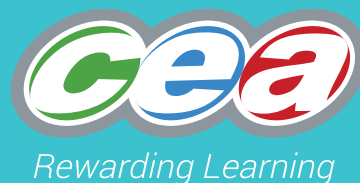


GCSE



CCEA GCSE Specification in Irish

Version 2: 6 November 2018

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019 Subject
Code: 5550



Contents

1	Introduction	3
1.1	Aims	4
1.2	Key features	4
1.3	Prior attainment	4
1.4	Classification codes and subject combinations	5
2	Specification at a Glance	6
3	Subject Content	8
3.1	Contexts for Learning	9
3.2	Unit 1: Listening	11
3.3	Unit 2: Speaking	12
3.4	Unit 3: Reading	13
3.5	Unit 4: Writing	14
4	Scheme of Assessment	15
4.1	Assessment opportunities	15
4.2	Assessment objectives	15
4.3	Assessment objective weightings	15
4.4	Reporting and grading	16
5	Grade Descriptions	17
6	Guidance on Assessment	19
6.1	Unit 1: Listening (AO1)	19
6.2	Unit 2: Speaking (AO2)	19
6.3	Unit 3: Reading (AO3)	23
6.4	Unit 4: Writing (AO4)	24
7	Curriculum Objectives	25
7.1	Cross-Curricular Skills at Key Stage 4	25
7.2	Thinking Skills and Personal Capabilities at Key Stage 4	26
8	Links and Support	28
8.1	Support	28
8.2	Examination entries	28
8.3	Equality and inclusion	28
8.4	Contact details	29

Appendix 1	30
Glossary of Terms for Controlled Assessment Regulations	
Appendix 2	32
Glossary of Terms for Examination Rubrics	
Appendix 3	37
Unit 2: Speaking – Sample Questions for Conversation Topics 1 and 2	
Appendix 4	46
Irish Grammar and Structures	
Appendix 5	49
Irish Core Minimum Vocabulary List	

Subject Code	5550
QAN	603/1068/6
A CCEA Publication © 2017	

1 Introduction

This specification sets out the content and assessment details for our GCSE course in Irish. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
- develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of Irish;
- develop the confidence to communicate effectively in Irish;
- develop the ability to work independently and with others;
- develop an understanding of Irish in a variety of contexts;
- develop awareness and understanding of Irish-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It is a unitised specification. This means that students have the opportunity to take different units at different times. Students must complete at least 40 percent of the qualification in the year they wish to have the qualification awarded.
- It supports progression to AS and A level study, further or higher education, vocational training and employment.
- There is a flexible pattern of entry (Foundation and Higher Tiers) for the reading, listening and writing papers.
- We provide a range of practical support and resource materials for teachers and students. For details of existing and planned materials, see Section 8.

1.3 Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification is designed to promote continuity, coherence and progression within the study of the language. The specification builds on the knowledge, understanding and skills developed within the Northern Ireland Curriculum at Key Stage 3.

1.4 Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 5550.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: Listening	<p>External written examination with stimulus material in Irish</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> • Foundation (35 mins approx.); and • Higher (45 mins approx.). <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; and • answering questions in Irish. 	25%	Summer from 2019
Unit 2: Speaking	<p>One teacher-conducted and externally marked speaking examination</p> <p>There is one tier of entry. The test lasts 7–12 minutes, plus 10 minutes of supervised preparation time.</p> <p>Each test includes:</p> <ul style="list-style-type: none"> • two role-plays, both from the same Context for Learning; and • a general conversation on two topics, one from each of the other two Contexts for Learning. <p>Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes.</p> <p>Students prepare the first conversation topic in advance from the Context for Learning that we prescribe.</p> <p>Teachers must record and authenticate all evidence and submit it to us for marking.</p>	25%	Summer from 2019

Content	Assessment	Weightings	Availability
Unit 3: Reading	<p>External written examination with stimulus material in Irish</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> • Foundation (50 mins); and • Higher (1 hour). <p>Students answer 12 questions. Four of these are the same in both tiers.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; • answering questions in Irish; and • translating short sentences from Irish into English. 	25%	Summer from 2018
Unit 4: Writing	<p>External written examination</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> • Foundation (1 hour); and • Higher (1 hour 15 mins). <p>Students answer four questions. One of these is the same in both tiers.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • a listing and short phrase task in Irish (Foundation Tier only); • short phrase/sentence responses in Irish (both tiers); • short responses in Irish to one or more pieces of text (Higher Tier only); • translation of short sentences from English into Irish (both tiers); and • one structured, extended writing task in Irish from a choice of three (both tiers). 	25%	Summer from 2018

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

Students develop their knowledge and understanding by studying three Contexts for Learning:

- Context for Learning 1: Identity, Lifestyle and Culture;
- Context for Learning 2: Local, National, International and Global Areas of Interest; and
- Context for Learning 3: School Life, Studies and the World of Work.

They use Irish across the range of contexts to:

- understand and respond to different types of spoken language (Listening);
- communicate and interact effectively in speech (Speaking);
- understand and respond to different types of written language (Reading); and
- communicate in writing (Writing).

This section sets out the content (Section 3.1) and the learning outcomes (Sections 3.2–3.5) that apply to the Contexts for Learning. See Appendices 2 and 4 for grammar, structures and vocabulary.

Foundation Tier students should be able to complete tasks within the limits of the structures and vocabulary specified in Appendices 2 and 4. Tasks mainly come from predictable contexts and mainly use familiar language; however, students can expect to encounter some unfamiliar vocabulary in familiar contexts.

Higher Tier students are required to complete tasks within the limits of the structures specified in Appendix 4 in a more developed and accurate manner, using more varied and complex language. They should be able to deal with unfamiliar language.

3.1 Contexts for Learning

3.1.1 Context for Learning 1: Identity, Lifestyle and Culture

Students should be able to investigate, understand, describe, discuss and give opinions in relation to the topics presented in the table below.

Content	Elaboration of Content
Students' lives, families, homes and interests, and those of others in Irish-speaking countries/communities	<ul style="list-style-type: none"> • Myself, my family, relationships and choices (for example family and friends) • Social media and new technology (for example online communications, computers, tablets and smartphones) • Free time, leisure and daily routine (for example sports, hobbies, cinema, TV, music, dance, fashion, eating out, shopping, at home, at school and at the weekend) • Culture, customs, festivals and celebrations (for example Easter, Christmas, birthdays, cultural activities and events, national holidays, celebrations and cuisine)

3.1.2 Context for Learning 2: Local, National, International and Global Areas of Interest

Students should be able to investigate, understand, describe, discuss and give opinions in relation to the topics presented in the table below.

Content	Elaboration of Content
Students' lifestyles and attitudes to environmental, social and global issues, and those of others in Irish-speaking countries/communities	<ul style="list-style-type: none"> • My local area and the wider environment (for example home, neighbourhood, town or city, places to visit, region and country) • Community involvement (for example charity and voluntary work) • Social and global issues (for example health, lifestyle, anti-social behaviour, caring for others and caring for the environment) • Travel and tourism (for example holidays, destinations, transport, tourist information, weather, directions, accommodation, activities, shopping and eating out)

3.1.3 Context for Learning 3: School Life, Studies and the World of Work

Students should be able to investigate, understand, describe, discuss and give opinions in relation to the topics presented in the table below.

Content	Elaboration of Content
<p>Education and employment issues in students' own country or community and in Irish-speaking countries/communities</p>	<ul style="list-style-type: none"> • My studies and school life (for example school subjects, uniform, timetable, rules and regulations) • Extra-curricular activities (for example clubs, societies, events, trips and visits) • Part-time jobs and money management (for example evening work, weekend work and work experience) • Future plans and career (for example post-16 education, further studies, employment, aspirations and choices)

3.2 Unit 1: Listening

The following learning outcomes apply to each of the three Contexts for Learning (see Section 3.1).

Learning Outcomes

Students should be able to:

- demonstrate understanding of different types of spoken language;
- follow and understand clear speech that uses familiar language;
- identify the overall message, key points, details and opinions in a variety of spoken passages;
- deduce meaning from a variety of spoken texts; and
- recognise and respond to key information, important themes and ideas in extended spoken text (including authentic sources, which may be adapted as appropriate) by answering questions, extracting information, evaluating and drawing conclusions.

3.3 Unit 2: Speaking

The following learning outcomes apply to each of the three Contexts for Learning (see Section 3.1).

Learning Outcomes

Students should be able to:

- communicate and interact effectively in speech for a variety of purposes;
- take part in short conversations, asking and answering questions, exchanging opinions and producing extended sequences of speech;
- speak spontaneously, responding to questions, points of view or situations and sustaining communication, as appropriate;
- express information and narrate events coherently and confidently, using and adapting language for new purposes;
- make appropriate and accurate use of a variety of vocabulary and grammatical structures;
- make creative use of the language, as appropriate, to express and justify their own thoughts and points of view; and
- use accurate pronunciation and intonation that would be understood by a native speaker.

3.4 Unit 3: Reading

The following learning outcomes apply to each of the three Contexts for Learning (see Section 3.1).

Learning Outcomes

Students should be able to:

- understand and respond to different types of written language;
- demonstrate understanding of details within texts using high frequency familiar language;
- identify the overall message, key points, details and opinions in a variety of written passages;
- deduce meaning from a variety of written texts (from a range of specified contexts including short narratives, authentic material and unfamiliar material);
- recognise and respond to key information, important themes and ideas in extended written text and authentic sources;
- demonstrate understanding by scanning for particular information, organising and presenting relevant details, drawing conclusions in context and recognising implicit meaning where appropriate; and
- translate sentences from Irish into English.

3.5 Unit 4: Writing

The following learning outcomes apply to each of the three Contexts for Learning (see Section 3.1).

Learning Outcomes

Students should be able to:

- communicate in writing for a variety of purposes;
- write words, phrases and short texts, using lists and simple sentences in familiar language to convey meaning and exchange information;
- translate sentences from English into Irish to convey key messages accurately and to apply knowledge of language and grammatical structures in context;
- produce clear and coherent extended text to present facts and express ideas and opinions for different purposes and in different settings;
- make accurate use of a variety of vocabulary and grammatical structures;
- manipulate the language, using and adapting a variety of structures and vocabulary with accuracy and fluency for new purposes (including using appropriate style and register); and
- make independent and creative use of the language to identify key points, express and justify their thoughts and points of view.

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and assessment, see Section 2.

This is a unitised specification; candidates must complete at least 40 percent of the overall assessment requirements at the end of the course, in the examination series in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of the two results will count towards their final GCSE grade unless a unit is required to meet the 40 percent terminal rule. If it is, the more recent mark will count (whether or not it is the better result). Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

There are four assessment objectives for this specification. Candidates must:

- AO1** understand and respond to different types of spoken language;
- AO2** communicate and interact effectively in speech;
- AO3** understand and respond to different types of written language; and
- AO4** communicate in writing.

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Unit Weighting (%)				Overall Weighting (%)
	External Assessment				
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	25				25
AO2		25			25
AO3			25		25
AO4				25	25
Total Weighting	25	25	25	25	100

4.4 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain in individual assessment units.

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G
--------------	----	---	---	----	---	---	---	---	---

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a range of spoken language that contains a wide variety of structures and more complex language. The spoken material relates to a range of contexts including past and future events, as appropriate. Candidates can identify main points, details and points of view and draw conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and justify points of view, and they produce extended sequences of speech using a variety of vocabulary, structures and verb tenses, as appropriate. They speak confidently, with high level pronunciation, intonation and fluency. The message is very clear although there may be some errors, especially when they use more complex structures.</p> <p>They show very good understanding of written texts that contain a variety of structures and relate to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw conclusions from written texts.</p> <p>Candidates write for different purposes and within a range of contexts about real or imaginary subjects. They express and explain ideas and justify points of view. They use a variety of vocabulary, structures and verb tenses, as appropriate. Their spelling and grammar are accurate. The message is very clear although there may be a few errors, especially when they write more complex sentences.</p>

Grade	Description
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts and may relate to past and future events, as appropriate. Candidates can identify main points, details and opinions.</p> <p>They take part in straightforward conversations and discussions and present information. They express ideas and points of view, and they produce sequences of speech using some variety of vocabulary, structures and verb tenses, as appropriate. They speak with some confidence and with good pronunciation, intonation and fluency. They convey a clear message although there may be some errors.</p> <p>They show good understanding of a variety of written texts relating to a range of contexts. They may understand some unfamiliar language and extract meaning from some complex language. They can identify main points, extract details and recognise opinions.</p> <p>Candidates write, with some sense of purpose, for different contexts that may be real or imaginary. They communicate information and express points of view. They use some variety of vocabulary, structures and verb tenses, as appropriate. The style is straightforward. Their spelling and grammar are generally accurate. The message is clear although there may be some errors, especially when they attempt more complex sentences.</p>
F	<p>Candidates show some understanding of different types of simple spoken language. The spoken material relates to a range of familiar contexts. Candidates can identify main points and extract some details.</p> <p>They take part in basic conversations and present basic information. They can express their ideas and may offer some opinions. They use a limited range of language. Their pronunciation is understandable. The main points are generally conveyed although there are frequent errors.</p> <p>They show some limited understanding of a variety of written texts relating to familiar contexts. They can identify some main points and some details.</p> <p>Candidates write short texts that relate to familiar contexts. They can express ideas and some basic opinions. They use basic sentences. Their spelling and grammar have limited accuracy. The main points of the message are generally conveyed although there may be frequent errors.</p>

6 Guidance on Assessment

6.1 Unit 1: Listening (AO1)

Weighting:	25%
Marks available:	60 marks (42 for Section A and 18 for Section B)
Timing:	Foundation Tier – 35 minutes approx. (including 5 minutes for reading) Higher Tier – 45 minutes approx. (including 5 minutes for reading)

Listening is assessed by examination paper. The paper comprises a variety of stimulus material in Irish recorded by fluent speakers. Candidates have 5 minutes to read through the paper before the questions start. They hear each stimulus item twice. Writing time is built into the recording, so the teacher must not stop or pause it between items.

At Foundation Tier, stimulus items may take the form of short announcements, messages and dialogues from a range of contexts. Candidates' responses may require selection, gap-filling, answers in English and answers in Irish. Stimulus items refer to past, present and future events, and they include some unfamiliar language. Candidates need to identify main points and extract details and points of view.

At Higher Tier, stimulus items may take the form of dialogues and narratives of various types from a range of contexts. Candidates' responses may require selection, gap-filling, answers in English and answers in Irish. Stimulus items refer to past, present and future events, and they include some unfamiliar language. Candidates should be able to understand gist, identify main points and details, recognise points of view, attitudes and emotions, and draw conclusions.

Four of the twelve questions are common to both Foundation and Higher Tier.

We mark the listening examination.

6.2 Unit 2: Speaking (AO2)

Weighting:	25%
Marks available:	60 marks
Timing:	7–12 minutes (plus preparation time)

The teacher conducts and records the speaking examination under controlled conditions, and we mark it. Candidates must respond and converse in Irish. The examination comprises two role-plays and one general conversation on two topics, and it covers all three Contexts for Learning (see Section 3.1). Candidates prepare Conversation Topic 1 in advance, during normal class time.

Appendix 3 provides suggested questions for Conversation Topics 1 and 2.

Please note that the following three elements of the speaking examination must each come from a different Context for Learning:

- **Two role-plays**

Candidates will be able to choose between two sets of role-plays – one set from each of the two Contexts for Learning not covered by Conversation Topic 1. Each set includes two role-plays.

- **Conversation Topic 1**

We set this in September, so it is the same for all candidates each year.

- **Conversation Topic 2**

Teachers need to ensure that this comes from whichever Context for Learning a candidate does **not** choose for their role-plays and is **not** from the CCEA pre-released Context for Learning.

6.2.1 Task setting

The level of control for task setting is high.

Each September we set and pre-release the Conversation Topic 1 title in advance of the following Summer series. The title is based on the Elaboration of Content in one of the three Contexts for Learning. See our Irish microsite at www.ccea.org.uk for details. We also provide centres with a Teacher Booklet for the speaking examination each year.

6.2.2 Task taking

(a) Supervised preparation session for Conversation Topic 1

The level of control for this part is medium.

Candidates have 1 hour to prepare for this part of the examination under controlled conditions, supervised by the teacher, using the Candidate Preparation Sheet (available on our Irish microsite).

Centres must:

- download the Conversation Topic 1 information from our Irish microsite in September;
- provide candidates with the Candidate Preparation Sheet, also available on the microsite; and
- during normal class teaching time and at a time appropriate to the centre, provide their candidates with a **1 hour** block of time in which to research the set conversation topic title and complete their Candidate Preparation Sheet.

During the 1 hour controlled preparation session, candidates can work as individuals or in pairs or groups. They can have access to GCSE textbooks, study guides, classwork or homework books and the CCEA Irish Core Minimum Vocabulary List (see **Appendix 5**), but they **must not** have access to a dictionary.

Candidates must use only the Candidate Preparation Sheet to record their notes. These must outline their response in no more than 40 words, including only recognisable single words, short phrases and/or short sentences (up to six words per sentence). They must not include images, diagrams, graphics or pictures.

Teachers can give guidance but **must not** correct the candidates' written preparation completed during the session.

At the end of the 1 hour session, candidates must sign their Candidate Preparation Sheet to authenticate their work. They must then hand the sheet back to the teacher until the start of the Conversation Topic 1 element of their speaking examination.

The teacher must also sign to authenticate the Candidate Preparation Sheet, then store it securely and confidentially until the day of the speaking examination.

(b) Role-play preparation

The level of control for this part is high.

