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An tSraith Shóisearach

Gaeilge T2 Ardleibhéal

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Track 13: Sampla A
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Track 33: Sampla C

CD2

Track 1: Sampla D
Track 11: Sampla E
Track 21: Sampla F
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Welcome to Irish at Junior Cycle

Guide to Better Grades

Higher Level

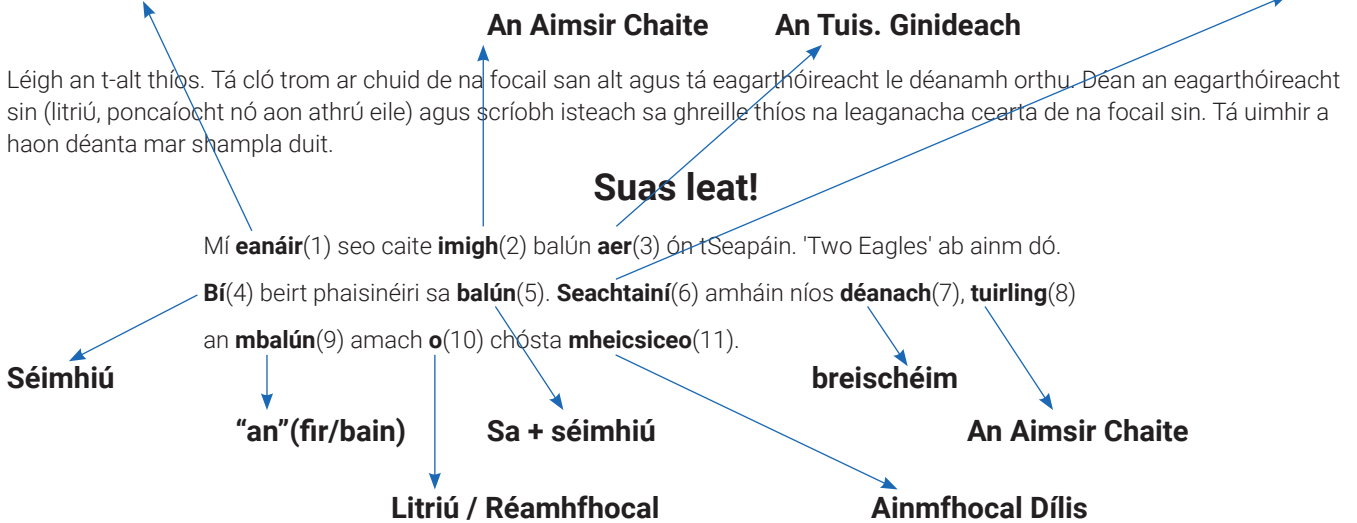
Analysis of the Applied Grammar in the Official Sample

An analysis of Ceist 7 from the official SEC sample provides you with the best insight into what level of grammar is expected of an honours student in a T2 setting. The following pages will provide you with some glance cards and hacks that will help you to unlock these marks in the exam. This will also stand to you when writing blogs, emails or if texting as Gaeilge. 70% of the changes related to the first letter of the word and the other changes relate to how the word (**in bold**) ends.

Ceist 7

Míonna / ainmfhocal dílis

Uatha / lolra



Nótaí : 7 of the grammar points relate to what happens to the first letter. If you want to write well in Irish you **MUST** learn how the grammar impacts on the first letter of the next word.

An Freagra / Solution:

1: Éanair	7: déan aí
2: D' imigh	8: Th uirling
3: aeir	9: m balún
4: Bh í	10: ó (fada)
5: bh alún	11: M heicsiceo
6: Seachtainí	





Junior Cycle guide to deal with first letter changes

Séimhiú	Urú	h:roimh ghuta / before vowels
Leis na hAidiachtaí Sealbhacha / with Possessive Adjectives /		
mo e.g mo mhála but m'úll do e.g do chistin but d'áit a(his) : a chara but a úll	ár : ár dteach / ár nAthair. bhur a (their): a mbus / a n-aintín	a (her): a huncail
Leis na réamhfhocail / with prepositions		
ar* (meaning : on a) de, do, ó, trí, roimh, idir,thar	i : e.g i mbosca but remember: in uisce	le, go: Sampla : ó am go ham.
Leis na réamhfhocail + an / with prepositions + the(singular)		
den,don ,sa But not for D,T,S e.g sa chistin but sa seomra	ag an, ar an , as an, chuig an, ón, leis an , thar an, tríd an	no change on a vowel e.g : ar an urlár.
Leis na réamhfhocail + na / Preposition + the (plural)		
Any preposition + na : puts a h in front of a vowel / h roimh ghuta e.g do na haltraí Samplaí, de na , do na , ó na , chuig na, ar na, ag na etc etc.		
Leis na hUimhreacha / with Numbers		
Bunúimhreacha + Ainmfhocail aon & dhá (no exceptions) trí, ceithre, cúig, sé Exceptions Below (bliain,ceann, seachtain,troigh) trí bliana , ceithre cinn, cúig seachtaine , sé troithe Pearsanta Beirt mhúinteoirí (not on DTS) Orduimhir An chéad mhúinteoir Not on DTS : an chéad duine	Bunúimhreacha (7–10) (no exceptions) Samplaí Seacht ndoirtéal Ocht dtrá Naoi mballa Deich bpunt ocht mbliana / gcinn / dtroithe	Bunúimhreacha (eisceachtaí) 3–6 (uair & orlach) trí huaire nó ceithre horlaí ----- Gach ordúimhir ach an chéad An dara háit an tríú huimhir an ceathrú huair an cúigiú himreoir an séú hiasc an t-ochtú hábhar etc
Ar na Briathra /on the Verbs		
Aimsir Chaite (Dearfach) Modh Coinníolach (Dearfach) Plus after the following words Níor/Ní... Ar...? Nár...? Sular... ,Cár...? ...gur.....nár...	After the following words An....? Nach...? Sula... Cá...? ...go.....nach...	Ná (negative order) Sampla : Ná habair
Leis an alt : "an/ na" / with the article "the"		
Séimhiú	Urú	H roimh ghuta
An bhean (feminine) Hata an fhir (tuiséal gin. notes)	An Tuis. Gin. Uimhir Iolra Tigh na bhfear seomra na n-altraí	Uimhir Iolra na haltraí (plural)
Ar an aidiacht / On the Adjective		
Séimhiú	Urú	
An bhean dheas (fem. Sing) Na fir dheasa (slender plural)	These rules are beyond the scope of the Junior Cycle.	
Leis an gCopail / with the Copula		
Ba / Níor / Ar...? / Nár...? Ba mhúinteoir é? Ar shaigndiúir í ?	Nóta faoi "Ba" agus an guta B'imreoir éBa = B' le guta / B'fhéarr liom (fh + guta = guta) Nóta : use Ba with (é/í & iad) e.g Ba é sin an fáth.	

