**Introduction and units of study**

**Introduction**

This taster course is designed to teach learners some basic Irish so that they can have simple conversations in everyday situations. Useful phrases and core-vocabulary will be taught and, through these, students will learn how Irish works and how one should approach studying a language. It is based on the following principles:

* It is designed to be used in informal classes (e.g. in clubs).
* Emphasis is on spoken Irish.
* Aural and reading skills will be developed in order to help enrich oral skills.
* Written Irish and grammar will not be taught formally. Students will learn basic concepts as they come across them naturally in course material.
* The teacher’s goal should be to enthuse students about the language and to build confidence so that students can take the next step to more formal study.

**The study units**

The units below enable learners to speak Irish in common contexts, while introducing them to the study of Irish in a graded way. It is expected that the core-units (1-10) will be taught in the order laid out below. Each unit lays the foundation for the study of the next unit while introducing basic grammar in an informal but structured manner.

Each unit doesn’t necessarily have to be completed within one week. It is more important that students are comfortable with the material before moving on. Regular revisiting of key phrases and concepts is advised. Teachers can add to the units as they see fit. They can also bring in other areas of study, e.g. place-names, surnames, local history if that works for their cohort and teaching style.

After these initial units, the additional units (11-20) can be taught in whichever order the tutor deems fit for their cohort.

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| **Core Unit** | **Title** | **Extra unit** | **Title** |
| **1** | Who are you? | **11** | In the GAA club |
| **2** | Where are you from? | **12** | On the field |
| **3** | Who are your people? | **13** | Speaking at home |
| **4** | How’s the weather? | **14** | Getting around |
| **5** | Do you like…? | **15** | Making arrangements |
| **6** | What are you doing? | **16** | Describing yourself and others |
| **7** | What do you want? | **17** | Health and wellbeing |
| **8** | How do you feel? | **18** | Entertainment |
| **9** | Where did you go? | **19** | Work life |
| **10** | What do you do on…? | **20** | Shopping |

**Overview of units and learning outcomes**

**Core-units (1-10) (Nollaig/ December 2021)**

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| **Unit 1: Who are you?** | |
| **This unit relates to conversational basics** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Introduce yourself and others * Ask how someone is and reply * Use forms of courtesy * Use common Irish sounds |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 2: Where are you from?** | |
| **The unit relates to place and area of origin** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * State where you live * Say where you are originally from. * Ask others where they are from. * Understand lenition and eclipses. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 3: Who are your people?** | |
| **The unit relates to the family** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name the members of your family, including pets * Give basic information about them. * Ask about other people’s families. * Understand the verb ‘to be’ in present tense. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 4: How’s the weather?** | |
| **The relation relates to describing the weather** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Describe different types of weather. * Ask how the weather was, is and will be. * Say how the weather is in other countries. * Understand the verb ‘to be’ in the past tense. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 5: Do you like…?** | |
| **This unit relates to likes and dislikes** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Speak about your likes and dislikes. * Offer opinions on various activities * Ask others about their preferences. * Understand the ‘is maith/breá le’ structure |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 6: What are you doing?** | |
| **This unit relates to undertaking activities and pastimes** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Say what activities you are/were doing. * Name different past-times. * Ask people what they are doing. * Understand the ‘tá/bhí mé ag… structure |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 7: What do you want?** | |
| **This unit relates to visiting the shops** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name common shops. * Name everyday grocery items * Interact with a shopkeeper and ask for grocery items. * Understand the ‘is maith/breá le’ structure |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 8: How do you feel?** | |
| **This unit relates to feelings and emotions** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name a number of common ailments. * Talk about your feelings. * Ask what others are feeling. * Understand ‘Tá.. orm/ tháinig… orm structure. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 9 Where did you go?** | |
| **This unit relates to holidays** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name common holiday destinations. * Name common holiday activities. * Describe previous holiday experiences. * Understand the past tense. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 10: What do you do on…?** | |
| **This unit relates to daily routine** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name the days of the weeks. * Describe your daily routine. * Ask about the routine of others. * Understand the present tense. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

**Extra units (10-20) (Feabhra/ February 2022)**

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| **Unit 11:** In the GAA club | |
| **This unit relates to the GAA club setting** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name common areas to be found in a GAA club. * Understand common signs to be seen in GAA clubs. * Have a conversation with the bar staff. * Understand common GAA club names. * Learn simple vocabulary that could be used in meetings and club business. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 12: On the field** | |
| **This unit relates to playing sports** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name actions on the field. * Give orders on the field. * Understand orders on the field. * Understand the ‘order tense’ |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 13: Speaking at home** | |
| **This unit relates to speaking Irish in the home** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name the rooms of the house. * Describe the rooms of the house. * Talk to family members about house related issues. * Understand the ‘caithfidh tú sin a dhéanamh’ structure. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 14: Getting around** | |
| **This unit relates to directions and modes of transport** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name various public places. * Name different modes of transport. * Ask for and receive directions. * Understand suas, thuas, anuas etc.. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 15: Making arrangements** | |
| **This unit relates to dates, times and giving orders** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Names the days of the week and months of the year. * express dates and times. * Make plans and understand arrangements. * Understand numbers. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 16: Describing yourself and others** | |
| **This unit relates to describing physical attributes** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Give a physical description of yourself. * Give a physical description of others. * Ask for descriptions of others and understand them. * Understand describing words. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 17: Health and wellbeing** | |
| **This unit relates to health and lifestyle** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Describe your health. * Talk about training fitness. * Ask about others eating and training habits. * Use simple prepositions. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 18: Entertainment** | |
| **This unit relates to forms of entertainment** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name various forms of entertainment. * Talk about TV, radio and internet. * Express opinions on various social events. * Understand the ‘taitin le’ structure. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 19: Work life** | |
| **This unit relates to describing one’s place of work** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name common occupations. * Name common places of work. * Give details and ask for details about work life. * Understand the ‘is… mé’ structure. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |

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| **Unit 20: Shopping** | |
| **This unit relates to visiting various shops** | |
| **Learning outcomes** | By the end of this unit you will be able to:   * Name a wide range of shops. * Name items in those shops. * Ask for information and prices. * Further understand numbers. |
| **Support material** | * Teacher’s guide * Student’s work sheet * Audio files for each section |