Just before their speaking examination, candidates have **10 minutes** to prepare two role-play responses from the same Context for Learning. Centres must provide a suitable preparation room, with each candidate individually supervised and in direct sight of the supervisor at all times. There must be no interaction between candidates.

At the beginning of the preparation session, the teacher must present **two** sets of role-play cards face down (so that the scenarios are unseen): one set from each of the Contexts for Learning not covered by Conversation Topic 1. The candidate selects **one** set, and the teacher withdraws the other set.

Candidates then have 10 minutes to prepare their two role-play responses. They must write their notes on their Candidate Role-Play Response Sheet (available on our Irish microsite). They **must not** use any other sheets, resources or materials.

At the end of the 10 minutes, candidates move into the examination room and take their Candidate Role-Play Response Sheet with them.

(c) Teacher-conducted examination

The level of control for this part is high.

The teacher conducts the formal speaking examination and **must** record it using an MP3 player, Audacity or other similar device or software. The order of the examination, time allowed for candidates to respond and marks available are as follows:

- | | |
|--|----------|
| • Role-Play 1 (up to 2 minutes) | 10 marks |
| • Role-Play 2 (up to 2 minutes) | 10 marks |
| • Conversation Topic 1 (up to 4 minutes) | 20 marks |
| • Conversation Topic 2 (up to 4 minutes) | 20 marks |

For the role-plays:

- candidates can refer to their Candidate Role-Play Response Sheet;
- the teacher directs Role-Play 1 and Role-Play 2 using the Teacher Booklet; and
- the teacher then collects the Candidate Role-Play Response Sheet and stores it securely and confidentially until the end of the Enquiry About Results process.

For the conversation stage, the teacher:

- provides the candidate with their pre-prepared Candidate Preparation Sheet, ensuring they have access to no other materials at this time;
- conducts Conversation Topic 1 with the candidate;
- takes back the Candidate Preparation Sheet;
- conducts Conversation Topic 2 from the Context for Learning that has not yet been covered in the speaking examination; and
- stores the Candidate Preparation Sheet securely and confidentially until the end of the Enquiry About Results process.

6.2.3 Task marking

The level of control for task marking is high. Our examiners mark the task.

Teachers must record and authenticate all evidence and submit it to us by the set deadline.

The Candidate Preparation Sheet and Candidate Role-Play Response Sheet are not part of the formal assessment and will not be marked. However, centres must store both documents securely and confidentially until the end of the Enquiry About Results process.

See Appendix 1 for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessments*, available at www.jcq.org.uk

For up-to-date information on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.3 Unit 3: Reading (AO3)

Weighting: 25%

Marks available: 60 marks (36 for Section A and 24 for Section B)

Timing: Foundation Tier – 50 minutes
Higher Tier – 1 hour

Reading is assessed by examination paper. The paper comprises a variety of items of stimulus material in Irish, for example notices, announcements, advertisements, extracts from letters, magazines or newspaper articles and forms of imaginative writing. The paper may include some items from ICT-based sources such as email or the internet.

At Foundation Tier, candidates' responses may require selection, gap-filling, translation of short sentences from Irish into English, answers in English and answers in Irish. The stimulus material covers a range of topics referring to past, present and future events and may include some unfamiliar language. Candidates need to identify and extract details and points of view.

At Higher Tier, candidates' responses may require selection, gap-filling, translation of short sentences from Irish into English, answers in English and answers in Irish. The stimulus material covers a range of topics referring to past, present and future events and may include some unfamiliar language. Candidates should be able to understand gist, identify main points and details, recognise points of view, attitudes and emotions, and draw conclusions.

Four of the twelve questions are common to both Foundation and Higher Tier.

6.4 Unit 4: Writing (AO4)

Weighting:	25%
Marks available:	60 marks
Timing:	Foundation Tier – 1 hour Higher Tier – 1 hour 15 minutes

Writing is assessed by examination paper. Candidates must respond and write in Irish. The writing papers include a variety of stimulus material.

The Foundation Tier paper has four questions:

- Question 1 is a listing and short phrase task in Irish.
- Question 2 requires short phrase/sentence responses in Irish.*
- Question 3 is a short translation exercise from English into Irish.
- Question 4 is a structured, extended writing task in Irish. Candidates answer one question from a choice of three. Each question has five supporting bullet points.

The Higher Tier paper has four questions:

- Question 1 requires short phrase/sentence responses in Irish.*
- Question 2 requires short responses in Irish to one or more pieces of text.
- Question 3 is a short translation exercise from English into Irish.
- Question 4 is a structured, extended writing task in Irish. Candidates answer one question from a choice of three. Each question has five supporting bullet points.

**This question is common to both Foundation and Higher Tier.*

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication

Students should be able to:

- communicate meaning, feelings and viewpoints in a logical and coherent manner, *for example organise the structure and content of their written response to present ideas effectively;*
- make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example convey complex information clearly, showing sensitivity to register to achieve effects;*
- participate in discussions, debates and interviews, *for example work as a pair or in a group and make valid contributions by asking relevant questions;*
- interpret, analyse and present information in oral, written and ICT formats, *for example use technology such as a PowerPoint presentation to communicate information in an original way;* and
- explore and respond, both imaginatively and critically, to a variety of texts, *for example evaluate information from different sources and draw conclusions.*

Using Mathematics

Students should be able to:

- use mathematical language and notation with confidence, *for example recognise patterns for numbers and understand mathematical data in the target language;*
- use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, *for example interpret diagrams and timetables;*
- select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example obtain, process and interpret mathematical data to justify their conclusions;*
- interpret and analyse a wide range of mathematical data, *for example use statistical data from a range of sources to draw conclusions;*
- assess probability and risk in a range of simulated and real-life contexts, *for example analyse mathematical data to evaluate the consequences of risk-taking behaviour;* and
- present mathematical data in a variety of formats which take account of audience and purpose, *for example use appropriate mathematical language to communicate ideas effectively.*

Using ICT

Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example research a topic online and present the information using a PowerPoint presentation to create an impact.*

7.2 Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management

Students should be able to:

- plan work, *for example select a learning strategy such as mind maps for revision;*
- set personal learning goals and targets to meet deadlines, *for example identify strengths and weaknesses and organise tasks according to priority;*
- monitor, review and evaluate their progress and improve their learning, *for example respond positively to feedback by prioritising a specific area for improvement;* and
- effectively manage their time, *for example focus on the task to complete their work on time.*

Working with Others

Students should be able to:

- learn with and from others through co-operation, *for example listen to others and value contributions from other groups;*
- participate in effective teams and accept responsibility for achieving collective goals, *for example contribute constructively in group activities by asking appropriate questions;* and
- listen actively to others and influence group thinking and decision-making, taking account of others' opinions, *for example explore differences in opinion to consider pros and cons and reach a conclusion.*

Problem Solving

Students should be able to:

- identify and analyse relationships and patterns, *for example recognise, compare and contrast information and data;*
- propose justified explanations, *for example present reasons and rationales;*
- reason, form opinions and justify their views, *for example give reasons for likes and dislikes or preferences;*
- analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example use appropriate registers to convey information with a recognition of audience and purpose;*
- analyse and evaluate multiple perspectives, *for example consider and compare different points of view;*
- explore unfamiliar views without prejudice, *for example objectively take on board various viewpoints;*
- weigh up options and justify decisions, *for example compare alternatives, come to a personal conclusion and justify opinions;* and
- apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example use a range of strategies to tackle and resolve problems in familiar and unfamiliar scenarios and situations.*

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8 Links and Support

8.1 Support

The following resources are available to support this specification:

- our Irish microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- planning frameworks;
- resource materials;
- centre support visits;
- support days for teachers;
- guidance for teachers;
- guidance for candidates;
- a resource list; and
- exemplification of examination performance.

8.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Joan Jennings
(telephone: (028) 9026 1200, extension 2552, email: jjennings@ccea.org.uk)
- Subject Officer with overall responsibility: Seán McNally
(telephone: (028) 9026 1200, extension 2325, email: smcnally@ccea.org.uk)
- Subject Officer: Jayne FitzGerald
(telephone: (028) 9026 1200, extension 2255, email: jfitzgerald@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	<p>Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> ensuring that the contributions of individual candidates are recorded accurately; and ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Limited level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding organisation</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported</p> <p>May comprise separately assessed components</p>

Appendix 2

Glossary of Terms for Examination Rubrics

The following sections provide examples of the types of rubrics (English and Irish) which will be used in the examinations. These examples are neither prescriptive nor exhaustive but are intended as a general guide to candidates. Variations may be used as appropriate.

GCSE Rubrics

Speaking Rubrics

You are talking to ...
 Your teacher will play the part of ...
 Your teacher will speak first.
 You should address ...

Listening Rubrics

Listening Foundation Tier

Answer **all** questions.
 Read the sentence(s) below.
 Read the information below.
 Answer **in English**.
 Answer all questions **in English**.
 Answer the following question(s) **in English**.
 Complete the following sentence(s) **in English**.
 Tick (✓) the correct box.
 Tick (✓) the [two] correct boxes.
 Tick (✓) the correct ending(s) to the sentence(s).
 Fill in the gaps/spaces **in English**.
 Fill in the gaps/spaces with the letter(s) of the correct word(s) from the box below.
 Read ...
 Underline the ...
 Write the correct letter in the box beside the name of each person.
 Write the letter of the correct word/phrase in the box below.
 Write the answers **in English** in the boxes.

Irish Instructions	English Instructions
Scríobh an freagra ceart sa bhosca.	Write the correct answer in the box.
Críochnaigh an abairt i nGaeilge.	Complete the sentence in Irish.

Listening Higher Tier

Answer **all** questions.

Read the sentence(s) below.

Read the information below.

Answer **in English**.

Answer all questions **in English**.

Answer the following question(s) in English.

Complete the following sentence(s) **in English**.

Tick (✓) the correct box.

Tick (✓) the [two] correct boxes.

Tick (✓) the correct ending(s) to the sentences.

Fill in the gaps/spaces **in English**.

Fill in the gaps/spaces with the letter(s) of the correct word(s) from the box below.

Read ...

Underline the ...

Write the correct letter in the box beside the name of each person.

Write the letter of the correct word/phrase in the box below.

Write the answers **in English** in the boxes below.

Irish Instructions	English Instructions
Scríobh an uimhir cheart sa bhosca.	Write the correct number in the box.
Scríobh an abairt cheart sa bhosca.	Write the correct sentence in the box.

Reading Foundation Tier

Answer **all** questions.

Read ...

Answer **in English**.

Answer all questions **in English**.

Answer the following question(s) **in English**.

Complete the following sentence(s) **in English**.

Tick (✓) the correct box.

Tick (✓) the [two] correct boxes.

Tick (✓) the correct ending(s) to the sentences.

Underline the ...

Read this email from [name].

Complete the boxes **in English**.

Read this poster.

Write the correct letter(s) in the box(es) below.

Irish Instructions	English Translations
Léigh an sliocht agus freagair na ceisteanna.	Read the passage and answer the questions.
Cuir tic (✓) le dhá rud a itheann Seosamh.	Tick (✓) two things that Seosamh eats.
Cuir tic (✓) sna boscaí cearta.	Tick (✓) the correct boxes.
Cuir tic (✓) le ceithre ráitis atá fíor.	Tick (✓) four statements that are true.
Léigh ...	Read ...
Léigh an blog seo.	Read this blog.
Léigh an fógra seo.	Read this notice.
Léigh an fógra thíos.	Read the notice below.
Cuir an duine ceart le gach pictiúr.	Match the correct person with every picture.
Cuir an litir cheart i ngach bosca.	Put the correct letter in every box.
Críochnaigh na habairtí. Úsáid na focail/frásaí sa bhosca thíos.	Finish the sentences. Use the words/phrases in the box below.

Reading Higher Tier

Answer **all** questions.

Read ...

Answer **in English**.

Answer all questions **in English**.

Answer the following question(s) **in English**.

Complete the following sentence(s) **in English**.

Tick (✓) the correct box.

Tick (✓) the [two] correct boxes.

Tick (✓) the correct ending(s) to the sentences.

Underline the ...

Complete the boxes **in English**.

Read the passage(s) and answer the following question(s).

Read this poster ...

Read this entry ...

Read this sign ...

Read this diary ...

Read this menu ...

Read what [name] says ...

Read this blog/email ...

Write the correct letter(s) in the box(es) below.

Write the [two/three/four ...] correct letters in the boxes.

Irish Instructions	English Translations
Léigh an sliocht agus freagair na ceisteanna.	Read the passage and answer the questions.
Cuir tic (✓) le dhá rud a itheann Seosamh.	Tick (✓) two things that Seosamh eats.
Cuir tic (✓) sna boscaí cearta.	Tick (✓) the correct boxes.
Cuir tic (✓) le ceithre ráitis atá fíor.	Tick (✓) four statements that are true.
Léigh ...	Read ...
Léigh an blag seo.	Read this blog.
Léigh an fógra seo.	Read this notice.
Léigh an fógra thíos.	Read the notice below.
Léigh an ríomhphost thíos.	Read the email below.
Cuir an duine ceart leis an phictiúr chúí.	Match the correct person with the appropriate picture.
Cuir an litir cheart sa bhosca cúí.	Put the correct letter in the appropriate box.
Críochnaigh na habairtí. Úsáid na focail/frásaí sa bhosca thíos.	Finish the sentences. Use the words/phrases in the box below.

Writing Rubrics

Writing Foundation Tier

List the ...

Use the spaces provided below.

Write **in Irish**.

Write a sentence for each answer.

Answer the questions **in Irish**.

Translate the English sentences **into Irish** and write the answer in the spaces provided below.

Choose **ONE** question from the three options provided and write your answer **in Irish**.

Writing Higher Tier

Write a sentence for each answer.

Answer the questions **in Irish**.

Read the ...

Write your answers in the spaces provided below.

Choose **ONE** question from the three options provided and write your answer **in Irish**.

Translate the English sentences **into Irish**.

Write your answers in the spaces provided below.

Appendix 3

Unit 2: Speaking – Sample Questions for Conversation Topics 1 and 2

Context for Learning 1: Identity, Lifestyle and Culture

Myself, my family, relationships and choices

Cad é an t-ainm atá ort?

Cá bhfuil tú i do chónaí?

Cá mhéad duine atá sa teaghlach?

Cá mhéad deartháir atá agat?

Cá mhéad deirfiúr atá agat?

Cá bhfuil tú ar scoil?

Cad é an rang ina bhfuil tú?

Déan cur síos ort féin.

Cad é an aois thú?

Cad é dáta do lá breithe?

Cé hé an duine is sine/is óige sa teaghlach?

Cá mhéad atá níos sine/óige ná tú?

Déan cur síos ar do dheartháir/dheirfiúr.

Cad é a dhéanann do dheartháir/dheirfiúr?

Cad é mar a réitíonn tú le do chlann?

Inis dom fút féin.

Déan cur síos ar do chara is fearr.

Déan cur síos ar an phopcheoltóir is fearr.

Déan cur síos ar dhuine a bhfuil meas agat air/uirthi.

Cad é a dhéanann tú féin agus do chairde le chéile?

Cad chuige a bhfuil sé tábhachtach cara maith a bheith agat?

Social media and new technology

An bhfuil ríomhaire agat?

An imríonn tú cluichí ar do ríomhaire?

Cad iad na cluichí a imríonn tú ar do ríomhaire?

An íoslódálann tú ceol ar do ríomhaire?

An ndéanann tú comhrá le do chairde ar líne?

An dtéann tú ar shuíomhanna meáin shóisialta?

An labhraíonn tú le do chairde ar líne?

Cén cineál rudaí a dhéanann tú ar líne?

An bhfuil na meáin shóisialta tábhachtach i do shaol?

Cad iad na buntáistí/míbhuntáistí a bhaineann leis na meáin shóisialta?

An bhfuil go leor oideachais sna scoileanna faoi na meáin shóisialta?

An mbraitheann an t-aos óg barraíocht ar na meáin shóisialta?

Cad é an cineál teicneolaíochta a úsáideann tú?

An bhfuil fón cliste/táibléad agat?

Cad iad an cineál rudaí a thig leat a dhéanamh ar do ghuthán cliste?
Cad iad na buntáistí/míbhuntáistí a bhaineann leis an teicneolaíocht chliste?
An mbraitheann an t-aos óg barraíocht ar theicneolaíocht chliste?

Free time, leisure and daily routine

Cad é an caitheamh aimsire is fearr leat?
An maith leat an teilifís/spórt?
Cad é an clár teilifíse is fearr leat?
An imríonn tú spórt ar bith?
An amharcann tú ar an teilifís?
Cé hé/hí an popcheoltóir/an t-imreoir is fearr leat?
Inis dom trí rud a dhéanann tú ag deireadh na seachtaine.
An imríonn tú cluichí ar an ríomhaire/ar líne?
An bhfuil consól cluichí agat?
An dtéann tú chuig an phictiúrlann?
Cad é a dhéanann tú le do chairde?
Cad é mar a chaitheann tú d'am saor?
Cad é a rinne/dhéanann/dhéanfaidh tú ag deireadh na seachtaine?
Déan cur síos ar dheireadh na seachtaine dom.
Cad é a dhéanann tú faoi choinne saol sóisialta?
Inis dom faoin scannán is fearr dá bhfaca tú riamh.
An fearr dul chuig an phictiúrlann nó scannán a íoslódáil ar do ríomhaire?
Cad é a rinne/dhéanann/dhéanfaidh tú i ndiaidh na scoile/ag an deireadh seachtaine?
Cad iad na háiseanna sóisialta atá anseo?
An bhfuil dúil agat sa spórt?
Cad chuige a bhfuil rudaí cosúil le spórt tábhachtach?
Cad chuige a bhfuil sé tábhachtach caitheamh aimsire a bheith agat?
An mbaineann tú úsáid as an teicneolaíocht mar chaitheamh aimsire?
An mbraitheann an t-aos óg barraíocht ar an teicneolaíocht mar chaitheamh aimsire?
Cad é an t-am ar éirigh/a n-éiríonn tú/a n-éireoidh tú/gach lá/Dé Sathairn?
Cé a dhéanann an bricfeasta/dinnéar réidh?
Cad é a itheann tú don bhricfeasta/lón?
Cad é mar a chuaigh tú/théann tú ar scoil?
Cad é an t-am a dtosaíonn/a gcríochnaíonn an scoil?
Cad é a dhéanann tú i ndiaidh na scoile?
Cad é an t-am a n-éiríonn tú ag an deireadh seachtaine?
Déan cur síos ar ghnáthlá scoile dom.
Inis dom cad é a rinne/a dhéanann/a dhéanfaidh tú Dé Sathairn.
Cad é mar a chuidíonn tú sa teach?
Inis dom cad é a dhéanfaidh tú inniu nuair a bheidh an scoil thart.
Inis dom cad é a rinne tú inné.
Inis dom cad é a dhéanfaidh tú amárach.
Inis dom cad é a dhéanann tú lá ar bith i do laethanta saoire.
Cad é mar a chaith/chaitheann/chaithfidh tú d'am ag deireadh na seachtaine?

