

Teastas Eorpach na Gaeilge

**Siollabas**

**Bhonnleibhéal 2 (A2)**



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### Siollabas Bhonnleibhéal 2 (A2)



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## 1. Introduction

This syllabus outlines the areas of language use required of the learner who intends to sit examination *Scrúdú Bhonnleibhéal 2 (A2)*.

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

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

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

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

\* These figures are estimates.

## 2. The content of *Siollabas Bhonnleibhéal 2 (A2)*

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 when designing teaching materials.

This is a communicative syllabus, which means that it focuses on various functions pertaining to particular topics and subject-matters. Examples are given of expressions which could be used to introduce the learners to those functions. In addition, lists of useful vocabulary and phrases are provided for teaching subject-matters 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. What, for example, are the learners' pastimes? What type of work do they do? Where do they live? What are their skills? Which subject-matters would they like to cover in class? With such information to hand, 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 adhere to the order or layout of the units as given in this syllabus. However, it is important to cover the various functions and 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 the sentence 'I'm sorry I'm late' would normally be expressed as *Tá mé buartha go bhfuil mé mall* while *Tá brón orm go bhfuil mé déanach* is said in other dialects. At this level, it is expected that learners will be comfortable in using whatever version prevails in their own dialect and that they will understand the principal versions used in the other dialects. The same holds true for other aspects of vocabulary (for example *druid/dún*) and grammar (for example, *ar an bhóthar/ar an mbóthar*). It is enough 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, the teaching of grammar was prioritised above all else. 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. 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 of singular nouns 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 neglected 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 also contained in Syllabus Bhonnleibhéal 1 (A1). It is repeated 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 and motivation.

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

It cannot be assumed that all learners engage in reflection on their learning 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 increase their awareness of the strategies that help them 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 such strategies help them plan what it is they want to say, while monitoring their effectiveness 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 proposed that specific strategies and techniques are taught to the learner. What is important is that they are helped to recognize the effective strategies which they already use and further strategies which they could gradually develop.

Below are described *some of the strategies* that learners can use to their benefit.

### When speaking

- Planning ahead. For example, the learner should have a store of basic phrases. He or she will usually be able to recall a suitable phrase and use it as required.
- Compensating in the event of the learner experiencing information deficit. Seeking help with regard to a specific word/phrase/point:

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

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

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

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

- Monitoring progress. For example, 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 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 for 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 he or she does not understand.

### 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 a task**

The learner should:

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

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- Plan before undertaking tasks.
- Monitor progress during specific task work and learning generally.

#### **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 undoubtedly 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 be aware of grammatical terminology in Irish in order that he/she have the necessary skills to analyze the language grammatically and to make the best use of dictionaries and other reference materials.

- Syntax  
The learner should be able to differentiate between syntax in Irish and in English. Consider 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 recognize how emphasis in a sentence is different in Irish compared to English. For example:

Brid: *Is maith liom ceol. An maith leat**sa** ceol?*

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

- Awareness of pattern  
The learner should seek to identify patterns in Irish grammar. By using suitable texts, the teacher can ask the learner to be attentive to the 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 added to a noun and so on.
- 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 in the different dialects, for example to recognize the main differences in phrases between the dialects, for example, *ní mór dom* and *caithfidh mé* to express 'I

must.’ Attention should be drawn to variant forms of individual lexical items, for example *fataí* and *préataí* as opposed to the standard *prátaí* (‘potatoes’).

- Phonetics  
The teacher should focus the learner’s attention on the principal differences between phonemes in Irish and in English, for example the difference in pronunciation between long and short vowels (*ait* v *áit*), and the pronunciation of diphthongs (*suas* and *siar*).