Junior Cycle Profile of Achievement (JCPA)

The following pages are a student-friendly guide to the new Junior Cycle. The fundamental change from the Junior Certificate is that the terminal exam is now supported by a number of school-based assignments (CBAs) that are not based on a set of prescribed questions. Student input to the CBAs is recorded on their profile of achievement using descriptors. These are decided upon by way of a meeting of the Irish department in your school. Your teacher does not decide on the descriptor on their own. The Irish for the CBA is an Measúnú Rangbhunaithe (MRB). After the second one you will complete an in-class Assessment Task which is worth 10% of your final result.

The timetable for the CBAs and the assessment task as well as the final exams are available at the following website www.curriculumonline.ie/Junior-cycle?lang=ga-ie.

Overview of Third Year / Achoimre ar an gClár Ama sa Triú Bliain

The following four elements will be used on your JCPA document to outline your achievement in Irish.

MRB / CBA (1) Descriptor (SLAR)	MRB / CBA 2 Descriptor (SLAR)	Tasc Measúnaithe Assessment Task (AT) (SEC) (10%)	Scrúdú Deiridh Final exam SEC (90%) Variable Form)
These results combine to make your final result			
Term 1 in 3 rd Year	Term 2 in 3 rd Year	Done after MRB 2.0	June (2021)
Common	Common	Common	Honours/Ordinary
<p>3 pieces of work from the punann* are submitted for assessment</p> <p>Selection must Include</p> <p>1. A detailed analysis of a piece of literature from the Junior Cycle course</p>	<p>3 weeks preparation max</p> <p>The Task</p> <p>3 min presentation + a short Q&A</p>	<p>Time : 80 min 30 marc (may be a double or two singles)</p> <p>This is supervised written task based on your : MRB 2.0 reflections</p>	<p>2 hours</p> <p>Section A : Cluastuiscint (30 marc)</p> <p>Section B (240 marc)</p> <p>Reading tasks</p> <p>Writing tasks</p> <p>Blogs</p> <p>Letters</p>
<p>2. An audio / – visual piece.</p> <p>3. Any other piece.*</p> <p>Item 3</p> <p>Maybe analyse a second genre of literature so that you are also practising for the final exam in June.</p>	<p>Options</p> <p>Presentation / Cur i láthair</p> <p>Role-play / ról-imirt</p> <p>Dialogue / agallamh</p> <p>Stimulus Piece / Comhrá</p> <p>Nóta</p> <p>In discussion with your teacher this may be completed in pairs and small groups, but this will impact on the length of the your oral task production.</p>	<p>The AT incororates</p> <p>1. Your opinion of what you learnt from MRB 2</p> <p>2. Reflections on the development of skills used in different contexts.</p> <p>3. How MRB 2.0 affected your value system.</p>	<p>Respond to pictures etc</p> <p>Applied Grammar (See Grammar Companion)</p> <p>Numeracy</p> <p>Verbs/tenses</p> <p>Prepositions</p> <p>An Tuiseal Ginideach etc</p> <p>Literature Responses</p> <p>a) Úrscéal b) Gearrscéal c) Dráma d) Filíocht</p>

SLAR : Subject Learning and Assessment Review (the Irish Department in your School)

SEC : State Examinations Commission

The Tasc Measúnú / Assessment task is sent away for correction by the State Examinations Commission and this will form part of your final result on your JCPA document.



Note : A Concept or Abstract noun is a name of something without dimensions e.g love, darkness, hope

Pronouns

Table 1

Pronouns			
I	Mé	Mé	Me
You	Tú	Thú	You
He	Sé	É	Him
She	Sí	Í	Her
We	Sinn	Sinn	US
You	Sibh	Sibh	You
They	Siad	iad	Them

Prepositions

Table 2

Prepositions
Ag
Ar
As
Do
Le
Ó
Roimh

& Combinations

Table 1 and Table 2 Combined = Prepositional Pronouns

Person	Ending	ag	ar	as	do	le	ó	Roimh
Mé	m	Agam	Orm	Asam	dom	Liom	Uaim	Romhan
Tú	t	Agat	Ort	Asat	Duit	Leat	Uait	Romhat
Sé		Aige	Air	As	dó	Leis	Uaidh	Roimhe
Sí	i	Aici	Uirthi	Aisti	Di	Léi	Uaithi	Roimpi
Sinn	inn	Againn	Orainn	Asainn	Dúinn	Linn	Uainn	Romhainn
Sibh	ibh	Agaibh	Oraibh	Asaibh	Daoibh	Libh	Uaibh	Romhaibh
siad		acu	orthu	Astu	dóibh	Leo	uathu	rompu
		At/poss*	On	From / out of	to / for	With / owner	From / since / desire	Before / In front of