Culture, customs, festivals and celebrations

Cad é an mhí ina mbíonn do lá breithe/an Samhain/an Cháisc/an Nollaig?

Cad é a dhéanann tú ag an Nollaig?

Cé acu is fearr leat – do lá breithe nó an Nollaig?

Cén cineál bronntanais is fearr leat a fháil?

Inis dom cad é a dhéanann tú ar do lá breithe/ag an Samhain/ag an Nollaig.

Cé acu an t-am den bhliain is fearr leat agus cad chuige?

An síleann tú go bhfuil barraíocht béime ar bhronntanais anois?

An bhfuil suim agat i gcultúir eile?

Cad é mar a fhoghlaimíonn tú faoi chultúir eile?

Context for Learning 2: Local, National, International and Global Areas of Interest

My local area and the wider environment

- Cá bhfuil tú i do chónaí?
Cad é an cineál tí atá agat?
Cá mhéad seomra atá sa teach?
Cá mhéad seomra atá thuas staighre?
Cá mhéad seomra atá thíos staighre?
Déan cur síos ar do sheomra leapa.
Cad é an seomra sa teach ina bhfaigheann tú _____?
An maith leat _____?
An maith leat do cheantar?
Inis dom rud amháin nach maith leat i do cheantar.
Cá háit go díreach a bhfuil do theach suite?
Cad iad na háiseanna atá cóngarach don teach?
Déan cur síos iomlán ar an teach.
An maith leat an áit ina bhfuil tú i do chónaí?
Cad é an sórt áite í _____?
Déan cur síos ar _____.
Cad iad na buntáistí/míbhuntáistí a bhaineann le _____?
Cad é mar atá an saol sóisialta i(n) _____?
An bhfuil fadhbanna sóisialta ar bith i(n) _____?
Cad é an rud is mó/is lú a thaitníonn leat faoi _____?
An bhfuil mórán ann le déanamh ag an aos óg?
Cad iad na háiseanna atá ar fáil i do cheantar dúchais?
Ar mhaith leat a bheith i do chónaí in áit ar bith eile? Cad chuige?
Cad é an difear idir bheith i do chónaí sa chathair nó faoin tuath?
Cé acu ab'fhearr leat agus cad chuige?
An maith leat a bheith i do chónaí in Éirinn/i dTuaisceart na hÉireann?
Cad é atá deas faoi Éirinn/Thuaisceart na hÉireann?
Cad é nach maith leat faoi Éirinn/Thuaisceart na hÉireann?
An raibh tú riamh sa Ghaeltacht?
Cad é an teanga a labhraíonn daoine sa Ghaeltacht?
An raibh tú riamh ar choláiste samhraidh?
Cad é an rud is mó a thaitníonn/nach dtaitníonn leat faoi do shaol in Éirinn/
i dTuaisceart na hÉireann?
Cad é mar atá muintir na hÉireann?
Cad é atá speisialta faoi cheantar Gaeltachta?
Inis dom cad é a tharlaíonn i gcoláiste samhraidh/Cuir síos ar lá i gcoláiste samhraidh.
An é do bharúil go gcuidíonn coláiste samhraidh le do chuid Gaeilge? Cad chuige?

Community involvement

Cad é a dhéanann grúpa cosúil le Trócaire/Concern/Oxfam?

An ndearna tú obair ar bith do ghrúpa cosúil le Trócaire/Concern/Oxfam?

Ar bhailigh tú airgead riamh do ghrúpa cosúil leis na Samaritans?

An bhfuil grúpa deonach sa scoil s'agatsa?

Cad é an cineál obair dheonach a tharlaíonn sa scoil s'agatsa?

Cad é an cineál rudaí a dhéantar sa scoil s'agatsa le cuidiú le daoine bochta?

An bhfuil baint agat le grúpa deonach ar bith sa scoil nó sa phobal?

Cad é a dhéanann an grúpa?

Ar réachtáil tú imeacht riamh le cuidiú le daoine bochta? Cad é a rinne tú? Cé a tháinig chuige?

Cá mhéad airgid a bhailigh tú?

An síleann tú go gcuidíonn obair dheonach leat le scileanna idirphearsanta a fhoghlaim?

Cad iad na scileanna sin?

Social and global issues

Cad é an cineál bia a itheann tú le tú féin a choinneáil sláintiúil?

Cad é an bia nár chóir duit a ithe?

Cad é a dhéanann tú le coinneáil sláintiúil?

An dtéann tú chuig an spórtlann go minic?

Cad iad na háiseanna sa cheantar s'agatsa atá maith le cuidiú leat a bheith sláintiúil?

An bhfuil an bia i gceaintín na scoile sláintiúil?

Cad é an cineál fadhbanna sóisialta atá sa cheantar s'agatsa?

An mbíonn fadhbanna sóisialta i do cheantar?

Cad é is cúis leis na fadhbanna sóisialta?

An mbíonn fadhb leo seo i do cheantar: drugaí, alcól, spraoithiomáint nó iompar míshóisialta?

An ndéanann an scoil go leor le heolas a thabhairt do na scoláirí faoi na contúirtí atá ann?

Cad é a dhéanann an scoil?

Cad iad na rudaí a thig leat a dhéanamh le tú féin a choinneáil sláintiúil?

An gcuireann an scoil béim ar bhia sláintiúil?

Cad é faoin bhia i gceaintín na scoile – cad é atá ann atá sláintiúil?

An bhfuil suim agat sa domhan mór?

Cad é an cineál ruda a bhfuil suim agat ann?

An gcuidíonn tú le carthanacht ar bith?

An ndéanann an scoil rudaí le cuidiú le daoine bochta?

Cad é mar a thig linn cuidiú leis an domhan mór?

Cad é mar a thig linn cuidiú le daoine bochta?

An ndéanann an scoil go leor le heolas a thabhairt do na scoláirí faoin domhan mór/faoi dhaoine bochta sa tríú domhan/faoi dhaoine bochta inár dtír féin?

Cad é mar a thig linn cuidiú leis an timpeallacht dhomhanda?

Travel and tourism

Cá háit a ndeachaigh tú ar do laethanta saoire anuraidh?

Cé a bhí leat?

Cad é mar a chuaigh tú ann?

Cá háit ar stop tú?

Cá fhad a d'fhan tú?

Cad é mar a bhí an aimsir?

Cad é a rinne tú nuair a bhí tú ar laethanta saoire?

Cad é mar a bhí an lóistín?

Cad é mar a bhí an bia?

Cad é a thaitin/nár thaitin leat?

Inis dom faoi do laethanta saoire anuraidh.

Cé acu is fearr leat – laethanta saoire le do chairde nó laethanta saoire le do theaghlach? Cad chuige?

Déan cur síos ar an áit a raibh tú ar do laethanta saoire anuraidh.

Cad é an rud is mó a thaitin leat/nár thaitin leat faoin áit?

Inis dom na rudaí a rinne tú nuair a bhí tú ar laethanta saoire.

Cá háit a rachaidh tú ar do laethanta saoire i mbliana?

Cad iad na cineálacha rudaí a ba mhaith leat a dhéanamh/a fheiceáil?

Déan cur síos ar an áit is deise dá raibh tú riamh ann.

Cé acu is fearr leat – laethanta saoire thar sáile nó laethanta saoire in Éirinn? Cad chuige?

An síleann tú go bhfuil taisteal tábhachtach?

An maith leat a bheith ag taisteal? Cad chuige?

Cad iad na rudaí a fhoghlaimíonn tú agus tú ag taisteal?

Context for Learning 3: School Life, Studies and the World of Work

My studies and school life

Cá mhéad ábhar a dhéanann tú don TGMO?
Cad iad na hábhair a dhéanann tú ar scoil?
Cad é an t-ábhar is fearr leat?
Cad chuige ar maith leat an t-ábhar sin?
Cad é an t-ábhar nach maith leat?
Cad chuige nach maith leat an t-ábhar sin?
Inis dom faoi na hábhair a dhéanann tú ar scoil.
Cad é a dhéanann ábhar ar bith suimiúil?
Cé acu is fearr leat – ábhar le measúnú rialaithe nó ábhar gan é? Cad chuige?
An bhfuil barraíocht brú ar scoláirí mar gheall ar scrúduithe?
Cad iad na hábhair a dhéanfaidh tú ar an bhliain seo chugainn? Cad chuige?
Cá bhfuil tú ar scoil?
Cad é an rang ina bhfuil tú?
Cad é an sórt scoile í?
Cad é an t-am a dtosaíonn/a gcríochnaíonn an scoil?
Cá mhéad rang a bhíonn ann gach lá?
Cá fhad a mhaireann gach rang?
Cad é mar a thagann tú ar scoil?
An bhfuil a lán rialacha sa scoil?
An aontaíonn tú leis na rialacha?
An maith leat an éide scoile?
Cad é an dath atá ar d'éide scoile?
Cad é nach maith leat faoin éide scoile?
Déan cur síos ar ghnáthlá scoile.
Cad é a dhéanann tú ag am lóin/am sosa?
Cad é an rud is mó/is lú a thaitníonn leat faoin scoil?
Déan cur síos iomlán ar an scoil.
Déan cur síos ar rialacha na scoile.
An aontaíonn tú leis na rialacha. Cad chuige?
Cad iad na háiseanna atá ar fáil sa scoil seo?
Cad é atá speisialta faoin scoil seo?
Déan cur síos ar d'éide scoile.
An síleann tú gur rud maith í an éide scoile?

Extra-curricular activities

An bhfuil tú i do bhall de chlub ar bith i ndiaidh na scoile?
An imríonn tú spórt ar bith ar scoil?
An bhfuil tú ar fhoireann na scoile?
An raibh tú riamh ar turas scoile?
Cá háit a ndeachaigh tú?
Cad é a dhéanann tú ag am lóin/am sosa/i ndiaidh na scoile?

Inis dom faoi imeachtaí/clubanna atá ann i ndiaidh na scoile.

An síleann tú go bhfuil sé tábhachtach a bheith páirteach i gclubanna, i bhfoirne agus ar eile?

Déan cur síos ar turas scoile a raibh tú air.

An síleann tú gur rud maith é don oideachas rud cosúil le turas sciála mar thuras scoile?

Part-time jobs and money management

An bhfuil post páirtaimseartha agat?

Cá háit a n-oibríonn tú?

Cá mhéad uair an chloig a oibríonn tú?

Cá mhéad airgid a fhaigheann tú?

An maith leat an obair?

Cad é a cheannaíonn tú leis an airgead?

An raibh tú ar thaithí oibre?

Cá háit a raibh tú?

Cad é a rinne tú?

Ar thaitin an obair leat?

Inis dom faoi d'obair pháirtaimseartha.

Cad é go díreach a dhéanann tú?

Inis dom faoi do thaithí oibre.

Cad é mar a chuidigh taithí oibre leat?

Déan cur síos ar lá nuair a bhí tú ar thaithí oibre.

An é do bharúil gur rud maith í obair pháirtaimseartha?

Cad chuige?

An gcuidíonn obair pháirtaimseartha le d'obair scoile nó an gcuireann se isteach uirthi?

An mbeidh post páirtaimseartha agat i rith an tsamhraidh?

Cad é a dhéanfaidh tú?

Cad iad na scileanna a fhoghlaimíonn tú má bhíonn obair pháirtaimseartha agat?

An bhfaigheann tú airgead póca?

Cá mhéad airgead póca a fhaigheann tú sa tseachtain?

Cá mhéad airgid a fhaigheann tú ó d'obair pháirtaimseartha?

Cad é mar a chaitheann tú d'airgead póca?

An gcuireann tú airgead i dtaisce?

An bhfuil cuntas bainc agat?

Cad é mar a fhoghlaimíonn tú an dóigh le hairgead a láimhseáil?

Cad é a dhéanann tú le hairgead póca a shaothrú?

Cad é mar a fhoghlaimíonn tú faoi chúrsaí airgid ar scoil?

An síleann tú gur chóir do dhéagóirí airgead a thabhairt isteach don teach má bhíonn obair pháirtaimseartha acu?

Future plans and career

Ar mhaith leat teacht ar ais ar scoil an bhliain seo chugainn?

Ar mhaith leat Ardléibhéal a dhéanamh?

Ar mhaith leat BTEC a dhéanamh?

Ar mhaith leat a dhul ar an choláiste breisoideachais?

Cad é an cúrsa a ba mhaith leat a dhéanamh?

Cad é ba mhaith leat a dhéanamh an bhliain seo chugainn?

Inis dom cad é ba mhaith leat a dhéanamh an bhliain seo chugainn agus cad chuige.

Cad chuige ar mhaith leat teacht ar ais ar scoil in ionad dul ar an choláiste?

Cad chuige ar mhaith leat dul ar an choláiste breisoideachais in ionad teacht ar ais ar scoil?

Cad chuige ar mhaith leat na hábhair sin/an cúrsa sin a dhéanamh?

Cad iad na grádanna a bheadh de dhíth ort leis sin a dhéanamh?

Ar mhaith leat dul ar an ollscoil?

Cé acu is fearr leat – dul ar an ollscoil anseo nó i dtír éigin eile?

Cad é an cineál poist a ba mhaith leat?

Cad é a bheadh ort a dhéanamh le bheith i do dhochtúir/mhúinteoir?

Do bharúil an mbeidh saol na scoile difriúil agus tú i mBliain a Sé?

Cé acu ab'fhearr leat – obair anseo nó dul ag obair thar sáile? Cad chuige?

Appendix 4

Irish Grammar and Structures

GCSE students are expected to acquire knowledge and understanding of Irish grammar during their course. The examinations will require them to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Foundation Tier

Grammar and Structures	Examples
The copula	
With masculine nouns	<i>is múinteoir Seán, ní doras é, is múinteoirí mo thuismitheoirí</i>
With feminine nouns	<i>is fuinneog í, ní bróg í, is fuinneoga iad</i>
With pronouns	<i>is múinteoir mé/tú/é/í, is múinteoirí muid, sibh, iad</i>

The verb bí	
Past tense	<i>bhí, ní raibh, an raibh, nach raibh</i>
Present tense	<i>tá, níl, an bhfuil, nach bhfuil, bíonn, ní bhíonn, an mbíonn, nach mbíonn</i>
Future tense	<i>beidh, ní bheidh, an mbeidh, nach mbeidh</i>
Use as the verb 'to have'	<i>Tá leabhar agam. Níl deartháir ar bith agam.</i>

The adjective	
Its position	<i>clár bán, buachaill ard</i>
Agreement	<i>clár bán, fuinneog bhán, fuinneoga móra</i>
Verbal adjective	<i>briste, críochnaithe</i>
Comparative	<i>níos airde, níos sine, níos óige</i>
Superlative	<i>an duine is óige, an t-ábhar is fearr</i>
Demonstrative adjective	<i>sin, seo, úd</i>
Possessive adjective	<i>mo, do, a, a, ár, bhur, a</i>

The definite article	
Effect on masculine nouns	<i>an fear, an clár, an t-am, an t-ainm</i>
Effect on feminine nouns	<i>an bhean, an fhuinneog, an aimsir</i>
Plural form and effects	<i>na fuinneoga, na hainmhithe</i>

Grammar and Structures	Examples
Prepositions	
Simple prepositions plus noun	<i>ag bean, as Doire, go Béal Feirste, le Máire, ar thábla, do Sheán, faoi bhosca</i>
Simple preposition plus definite article	<i>ag an, ar an, leis an, sa, faoin, don, as an, ón, chuig an</i>
Conjugated prepositions	<i>ar, ag, le, do, as, ó, chuig, faoi</i>

Verbal nouns	
Verbal noun with <i>bí</i>	<i>bí ag caint</i>
Verbal noun with direct object	<i>is maith liom peil a imirt</i>
Verbs of state	<i>i mo sheasamh</i>
As infinitive	<i>tiomáint, déanamh, bailiú ...</i>

Verbs: regular and irregular	
Imperative	<i>tóg/tógaigí</i>
Present tense	<i>tógaim ...</i>
Past tense	<i>thóg</i>
Future tense	<i>tógfaidh</i>

Verbal constructions	
Common infinitive	<i>Ba mhaith liom dul ...</i>
Verbs which require a preposition	<i>is liom, amharc ar, buail le, éist le ...</i>

Nouns	
Gender and plurals	<i>fuinneoga, múinteoirí, fir, mná ...</i>
Declension of commonly used nouns	<i>bean an tí, mála scoile, cluiche peile ...</i>