## **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.

Below are some aspects of culture that should be covered in class when teaching syllabus Bonnleibhéal 2 (A2):

- customs pertaining to major festivals in Ireland in the past and 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 this level 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 or 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 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 dependent 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, email etc.) as long as the language is simple and the subject-matter relates to areas in which the learner has an interest or to which he or she has previously been exposed. The learner 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 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. Scrúdú Bhonnleibhéal 2 (A2)**

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

**Topaic 1: Ócáidí sóisialta**  
**Topic 1: Social occasions**

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

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

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

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

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

***Labhairt/speaking***

Caint bhunúsach a dhéanamh agus é/í i láthair ag ócáid shóisialta.  
*Make basic conversation while at a social event.*

***Éisteacht/listening***

Ceisteanna simplí agus beannachtaí a chloistear de ghnáth ag ócáidí sóisialta a thuiscint.  
*Understand simple questions and greetings commonly used at social occasions.*

***Léamh/reading***

Cuid den stór focal a bhaineann le hócáidí sóisialta, cóisirí agus an Nollaig a thuiscint, mar shampla 'Nollaig shona' scríofa ar chárta.  
*Understand some of the vocabulary associated with social occasions, parties and Christmas, for example 'Merry Christmas' written on a card.*

***Scríobh/writing***

Teachtaireachtaí simplí a scríobh, ar chárta Nollag nó ar chárta lá breithe, cuir i gcás.  
*Write simple messages, for example on a Christmas or birthday card.*

**Topaic 2: An teaghlach**  
**Topic 2: The family**

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



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

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

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

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

**Labhairt/speaking**

Labhairt faoina stádas pósta anois agus san am a chuaigh thart, eolas a thabhairt faoina c(h)lann, agus baill éagsúla den teaghlach a chur in aithne.

*To talk about their marital status now and in the past, to give information about their children/family and introduce family members.*

**Éisteacht/listening**

Cuid den stór focal is bunúsaí a bhaineann leis an teaghlach a aithint i gcomhrá agus ceisteanna maidir lena t(h)eaghlach féin a thuiscint.

*In conversation, to recognize some of the most basic words associated with the family and understand questions about their own families.*

**Léamh/reading**

Focail a bhaineann le stádas pósta a thuiscint ar fhoirmeacha agus na focail a bhaineann leis an teaghlach a thuiscint i gcuntais scríofa.

*To understand words relating to marital status on forms and understand words relating to family in written texts.*

**Scríobh/writing**

Cuntas gearr a scríobh faoina stádas pósta anois agus roimhe seo, faoina p(h)áistí agus a c(h)uid deartháireacha is deirfiúracha.

*To write a short account about their current and past marital status, their children and siblings.*

**Topaic 3: Caitheamh aimsire**  
**Topic 3: Pastimes**

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

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

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

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

***Labhairt/speaking***

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

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

***Éisteacht/listening***

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

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

***Léamh/reading***

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

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

***Scríobh/writing***

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

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

**Topaic 4: Taisteal laethúil**  
**Topic 4: Daily travel**

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

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

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

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

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

***Labhairt/speaking***

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

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

***Éisteacht/listening***

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

***Léamh/reading***

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

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

***Scríobh/writing***

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

*Write a short account of their daily travel.*



**Topaic 5: Cúrsaí oibre**  
**Topic 5: Work**

	<b>Feidhmeanna/functions</b>	<b>Samplaí/examples</b>
5.1	<p>Ag fiafraí de dhuine cén obair a dhéanann sé/sí agus ag freagairt na ceiste sin.</p> <p><i>Asking someone what work they do and answering the same question.</i></p>	<p>Cén tslí bheatha atá agat? Rúnaí atá ionam. Is bainisteoir mé. Is fear gnó mé.</p>
5.2	<p>Ag rá cén cineál gnó atá agat.</p> <p><i>Saying what kind of business you run.</i></p>	<p>Tá siopa ceoil agam. Tá teach lóistín agam. Tá mo chomhlacht féin agam.</p>
5.3	<p>Ag labhairt faoi do stádas oibre.</p> <p><i>Talking about your work status.</i></p>	<p>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.</p>
5.4	<p>Ag lorg agus ag tabhairt tuairimí faoi phost.</p> <p><i>Seeking and giving information about a job.</i></p>	<p>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.</p>
5.5	<p>Ag lorg agus ag tabhairt eolais faoi uaireanta oibre.</p> <p><i>Seeking and giving information about working hours.</i></p>	<p>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.</p>
5.6	<p>Ag tabhairt eolais faoi dhálaí oibre.</p> <p><i>Giving information about working conditions.</i></p>	<p>Tá an pá/tuarastal go maith. Fuair mé ardú céime an bhliain seo caite. Bíonn cúig seachtaine laethanta saoire agam gach bliain.</p>
5.7	<p>Ag lorg agus ag tabhairt eolais faoin tréimhse atá caite ag duine i bpost.</p> <p><i>Seeking and giving information about the length of time someone has spent in a job.</i></p>	<p>Cá fhad atá tú ag obair ansin? Le trí bliana. Seacht mbliana nó mar sin.</p>

