.
  [Yes. I go to a class in the city.]
  Candidate 2: Rinne mé ceann an bhliain seo caite – bhí sé go maith.
  [I did a course last year – it was good.]
  Candidate 3: Tá. Tá mé ag freastal ar chúrsa istigh i lár na cathrach. Bíonn sé ar siúl gach Luan agus bainim an-sult as de ghnáth. Déanaimid gramadach agus cluichí. Bíonn an ghramadach leadránach ach bíonn spórt againn leis na cluichí. Tá an múinteoir an-mhaith ar fad.
  [Yes. I attend a class in the city centre. It is on every Monday and I usually enjoy it very much. We do grammar and games. The grammar is boring but we have great fun with the games. The teacher is very good.]

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

- Candidates should pay particular attention to the scenario on which the role-play is based. For example, the scenario for the Role-play in Sample Exam 1 (available on our website) is as follows: '*Beidh tú ag bogadh isteach i dteach nua go luath le roinnt cairde.*' [You will be moving into a new house with some friends soon]. It is important that the candidate's answers correspond directly to that story. Note also that this story relates to something that will happen in the future and that the candidate's answers and questions should, therefore, be in the future tense.

- It is also important that there is coherence and accuracy in the candidates' description of the picture series. Clarity means the ability to give a coherent, logical account of the subject and actions depicted in the pictures. This means that the examiner will be able to make sense of the description in its entirety. See, for example, a picture series in which this story is depicted: *bhí drochaimsir ann; bhí Seán ag imirt peile; thit sé agus bhain gortú dó* [there was bad weather; Seán was playing football; he fell and hurt himself]. The candidate's description will be considered inaccurate if information is given that contradicts that story, for example *'Bhí an ghrian ag scoilteadh na gcloch agus thit Seán agus bhí sé ar mhuin na muice'* [The sun was splitting the stones and John fell and he was on the pig's back'].

- Please note that examiners may offer verbal cues such as '*suimiúil*', '*an-mhaith*', '*go maith'* etc., to indicate they are listening. These are a natural part of dialogue and are not a reference to, or an evaluation of, the candidate's language ability or performance in the exam.

- The following are the most common errors made by candidates at this level in the oral examination:

(1) Tense disagreement, or mixed tenses, in sentences such as *Bhuail mé le daoine agus bímid ag ceol le chéile* [I met people and we play music together.]
Correction: *Buailim le daoine…* (I meet people ….)

Bím ag seinm ar an ghiotár agus uaireanta beidh mé ag canadh [I play the guitar, and sometimes I will sing.]
Correction: *….agus uaireanta bím ag canadh* (…and sometimes I sing.)

Gach lá d'fhág mé an teach ar a hocht [Every day I left the house at eight.]
Correction: *…fágaim an teach ar a hocht* (… I leave the house at eight).

Candidates at this level are expected to be fully competent in the present, past and future tenses, especially when dealing with topics such as work and hobbies.

(2) Lenition is omitted after *gur* and the relative participle *a*:

Dúirt sé gur cas sé le Máire. (Dúirt sé gur chas sé le Máire.); *Nuair a téim...* (Nuair a théim...); *Nuair a beidh am agam*. (Nuair a bheidh am agam.)

(3) Use of the copula, e.g. *Tá siad daoine óga* (Is daoine óga iad)*; Tá sé turas fada* (Is turas fada é/ Turas fada atá ann).

(4) Use of the definite article, e.g. *an muintir na háite* (muintir na háite)*; sa/ar an Baile Átha Cliath* (i mBaile Átha Cliath).

(5) Sentence structure, e.g. *Taitním an bia* (Taitníonn an bia liom); *Ba mhaith liom ag dul go dtí* (Ba mhaith liom dul go dtí).

(6) Use of the verbal noun, e.g. *Ba mhaith leo uachtar reoite a ceannaigh* (...a cheannach); *Is maith liom ag éist* (…éisteacht/a bheith ag éisteacht); *Is féidir leat téigh isteach (*...dul isteach).

(7) Incorrect use of numbers. For example,
beirt duine (beirt); *triúr chara* (triúr cairde); *dhá fhear* (beirt fhear); *an dara phictiúr* (an dara pictiúr).

(8) Candidates, even at this level, often give *is ea* or *tá* as affirmative answers to every question. See the examples below:

Examiner:	An maith leat ceol?
Candidate:	Is ea. (Is maith /Ní maith).
Examiner:	An imríonn tú aon spórt?
Candidate:	Is ea. (Imrím / Ní imrím).
Examiner:	An as Corcaigh tú?
Candidate:	Tá. / Tá mé. (Is ea / Ní hea).
Examiner:	An tusa is óige sa chlann?
Candidate:	Tá. Tá mé. (Is mé / Ní mé).

(9) Singular and plural, e.g. *Déanann sí a lán béile blasta* (…a lán béilí blasta); *na rang* (na ranganna); *ar na múinteoir* (ar na múinteoirí); *an daoine óga* (na daoine óga).

(10) Use of simple prepositions and prepositions with the definite article. For example, *Tá clog sa balla* (Tá clog ar an bhalla/mballa); *dul go dtí phictiúrlann* (dul go dtí an phictiúrlann); *Tá eagla aici* (Tá eagla uirthi); *Tá sé ar an cathaoir* (Tá sé ar an chathaoir/gcathaoir); *Thug mé cuairt don músaem* (…ar an mhúsaem); *Bhí mé ag*

staidéar ar an scrúdú (…don scrúdú); *ag éisteacht ar ceol* (…le ceol); *ar an t-urlár* (...ar an urlár).

(11) Prepositional pronouns. For example, *D'inis mé leo* (D'inis mé dóibh).

(12) Positional and directional adverbs, e.g. *thuas v suas / anseo v ansin / amach v amuigh*

(13) Confusing nouns and adjectives, e.g. *Bhí an fear fearg* (...feargach); *Bhí brónach ar an mbean* (Bhí brón ar an mbean/Bhí an bhean brónach).

(14) Particular verbs, e.g. *feic vs féach. Feicim an teilifís.* (Féachaim ar an teilifís).

(15) The verb *cónaigh.* For example, *Tá mé i mo cónaí* (Tá mé i mo chónaí); *Tá sí ina chónaí* (Tá sí ina cónaí).

(16) Using the word *cúpla* with the plural form of the noun instead of the singular: e.g. *Téim ag siúl le cúpla daoine/cairde eile.* (Téim ag siúl le cúpla duine/cara eile).

(17) Degrees of comparison of the adjective, e.g. *níos mó deacair* [more difficult] (níos deacra), níos mó fusa [more easy] (níos fusa)

General suggestions

- Teachers and candidates are strongly advised to study carefully the two sample examinations and the accompanying instructions **here** on the website.
- The website also provides sample teaching materials suitable for teachers who are preparing candidates for *Scrúdú Mheánleibhéal 1 (B1)*. Instructions for teachers, worksheets and sound files can be found **here**.
- There are other useful teaching and learning resources that would be teachers and learners at this level. See, for example, the exercises based on Nuacht TG4 on the Lárionad na Gaeilge website at https://snas.ie.
- Teachers and candidates are advised to read in detail the information and suggestions on the website. All the latest information regarding exam dates and any updates relating to exam materials etc. can be found at www.teg.ie.

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