Clauses	
Simple purpose clauses	<i>le peil a imirt</i>
Interrogatives	<i>Cad é? Cá háit ...?</i>

Numbers	
Counting	<i>a haon, a dó</i>
Time	<i>fiche a cúig go dtí a trí, ceathrú i ndiaidh a haon</i>
Counting objects	<i>dhá mhála, seacht bpunt</i>
Personal	<i>beirt, triúr</i>
Ordinal 1–31	<i>an chéad oíche, an dara lá</i>

Higher Tier

All grammar and structures listed for Foundation Tier, as well as:

Grammar and Structures	Examples
The copula	
Present and conditional with prepositional pronoun	<i>Ba mhaith le ... Is ceart duit ...</i>
The adjective	
Its position relative to nouns	<i>an fear mór, an bhean bheag ...</i>
Pronouns	
Single and plural possessive	<i>mo, do, a, a, ár, bhur, a</i>
Subjective	<i>mé, tú, sé, sí, muid, sibh, siad</i>
Objective	<i>mé, thú, é, í, muid/sinn, sibh, iad</i>
Verbs: regular and irregular	
Conditional (R)	<i>cheannóinn, thógfadh sé ...</i>
Indirect speech with imperative (R)	<i>Dúirt sé liom an obair a dhéanamh.</i>
Autonomous (R)	<i>rugadh, tógadh, déantar, thóghfar</i>
Prepositions	
Common compound prepositions	<i>i rith, i ndiaidh, faoi choinne ...</i>

Appendix 5

Irish Core Minimum Vocabulary List

Context for Learning 1: Identity, Lifestyle and Culture

Myself, my family, relationships and choices

Mé féin agus mo theaghlach

abairt
 ach
 ádh [m]
 áfach
 ag
 agus
 Aibreán [m], mí Aibreáin
 aiféala [m]
 ainm [m]
 aintín
 aithne
 amháin
 an-
 an Aoine
 an Chéadaoin
 an Domhnach [m]
 an Luan [m]
 an Mháirt
 an Satharn [m]
 argóint
 athair [m]
 bábóg
 baintreach/baintreach fir
 Bealtaine, mí na Bealtaine
 bean
 bean an tí
 bean chéile
 beannacht
 beart [m]
 beo
 bhuel
 bliain
 breith
 breithlá, lá breithe [m]
 brionglóid
 buachaill, gasúr [m]
 cá mhéad?
 cad (é)?
 cad chuige?, cén fáth?
 cailín [m], girseach

Myself and my family

sentence, phrase
 but
 luck
 however
 at
 and
 April
 regret
 name
 aunt
 acquaintance
 one, only
 very, great
 Friday
 Wednesday
 Sunday
 Monday
 Tuesday
 Saturday
 argument
 father
 doll
 widow/widower
 May
 woman
 housewife
 wife
 blessing
 parcel, bundle
 alive
 well
 year
 birth
 birthday
 dream
 boy, boyfriend
 how much?, how many?
 what (is it)?
 why?
 girl, girlfriend

caint	speech, talk
cara [m]	friend (male or female)
céad [m]	hundred
céile [m]	partner
clann, teaghlach [m]	family
clú [m]	reputation
coitianta	common
col ceathrair [m]	cousin
comhrá [m]	conversation
cónaí [m]	residence
cóngarach	near
craic	craic, conversation
cúpla [m]	twins, couple
daid [m]	dad
dáta [m]	date
déagóir [m]	teenager
Déardaoin	Thursday
deartháir [m]	brother
deartháir céile/deirfiúr céile	brother-in-law/sister-in-law
Dé Céadaoin	on Wednesday
Dé Domhnaigh	on Sunday
Dé hAoine	on Friday
Deireadh Fómhair [m], mí Dheireadh Fómhair	October
deirfiúr	sister
Dé Luain	on Monday
Dé Máirt	on Tuesday
Dé Sathairn	on Saturday
Dia [m]	God
díomá	disappointment
duine [m]	person
duine fásta	adult
Eanáir [m], mí Eanáir	January
earrach [m]	spring
fáilte	welcome
Feabhra, mí Feabhra	February
fear [m]	man
fear an tí [m]	husband
fear céile [m]	man of the house
féasóg	beard
féin	self
fómhar [m]	autumn
gabh mo leithscéal	excuse me
gaol [m]	relationship, relation
gaolta (le)	related (to)
garmhac/gariníon	grandson/granddaughter
geimhreadh [m]	winter

i measc	among
iníon	daughter
lúil [m], mí lúil	July
lánúin	(married or engaged) couple
leanbh [m]	child
leasmhac	stepson
leasdeartháir	stepbrother
Lúnasa [m], mí Lúnasa	August
mac cleamhnais/bean mo mhic	son-in-law/daughter-in-law
mamáí	mum
marbh	dead
Márta [m]	March
máthair	mother
Meán Fómhair [m], mí Mheán Fómhair	September
Meitheamh [m], mí an Mheithimh	June
mí	month
mná	women
naíonán [m]	baby
neacht	niece
nia [m]	nephew
Nollaig (Nollaig, mí na Nollag)	Christmas (December)
páiste [m]	child
Samhain (mí na Samhna)	November
samhradh [m]	summer
seanathair, athair mór [m]	grandfather
seanmháthair, máthair mhór	grandmother
seantuismitheoir [m]	grandparent
séasúr [m], ráithe	season
tráthnóna [m]	afternoon
tuismitheoir [m]	parent
uncail [m]	uncle

Ag cur síos ar dhaoine

féith an ghrinn
fial
fionn
fionnrua
foighne
foighneach
Gael [m]
gáire, miongháire [m]
gairid
galánta
glas
glic
gorm
grá [m]

Describing people

sense of humour
generous
fair
strawberry blonde
patience
patient
Irishman, Irishwoman
laugh, smile
short
beautiful
green
clever
blue
love

gránna	ugly
greann [m]	fun
greannmhar	funny
gruaig	hair
imní	worry
ionraic	honest
iontas [m]	surprise
íseal	low
láidir	strong
leadránach	boring
leithleach	selfish
liath	grey
lofa	rotten
lúcháir	delight, joy
meáchan [m]	weight
meánaosta	middle-aged
mífhoighneach	impatient
mór	big
náire	shame
ocras [m]	hunger
óg	young
ór [m]	gold
oráiste [m]	orange
pósta	married
ramhar	fat
rua	red-haired
sámh	peaceful
samhnas [m]	disgust
sean	old
scartha	separated
singil	single
sloinne [m]	surname
spéaclaí [mpl]	glasses
spórtúil	sporty
stoda (sróine) [m]	(nose) stud
súile	eyes
tanaí	thin
tart [m]	thirst
trom	heavy
tuirse	tiredness
uasal [m]	gentleman

Briathra úsáideacha

abair (ag rá)

bí (ag bheith)

braith (ag brath) ar

buail (ag bualadh) le

caith (ag caitheamh)

cáin (ag cáineadh)

caoin (ag caoineadh)

fás (ag fás)

labhair (ag labhairt) le

pós (ag pósadh)

réitigh (ag réiteach) le

roinn (ag roinnt)

rugadh mé

tóg (ag tógáil)

Dóigheanna úsáideacha

is aoibhinn liom

is breá liom, is maith liom ... go mór

is dóigh liom go/gur

is fearr liom

is fuath liom

is grá liom

is maith liom

Na meáin shóisialta

ainm úsáideora [m]

ar líne

ar siúl

bille guthán póca, bille fón póca [m]

blag [m]

bogearraí [mpl]

caife idirlín [m]

cartús dúigh [m]

cárta SIM [m]

ceamara [m]

ceangal (Wi-Fi) [m]

cipín cuimhne [m]

clingthon [m]

cuntas (ríomhphoist) [m]

cur síos, próifíl [m]

daor

digiteach

Useful verbs

to say (saying)

to be

to depend on, to rely on (depending on, relying on)

to meet (meeting)

to wear, to smoke, to throw, to spend (wearing, smoking, throwing, spending)

to criticise (criticising)

to cry (crying)

to grow (growing)

to chat to, to speak with/to (chatting to, speaking with/to)

to marry (marrying)

to get on with (getting on with)

to share (sharing)

I was born

to lift, to build (lifting, building)

Useful constructions

I love

I enjoy, I really like

I think that

I prefer

I hate

I love

I like

Social media

username

online

happening, on

mobile phone bill

blog

software

internet café

ink cartridge

SIM card

camera

(Wi-Fi) connection

(USB) memory stick

ringtone

(email) account

profile

dear, expensive

digital

dlúthdhiosca [m]	CD
fistéip	video
fón póca, guthán póca, guthán soghluaiste [m]	mobile (phone)
fón ar chonradh [m]	contract phone
fón ar chonradh réamhíoctha [m]	prepaid phone
fóram [m]	forum
grianghraf [m]	photograph
guthán, fón, teileafón [m]	phone
idirlíon [m]	internet
íoslódáil	download
leantóir [m]	follower
leathanbhanda [m]	broadband
líonra	network
líonrú gréasán (sóisialta) [m]	(social) network(ing)
loingseoireacht satailíte [m]	satnav
luch [m], luchóg	mouse
méarchlár [m]	keyboard
nasc	link
nóta tráchta [m]	comment
nuachtán, páipéar nuachta [m]	newspaper
pasfhocal [m]	password
printéir [m]	printer
pobal [m]	community
podchraoladh [m]	podcast
raidió [m]	radio
ríomhaire [m]	computer
ríomhaire glúine [m]	laptop
ríomhaireacht	computing
ríomhphost [m]	email
saor	free
scáileán [m]	screen
scairt (ghutháin)	(phone) call
scannán [m]	film
seinnteoir DVD [m]	DVD player
seinnteoir MP3 [m]	MP3 player
seinnteoir dlúthdhioscaí [m]	CD player
seoladh ríomhphoist [m]	email address
snáithe plé [m]	discussion thread
stádas cothrom le dáta [m]	status update
suíomh (idirlín), láithreán gréasáin [m]	website
táibléad [m]	tablet
téacstheachtaireacht, teachtaireacht téacs	(text) message
teagmhálaí [m]	contact
teileafón, fón, guthán [m]	telephone
teilifís, teilifíseán	television

téip
téipthaifeadán [m]
úsáideoir (idirlín) [m]

Briathra úsáideacha

cláraigh (ag clárú)
cliceáil (ag cliceáil)
clóscríobh (ag clóscríobh)
cóipeáil (ag cóipeáil)
cuir teachtaireacht (ag cur
teachtaireachta)
déan cara (ag déanamh carad)
dóigh (ag dó)
glaoigh (ag glaoch)
íoslaghdaigh (ag íoslaghdú)
las (ag lasadh)
lean (ag leanúint)
logáil isteach/amach (ag logáil isteach/
amach)
múch (ag múchadh)
roinn (ag roinnt)
uaslódáil (ag uaslódáil)

Teicneolaíocht nua

ainm úsáideora [m]
ardghléine [m]
bille guthán póca, bille fón póca [m]
blog [m]
bogearraí [m]
caife idirlín [m]
cartús dúigh [m]
cárta SIM [m]
ceamara [m]
ceangal (Wi-Fi) [m]
cipín cuimhne [m]
cóirithe le
cuntas (ríomhphoist) [m]
daor
digiteach
dlúthdhiosca [m]
fón ar chonradh [m]
fón ar chonradh réamhíoctha [m]
fón póca, guthán póca, guthán
soghluaiste [m]
fóram [m]
grianghraf [m]
guthán, fón, teileafón [m]

tape
tape recorder
(internet) user

Useful verbs

to register (registering)
to click (clicking)
to type (typing)
to copy (copying)
to send a message (sending a message)

to friend (friending)
to burn (a disc)
to call (calling)
to minimise (minimising)
to switch on (switching on)
to follow (following)
to log in/out (logging in/out)

to switch off (switching off)
to share (sharing)
to upload (uploading)

New technology

username
HD (high definition)
mobile phone bill
blog
software
internet café
ink cartridge
SIM card
camera
(Wi-Fi) connection
(USB) memory stick
equipped with
(email) account
dear
digital
CD
contract phone
prepaid phone
mobile (phone)

forum
photograph
phone

idirlíon [m]	internet
íoslódáil	download
leathanbhanda [m]	broadband
líonrú gréasán (sóisialta) [m]	(social) network
loingseoireacht satailíte [m]	satnav
luch [m], luchóg [nf]	mouse
méarchlár [m]	keyboard
nasc	link
pasfhocal [m]	password
printéir [m]	printer
podchraoladh [m]	podcast
ríomhaire [m]	computer
ríomhaireacht	computing
ríomhaire glúine [m]	laptop
ríomhphost [m]	email
saor	free
scáileán [m]	screen
scairt (ghutháin)	call (phone call)
seinnteoir DVD [m]	DVD player
seinnteoir dlúthdhioscaí [m]	CD player
seinnteoir MP3 [m]	MP3 player
seoladh ríomhphoist	email address
suíomh (idirlín), láithreán gréasáin [m]	website
táibléad [m]	tablet
téacstheachtairacht, teachtaireacht téacs	(text) message
teagmhálaí [m]	contact
teileafón, fón, guthán [m]	telephone
teilifís, teilifiseán	television
téip, fístéip	tape, video
téipthaifeadán [m]	tape recorder
uaslódáil (ag uaslódáil)	to upload (uploading)
úsáideoir (idirlín) [m]	(internet) user

Briathra úsáideacha

cláraigh (ag clárú)
cliceáil (ag cliceáil)
clóscríobh (ag clóscríobh)
cóipeáil (ag cóipeáil)
cuir (ag cur) teachtaireacht
déan (ag déanamh) cara
dóigh (ag dó)
glaigh (ag glaigh)
íoslaghdaigh (ag íoslaghdú)
las (ag lasadh)
logáil isteach/amach (ag logáil isteach/ amach)

Useful verbs

to register (registering)
to click (clicking)
to type (typing)
to copy (copying)
to send (sending) a message
to friend (friending)
to burn (burning) (a disc)
to call (calling) (phone)
to minimise (minimising)
to switch on, to light (switching on, lighting)
to log in/out (logging in/out)

múch (ag múchadh)
 priontáil (ag priontáil)

to switch off (switching off)
 print (printing)

Caitheamh aimsire

ábalta
 abhaile
 Aifreann [m]
 airgead [m]
 áirithe
 áis
 allas [m]
 alt [m]
 am [m]
 amach
 amárach
 amharclann
 amhrán [m]
 amhránaí [m]
 aníos
 anois
 ansin
 anuas
 anuraidh
 aonach [m]
 ar dóigh
 ar dtús
 ar feadh
 ar líne
 ardán [m]
 aréir
 arís
 arú amárach
 arú inné
 bád [m]
 bainisteoir [m]
 ball [m]
 banna ceoil/grúpa ceoil [m]
 bata [m]
 bealach teilifíse [m]
 béile [m]
 bí
 bonn [m]
 bosca [m]
 bosca ceoil [m]
 bréagán [m]
 bricfeasta [m]
 buail (ag bualadh)