Poss = possession

Verbs + Prepositions (Phrasal Verbs)

D'éirigh liom

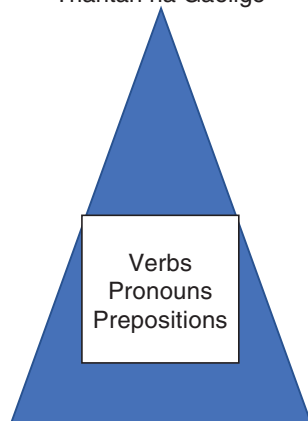
Theip orm

Bhuail mé le

Bhí orm

Bhí X agam

Triantán na Gaeilge



If you can manage the triangle of a.) VERBS b.) Pronouns and c.) Prepositions then, in the fullness of time, you will go on to own the language.

Uimhearacht sa Ghaeilge: The new Junior Cycle spec puts an emphasis on numeracy and students should know the number system well as Gaeilge. Use this glance card to sharpen up on your spellings. You may be asked to replace digits with words in section B of the final exam. If you know the numbers from one to twenty you know enough numbers for the exam. There are four line items to look at with numbers.

- 1) Maoluimhreacha: (title/identify) bus a dó / seomra a ceathair
- 2) Bunuimhreacha: (quantity) : dhá bhus / ceithre sheomra
- 3) Uimhreacha Pearsanta (people) beirt mhuinteoirí / ceathrar daltaí
- 4) Orduimhreacha (order 1st, 2nd 3rd): an dara bus / an ceathrú rang.

Maoluimhreacha	Bunuimhreacha	Uimhreacha Pearsanta	Orduimhreacha
seomra a haon	seomra (amháin)	duine / fear / bean	an chéad chloch / duine
teach a dó	dhá theach	beirt fhear	an dara huair
leathanach a trí	trí leathanach	Tríúr múinteoirí	an tríú teach
bus a ceathair	ceithre bhus	ceathrar fear	an ceathrú seomra
cabidil a cúig	cúig bhó	cúigear ban	an cúigiú háit
rang a sé	sé rang	seisear oidí	an séú huimhir
uimhir a seacht	seacht ndoirteal	seachtar múinteoirí	an seachtú múinteoir
bord a hocht	ocht dtrá	ochtar feimreoirí	an t-ochtú lá
oifig a naoi	naoi mbord	naonúr togálaithe	an naoú hoíche
seomra a deich	deich bpeann	deichniúr ban	an deichiú fear
teach a haon déag	aon teach déag	aon bhean déag	an t-aonú bhean déag
bó a dó dhéag	dhá bhó dhéag	dháréag ban	an dara bó déag

A Survival Guide to the Tuiséal Ginideach for Junior Cycle Irish.

It is essentially the word OF in English (this is a rule of thumb not an academic rule) : Possible the most famous examples is : **Bean an Tí : The Woman OF the House.** Essentially when a noun follows the word OF it will appear in the tuiséal ginideach. This is important when writing in Section B of the final paper and for the applied grammar question. Here is a table highlighting when to apply the tuiséal ginideach. This is a Junior Cycle explanation and does not cover all the finer details.

Noun OF Noun	Bean an TÍ (an teach) Fear an phoist (an post)
Ginideach iolra / plural (urú)	Cumann na mBan & Tráth na gCeist.
Ag verb NOUN	ag imirt peile (peil) ag glanadh an tí (teach) ag cur báistí (báisteach)
After Certain Prepositions timpeall, trasna cois, chun	Timpeall an tí Trasna na tíre Trasna na dTonnta (uimhir iolra) with an urú
Two-word prepositions + NOUN os comhair, i rith, le linn etc, etc	Os comhair an tí (in front of the house) I rith an tsamhraidh (samhradh) Le linn an lae (lá)
After Quantities (these are nouns) leath cuid roinnt	Leath na hoibre (obair): ½ of the work Cuid ama (am): an amount of time Roinnt airgid (aigead): a sum of money.



How to deal with Adjectives in Irish for the Junior Cycle.

	For Adjectives Ending			
	General case	-ach	-úil	guta
	Mór / Ciúin (a1)	Salach (a1)	Oifigiúil (a2)	Tanaí / buí (a3)
Masculine Nouns	an bacach deas / ciúin	an doirteal salach	an madra oifigiúil	an fear buí
Feminine Nouns	an oifig dheas / chiúin	an chistin shalach	an tsráid oifigiúil	an bhean buí
Slender Plurals (e.g Fir)	na fir dheasa / chiúine	na báid shalacha	na pinn oifigiúla	na cinn thanaí
All other plurals	na mná deasa / ciúine	na bróga salacha	na háiteanna oifigiúla	na tithe tanaí
Masculine Tuis. Ginideach	hata an fhir dheis	mac an bhacaigh shalaigh	trasna an bháid oifigiúil	áit an asail thanaí
Feminine Tuis. Ginideach	áit na boise móire	chun na scornaí salaí	timpeall na tíre oifigiúla	chun na hoifige buí

Notes About Adjectives

- 1.) The adjective in the dictionary is what goes with a masculine singular noun. e.g an fear deas
- 2.) You add a séimhiú to the noun if the noun is feminine: an bhean dheas
- 3.) If the noun is plural (cailíní / girls) then the adjective will also be in plural form: na cailíní deasa
- 4.) If the plural is slender (fir / men) then the adjective will have a séimhiú: na fir dheasa