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

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

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

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

***Labhairt/speaking***

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

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

***Éisteacht/listening***

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

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

***Léamh/reading***

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

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

***Scríobh/writing***

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

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

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

	<b>Feidhmeanna/functions</b>	<b>Samplaí/examples</b>
6.1	Ag cur ceist ar dhuine faoin méid a bhí ar siúl aige/aici ag an deireadh seachtaine. <i>Asking someone about what they do at the weekend.</i>	Cad é a rinne tú ag an deireadh seachtaine? An ndearna tú aon rud ag an deireadh seachtaine?
6.2	Ag rá go ndeachaigh tú áit éigin. <i>Stating that you went somewhere.</i>	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	Ag fiafraí de dhaoine cén uair a chuaigh siad áit éigin agus ag freagairt na ceiste sin. <i>Asking people when they went and answering the same question.</i>	Cén uair/lá a chuaigh tú go Gaillimh? Maidin Dé hAoine. Oíche Shathairn.
6.4	Ag trácht ar na rudaí a rinne tú. <i>Talking about the things you did.</i>	Chas mé le cairde sa teach tábhairne. Bhreathnaigh mé ar DVD. Chuaigh mé chuig ceolchoirm. D'imir mé galf le mo dheartháir. Cheannaigh mé cúpla bronntanas. Chonaic mé scannán maith. Chuaigh mé ag siopadóireacht.
6.5	Ag fiafraí de dhaoine ar bhain siad sult as rud éigin agus ag freagairt na ceiste sin. <i>Asking someone if they enjoyed doing something and answering the same question.</i>	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	Ag cur tuairimí in iúl. <i>Expressing opinions.</i>	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.
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<b>Gramadach/grammar</b>	<b>Samplaí/examples</b>
<p><i>oíche</i> + laethanta na seachtaine <i>oíche</i> + <i>the days of the week</i></p> <p>An aimsir chaite den bhriathar <i>The past tense of the verb</i></p> <p>Ceisteanna agus freagraí san aimsir chaite (na briathra neamhrialta san áireamh) <i>Questions and answers in the past tense (including irregular verbs)</i></p> <p><i>cúpla</i> + an uimhir uatha <i>cúpla</i> + <i>singular form of noun</i></p> <p><i>go, go dtí, chuig</i> <i>The prepositions go, go dtí, chuig</i></p>	<p>oíche Mháirt oíche Shathairn</p> <p>d'imir chas (le) d'éist...</p> <p>An ndeachaigh... Chuaigh/ní dheachaigh An ndearna ... Rinne/ní dhearna. Ar bhain... Bhain/níor bhain.</p> <p>cúpla lá cúpla bronntanas</p>

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

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

***Labhairt/speaking***

Cur síos simplí a dhéanamh ar na rudaí a rinne sé/sí le linn an deireadh seachtaine.

Ceisteanna bunúsacha a chur ar dhuine eile faoin ábhar céanna.

*Give a simple account of the things they did over the weekend. Ask basic questions of others relating to the subject.*

***Éisteacht/listening***

Ceisteanna agus cur síos simplí a bhaineann leis an ábhar seo a thuiscint.

*Understand questions and simple descriptions that relate to the subject.*

***Léamh/reading***

Na príomhphointí a bhaineann le haon chur síos scríofa (dialann, mar shampla) ar an ábhar seo a thuiscint.

*Understand the main points in a written account (a diary, for example) relating to this subject.*

***Scríobh/writing***

Cur síos bunúsach a scríobh ar rudaí a rinne sé/sí i gcaitheamh an deireadh seachtaine.