Free time and leisure

able, capable
 home
 Mass
 money, silver
 certainty
 facility, convenience
 sweat
 article
 time
 out
 tomorrow
 theatre
 song
 singer
 up (from below)
 now
 there, then
 down (from above)
 last year
 fair
 excellent
 at first
 during
 online
 stage
 last night
 again
 the day after tomorrow
 the day before yesterday
 boat
 manager
 organ (of body), member
 band
 stick
 TV channel
 meal
 to be
 coin
 box
 melodeon
 toy
 breakfast
 hit (hitting)

buail le (ag bualadh le)	to meet (meeting)
caife idirlín [m]	internet café
caitheamh aimsire [m]	pastime, hobby
camán [m]	hurling stick
camógaíocht	camogie
captaen [m]	captain
cartún [m]	cartoon
cead (isteach) [m]	permission (right to enter, access)
ceannaigh	to buy
ceol/rac-cheol/rapcheol/popcheol/ ceol clasaiceach [m]	music/rock/rap/pop music/classical music
ceolchoirm, coirm cheoil	concert
ceoltóir [m]	musician, singer
cic [m]	kick
cispheil	basketball
cláirnéid [m]	clarinet
clár/clár spóirt/ clár faisnéise/clár do pháistí [m]	programme, sports programme, documentary, children's programme
clárscátáil	skateboarding
cleachtadh [m]	practice, training
cluasáin, fóin chluaise [nmpl]	headphones
club na n-óg, club óige [m]	youth club
cluiche (boird) [m]	match, (board) game
codladh [m] (thar oíche)	sleep (sleepover)
coinne [m]	appointment, date
cóisir	party
comórtas [m]	competition, comparison
craobh	branch (of tree/organisation)
croshfocal [m]	crossword
cúilín [m]	point (in sport)
cúirt	court
cúl [m]	back, goal
culaith	suit, outfit, dress
cumann [m]	club
damhsa [m]	dance, dancing
deifir	hurry
deireadh (seachtaine) [m]	end (of week, weekend)
digiteach	digital
dioscó [m]	disco
dlúthdhiosca [m]	CD
drama	play
ceoldráma [m]	musical, opera
drumaí [mpl]	drums
duais	prize
dúil	desire, interest
faisean [m]	fashion

feadóg stáin, feadóg mhór	whistle, tin whistle, flute
ficheall	chess
fidil	fiddle, violin
fleá fhulachta	barbecue
fógra [m]	notice
foireann	team
fón póca, guthán póca, guthán soghluaiste [m]	mobile phone
gá [m]	need, requirement
gach	every
giotár [m]	guitar
glan (ag glanadh)	to clean (cleaning)
gléas (ceoil) [m]	musical instrument
gnách (is gnách)	usual (usually)
gnáth (de ghnáth) [m]	custom (as a rule, usually)
greannán, leabhar grinn [m]	comic
grúpa [m]	group
guth [m]	voice
guthán, fón, teileafón [m]	phone
i ndiaidh	after, past (of clock)
i rith	during
iarnáil	iron
iascaireacht	fishing
imreoir [m]	player
iománaíocht, iomáint	hurling
ith (ag ithe)	to eat (eating)
lá (laethanta saoire) [m]	day (holidays)
leabhar [m]	book
irisleabhar [m]	magazine
leabharlann	library
leadóg (thábla)	tennis (table)
léamh [m]	reading
leath	half
léitheoireacht	reading
liathróid	ball
linn snámha, poll snámha	swimming pool
líonpheil	netball
meán lae [m]	midday
meán oíche [m]	midnight
méarchlár [m]	keyboard
nuacht	news
páirc (siamsaíochta)	pitch, park (theme park)
peata [m]	pet
peil (Ghaelach)	(Gaelic) football
péinteáil	painting
pianó [m]	piano
pictiúrlann	cinema

píb (uillinne)	(uileann) pipes
raidió [m]	radio
rás [m]	race
réamhaisnéis na haimsire	weather forecast
réscáileán [m]	flat screen
rinne, damhsa [m]	dance
rothaíocht	cycling
rothar [m]	bicycle
sacar [m]	soccer
sacsafón [m]	saxophone
scáileán mór/beag [m]	big/small screen (TV)
scairt (ghutháin)	telephone call
scannán [m]	film
scannán grá/cogaidh/bleachtaireachta/ uafáis/le fotheidil [m]	love/war/detective/horror/subtitled film
scór [m]	score
seánra [m]	genre
seinm	playing (musical instrument)
seinnteoir DVD [m]	DVD player
seinnteoir MP3	MP3 player
seisiún [m]	session
seo caite, seo a chuaigh thart	last (past)
seo chugainn	next
seó cluichí [m]	game show
siamsa [m]	entertainment
slat iascaireachta, slat iascaigh	fishing rod
slua [m]	crowd
snámh [m]	swimming, swim
snúcar [m]	snooker
sobalchlár [m]	soap
sólann, ionad fóillíochta	leisure centre
spéis, suim	interest
spórt [m]	sport
sraith	series
sroich	reach
suimiúil, spésiúil	interesting
sult [m]	enjoyment, satisfaction
tacsaí [m]	taxi
táiplis bheag, táiplis mhór	draughts, backgammon
taispeántas [m]	show
teachtaireacht téacs, téacstheachtaireacht	text message
teilifís, teilifiseán [m]	television
teilifís satailíte	satellite TV
tomhas inchinne [m]	brain teaser
tóraíocht taisce	treasure hunt
traidisiúnta	traditional
tráth ceisteanna [m], tráth na gceist	quiz

trumpa [m]
tús [m]
úrscéal [m]
veidhlín [m]

Ainmhithe

asal [m]
bó
broc [m]
caora
capall [m]
cat [m]
cearc
coinín [m]
damhán alla [m]
éan [m]
gabhar [m]
hamster [m]
iasc (órga) [m]
luchóg
madadh [m]
madadh [m] caorach
muc (ghuine)
nathair nimhe [m]
pearaicít, budragár
pearóid
rón [m]
sionnach [m]
tarbh [nm]
toirtís

Siopadóireacht

airgead [m]
admháil
bairéad [m]
briseadh [m]
bríste gairid [m]
bríste géine [m]
bróga [fpl]
buataisí [mpl], bróga [fpl]
bróga reatha [nfpl]
bronntanas [m]
cárta bainc [m]
cárta creidmheasa [m]
casóg, seaicéad
cóta fearthainne [m]
crios [m]

trumpet
beginning
novel
violin

Animals

donkey
cow
badger
sheep
horse
cat
hen
rabbit
spider
bird
goat
hamster
(gold)fish
mouse
dog
sheepdog
(guinea) pig
venomous snake
budgie
parrot
seal
fox
bull
tortoise

Shopping

money, silver
receipt
cap
change
shorts
jeans
shoes
boots
trainers
present
bank card
credit card
jacket
raincoat
belt

cuaráin [mpl]
cuimhneachán [m]
culaith shnámha
cumhrán [m]
daor, costasach
éadaí [m]
earraí níocháin [mpl]
geansaí [m]
gúna [m]
hata [m]
húdaí [m]
lámhainní, miotóga [mpl]
(lár)ionad siopadóireachta [m]
leathar [m]
léine
lóis iarbhearrtha
mála [m]
mála láimhe
margadh maith [m]
nótaí [mpl]
olann
ór [m]
saor
scairf
sciorta [m]
scipéad airgid [m]
seodra [m]
síoda
siopa [m]
sladmhargadh [m]
smideadh [m]
sparán [m]
stocaí [mpl]
tiachóg
T-léine
treabhsar, bríste [m]
uaireadóir [m]

Briathra úsáideacha

abair amhrán (ag rá amhráin)
amharc ar (ag amharc ar)

athchúrsáil (ag athchúrsáil)
bailigh (ag bailiú)
bain (amach) (ag baint)

sandals
souvenir
swimming costume
perfume
expensive
clothes
toiletries
jumper
dress
hat
hoodie
gloves
shopping centre
leather
shirt
aftershave
bag
handbag
a good deal
notes
wool
gold
cheap
scarf
skirt
cash register
jewellery
silk
shop
bargain, the sales
make-up
purse
socks
wallet
T-shirt
trousers
watch

Useful verbs

to sing (singing)
to look at (looking at), to watch
(watching)
to recycle (recycling)
to collect (collecting)
to win, to take out (extract), to reach
(winning, taking out (extracting),
reaching)

bain sult as (ag baint)	to enjoy (enjoying)
bain triail as (ag baint triail as)	to try (trying)
buail (ag bualadh)	to hit (hitting)
buail (ag bualadh) le	to meet (meeting)
caill (ag cailleadh)	to lose (losing)
caith (ag caitheamh)	to wear, to throw, to smoke, to spend (wearing, throwing, smoking, spending)
ceannaigh (ag ceannach)	to buy (buying)
cláraigh (ag clárú)	to register, to enrol (enrolling)
cleacht (ag cleachtadh)	to practise (practising)
clois (ag cloisteáil)	to hear (hearing)
cluín (ag cluinstitín)	to hear (hearing)
codail (ag codladh)	to sleep
cóirigh	to arrange, dress (equipment)
cóirigh an leaba	to make the bed
cóirigh an seomra	to tidy the room
creid (ag creidiúint)	to believe (believing)
cuardaigh (ag cuardach)	to search (searching)
cuidigh (le) (ag cuidiú)	to help (helping)
cuir in áirithe (ag cur in áirithe)	to book, to reserve (booking, reserving)
ag cur allais	sweating
críochnaigh (ag críochnú)	to finish (finishing)
damhsaigh (ag damhsa)	to dance (dancing)
druid (ag druidim)/dún (ag dúnadh)	to close (closing)
dúisigh (ag dúiseacht), múscail (ag múscailt)	to wake (waking)
éirigh (ag éirí)	to get up (getting up)
éirigh as (ag éirí as)	to give up (giving up)
éirigh le (ag éirí le)	to succeed (succeeding)
éist (le) (ag éisteacht)	to listen (to) (listening)
fág (ag fágáil)	to leave (leaving)
fan (le) (ag fanacht)	to wait, to stay (with) (waiting, staying (with))
féach (ag féachaint)	to look (looking)
feic (ag feiceáil)	to see (seeing)
imir (ag imirt)	to play (playing)
léigh (ag léamh)	to read (reading)
léim (ag léim)	to jump (jumping)
lig scíth (ag ligint scíth)	to relax (relaxing)
nigh (ag ní)	to wash (washing)
ól (ag ól)	to drink (drinking)
péinteáil (ag péinteáil)	to paint (painting)
reáchtáil (ag reáchtáil)	to run, to organise (running, organising)
rith (ag rith)	to run (running)
socraigh (ag socrú)	to settle, to decide (settling, deciding)
stop (ag stopadh)	to stop (stopping)

tabhair cuairt ar (ag tabhairt cuairte ar)
tabhair cuireadh (ag tabhairt cuiridh)
taitin (le) (ag taitneamh)
tar (ag teacht)
tarraing (ag tarraingt)
téigh a chodladh (ag dul a chodladh)
téigh a luí (ag dul a luí)
téigh amach (ag dul amach)
tosaigh (ag tosú)
triomaigh (ag triomú)

Dialann an lae

(ar) maidin
clog aláirim [m]
Dé Luain
go luath, go mall
go minic
(san) iarnóin
sa bhaile
(san) oíche
(sa) tráthnóna [m]
scuab gruaige
scuab fiacla

Briathra úsáideacha

bain éadaí de (ag baint éadaí de)
barr (ag bearradh)
críochnaigh (ag críochnú)
cuir éadaí ar (ag cur éadaí ar)
cuir éide scoile ar (ag cur éide scoile ar)

cuir smideadh ar (ag cur smideadh ar)
déan (ag déanamh)
éirigh (ag éirí)
fág an teach (ag fágáil an tí)
fág slán (ag fágáil slán)
faigh (ag fáil)
fan (ag fanacht) le
folcadh a ghlacadh, cithfholcadh a
ghlacadh
imir (ag imirt)
ith (ag ithe)
labhair (ag labhairt) le
múscail (ag múscailt)
nigh (ag ní)
oibrigh (ag obair)
ól (ag ól)

to visit (visiting)
to invite (inviting)
to please, to like (pleasing)
to come (coming)
to draw (drawing)
to go to sleep
to go to sleep
to go out (going out)
to begin (beginning)
to dry (drying)

Daily routine

(in) the morning
alarm clock
on Mondays
early, late
often
(in the) afternoon
at home
(at) night
(in the) evening
hairbrush
toothbrush

Useful verbs

to undress (undressing)
to shave (shaving)
to finish (finishing)
to get dressed (getting dressed)
to put on school uniform (putting on
school uniform)
to put on make-up (putting on make-up)
to do/make (doing/making)
to get up (getting up)
to leave the house (leaving the house)
to say goodbye (saying goodbye)
to get (getting)
to wait for (waiting for)
to take a bath (taking a bath), to take a
shower (taking a shower)
to play (playing)
to eat (eating)
to speak (speaking) to/with
to wake up (waking up)
to wash (washing)
to work (working)
to drink (drinking)

scuab fiacla/gruaig (ag scuabadh fiacla/
gruaige)
seinn (ag seinn)
siúil (ag siúl) (an madadh)
tar (ag teacht)
téigh síos staighre/a luí/
a chodladh/abhaile (ag dul síos
staighre/a luí/a chodladh/abhaile)
tosaigh (ag tosú)

to brush your teeth/hair (brushing your
teeth/hair)
to play (music) (playing)
to walk (walking) (the dog)
to come (coming)
to go downstairs/to bed/to
sleep/home (going downstairs/to
bed/to sleep/home)
to start (starting)

Nósanna, féilte agus ceiliúradh

Aifreann [m]
aintín
amharclann
an Cháisc
Aoine an Chéasta
aonach [m]
ar bís
Aspal na hÉireann [m]
bainis
bairín breac [m]
baisteadh [m]
banna ceoil [m]
bás [m]
beannacht
beart [m]
béile [m]
biachlár [m]
bialann
bláthanna [mpl]
bratach [m]
bréagán [m]
breith
breithlá, lá breithe [m]
Breithlá sona duit!, Lá breithe sona duit!
bronntanas [m]
buíochas [m]
cárta [m]
ceachtanna tiomána [mpl]
ceiliúradh [m]
ceolchoirm, coirm cheoil
ciste [m]
cluichí ríomhaire [mpl]
cnónna [mpl]
coinneal
cóisir

Customs, festivals and celebrations

Mass
aunt
theatre
Easter
Good Friday
fair
impatient (to do something)
Apostle of Ireland
wedding
barmbrack
christening
music band
death
blessing
parcel
meal
menu
restaurant
flowers
flag
toy
birth
birthday
Happy birthday!
present, gift
thanks
card
driving lessons
celebration
concert
cake
computer games
nuts
candle
party

cuir (ag cur)	put, end (putting, sending)
Daidí na Nollag [m]	Father Christmas
dearbhán [m]	voucher
deartháir [m]	brother
deirfiúr	sister
Dia [m]	God
dlúthdhiosca [m]	CD
Domhnach Cásca [m]	Easter Sunday
fáinne airgid [m]	silver ring, silver fáinne
fáinne óir [m]	gold ring, gold fáinne
fáinní cluaise [mpl]	earrings
faire, tórramh	wake
féasta [m]	feast
féile, féilte	festival, festivals
féilire [m]	calendar
fial flaithiúil	generous
fleá	festival, fleadh
fleá cheoil	music festival
gaol [m]	relationship, relation
gaolta (le)	related (to)
gealltanús pósta [m]	engagement
geansaí [m]	jumper
fón póca, guthán póca, guthán soghluaiste [m]	mobile phone
Lá Fhéile Bríde [m]	St Brigid's Day
Lá Fhéile Pádraig [m]	St Patrick's Day
Lá Fhéile Stiofáin [m]	St Stephen's Day
Lá Fhéile Vailintín [m]	St Valentine's Day
Lá na Bliana Úire [m]	New Year's Day
Lá na Máithreacha [m]	Mothers' Day
Lá na nAithreacha [m]	Fathers' Day
Lá na nAmadán [m]	All Fools' Day, April Fool's Day
Lá Nollag [m]	Christmas Day
lá saoire bainc [m]	bank holiday
leanbh [m]	child
liamhás [m]	ham
Máirt Inide	Shrove Tuesday
maróg	pudding
mí na meala	honeymoon
mórshiúl [m]	procession
mórtas [m]	pride
mosc [m]	mosque
naomh [m]	saint
Nollaig (Mí na Nollag)	Christmas (December)
nós, nósanna [mpl]	custom, customs
ócáid	occasion
Oíche Chinn Bliana	New Year's Eve

Oíche Nollag
Oíche Shamhna
paidir
Pápa [m]
paráid
pósadh [m]
pósta
sagart [m]
Samhain
seamróg
séipéal, teach pobail [m]
seodra [m]
slabhra [m]
sochraid
solas [m]
teach pobail, séipéal
tinte ealaíne [fpl]
toirtín úll [m]
tórramh [m]
turcaí [m]
uachtar [m]
uaineoil
uaireadóir [m]
ubh, uibheacha
uncail [m]
urnaí, guí

Briathra úsáideacha

déan troscadh (ag déanamh troscaidh)
faigh (ag fáil)
faigh bás (ag fáil bháis)
guigh (ag guí)
maisigh (ag maisiú)
pós (ag pósadh)
rugadh
tabhair (ag tabhairt)

Christmas Eve
Hallowe'en Night
prayer
Pope
parade
marriage
married
priest
Hallowe'en, November
shamrock
chapel
jewellery
chain
funeral
light
church
fireworks
apple tart
wake
turkey
cream
lamb
watch
egg, eggs
uncle
prayer

Useful verbs

to fast (fasting)
to get (getting)
to die (dying) (Ulster)
to pray (praying)
to decorate (decorating)
to marry (marrying)
was born
to give (giving)

Context for Learning 2: Local, National, International and Global Areas of Interest

An timpeallacht áitiúil

Mo theach

ag mo theach, sa bhaile
áiléar [m]
an chéad urlár [m]
cistin
gairdín [m]
garáiste [m]
grianán, seomra gréine [m]
halla iontrála [m]
íoslach [m]
leithreas [m]
oifig, seomra [m] staidéir
paitió [m]
seomra [m]
seomra bia [m]
seomra cithfholctha [m]
seomra fliuch [m]
seomra folctha [m]
seomra leapa [m], seomra codlata [m]
seomra suí [m]
staighre [nm]
thíos staighre
thuas staighre
urlár na talún [m]

I mo theach

adhmad [m]
báisín láimhe [m]
balla [m]
bosca, canna [m]
brat [m]
brat urláir, cairpéad [m]
cathaoir (uilleach)
cithfholcadh [m]
cófra [m]
coincréit
cuirtín [m]
cuisneoir [m]
doirteal [m] (na cistine)
doras [m]
faiche
féar [m]
forc [m]

My local environment

My house

at my house, at home
attic, loft
first floor
kitchen
garden
garage
conservatory
entrance hall
basement
toilet
office, study
patio
room
dining room
shower room
wet room
bathroom
bedroom
sitting room
stairs
downstairs
upstairs
ground floor

In my house

wood
bathroom sink
wall
box, can
rug
carpet
(arm)chair
shower
cupboard
concrete
curtain
fridge
(kitchen) sink
door
lawn
grass
fork

fuinneog	window
gloine	glass
iarann [m]	iron
leaba	bed
leabhragán [m]	bookcase
meaisín níocháin [m]	washing machine
miasniteoir, niteoir soithí [m]	dishwasher
micreathonnán [m]	microwave
oigheann [m]	oven
pláta [m]	plate
reoiteoir [m]	freezer
scáthán [m]	mirror
sceanra [m]	cutlery
scian	knife
seilf	shelf
síleáil [m]	ceiling
síos, thíos staighre [m]	down, downstairs
sorn [m]	cooker
staighre [m]	stairs
suas, thuas staighre [m]	up, upstairs
teas lárnach [m]	central heating
tolg [m]	sofa
troscán [m]	furniture
urlár [m]	floor
vardrús, almóir [m]	wardrobe