Adjectives / Irregular Comparatives and Superlatives (often used for testing)

Bunchéim / Aidiacht	Breischéim (comparative)	Sárchéim (superlative)
Beag	Níos lú	Is lú
Mór	Níos mó	Is mó
Deacair	Níos báine	Is báine
Bán	Níos deacra	Is deacra
Te	Níos teo	Is teo
Óg	Níos óige	Is óige
Sean	Níos sine	Is sine
Buí	Níos buí	Is buí

Adjectives and the patterns / groups

1.) Glan	Níos glaine	Is glaine (standard)
2.) Dathúil	Níos dathúla	Is dathúla (-úil)
3.) Salach	Níos salaí	Is salaí (-ach)
4.) buí	níos buí	is buí (-guta)



Nota : The breischéim / sárchéim = the adiacht that you put with a feminine noun in the tuiséal ginideach singulary.



Analysis of the 11 irregular Verbs

There are 11 irregular verbs in Irish and six of these Table A use An, Nach and Ní in the Aimsir Chaite. These verbs are essential to do well in the exam. The other 5 irregular verbs (Table B) are also included in this analysis.

Table A	Positive	Question (urú)	Negative (séimhiú)
Abair	Dúirt	An ndúirt?	Ní dúirt (no séimhiú)
Bí	Bhí	An raibh?	Ní raibh
Faigh	Fuair	An bhfuair?	Ní bhfuair (urú)
Feic	Chonaic	An bhfaca?	Ní fhaca
Téigh	Chuaigh	An ndeachaigh? (dependent)	Ní dheachaigh
Déan	Rinne	An ndearna?	Ní dhearna

The Super 6 use positive particles in the past (An, Ní, Nach, Sula, go etc)

4 of these 6 verbs have unique dependent form (bí, feic, téigh, déan)

Table B	Positive	Question (urú)	Negative (séimhiú)
Beir	Rug	Ar rug?	Níor rug
Clois	Chuala	Ar chuala?	Níor chuala
Ith	D'ith	Ar ith?	Níor ith
Tabhair	Thug	Ar thug?	Níor thug
Tar	Tháinig	Ar tháinig?	Níor tháinig

Past String of Numbers: 1, 2, 4, 5, 6, 11

- 1: The verb ith is completely regular in the past
- 2: strange negatives in the past [abair (no séimhiú) + faigh (urú)]
- 4: have unique dependent forms (bí, feic, téigh, déan)
- 5: use Ar..? Níor.. Nár..? in the past (beir, clois, ith, tabhair, tar)
- 6: use present particles in the past (abair, bí, faigh, feic, téigh, dean)
- 11: There are 11 irregular verbs in Irish.

Present (11)	Positive	Question (urú)	Negative (séimhiú)
Abair	Deir	An ndeir?	Ní deir
Beir	Beireann	An mbeireann?	Ní bheireann
Bí	Tá	An bhfuil?	Níl
Clois (reg)	Cloiseann	An gcloiseann?	Ní chloiseann
Déan (reg)	Déanann	An ndéanann?	Ní dhéanann
Faigh (reg)	Faigheann	An bhfaigheann?	Ní fhaigheann
Feic (reg)	Feiceann	An bhfeiceann?	Ní fheiceann
Ith (reg)	Itheann	An itheann?	Ní itheann
Tabhair	Tugann	An dtugann?	Ní thugann
Tar	Tagann	An dtagann?	Ní thugann
Téigh (reg)	Téann	An dtéann?	Ní théann

Present String of Numbers : 0, 1, 3, 4, 7, 10, 11

- 0: None of the 11 have unique dependent forms in the present
- 1: Abair gets no negative séimhiú past or present
- 3: verbs don't get a séimhiú in the present (ní deir, níl, ní itheann)
- 4: verbs are irregular in the present (abair, bí, tabhair, tar)
- 7: verbs are regular in the present (beir, clois, déan, faigh, feic, ith, téigh)



Braithra Neamhrialta san Aimsir Fháistineach

Present (11)	Positive	Question (urú)	Negative (séimhiú)
Abair	Déarfaidh	An ndéarfaidh	Ní déarfaidh
Beir	Béarfaidh	An mbéarfaidh	Ní bhéarfaidh
Bí	Beidh	An mbeidh?	Ní bheidh
Clois (reg)	Cloisfidh	An gcloisfidh?	Ní chloisfidh
Déan (reg)	Déanfaidh	An ndéanfaidh?	Ní dhéanfaidh
Faigh	Gheobhaidh	An bhfaighidh?	Ní bhfaighidh
Feic (reg)	Feicfidh	An bhfeicfidh?	Ní bhfeicfidh
Ith	Íosfaidh	An íosfaidh?	Ní íosfaidh
Tabhair	Tabharfaidh	An dtabharfaidh?	Ní thabharfaidh
Tar	Tiocfaidh	An dtiocfaidh?	Ní thiocfaidh
Téigh	Rachaidh	An rachaidh?	Ní rachaidh



Future String of Numbers : 1, 1, 1, 3 (regulars in the future)

1. Abair no negative séimhiú (same with past and present)
1. Faigh gets an negative urú in the future (and in the past)
1. Faigh : unique independent form in the future : **G**heobhaidh
3. Clois + Déan + Feic are regular in the future

Chart of the 11 Irregular Verbs in Irish including Notes

Verb	Past	Present	Future
Abair	Dúirt (Ní dúirt)	Deir	Déarfaidh
Beir	Rug	(beireann)	Béarfaidh
Bí	Bhí (An raibh)	Tá / Níl / An bhfuil?	Beidh
Clois	Chuala	(cloiseann)	(Cloisfidh)
Déan	Rinne (Ní Dhearna)	(déanann)	(Déanfaidh)
Faigh	Fuair (Ní bhfuair) (neg urú)	(faigheann)	Gheobhaidh (Ní bhfaighidh: neg. urú)
Feic	Chonaic (Ní fhaca)	(feiceann)	(feicfidh)
Ith	(d'ith mé)	(itheann)	Íosfaidh
Tabhair	Thug	Tugann	Tabharfaidh
Tar	Tháinig	Tagann	Tiocfaidh
Téigh	Chuaigh (Ní dheachaigh)	(téann)	Rachaidh

Guide to the gender of Irish Nouns : This helps us to deal with the article “an” with the tuiseal ginideach and to deal with adjectives in Irish.