*Write a basic account of the things they did over the weekend.*

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

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

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

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



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

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

***Labhairt/speaking***

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

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

***Éisteacht/listening***

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

*Understand basic questions and descriptions of the subjects listed above.*

***Léamh/reading***

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

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

***Scríobh/writing***

Liosta siopadóireachta bunúsach a scríobh.

*Write a basic shopping list.*

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

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

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

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

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

***Labhairt/speaking***

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

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

***Éisteacht/listening***

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

***Léamh/reading***

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

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

***Scríobh/writing***

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

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

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

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

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

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

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

***Labhairt/speaking***

Cur síos simplí a dhéanamh ar an chuma atá ar dhuine agus ar a p(h)earsantacht.

*Make a simple description of someone's appearance and personality.*

***Éisteacht/listening***

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

*Understand simple questions and descriptions relating to the subjects listed above.*

***Léamh/reading***

Na príomhfhocail agus na príomhfhrásaí a bhaineann leis na hábhair thuas a aithint.

*Recognize the most common words and phrases relating to this subject.*

***Scríobh/writing***

Abairtí simplí a scríobh faoin chuma atá ar dhuine agus faoina p(h)earsantacht.

*Write simple sentences about someone's appearance and personality.*



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

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

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

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

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

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

***Labhairt/speaking***

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

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

***Éisteacht/listening***

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

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

***Léamh/reading***

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

*Understand the names of the most common colours and items of clothing.*

*Understand simple numbers in the context of pricing, shoe sizes and so on.*

**Topaic 11: Ag pleanáil laethanta saoire**  
**Topic 11: Planning holidays**

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

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

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

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

***Labhairt/speaking***

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

Ceisteanna simplí a chur ar dhaoine eile faoi na hábhair chéanna.

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

***Éisteacht/listening***

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

*Understand basic questions and descriptions relating to the subjects listed above.*

***Léamh/reading***

Ainmneacha na bpríomhthíortha a aithint. Cur síos bunúsach ar na nithe thuas a thuiscint.

*Recognize the names of the main countries. Understand a basic description of the subjects listed above.*

***Scríobh/writing***

Cur síos simplí a scríobh faoi na pleananna atá acu do na laethanta saoire, mar shampla i litir nó i dteachtaireacht ríomhphoist chuig cara.

*Write a simple account of their holiday plans, for example in a letter or an email to a friend.*

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

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

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

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



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

***Labhairt/speaking***

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

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

***Éisteacht/listening***

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

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

***Léamh/reading***

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

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

***Scríobh/writing***

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

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

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

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

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

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

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

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

***Labhairt/speaking***

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

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

***Éisteacht/listening***

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

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

***Léamh/reading***

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

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

***Scríobh***

Garanna simplí agus cead a iarraidh i bhfoirm scríofa.

*Write simple requests for favours or permission.*

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

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

14.8	Ag gabháil buíochais. <i>Expressing gratitude.</i>	Tá mé an-bhuíoch díot.
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<b>Gramadach/grammar</b>	<b>Samplaí/examples</b>
<p>An aimsir fháistineach den bhriathar <i>The future tense of the verb</i></p> <p>Ar + séimhiú <i>Ar + lenition</i></p> <p>Uimhreacha agus am <i>Numerals and time</i></p>	<p>Beidh mé gafa.</p> <p>Ar cheathrú chun a naoi.</p> <p>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.</p>

<b>Stór focal/vocabulary</b>	<b>Samplaí/examples</b>
<p>Ginearálta <i>General</i></p>	<p>Féach Caitheamh aimsire, A1 &amp; A2 agus Saol laethúil A1. <i>(See Caitheamh Aimsire, A1 &amp; A2 and Saol Laethúil A1.)</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 agus diúltú do cuireadh. Socruithe simplí a dhéanamh a bhaineann le ham agus le háit.

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

***Éisteacht/listening***

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

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

***Léamh/reading***

Cuirí an-simplí a thuiscint (mar shampla, ar chárta ag tabhairt cuireadh chuig cóisir).

*Understand very simple invitations (on an invitation card to a party, for example).*

***Scríobh/writing***

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

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