Obair an tí

an t-athchúrsáil a dhéanamh (ag déanamh athchúrsála)	to do the recycling (doing the recycling)
an bosca bruscair a chur amach (ag cur amach bosca bruscair)	to put the bin out (putting the bin out)
an chócaireacht a dhéanamh (ag déanamh chócaireachta)	to do the cooking (doing the cooking)
an gharraíodóireacht a dhéanamh (ag déanamh garraíodóireachta)	to do gardening (doing gardening)
an leaba a chóiriú (ag chóiriú na leapa)	to make the bed (making the bed)
an níochán a dhéanamh (ag déanamh níocháin)	to do the washing (doing the washing)
an smúdáil a dhéanamh (ag déanamh smúdála)	to do the ironing (doing the ironing)
an tábla a chóiriú (ag chóiriú tábla)	to set the table (setting the table)
an tábla a ghlanadh (ag glanadh tábla)	to clear the table (clearing the table)
an folúsglanadh a dhéanamh (ag déanamh folúsghlanta)	to do the vacuuming (doing the vacuuming)
glan (ag glanadh)	to clean (cleaning)
na soithí a ní (ag ní na soithí)	to wash the dishes (washing the dishes)

Household jobs

obair an tí a dhéanamh (ag déanamh obair an tí)	to do housework (doing housework)
an madadh a shiúil (ag siúl an mhadaidh)	to walk the dog (walking the dog)
slacht a chur ar ...	to tidy ...
téigh a shiopadóireacht (ag dul a shiopadóireacht)	to go shopping (going shopping)

Mo shráidbhaile/Mo bhaile agus mo cheantar

abhainn
 ainmhithe [mpl]
 an fharraige
 árasán
 bÁCús [m]
 baile [m]
 baile stairiúil [m]
 baile tionsclaíoch [m]
 baile tráchtála [m]
 baile turasóireachta [m]
 bláthanna [mpl]
 bóthar [m]
 bríomhar
 bruachbhaile [m]
 brú tráchta [m]
 caisleán [m]
 callánach
 ceantar coisithe, limistéar coisithe [m]
 cearnóg
 ceimiceoir, poitigéir [m]
 coirnéal [m]
 cois (farraige)
 comhartha bóthair [m]
 crann [m]
 banc [m]
 deilí [m]
 droichead [m]
 feirm
 foraois, coill
 gruagaire [m]
 halla an bhaile [m]
 iarsmalann
 (lár)ionad siopadóireachta [m]
 lár an bhaile
 leabharlann
 linn snámha
 margadh [m]
 oifig an phoist

My village/My town and my region

river
 animals
 the sea
 a flat
 bakery
 town
 historical town
 industrial town
 commercial town
 tourist town
 flowers
 road
 lively
 suburb
 traffic jam
 castle
 noisy
 pedestrian zone
 square
 chemist
 corner
 (sea)side
 signpost
 tree
 bank
 deli
 bridge
 farm
 forest
 hairdresser's
 town hall
 museum
 shopping centre
 town centre
 library
 swimming pool
 market
 post office

oifig (fáilte)	(tourist) office
ollmhargadh [m]	supermarket
páirceanna	fields
séipéal, teach pobail [m]	chapel
siamsaíochtaí [fpl]	amusements
siamsa [m]	entertainment
siopa búistéara [m]	butcher's
siopa císte [m]	cake shop
siopa éisc [m]	fishmonger's
siopa grósaera [m]	grocer's shop
siopa glasraí [m]	greengrocer's
siopaí [mpl]	shops
siopa ilranna [m]	department store
sléibhte [mpl]	mountains
socair, suaimhneach	calm
sólann, ionad fóillíochta	leisure centre
soilse tráchtá [mpl]	traffic lights
sráid	street
sráidbhaile [m]	village
stáisiún bus [m]	bus station
stáisiún peitрил [m]	petrol station
stáisiún traenach [m]	train station
teach [m]	house
teach leathscoite [m]	semi-detached house
teach mór [m]	a villa
teach scoite [m]	detached house
timpeallán [m]	roundabout
trá	beach
trácht [m]	traffic
tuath	countryside

Treoracha

áit éigin
ansin
ar chlé
ar dheis
an lár [m]
anseo
cóngarach do, gar do
deisceart [m]
díreach ar aghaidh
gach áit
iarthar [m]
i bhfad ó
in aice le
(i n)gach treo
i lár

Directions

somewhere
there
on the left
on the right
the centre
here
near (to)
south
straight ahead
everywhere
west
far from
next to, beside
(in) all directions
in the centre

oirthear [m]
ón taobh eile
os comhair
taobh thiar de, ar chúil
thall ansin
tuaisceart [m]

Ag taisteal thart

aerfort [m]
ar thraein
bád, ar bhád [m]
bus [m]
bus, ar bhus [m]
capall, ar chapall [m]
carr, sa charr [m]
carrchlós [m]
coisí [m]
de shiúl na gcos, ag siúl
dolabhoth
eitilt
eitleán, ar eitleán [m]
gluaisrothar, ar ghluaisrothar [m]
léarscáil, mapa [m]
moill
mótarbhealach [m]
rothar, ar rothar [m]
stad bus [m]
tacsáí, i dtacsáí [m]
taistealaí [m]
tiománaí [m]
traein (faoi thalamh)
tram, ar thram [m]
turas [m]

Ag taisteal sa charr

bonn pollta [m]
ceadúnas tiomána [m]
coscáin [mpl]
díosal [m]
peitreal [m]
roth [m]
roth stiúrtha [m]
solas dearg [m]

east
from the other side
in front of, opposite
behind
over there
north

Getting around

airport
by train
boat, by boat
bus
bus, by bus
horse, by horse
car, by car
car park
pedestrian
on foot, walking
toll booth
flight
plane, by plane
motorbike, by motorbike
map
delay
motorway
bike, by bike
bus stop
taxi, by taxi
traveller
motorist
(underground) train
tram, by tram
journey

Travelling by car

flat tyre
driving licence
brakes
diesel
petrol
wheel
steering wheel
red light

Ag taisteal ar an traein

ardán [m]
 bagáiste [m]
 bealach éigeandála [m]
 cás [m]
 clár ama [m]
 eolas [m]
 oifig an bhagáiste
 oifig na dticéad
 ticéad [m]
 ticéad fillte [m]
 ticéad singil [m]
 traenacha amach
 traenacha isteach
 seomra feithimh [m]
 slí amach, bealach amach [m]
 slí isteach, bealach isteach [m]
 stáisiún traenach [m]

Briathra úsáideacha

a bheith suite
 bris síos (ag briseadh síos)
 caill (ag cailleadh)
 ceannaigh (ag ceannach)
 cuairt a thabhairt ar (ag tabhairt cuairte ar)
 cuardaigh (ag cuardach)
 dean siopadóireacht (ag deánamh siopadóireachta)
 éirigh in airde (ag éirí in airde)
 faigh, aimsigh (ag fail, ag aimsiú)
 leag duine (ag leagan duine)
 lean (ag leanúint)
 oibrigh (ag obair)
 páirceáil (ag páirceáil)
 siúil (ag siúl)
 taisme/timpiste a bheith agat
 taistil (ag taisteal)
 téigh amach (ag dul amach)
 téigh ar thuras mara/ar chrús (ag dul ar thuras mara/chrús)
 ticéad a bhailíochtú (ag bailíochtú)
 tiomáin (ag tiomáint)
 (traein, bus) a chailleadh
 tuirling (ag tuirlingt)

Travelling by train

platform
 luggage
 emergency exit
 suitcase
 timetable
 information
 left luggage office
 ticket office
 ticket
 return ticket
 single ticket
 departures
 arrivals
 waiting room
 exit
 entrance
 train station

Useful verbs

to be situated
 to break down (breaking down)
 to lose, to miss (losing, missing)
 to buy (buying)
 to visit (visiting)
 to look for (looking for)
 to do some shopping
 to take off (taking off) (plane)
 to get, to find (getting, finding)
 to run over a person (running over a person)
 to continue (continuing)
 to work (working)
 to park (parking)
 to walk (walking)
 to have an accident/crash
 to travel (travelling)
 to go out (going out)
 to go on a cruise (going on a cruise)
 to validate a ticket (validating)
 to drive (driving)
 to miss (train, bus)
 to land (landing) (plane)

An mhórthimpeallacht

An aimsir

aeráid
aimsir
aimsir bhreá
aimsir olc
ceo [m]
cith [m]
dorcha
fearthainn
fuar
gaoth
grian
grianmhar
oighear [m]
réamhaisnéis na haimsire
scamall [m]
scamallach
scáth [m]
spéir
stoirm
stoirmiúil
tais
te
teas [m]
tintreach
tirim
toirneach
tréimhsí gréine [mpl]

An timpeallacht

acmhainní [fpl]
aeráid
amhola
an Domhan [m]
an domhan [m]
ar fud an domhain
athchúrsáil [m]
báisteach/fearthainn aigéadach
bruscar [m]
ciseal ózóin [m]
cogadh [m]
crith talún
cumhacht gaoithe
dífhoraóisíú [m]
diomailt
dramhaíl (núicléach)

The wider environment

The weather

climate
weather
fine weather
bad weather
fog, mist
shower
dark, overcast
rain
cold
wind
sun
sunny
ice
weather forecast
cloud
cloudy
shade
sky
storm
stormy
humid
hot
heat
lightning
dry
thunder
sunny spells

The environment

resources
climate
crude oil
Earth
the world
worldwide
recycling
acid rain
rubbish
ozone layer
war
earthquake
wind power
deforestation
wastage
(nuclear) waste

fuinneamh núicléach [m]	nuclear energy
gás charbóin [m]	carbon gas
grianchumhacht	solar power
gual [m]	coal
iarmhairt cheaptha teasa	greenhouse effect
in-athnuaite	renewable
leictreachas [m]	electricity
peitreal [m] (gan luaidhe)	(unleaded) petrol
poll	hole
réamhaisnéis na haimsire	weather forecast
róphobalú	overpopulation
stáisiún cumhachta núicléach [m]	nuclear power station
téamh domhanda [m]	global warming
tonn	wave
truailliú [m]	pollution
úsáid	consumption

Speicis i mbaol

béar [m]
broc [m]
deilf
éan [m]
eilifint
iasc [m]
míol mór [m]
moncaí [m]
panda [m]
rón [m]
sciathán leathair [m]
sionnach [m]
síota [m]
srónbheannach
tíogar [m]

Briathra úsáideacha

a bheith dífhostaithe
caomhnaigh (ag caomhnú)
cosain (ag cosaint)
cuir amú am (ag cur amú ama)
cuir fearthainn (ag cur fearthainne)
cuir sneachta (ag cur sneachta)
déan dochar (ag déanamh dochair)
lonraigh (ag lonrú)
sioc (ag cur seaca)
truailligh (ag truailliú)

Endangered species

bear
badger
dolphin
bird
elephant
fish
whale
monkey
panda
seal
bat
fox
cheetah
rhino
tiger

Useful verbs

to be unemployed
to preserve (preserving)
to protect (protecting), safeguard (safeguarding)
to waste time (wasting time)
to rain (raining)
to snow (snowing)
to harm (harming)
to shine (shining)
frost (freezing)
to pollute (polluting)

Cúrsaí sóisialta

Bochtaineacht agus easpa dídine

daoine gan dídean [mpl]
dífhostaíocht
duine dífhostaithe [m]
duine gan dídean

Ról sa phobal

ag feabhsú
aonach [m] cístí
athraigh (ag athrú)
bailiúchán [m]
cuidigh (ag cuidiú)
déirc
duine [m] dífhostaithe
freagracht
Gorta [m]
gorta [m]
le hobair dheonach a dhéanamh
obair dheonach
réitigh (ag réiteach)
rialtas [m]
tabhair (ag tabhairt)
téigh i bhfeidhm ar (ag dul i bhfeidhm ar)
tír fhorbartha
tír i mbéal forbartha
Trócaire [m]
trócaire [m]

Iompar [m] frithshóisialta

andúileach [m]
caith (ag caitheamh) (drugaí)
creachadóireacht
deisigh (ag deisiú)
gadaíocht
gadaí [m]
goid (ag goid)
gortaigh (ag gortú)
iompar [m]
ionsaí [m]
mill (ag milleadh)
millte
robáil
scrios (ag scriosadh)
tromaíocht

Social issues

Poverty and homelessness

the homeless
unemployment
unemployed person
a homeless person

Community involvement

improving
cake sale
to change (changing)
collection
to help (helping)
charity
unemployed person
responsibility
a charity for developing countries
famine
do voluntary work
voluntary work
to resolve (resolving)
government
to give (giving)
to affect (affecting)
developed country
developing country
a charity for developing countries
mercy

Anti-social behaviour

addict
to smoke (smoking) (drugs)
vandalism
to fix, repair (fixing, repairing)
theft
thief
to steal (stealing)
to hurt (hurting), to injure (injuring)
behaviour
attack
to destroy (destroying)
spoilt, ruined
robbery
to destroy (destroying)
bullying

Sláinte agus stíl mhaireachtála

Aclaíocht/Spórt

bollaí [mpl]
 camógaíocht
 clár scátála [m]
 clársheoltóireacht
 cluiche
 cúilín [m]
 cúl [m]
 curachóireacht
 dairteanna [fpl]
 dreapadóireacht
 duine den lucht leanúna
 eangach
 eitpheil
 faoin aer
 foireann
 giomnásiam [m]
 iascaireacht
 iománaíocht
 liathróid
 linn snámha
 lúthchleasaíocht
 marcaíocht capaill
 raon (reatha) [m]
 rás [m]
 réiteoir
 rinc scátála
 rothaíocht
 rothaí [m]
 rothar sléibhe
 rothaíocht sléibhe
 scátáil
 scátáil oighir [m]
 scátáil rollála [m]
 scáta rollála [m]
 seoltóireacht
 siúl [m]
 siúlóid
 siúlóidí
 snámh [m]
 spaisteoireacht
 spórtúil
 spórt uisce [m]
 staid, staidiam
 traenáil
 tumadóireacht

Health and lifestyle

Exercise/Sport

bowls
 camogie
 skateboard
 windsurfing
 match, game
 point
 goal
 canoeing
 darts
 climbing
 fan, supporter
 net
 volleyball
 open air
 team
 gymnasium
 fishing
 hurling
 ball
 swimming pool
 athletics
 horse-riding
 (running) track
 race
 referee
 skating rink
 cycling
 cyclist
 mountain bike
 mountain biking
 skating
 ice skating
 roller skating
 roller skate
 sailing
 walk
 walk, hike, stroll
 hiker
 swimming
 (leisurely) walk
 sporty
 water sports
 stadium
 training
 diving

Bia agus deochanna

aibreog
 admháil
 alcól
 alcólach
 anann
 anlann [m]
 anraith [m]
 arán [m]
 arbhar [m]
 bachlóg Bhruiséile
 bagún
 bainne [m]
 banana
 beacán [m]
 beagán [m]
 beoir
 béile
 béile an lae
 béilí réamhdhéanta [mpl]
 bia [m]
 bia-ábhar [m]
 bia mara [m]
 bille [m]
 bosca [m]
 bricfeasta [m]
 briosca
 brioscáin phrátaí [mpl]
 brúitín [m]
 buidéal [m]
 builín [m]
 cabáiste [m]
 cáca, císte [m]
 caife [m]
 cairéad, meacan dearg [m]
 cáis
 canna [m]
 ceapaire [m]
 ciseán [m]
 cnónna [mpl]
 cócó [m]
 cóilis
 crann silíní [m]
 crúsca, pota [m]
 cúcamar [m]
 cuirín dubh [m], cuiríní dubha
 curáí [m]

Food and drink

apricot
 receipt
 alcohol
 alcoholic
 pineapple
 sauce
 soup
 bread
 cereal
 Brussels sprouts
 bacon
 milk
 banana
 mushroom
 a little
 beer
 meal
 dish of the day
 ready-made meals
 food, groceries
 food stuff, groceries
 seafood
 bill
 box
 breakfast
 biscuit
 crisps
 mashed potato
 bottle
 loaf
 cabbage
 cake
 coffee
 carrot
 cheese
 can
 sandwich
 basket
 nuts
 cocoa
 cauliflower
 cherry
 jar, pot
 cucumber
 blackcurrant, blackcurrants
 curry

cúrsa tosaigh [m]	starter
déistineach	disgusting
deoch	drink
deoch (fiosaí)	(fizzy) drink
dinnéar [m]	dinner
earraí [mpl] grósaera	groceries
fanaile [m]	vanilla
feoil	meat
fínéagar [m]	vinegar
fíon [m]	wine
fíonchaor	grape
freastalaí [m]	waiter/waitress
gairleog	garlic
glasraí	vegetables
glasraí amha [mpl]	raw vegetables
gríscín [m]	chop, cutlet
iasc [m]	fish
im	butter
iógart [m]	yoghurt
ispín [m] (griollta/friochta)	(grilled/fried) sausage
leitís	lettuce
liamhás [m]	ham
líomanáid	lemonade
líomóid	lemon
lón [m]	lunch (midday)
luibheanna [fpl]	herbs
mairteoil	beef
milseáin [mpl]	sweets
margairín [m]	margarine
mias, príomhchúrsa [m]	dish, main course
mil	honey
milseog	dessert, pudding
mustard [m]	mustard
nua, úr	fresh
núdáil [mpl]	noodles
ocras [m]	hunger
oideas [m]	recipe
oighear [m]	ice
oinniún [m]	onion
ola	oil
oráiste	orange
pancóg [m]	pancake
pasta [m]	pasta
péitseog	peach
piobar [m]	pepper (seasoning)
piorra [m]	pear
píosa [m]	a piece

píotsa [m]	pizza
piaseanna [fpl]	peas
pluma [m]	plum
pónaire	bean
práta [m]	potato
práta bruite [m]	potato (boiled)
rís	rice
rósta	roast
rósta, spóla [m]	roast, joint
rudaí milise [mpl]	sweet things
salann [m]	salt
sailéad [m]	salad
saincheird	speciality
sásta	satisfied
sceallóga [fpl]	chips
seacla [m]	shrimp
seacláid	chocolate
seadóig	grapefruit
seilide [m]	snail
seisín [m]	tip
sicín [m]	chicken
siopa grósaera	grocer's shop
siúcra [m]	sugar
slis	slice
sliseanna aráin agus im	slices of bread and butter
sneaic	snack
spionáiste [m]	spinach
spíosrach	spicy
stán [m]	tin
stéig	steak
stobhach [m]	stew
subh	jam
sú [m]	juice
sú craobh	raspberry
sú talún	strawberry
tae [m]	tea
táirgí [mpl]	products
torthaí [mpl]	fruit
tráidire [m]	tray
tráta [m]	tomato
turcaí [m]	turkey
uachtar [m]	cream
uachtar reoite [m]	ice cream
uaineoil	lamb
ubh	egg
uibheagán [m]	omelette
uisce [m]	water