	Finishing on a Consonant						Finishing on a vowel /ín		
	Broad Nouns	Slender nouns	Nouns Ending -lann -eog / -óg	Nouns Ending -cht	Nouns Ending -ch	Nouns ending -ir (jobs)	Nouns ending -guta (jobs)	***Concrete nouns ending -ín /-guta	***Abstract nouns ending -e, -í
Inscne	Fireann	Baineann	Baineann	Meascán	Fireann (1)-aigh	Fireann	Fireann	Fireann	Baineann
Díochl	1 ^ú	2 ^ú	2 ^ú nó 3 ^ú	3 ^ú	Baineann (2 ^ú)-aí	3 ^ú	cuirtear iad seo sa 4 ^ú díochlaonadh		
	-amh	-id	-lann (2 ^ú)	Aonsiollach	gealach (b)	-úir	altra	cailín	buaine
	-án	-íl	-eog /óg(2 ^ú)	an ceacht	leathanach (f)	-óir	rúnaí	gloine	fuaire
	-ad	-il	-chan (3 ^ú)	an t-acht	girseach (b)	-eoir	tógálaí	uisce	báiní
	-adh	-ilt	Beochan	an reacht	clúdach (f)	-éir	saineolaí	tae	timpiste
	-éal	-irt	Bábóg	ilsíollach	Luimneach (f)	dochtúir	ailtire	pionta	buile
	-éar	-int	Bialann	an bheannacht	bacach (f)	saighdiúir	iascaire	beainín	comhairle
	-ún	-ic	Fuinseog	an mhacántacht	an bheach (b)	úinéir	galfaire	bosca	airde
	-úr	-in	clann	an phátrúnacht	sionnach(f)	ceoltóir	oide	guta	fliche
	-ús	-ip	leabharlann	an fhíliocht	tintreach (b)	feirmeoir	tiománaí	trócaire	gile
		-irm	duilleog	an chlisteacht	tornach (b)	imreoir	freastalaí	pota	saoire

Guidelines regarding the gender of nouns in Irish. (these are exam rules & not absolute rules)

- 90% of broad nouns are masculine (exceptions to this rule – lann / -eog / -óg / -chan)
- 90% of slender nouns are feminine (oifig, páirc, sráid, cailc, súil etc) (jobs guideline 4 are the main exception here)
- Nouns ending –cht if monosyllabic they are masculine while multisyllabic nouns here are feminine.
- Agent nouns (jobs) are masculine (an múinteoir, an t-imreoir, an siopadóir etc)
- Abstract (concept) nouns ending –e or –í are 99% feminine (saoire, timpiste, farraige, báiní etc)
- Nouns ending –ch are simply a mixed bag and need to be learned over time.
- Nationalities are masculine (Albanach, Sasanach, Francach, Éireannach)
- Languages, Countries and names of Rivers and Mountain ranges etc are feminine exception An Béarla (English)

***Note : An abstract or concept noun is a name of something without dimensions e.g love, darkness, hope
A concrete noun is something that you can see such as : a chair, a table or a cup (basically it is not abstract)

MRB 1.0 (Tuairiscín)

Learning Outcomes Relating to An Phunann Teanga / The Language Portfolio.

You should build up your folder over time – ideally this process should begin in first year and you should also maintain a reflective diary (dialann mhachnaimh) on a regular basis. Your ability to write reflections will improve if you are disciplined about keeping your dialann. A reflection sheet should be included with each of the pieces that you submit for MRB 1.0 / CBA 1.0 from your punann teanga.

What do you submit? Three pieces of work from second / third year under the following headings:

- An item based on the litríocht you have studied.
- An audio or audio visual item about a subject of your choice.
- Any third item from your punann teanga.

Crítéir Ratha / Success Criteria: The table below shows the learning outcomes for MRB 1.0 / CBA 1.0. You should consider these when selecting the punann pieces that you submit for assessment.

MRB 1. / CBA 1 Portfolio / Punann Teanga		
(Cumas Cumarsáide) Strand 1 (Communicative Competence)		
1.10 find and use authentic texts* to conduct research	1.17 communicate orally based on relevant Irish texts*	1.18 develop and defend personal opinions on relevant issues of personal interest
1.19 interact with other students/with other users of Irish (within and outside the school community)	1.24 carry out oral communication using digital technologies	1.25 create relevant texts (emails, blogs, accounts, creative texts and multi-modal texts)
Feasacht Teanga agus Chultúrtha (Strand 2) Language & Cultural Awareness		
2.2 recognise personal mistakes in speaking and writing Irish and understand the reasons for these mistakes	2.5 create a personal learning blog and record personal challenges relating to accurate use of language	
Féinfheasacht an Fhoghlaimora (Strand 3) Learner Self-Awareness		
3.1 recognise their personal learning style, and develop learning strategies in each of the skills to advance effective learning	3.3 make independent decisions as learners	3.8 use personal learning aims

***an authentic text is a piece of literature written originally in the target language i.e as Gaeilge. Therefore you should not use a translation into Irish for your Litríocht piece.**

There are four descriptors that can appear on your JCPA

Na Tuairiscíní / The Descriptors for the CBAs.

- 1.) *Thar barr ar fad / Exceptional*
- 2.) *Os cionn na n-ionchas / Above Expectations*
- 3.) *Ag teacht leis na hionchais / In line with expectations*
- 4.) *Níor chomhlíon na hionchais go fóill / Yet to reach expectations.*





Reflection Sheet / Leathanach Machnaimh

A leathanch machnaimh should be included with each one of your punann submissions.

SCOIL:	SCOLÁIRE:
ROGHNAIGH MÉ AN PÍOSA SEO MAR ...	
MACHNAMH AR MO CHUID OIBRE	
RUDAÍ A D'FHOGHLAIM MÉ FAOIN TEANGA AGUS MÉ AG TABHAIRT FAOIN TASC	GNÉ AMHÁIN A THUIGIM A GCAITHFIDH MÉ DÍRIÚ UIRTHI ANOIS:
SCOLÁIRE:	MÚINTEOIR:
	DÁTA:

MRB 2.0 (Tuairiscín)

Crítéir Ratha / Success Criteria: The table below shows the learning outcomes for MRB 2.0 / CBA 2.0. You should look at these when preparing for the Tasc Cumarsáideach.

MRB 2 / CBA 2: Tasc Cumarsáideach / Oral Communication Task		
(Cumas Cumarsáide) Strand 1 (Communicative Competence)		
1.1 understand the main messages of Irish-language communications relating to everyday life	1.10 find and use authentic texts* to conduct research 1.13 pronounce Irish words clearly and accurately	1.12 create and present oral texts by themselves and/or as part of a group demonstrating an understanding of audience
1.15 expand their own personal vocabulary for everyday things and subjects of	1.19 interact with other students/ with other users of Irish (within and outside the school community)	1.23 check, confirm and exchange information 1.28 express and explain personal opinions
Feasacht Teanga agus Chultúrtha (Strand 2) Language & Cultural Awareness		
2.2 recognise personal mistakes in speaking and writing Irish and understand the reasons for these mistakes	2.3 recognise and use language patterns such as syntax, verbs and nouns	
Féinfheasacht an Fhoghlaimora (Strand 3) Learner Self-Awareness		
3.4 carry out self-assessment on progress	3.8 use personal learning aims	

*authentic texts are not limited to the written word, but could be a movie or a song etc.

MRB 2.0: Suggestions for An Tasc Cumarsáideach / The Oral Communication Task

Cur i láthair (Presentation)	A multi-modal presentation of material relating to an area of interest. This should involve the student speaking and using some slides or props within the presentation.
Agallamh (beirt) Interview	A student assumes one of the two within an interview either asking or answering questions or indeed a student could act in both roles.
Comhrá Spreagach Stimulus Response (performance) Taispeántas	The student is discussing their thought about a stimulus which may be a piece of music, a poem, a poster or any other stimulus. This is where a student performs or reads an original work that they haven written/composed as Gaeilge.
Rólimirt (beirt) Role-Play	Students would use some props to set up a role play scenario this may relate to everyday life or students could take on the role of celebritie
MRB 2.0 will also involve some interaction (idirghníomhú) and this will happen by way of a short, informal and unscripted question and answer session at the end of your task.	

Note: This list is not exhaustive.

Note: An Comhrá Spreagach: You are allowed to respond to art works outside of Irish-language works.



An Tasc Measúnaithe (10% SEC)

Nathanna éagsúla don Tasc Measúnaithe a bhaineann leis an MACHNAMH. Here are some phrases to help with the reflection that you will need to write after you have completed MRB 2.0. It is important that you develop this skill over time by using your Dialann Mhachnaimh (Reflective Diary) on a regular basis. As the seanfhocal says “cleachtadh a dhéanann máistreacht” (practice makes perfect).

Céard a d’fhoghlaim tú?

D’fhoghlaim mé stór focal faoi chúrsaí (insert topic)

Chuir mé le mo stór focal sa Ghaeilge go ginearálta le linn an tasc seo.

Léigh mé a lán Gaeilge ar líne ag d’fhoghlaim mé faoi dhul na Gaeilge.

Tháinig mé ar chúpla suíomh idirlín nua a bhaineann leis an nGaeilge.

D’fhoghlaim mé faoin tábhacht a bhaineann leis an taighde.

Chuaigh mé i dtaithí ar rudaí nua ar an ríomhaire.

Rinne mé taighde ar mo mhuintir féin agus d’fhoghlaim mé faoi mo shinsearach.

Tá tuiscint níos fearr agam ar (insert item) anois. (e.g mo cheantar, mo scoil, stair na háite etc)

Chonaic mé leis an tasc seo nach bhfuil sé easca dom a bheith ag obair i meitheal / workgroup.

D’fhoghlaim mé an fiúntas a bhaineann leis an meitheal le linn an tasc seo.

Léigh mé rudaí faoi chúrsaí staire agus d’fhoghlaim mé faoi(n) (insert issue).

Forbairt Scileanna

Cuir an tasc seo go mór le mo chuid scileanna ríomhaireachta.

Táim i bhfad níos fearr ag clóscríobh (typing) anois.

D’fhorbair mé scileanna éisteacht a sa tasc seo.

Táim níos fearr ag coimeád taifead (record keeping) anois.

Chuir an tasc seo go mór leis an gcur amach atá agam ar (insert computer programme).