úll [m]

An corp

bolg, goile [m]

ceann [m]

cluas

cos

croí [m]

droim [m]

fiacail

glúin

gualainn

inchinn

lámh

méar

scamhóg

sciathán [m]

scornach

smig

srón

súil, súile

uillinn

Ag an dochtúir/phoitigéir

béim ghréine

breoite

casacht

fiabhras [m]

fliú

greim feithide

leigheasanna

leigheas casachta [m]

níl mé go maith

oideas [m]

piolla, piollaire [m]

slaghdán [m]

tinneas [m]

tuirseach

Sláinte

alcól [m]

anoireicse

caitheamh tobac [m]

drugaí

mí-úsáid drugaí

murtall [m]

ólta

apple

The body

stomach

head

ear

foot, leg

heart

back

tooth

knee

shoulder

brain

hand, arm

finger

lungs

arm

throat

chin

nose

eye, eyes

elbow

At the doctor's/pharmacy

sunstroke

ill

cough

fever

flu

insect bite

cures

cough medicine

I'm not well

prescription

pill

cold

illness

tired

Health

alcohol

anorexia

smoking

drugs

drug abuse

obesity

drunk

Briathra úsáideacha

a bheith fuar
a bheith gortaithe
a bheith ólta
a bheith te
bain (ag baint)
blais, le blaiseadh
caith (ag caitheamh)

cócaráil (ag cócaireacht)
cuir amach/aníos (ag cur amach/aníos)
déan (ag déanamh)
déan iarracht, le hiarracht a dhéanamh
(ag déanamh iarrachta)

dinnéar a bheith ag
dreap (ag dreapadh)
drugaí a chaitheamh
dul ag siúl, dul fá choinne siúlóide
éirigh ólta (ag éirí ólta)
glac (ag glacadh)
gortaigh (ag gortú)
imir (ag imirt)
ith (ag ithe)
léim (ag léim)
le spórt a dhéanamh
lig scíth (ag ligint scíth)
lón a bheith ag
ól (ag ól)
rith (ag rith)
scátáil (ag scátáil)
seinn (ag seinm)
stop (ag stopadh)
tá ocraas ar ...
tá pian i ... , tá ... nimhneach
tá tart ar ...
tá tinneas ar ...

Taisteal agus turasóireacht

An domhan

Albain
an Afraic
an Astráil
an Bheilg
an Bhreatain Bheag
an Bhulgáir
an Chipir

Useful verbs

to feel cold
to be injured
to be drunk
to feel hot
to win (winning)
to taste
to wear, to smoke, to throw, to spend
(wearing, smoking, throwing,
spending)
to cook (cooking)
to vomit (vomiting)
to do (doing)
to try (trying)

to have dinner
to climb (climbing)
to take drugs
to have a walk, to take for a walk
to get drunk (getting drunk)
to take (taking)
to injure (injuring)
to play (playing)
to eat (eating)
to jump (jumping)
to do sport
to rest (resting)
to have lunch
to drink (drinking)
to run (running)
to skate (skating)
to play (playing (music))
to stop (stopping)
... is hungry
there's a pain in ... , ... is sore
... is thirsty
... feels sick

Travel and tourism

The world

Scotland
Africa
Australia
Belgium
Wales
Bulgaria
Cyprus

an Chróit	Croatia
an Danmhairg	Denmark
an Eastóin	Estonia
an Eilvéis	Switzerland
an Fhionlainn	Finland
an Fhrainc	France
an Ghearmáin	Germany
an Ghréig	Greece
an Iodáil	Italy
an Ísiltír	The Netherlands
an Laitvia	Latvia
an Liotuáin	Lithuania
an Ostair	Austria
an Pholainn	Poland
an Phortaingéil	Portugal
an Ríocht Aontaithe	United Kingdom
an Rómáin	Romania
an Spáinn	Spain
an tSlóivéin	Slovenia
an tSlóvaic	Slovakia
an tSualainn	Sweden
an Ungáir	Hungary
Éire, in Éirinn	Ireland, in Ireland
Lucsamburg	Luxembourg
Málta	Malta
na Stáit Aontaithe Mheiriceá [mpl]	USA
Poblacht na Seice	Czech Republic
Sasana [m]	England
tíortha [fpl]	countries

Náisiúntacht

Albanach
Breatnach
Briotanach
coimhthíoch, eachtrannach
Eilvéiseach
Éireannach
Eorpach
Francach
Gearmánach
Iodálach
Meiriceánach
Ostarach
Sasanach
Spáinneach

Nationalities

Scottish
Welsh
British
foreigner
Swiss
Irish
European
French
German
Italian
American
Austrian
English
Spanish

Laethanta saoire

árasán [m]
brú óige [m]
carbhán [m]
cois farraige
eochair
faoin tuath
láithreán campála [m]
óstán cúig réalta [m]
sa chathair
sna sléibhte
teachín [m]
teach mór [m]

Holidays

apartment
youth hostel
caravan
by the seaside
key
in the country
campsite
five-star hotel
in the city
in the mountains
cottage
villa

Context for Learning 3: School Life, Studies and the World of Work

M'obair scoile

bitheolaíocht
ceimic
ceol [m]
corpoideachas [nm], corpoiliúint [m]
dráma [m]
ealaín
eacnamaíocht
fisic
foghlaim don saol agus don obair [m]
Fraincis
Gaeilge
Gearmáinis
gleacaíocht
Iodáilis
matamaitic
nuatheangacha
ríomhaireacht
socheolaíocht
Spáinnis
stair
teagasc Críostaí [m]
teangacha iasachta
teicneolaíocht
tíreolaíocht

Saol na scoile

am lóin [m]
am sosa [m]
anseo
an seomra ranga
Ard-Fhotheastas
Ard-Ghaeilge, A2
Ard-Leibhéal
as láthair
bunscoil
bioróir [m]
cás peann luaidhe [m]
ceacht [m]
ceaintín [m]
ceannaire bliana
clár [m]
clár ama [m]
clár bán idirghníomhach

My studies

biology
chemistry
music
PE
drama
art
economics
physics
PSE, Citizenship, LLW
French
Irish
German
gymnastics
Italian
maths
modern languages
ICT
sociology
Spanish
history
RE
foreign languages
technology
geography

School life

lunchtime
break
present
the classroom
AS
A2
A level
absent
primary school
sharpener
pencil case
lesson
canteen
year head
board
timetable
interactive whiteboard

clár fógraí	notice board
cleachtadh [m]	practice
clós súgartha [m]	playground
cóipleabhar [m]	exercise book
comhairle mic léinn	student council
cór [m]	choir
deasc [m]	desk
cúntóir ranga	classroom assistant
dalta scoile/scoláire [m]	pupil
dialann obair bhaile [m]	homework diary
dorchla, pasáiste [m]	corridor
éide scoile	school uniform
feighlí scoile [m]	caretaker
filíocht	poetry
foclóir [m]	dictionary, vocabulary
foireann	team, staff
freagra [m]	answer
giomnásiam [m]	gym
halla spóirt [m]	sports hall
laethanta saoire an tsamhraidh	summer holidays
leabhar [m]	book
leabharlann	library
leas-phríomhoide	vice-principal
leathanach oibre [nm], bileog oibre	worksheet
mac léinn, scoláire [m]	student
meánscoil	secondary school
measúnú [m]	class test, assessment
múinteoir [m]	teacher
múinteoir foirme	form teacher
múinteoir ionadach [m]	supply teacher, cover teacher
níl mé maith ag	I am not good at ... (a subject)
obair bhaile	homework
obair bheirte	pair work
oideachas [m]	education
ollscoil	university
peann [m]	pen
peann feiltbhiorach [m]	felt tip
peann luaidhe [m]	pencil
príomhoide [m]	head teacher
rang	class
rialóir [m]	ruler
ríomhaire [m]	calculator
saotharlann	laboratory
scoil	school
scoil chuimsitheach	comprehensive school
scoil bhuachaillí	boys' school
scoil chailíní	girls' school

scoil bhuachaillí is chailíní, scoil mheasctha	co-ed school
scoil ghramadaí	grammar school
scoil imeasctha	integrated school
scríosán [m]	eraser
scrúdú [m]	exam
scrúdú [m]	exam
seomra na múinteoirí [m]	staffroom
seomra ríomhaireachta TFC (Teicneolaíocht Faisnéise agus Cumarsáide)	ICT suite
siosúr [m]	scissors
staidéar [m], staidéir [mpl]	study, studies
teanga	language
téarma[m]	term
TGMO	GCSE
tuairisc, tuarascáil	report
turgnamh [m]	experiment
tús na bliana [m]	start of school year

An seomra ranga

coinneáil istigh
cuir pionós ar
Ná ...!
nil cead agam
tá cead agam
tá cosc ar ...
siúil ar chlé, siúil ar dheis
scrúdú ar siúl
smacht

The classroom

detention
to punish
Do not ...!
I am not allowed
I am allowed
... is forbidden
walk on the left, walk on the right
exam in progress
discipline

Briathra úsáideacha

abair arís (ag athrá)
a bheith ábalta, a bheith ar mo chumas
a bheith faoi choinneáil
áirigh (ag áirí)
aistrigh (ag aistriú)
amharc ar (ag amharc ar)
aontaigh le (ag aontú le)
athbhreithnigh (ag athbhreithniú)
bain triail as (ag baint trialach as)
bain úsáid as (ag baint úsáide as)
bí ciúin (a bheith ciúin)
caill (ag cailleadh)
caithfidh mé

Useful verbs

to repeat a word (repeating)
to be able to
to be in detention
to calculate (calculating)
to translate (translating)
to look at (looking at)
to agree with (agreeing with)
to revise (revising)
to try (trying)
to use (using)
to keep quiet (keeping quiet)
to lose (losing)
I have to

ceachtanna a chailleadh (ag cailleadh ceachtanna)	to miss lessons (missing lessons)
ceartaigh (ag ceartú)	to correct (correcting)
cleacht (ag cleachtadh)	to practise (practising)
coinnigh istigh (ag coinneáil istigh)	to detain
críochnaigh (ag críochnú)	to finish (finishing)
cuir ceist ar (ag cur ceiste ar)	to ask a question (asking a question)
cuir pionós ar (ag cur pionóis ar)	to punish (punishing)
cuir scrúdú ar (ag cur scrúdú ar)	to examine (examining)
déan an bhliain arís (ag déanamh na bliana arís)	to repeat the year (repeating the year)
déan cleachtadh (ag déanamh cleachtaidh ar)	to practise (practising)
déan cóip de (ag déanamh cóipe de)	to copy (copying)
déan dearmad ar (ag déanamh dearmaid ar)	to forget (forgetting)
déan scrúdú (ag déanamh scrúdaithe)	to do an exam (doing an exam)
déan staidéar (ag déanamh staidéir)	to study (studying)
eagraigh (ag eagrú)	to organise (organising)
éirigh as (ag éirí as)	to drop (dropping) (a subject)
éirigh le (ag éirí le)	to succeed (succeeding)
éist le (ag éisteacht le)	to listen to (listening to)
fiafraigh de (ag fiafraí de)	to ask a question (asking a question)
foghlaim (ag foghlaim)	to learn (learning)
freagair (ag freagairt)	to answer (answering)
fuaimnigh (ag fuaimniú)	to pronounce (pronouncing)
iarr ar (ag iarraidh ar)	to ask a favour (asking a favour)
inis bréag (ag insint bréige)	to lie (telling a lie)
is féidir liom, tig liom	I can
is fuath liom	I hate
labhair le (ag labhairt le)	to speak (speaking to)
línigh (ag líniú)	to draw (drawing)
litriugh (ag litriú)	to spell (spelling)
oibrigh go dícheallach (ag obair go dícheallach)	to work hard (working hard)
oscail leabhar (ag oscailt leabhair)	open book (opening books)
pléigh (ag plé)	to discuss (discussing)
scríobh línte (ag scríobh línte)	to write lines (writing lines)
smaoinigh, síl (ag smaoineamh, ag síleadh)	to think (thinking)
spreag (ag spreagadh)	to encourage (encouraging)
tabhair aird ar (ag tabhairt airde ar)	to pay attention (paying attention)
tabhair cead do (ag tabhairt cead do)	to permit (allowing)
tabhair freagra ar (ag tabhairt freagra ar)	to reply (replying)
tá eolas agam ar	I know (facts)
teagasc, múin (ag teagasc, ag múineadh)	to teach (teaching)
téigh siar ar (ag dul siar ar)	to go back over (going back over)
teip ar (ag teip ar)	to do badly, fail (doing badly, failing)

tosaigh (ag tosú)
tuig (ag tuiscint)
ullmhaigh, déan réidh
(ag ullmhú, ag déanamh réidh)

Imeachtaí iarscoile

An Cumann Gaelach
club [m], clubanna
club ceol traidisiúnta
club díospóireachta [m]
club drámaíochta [m]
club ealaíne
club obair bhaile
club ríomhaireachta
club spóirt [m]
coláiste samhraidh [m]
cór
cúrsa Gaeltachta [m]
díospóireacht
turas oideachasúil
turas sciála
turas scoile [m]

Briathra úsáideacha

bheith ina bhall de
bheith páirteach le
tabhair cuairt ar (ag tabhairt cuairte ar)

Obair pháirtaimseartha

airgeadóir [nm]
aisling, brionglóid
agallamh [nm]
an todhchaí, an t-am atá le teacht [m]
cáilíocht, cáilíochtaí
ceannasaí [m]
coinníollacha oibre [m]
comhairleoir gairme [m]
comhghleacaí [m]
drochphá [m]
éagsúlacht
fógra [m]
fógraíocht
folúntas [m]
gnó [nm]
gnóthach
iarratas [nm]
ionad oiliúna [m]

to start (starting)
to understand (understanding)
to prepare (preparing)

Extra-curricular activities

Irish society, Irish club
club, clubs
traditional music club
debating club
drama club
art society
homework club
computer club
sports club
summer college
choir
Gaeltacht course
debate
educational trip
ski trip
school trip

Useful verbs

to be a member of
to be part of (share)
to visit (visiting)

Part-time jobs

cashier
dream
interview
future
qualification, qualifications
boss
terms of employment
careers adviser
colleague
bad pay
variety
advertisement
advertising
vacancy
business
busy
job application
training centre

litir
mian
níl an pá go maith
obair
pá maith [m], íocaíocht mhaith
post [nm]
scil, scileanna
siopa [nm]
taithí
taithí oibre
tuairim, barúil
úinéir [m]

Briathra úsáideacha

ceannaigh (ag ceannach)
cuir ... ar ceal (ag cur ... ar ceal)
cuir scairt ar (ag scairteadh ar)

déan cúrsa (ag déanamh cúrsa)
déan teagmháil le (ag déanamh
teagmhála le)
díol (ag díol)
faigh (ag fail)
fostaigh (ag fostú)
íoc (ag íoc)
líon foirm isteach (ag líonadh foirme
isteach)
oibrigh (ag obair)
roghnaigh (ag roghnú)
saothraigh (ag saothrú)
tar ar (ag teacht ar)
téigh go dtí (ag dul go dtí)

Láimhseáil airgid

agallamh
airgead póca
banc
baincéireacht ar líne
cuntas bainc
cuntas taisce
eacnamaíocht
foirm iarratais
pá

letter
ambition
it is badly paid
work
good pay
job, post
skill, skills
shop
experience
work experience
opinion, impression
owner

Useful verbs

to buy (buying)
to cancel (cancelling)
to telephone, to call (telephoning,
calling)
to do a course (doing a course)
to contact (contacting)

to sell (selling)
to get (getting)
to hire (hiring)
to pay (paying)
to fill in a form (filling in a form)

to work (working)
to choose (choosing)
to earn (money) (earning)
to find (finding)
to go to (going to)

Money management

interview
pocket money
bank
online banking
bank account
savings account
economics
application form
pay, wages

Briathra úsáideacha

caith airgead ar (ag caitheamh airgid ar)

cuir i dtaisce (ag cur i dtaisce)

saothraigh airgead (ag saothrú airgid)

Pleanáil don todhchaí agus slí bheatha

aisteoir [m]

aeróstach [m]

airgeadóir [m]

altra [m], altra fir/banaltra

ba mhaith liom bheith i mo ...

báicéir [m]

blianta scoir [fpl]

búistéir [m]

cáilíocht

céim

ceimiceoir [nm]

ceoltóir [m]

cinnte

comhdháil

cuntasóir [nm]

díoltóir [m]

dioplóma [m]

dlíodóir [nm]

dochtúir [m]

drochbhéasach, mímhúinte, dímhúinte,
borb

ealaíontóir [m]

eolas [m]

fiaclóir [m]

fear [m]/bean dóiteáin

fear poist [m], bean poist

féinmhuinín

feirmeoir [m]

freastalaí [m]

go líofa

grósaeir [m]

imní

tá imní orm

innealtóir [m]

léacht

leadrán [m], leadránach

leictreoir [m]

meicneoir [nm]

míniú [m]