Táim in ann úsáid cheart a bhaint as an bhfoclóir anois.

Córas Luachanna

Tuigim anois nach bhfuil an t-idirlíon teoranta do na meáin shóisialta.

Tuigim anois an tábhacht a bhaineann leis an leabharlann áitiúil.

Chuir an tasc seo leis an meas atá agam do mo cheantar féin.

Fuairesas léargas ar an tábhacht a bhaineann le cairde le linn an tasc seo.

Tuigim níos fearr anois gur féidir leat aon rud ar mhaith leat a mhíniú i nGaeilge trí Ghaeilge.

Chluastuiscint : Contaetha na hÉireann



Logainmneacha na gCeantar Gaeltachta

Gaillimh <ul style="list-style-type: none"> Conamara Na hOileáin Árann Leitir Mór An Spidéal Indreabhán Carna Camus An Cheathrú Rua Ros Muc Casla 	Dún nan Gall Na Doirí Beaga Gleann Cholm Cille Gaeltacht Thír Chonaill Gaoth Dobhair Anagaire Gort a'Choirce Na Dúnaibh Na Cealla Beaga	An Mhí Ráth Chairn Áth Buí An Uaimh
Corcaigh <ul style="list-style-type: none"> Cúil Aodha Baile Bhuirne Béal Átha'n Ghaorthaidh 	Port Láirge <ul style="list-style-type: none"> An Rinn An Trá Mhór Dún Gharbhán 	Maigh Eo <ul style="list-style-type: none"> An Eachléim Ceathrú Thaidhg Tuar Mhic Éadaigh Oileán Acla
Ciarraí <ul style="list-style-type: none"> An Daingean Dún Chaoin Baile an Fheirtéaraigh Corca Dhuibhne 		

Tíreolas na Cruinne

Éire	An Eoraip
Poblacht na hÉireann	An Bheilg
Tuaisceart Éireann	An Fhrainc
Cúige Chonnacht	An Ghearmáin
Cúige Laighean	An Ísiltír
Cúige Mumhan	Lucsamburg
Cúige Uladh	An Phortaingéil
	An Pholainn
An Ríocht Aontaithe	An Spáin
Albain	
Sasana	Áiteanna Eile
An Bhreatain Bheag	Ceanada
Glaschú	Meiriceá
Londain	Na Stáit Aontaithe
Learpholl	An Astráil
	An tSín
	An tSeapáin

Strand One (Listening) Learning Outcome (1.5) recognise the dialects.

Here is guide to help you identify the canúint in the Cluastuisceint

(this may potentially arise in the section B of the paper.)

1. Canúint Chonnacht
2. Canúint na Mumhan
3. Canúint Uladh

Focail	C na Mumhan	C Chonnacht	C Uladh
table	bord	bord	tábla
also	leis	freisin	fosta
every	gach aon	chuile	achan
too much	an iomad	an iomarca	barraíocht
new	nó	nua	úr
boy	garsún	gasúr	gasúr
girl	cailín	cailín	girseach
anything	faic	tada	a dhath
dog	madra	mada	madú
difficult	deacair	deacair	doiligh
potatoe	práta	fata	préata
look	féach	breathnaigh	amharc
lovely	álainn	álainn	galánta
back	thar nais	ar ais	ar ais
hospital	óspuidéal	ospidéal	otharlann
able to	in ann	in ann	ábalta
something	rud éigin	rud éicint	rud inteacht
where?	cén áit?	cén áit?	cén áit?
		cá háit?	cá háit?
what?	cad?	céard?	goide? (cad é?)
why?	canathaobh?	tuige?	goidé an fáth?
		cén fáth?	
how?	conas?	cén chaoi?	cén dóigh?
I think	ceapaim	measaim	sílim
	is dóigh liom		chítear dom
how are you?	conas tánn tú?	cén chaoi a bhfuil tú?	goidé mar atá tú?
	conas taoi?		
I can	is féidir liom	is féidir liom	thiocfadh liom
	tá mé in ann	tá mé in ann	thig liom
I can't	ní féidir liom	ní féidir liom	ní thiocfadh liom
	níl mé in ann	níl mé in ann	ní thig liom



Comhairle don Léamhthuiscint agus na Ceistfhocail.

Things to note about the Léamhthuiscint (Reading Comprehension)

The questions may or may not include a paragraph number beside them e.g (alt 2).

Highlight the question word or instruction word and focus on the verb in the sentence.

Remember that most answers start with the verb.

If you are asked a closed question / ceist dhúnta (An, Nach, Ar, Nár..?) you answer with the verb.

If you are asked an open question / ceist oscailte (Cad, Cá etc) you must answer with a full sentence.

If you are given an simple instruction Ainmnigh / Luaigh / Breac síos, you jot down a few words.

Some instructions invite a personal response such as: Mínigh (explain), Déan cur síos (Describe).

You may be asked to identify briathra, ainmfhocail, aidiachtaí or réamhfhocail within a text.

Answer in the third person don't use mé / mo / dom or agam if talking about the person in the text. Only answer what you are asked, don't give irrelevant information as it indicates a lack of understanding.

Ceisteanna Dúnta (Yes or No)	Cén cineál?	Treoracha / Instructions
An bhfuil? Tá / Níl	Cén toradh?	Déan cur síos
An raibh ? Tá / Níl	Cén dochar?	Tabhair dhá fháth
Nach bhfaca? Chonaic / Ní fhaca	Cad a tharlóidh?	Tabhair dhá shampla
Ar bhris? Bhris / Níor bhris	Cén bhliain?	Tabhair dhá bhealach
Nár ith? D'ith / Níor	Cén saghas duine é / í?	Tabhair príomhthéama
Ceisteanna Oscailte (Open Questions)	Cén gradam?	Luaigh
Answer with a full sentence	Cár chónaigh sé / sí / iad?	Luaigh duine amháin
Cá bhfuil?	Cad atá léirithe?	Luaigh rud amháin
Cá raibh?	Cad is brí leis?	Luaigh dhá shlí
Cá mbíonn?		Luaigh dhá bhealach
Cá raibh?	Cén toradh?	Luaigh dhá ghearán
Cé?	Cén dochar?	Luaigh dhá dhrochrud
Cé leis?	Cad a tharlóidh?	Luaigh dhá athrú
Cé mhéad?	Cén bhliain?	Luaigh dhá chosúlacht
Cathain?	Cén saghas duine é / í?	Luaigh dhá thionchar
Cén fath?	Cén gradam?	Luaigh dhá shórt
Conas?	Cár chónaigh sé / sí / iad?	Luaigh dhá thréith
Cén chaoi?	Cad atá léirithe?	Ainmnigh / Breac síos
Céard?	Cén teachtaireacht?	Mínigh
Cén téama?	Cad a dúirt...?	Déan cur síos
Cén aidhm?	Cén pháirt?	Scriobh síos dhá rud
Cén t-alt?	Cad a tharla do...?	Scriobh síos dhá chúis
Cén aois?	Céard iad?	Scriobh síos dhá cheann de...
Conas atá a fhios againn	Cén chosúlacht?	Scriobh síos dhá phíosa eolais faoi
Cad?	Cén t-eolas	Scriobh síos ainm
Cén difríocht?	Cén t-ainm	Scriobh síos ainmneacha
Cén dá bhuntáiste?	Cár rugadh?	
Cén tairbhe	Cá háit?	
Cén stíl? Cén cineál?	Cad as dó / di?	
Cén uair?	Cén t-atmaisféar?	
Céard atá le feiceáil?	Cén áit?	



Seicliosta

	Leid	Notes e.g. where can you find info on this topic	Red	orange	green
Caol le caol & leathan le leathan	(i,e) / (a, o, u)				
Na Séasúr (4)	An samhradh				
Laethanta na Seachtaine (7)	An Mháirt etc				
Míonna na Bliana (12)	Eanáir / Feabhra				
LNR (never a séimhiú)	Rith mé inné				
DTS gan séimhiú	an-sásta / sa tigh				
An t-urú	mb, gc, nd etc etc				
Na ceistfhocail	Cá / Cad / Cé etc etc				
Na hábhair scoile	Corpoideachas etc				
Seomraí an tí	An chistin etc				
Baill an teaghligh	mac / iníon etc				
Logainmneacha / Placenames	An Spidéal / Éire / An Eoraip				
An Aimsir Chaite	Past				
An Aimsir Láithreach	Present				
An Aimsir Fáistineach	Future				
Briathra Neamhrialta	11 in total				
An Aimsir Láithreach (mise)	Ólaim / Ithim				
An Aimsir Láithreach (muid)	Ólaimid / Ithimid				
An Aimsir Chaite (muid)	Chuireamar				
An Aimsir Fáistineach (muid)	Ceannóimid				
An Clog	3.30 / 5.15				
Maoluimhreacha	a h aon / a dó / a trí...				
Bunimhreacha	dhá bhus				
Uimhreacha Pearsanta	beirt chairde				
Orduimhreacha	an chéad cheann				
Aidiachtaí Sealbhacha	mo / do / a / ár / bhur				
Na Forainmneacha (pronouns)	sé = he é = he / him				
Réamhfhocail (prepositions)	ar, go, as, leis an				
*Forainmneach Réamhfhoclacha**	orm / liom / dom / agam				
Tuiseal Ginideach (genitive case)	bean an tí				
Uimhir Uatha / Iorla	cara / cairde				
An Chopail	Is / Ní / An / Nach				
An Chopail (An Aimsir Chaite)	Ba / Níor / Ar / Nár				
Firinscneach	An fear / an t-asal				
Bhaininscneach	An bhean / an oifig				
Breischéim (comparative)	níos mó / níos lú				
Sárchéim (superlative)	is óige / is sine				
Treoracha	suas / thuas / anuas				

Map Your Progress!

Tick each paper as you complete it and tick the sections on each paper. Record the marks allocated per section and the recommended time.

270 marc	2 uair an chloig	SEC Páipéar Samplach	EDCO Páipéar Samplach A	EDCO Páipéar Samplach B	EDCO Páipéar Samplach C	EDCO Páipéar Samplach D	EDCO Páipéar Samplach E	EDCO Páipéar Samplach F	EDCO Páipéar Samplach G	EDCO Páipéar Samplach H
Roinn A Cluastuiscint (30 marc)										
Ceist 1										
Ceist 2										
Ceist 3										
Ceist 4										
Roinn B Léamh agus Ceapadóireacht (240 marc)										
Ceist 5										
Ceist 6										
Ceist 7										
Ceist 8										
Ceist 9										
Ceist 10										
Ceist 11										
Ceist 12 for Samples F, G and H										
Scrúdu' Críochnaithe										



Remember

- You must answer all sections.
- Pay attention to the marks allocated.
- Plan your time.
- Read instructions carefully.
- Always check back over your answers.



Junior Cycle Irish Grading System, HL/OL

Grade Range	%
Distinction	90 to 100
Higher Merit	75 but less than 90
Merit	55 but less than 75
Achieved	40 but less than 55
Partially Achieved	20 but less than 40
Not Graded	0 but less than 20

Source: State Examinations Commission, 2020.