Useful verbs

to spend money on (spending money on)

to save (saving)

to earn money (earning money)

Future plans and career

actor

flight attendant

cashier

nurse, male nurse/female nurse

I would like to be a ...

baker

retirement years

butcher

qualification

degree

chemist

musician

certainly

conference

accountant

salesperson

diploma

lawyer

doctor

rude

artist

knowledge

dentist

firefighter

postman

self-confidence

farmer

waiter/waitress

fluently

grocer

worry

I am worried

engineer

lecture

boredom, boring

electrician

mechanic

explanation

muintín	trust, confidence
níl na háiseanna go maith ann	it is badly equipped
obair	work
obair i mbanc	work in a bank
pluiméir [m]	plumber
póilín [m], garda [m]	policeman
poitigéir [nm]	pharmacist
printíseach	apprentice
printíseacht	apprenticeship
rinne sé le fonn é	he did it with enthusiasm
ríomhaireacht [m]	computing
ríomhchláraitheoir [m]	programmer
roinn	faculty, department
rúnaí [m]	secretary
tá áiseanna maithe ann	it is well equipped
tá barraíocht ann	it is overloaded
tá mo dheartháir ina ...	my brother is a ...
tasc [m]	task
téama [m]	theme
teastas [m]	certificate
teicneoir [m]	technician
tiománaí [nm]	driver
torthaí scrúduithe	exam results
tréitheach	gifted
tuarastal [m]	salary

Briathra úsáideacha

bain amach (ag baint amach)
beir ar (ag breith ar)
ceangail le (ag ceangal le)
cuir ar fáil (ag cur ar fáil)
cuir bac ar (ag cur baic ar)
cuir iarratas isteach ar (ag cur iarratais isteach ar)
cuir i gcuimhne (ag cur i gcuimhne)
dáil (ag dáileadh), roinn (ag roinnt)
éirigh (ag éirí)
soláthair (ag soláthar)
socraigh (ag socrú)
socraigh ar (ag socrú ar)

Aidiachtaí (coitianta)

amaideach
amaideach, seafóideach
ar dóigh
casta
ciapach

Useful verbs

to arrive (arriving)
to catch (catching)
to attach (attaching)
to make available (making available)
to prevent (preventing)
to submit an application for (submitting an application for)
to remind (reminding)
to distribute (distributing)
to become (becoming)
to deliver (delivering)
to arrange (arranging)
to decide (deciding)

Adjectives (common)

silly
ridiculous
great
complicated
annoying

cliste
corraitheach
dáiríre
daor, costasach
deas
dochreidte
foirfe
furasta
gleoite
gránna
greannmhar
lag
leadránach
tá mé dubh dóite
lúcháireach
tá lúcháir an domhain orm
mí-éifeachtach, gan mhaith
millteanach, uafásach
míthaitneamhach
múinte
nua, úr
olc, droch-
pléisiúrtha
praiticiúil
suimiúil
tá iontas orm
thar barr, ar fheabhas
úsáideach

Comparáideacha

a lán, cuid mhaith
an chuid is fearr
an ... is fearr
an chuid is mó
an ... is lú
an ... is measa
go breá
(go h)olc
go maith
is lú
níos fearr
níos lú ná
níos measa
níos mó
níos mó ná

clever
exciting
serious
dear
nice
incredible
perfect
easy
pretty
ugly
funny
weak
boring
I am fed up
delighted
I am delighted
useless
awful
unpleasant
well-behaved
new
bad
pleasant
practical
interesting
I am amazed, I am astonished
marvellous, sensational
useful

Comparatives

lots
best
the best ...
the most
the least ...
the worst ...
well
bad(ly)
good, well
less
better
less than
worse
more
more than

Cónascaigh agus naisc

ach
áfach
agus
an chéad ... eile
ansin
ar an dóigh seo
ar an taobh eile den scéal
ar scor ar bith, ar chor ar bith
ar son
ar thaobh amháin
dá bhrí sin
do
fiú
fiú ansin
fosta, chomh maith leis sin
gan amhras
ina dhiaidh sin
is léir
má
mar
mar gheall ar
mar shampla
mar sin de
nó
nuair a
nuair a, fad a
ó
san áireamh
sin
sin ráite

Laethanta, míonna, séasúir

Laethanta

an Domhnach [m]
Dé Domhnaigh
an Luan [m]
Dé Luain
an Mháirt
Dé Máirt
an Chéadaoin
Dé Céadaoin
an Déardaoin
Déardaoin
an Aoine
Dé hAoine

Conjunctions and connectives

but
however
and
the next ...
then
thus
on the other hand
however
on behalf of
on the one hand
therefore
for
even if
even then
also
without doubt
next
obviously
if
as
because of
for example
so
or
when
while
since
including
that
having said that

Days, months, seasons

Days

Sunday
on Sunday
Monday
on Monday
Tuesday
on Tuesday
Wednesday
on Wednesday
Thursday
on Thursday
Friday
on Friday

an Satharn [m]
Dé Sathairn

Saturday
on Saturday

Míonna

Eanáir [m]
mí Eanáir
Feabhra
mí Feabhra
Márta [m]
mí an Mhárta
Aibreán [m]
mí Aibreáin
Bealtaine
mí na Bealtaine
Meitheamh [m]
mí an Mheithimh
Iúil [m]
mí Iúil
Lúnasa [m]
mí Lúnasa
Meán Fómhair [m]
mí Mheán Fómhair
Deireadh Fómhair [m]
mí Dheireadh Fómhair
Samhain
mí na Samhna
Nollaig
mí na Nollag

Months

January
the month of January
February
the month of February
March
the month of March
April
the month of April
May
the month of May
June
the month of June
July
the month of July
August
the month of August
September
the month of September
October
the month of October
November
the month of November
December
the month of December

Séasúir

earrach [m]
fómhar [m]
geimhreadh [m]
samhradh [m]

Seasons

spring
autumn
winter
summer

Simleadh

bán
bándearg
buí
cearnóg
ciorcal [m]
cnódhonn, donnrua
corcra
cruinn
cruth
cruthanna
dearg

Simile

white
pink
yellow
square
circle
chestnut (hair)
purple
round
shape
shapes
red

donn
donnaíonn
dorcha
dubh
fionn
glas
gorm
leamh, leadránach
liath
oráiste
rua

Beannachtaí

ar ndóigh
bain sult as do bhéile
Breithlá sona duit!
ceart go leor
cinnte
cuidigh liom
Dia daoibh
Dia duit
Dia's Muire daoibh
Dia's Muire duit
fáilte romhaibh
fáilte romhat
feicfidh mé amárach thú
feicfidh mé thú ar ball beag
feicfidh mé thú níos moille
is mór an trua sin
le bhur dtoil
le do thoil
Nollaig Shona duit!
slán
slán abhaile
tá brón orm, tá mé buartha

Míreanna treise

an-
a lán
barraíocht
fíor-
go mór
i ndáiríre
iontach
mar sin de
measartha
rud beag

brown
light brown
dark
black
blond
green
blue
dull, boring
grey
orange
ginger, red-haired

Greetings

of course
enjoy your meal
Happy birthday!
okay
sure
help
hello (plural)
hello
hello (plural)
hello
welcome (plural)
welcome
see you tomorrow
see you soon
see you later
that is a pity
please (plural)
please
Happy Christmas!
goodbye
safe home
sorry

Intensifiers

very
a lot
too (much)
extremely
enormously
really
very
so
quite
a bit

Diúltaigh

ach, ach amháin
chan go fóill
choíche go deo
duine ar bith
níos mó
ní (present, future), níor (past)
rud ar bith

Uimhreacha – orduimhreacha agus bunuimhreacha

náid
a haon
a dó
a trí
a ceathair
a cúig
a sé
a seacht
a hocht
a naoi
a deich
a haon déag
a dó dhéag
a trí déag
a ceathair déag
a cúig déag
a sé déag
a seacht déag
a hocht déag
a naoi déag
fiche
fiche a haon
fiche a dó
fiche a trí
tríocha
tríocha a haon
tríocha a dó
daichead
daichead a haon
caoga
caoga a haon
seasca
seasca a haon
seachtó
seachtó a haon
ochtó

Negatives

only
not yet (Ulster)
never
no one, nobody
no longer, no more
not
nothing

Numbers – ordinal and cardinal

zero
one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
twenty-one
twenty-two
twenty-three
thirty
thirty-one
thirty-two
forty
forty-one
fifty
fifty-one
sixty
sixty-one
seventy
seventy-one
eighty

ochtó a haon
 nócha
 nócha a haon
 céad
 cúig chéad
 míle

eighty-one
 ninety
 ninety-one
 one hundred
 five hundred
 one thousand

an chéad
 an dara
 an tríú
 an ceathrú
 an cúigiú
 an séú
 an seachtú
 an t-ochtú
 an naoú
 an deichiú
 an t-aonú lá déag
 an fichiú
 an t-aonú ... is fiche

first
 second
 third
 fourth
 fifth
 sixth
 seventh
 eighth
 ninth
 tenth
 eleventh
 twentieth
 twenty-first

**Barúlacha – barúil
 dhearfach/dhiúltach,
 cosaint**

áfach
 ar an lámh eile, ar an taobh eile den scéal
 b'fhéidir
 cuireann sé ag gáire mé
 cuireann sé isteach orm
 dom
 go pearsanta, maidir liom féin
 ina áit sin
 is aoibhinn liom
 is breá liom
 is breá liom, is maith liom ... go mór
 is dóigh liom go/gur
 is é mo bharúil go/gur
 is fearr liom
 is fuath liom
 is grá liom
 is maith liom
 mar
 mar gheall ar
 mise ach oiread
 ní dhéanann sé difear ar bith dom
 níl suim dá laghad agam ann
 ní maith liom

**Opinions – positive/negative,
 justifications**

however
 on the other hand
 maybe
 it makes me laugh
 it annoys me
 for me
 personally
 on the contrary
 I love
 I enjoy, I really like
 I enjoy, I really like
 I think that
 in my opinion
 I prefer
 I hate
 I love
 I like
 because
 because of
 me neither
 it's all the same to me
 that doesn't interest/appeal to me
 I don't like

os a choinne sin
sílim go/gur
tá dúil agam i
tá dúil mhór agam i

Réamhfhocail

ag
ar
ar chúl
ar feadh, i rith
chuig
cóngarach do
d'ainneoin
de
de réir
do
faoi
gan
go dtí
i
idir
i lár
ina dhiaidh
in aice le
in ainneoin
in áit
in éadan
i measc
le
ó
ón
os cionn
os comhair
roimh
sa dóigh is
sa/san
taobh amuigh de
taobh leis
thar, os cionn
thart ar
trasna

on the contrary
I think that
I like
I really like

Prepositions

at
on
at the back of, behind
during
to, towards
near
in spite of
off
according
for
beneath, under
without
until, up to
in
between
in the middle
after
beside
despite
instead of
against
among
with
from
from the
above
opposite, in front of
before
in order to
in the
outside of
at the edge of, at the side of
over, above
around
across

Forainmneacha

mé
tú
sé
sí
muid
sibh
siad

Ceisteanna

An ... é?
Cad chuige?, Cén fáth?
Cad é?
Cad é an dáta?
Cad é an dath atá ar ...?
Cad é an lá é?
Cad é an t-am é?
Cad é mar?
Cad é mar a litrítear sin?
Cad é sin?
Cá fhad?
Cá háit?
Cá mhéad?
Cá mhéad atá air sin?
Carb as?
Cén t-am?
Cén uair?
Cé?
Cé acu?

An t-am – an clog, nathanna a bhaineann le ham

tá sé a haon a chlog
tá sé cúig i ndiaidh a haon
tá sé deich i ndiaidh a haon
tá sé ceathrú i ndiaidh a haon
tá sé fiche i ndiaidh a haon
tá sé fiche a cúig i ndiaidh a haon
tá sé leath i ndiaidh a haon
tá sé fiche a cúig go dtí a dó
tá sé fiche go dtí a dó
tá sé ceathrú go dtí a dó
tá sé deich go dtí a dó
tá sé cúig go dtí a dó
tá sé a dó a chlog
iarnóin
maidin

Pronouns

I/me
you
he
she
us
you (plural)
them

Questions

Is it ... ?
Why?
What?
What is the date?
What colour is ...?
What day is it?
What time is it?
How?
How is that written?
What is that?
For how long?
Where?
How many, much?
How much is that?
From where?
At what time?
When?
Who?
Which?

Time – telling the time, expressions of time

it is one o'clock
it is five past one
it is ten past one
it is a quarter past one
it is twenty past one
it is twenty-five past one
it is one thirty
it is one thirty-five
it is one forty
it is a quarter to two
it is ten minutes to two
it is five minutes to two
it is two o'clock
afternoon, evening
morning

meánlae [m]
(meán)oíche
tráthnóna [m]

midday
(mid)night
afternoon, evening

Gnáthbhriathra eile

a bheith ar intinn agat
a bheith beo (ag maireachtáil)
a bheith tinn
análaigh (ag anáilú)
athraigh (ag athrú)
bí ag súil le (ag súil le)
blais (ag blaiseadh)
bog (ag bogadh)
bris (ag briseadh)
caith (ag caitheamh)
caith airgead ar (ag caitheamh airgid ar)

caith am (ag caitheamh ama)
caith le (ag caitheamh le)
caith tobac (ag caitheamh tobac)
campáil (ag campáil)
clois (ag cloisteáil)
coinnigh (ag coinneáil)
coinnigh siar (ag coinneáil siar)
comhlíon (ag comhlíonadh)
cónaigh (ag cónaí)
cosain (ag cosaint)
cuidigh le (ag cuidiú le)
cuir in áirithe (ag cur in áirithe)
cuir in eagar (ag cur in eagar)
cuir fearthainn (ag cur fearthainne)
cuir sneachta (ag cur sneachta)
cuir téacs chuig (ag cur téacs chuig)
cum (ag cumadh)
déan comhrá (ag déanamh comhrá)
déan eagraíocht ar (ag déanamh eagraíochta ar)
dreap (ag dreapadh)
druid (ag druidim)
deisigh (ag deisiú)
eitle (ag eitilt)
fág (ag fágáil)
fág lorg ar (ag fágáil loirg ar)

faigh ar iasacht (ag fáil ar iasacht)
faigh bás (ag fáil bháis)
fill (ag filleadh)

Other common verbs

to have in mind
to be alive (living)
to be sick
to breathe (breathing)
to change (changing)
to hope (hoping)
to taste (tasting)
to move (moving)
to break (breaking)
to throw (throwing)
to spend money on (spending money on)
to spend time (spending time)
to treat (treating) (behave towards)
to smoke (smoking)
to camp (camping)
to hear (hearing)
to keep (keeping)
to hold back (holding back)
to complete (completing)
to live (living), to dwell (dwelling)
to cost (costing)
to help (helping)
to reserve (reserving)
to arrange in order (arranging in order)
to rain (raining)
to snow (snowing)
to text (texting)
to create (creating)
to chatter (chatting)
to edit (editing)

to climb (climbing)
to close (closing)
to repair (repairing)
to fly (flying)
to leave (leaving)
to leave your mark on (leaving your mark on)
to borrow (borrowing)
to die (dying) (Ulster)
to return (returning)

fógair (ag fógairt)	to declare (declaring)
fóir do (ag fóirstean do)	to suit (suiting)
frioch (ag friochadh)	to fry (frying)
fulaing (ag fulaingt)	to suffer (suffering)
gortaigh (ag gortú)	to hurt (hurting)
glac páirt i (ag glacadh páirt i)	to take part in (taking part in)
glac scíste (ag glacadh scíste)	to relax (relaxing)
imigh (ag imeacht)	to leave, depart (leaving, departing)
inis do (ag insint do)	to tell a story (telling a story)
iompair (ag iompar)	to carry (carrying)
laghdaigh (ag laghdú)	to reduce (reducing)
litrigh (ag litriú)	to spell (spelling)
mair (ag maireachtáil)	to last (lasting)
ordaigh (ag ordú)	to order (ordering)
roinn (ag roinnt)	to separate (separating)
roghnaigh (ag roghnú)	to select (selecting)
sábháil (ag sábháil)	to save (saving)
salaigh (ag salú)	mark (marking) (stain)
saothraigh (ag saothrú)	to earn (earning)
sásaigh (ag sású)	to please (pleasing)
scimeáil (ag scimeáil)	to surf (surfing) (the web)
scrios (ag scriosadh)	to delete (deleting)
seachain (ag seachaint)	to avoid (avoiding)
seiceáil (ag seiceáil)	to check (checking)
siúil (ag siúl)	to walk (walking)
stad (ag stadadh)	to stop (stopping)
surfáil (ag surfáil)	to surf (surfing) (watersport)
tabhair ar iasacht (ag tabhairt ar iasacht)	to lend (lending)
tabhair cead do (ag tabhairt cead do)	to allow (allowing)
tar ar ais (ag teacht ar ais)	to return (returning)
tarlaigh (ag tarlú)	to take place (taking place)
tar le chéile (ag teacht le chéile)	to match (matching)
téigh isteach (ag dul isteach)	to enter (entering)
tit (ag titim)	to fall (falling)
tosaigh (ag tosú)	to start (starting)
trasnaigh (ag trasnú)	to cross (crossing)

Summary of Changes since First Issue

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	6 November 2018	29	Changes to Contact details

