SYLLABUS FOR BEGINNING IRISH 1 [IRSH 101]

FALL SEMESTER 2015

Instructors: Traolach Ó Ríordáin – traolach.oriordain@mso.umt.edu
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Office Hours: MW 1:30-3:00pm

Grading:
1. Weekly in-class examinations: aural; oral; and written – 60%
2. Class presentations – 30%
3. Final examination: written – 10%

Attendance:
An attendance roll will be kept and all students, without exception, are expected to attend all classes on time. Late arrivals will not be tolerated; if you are late without a valid reason, you may not join the class. Do not miss class. If you accrue more than four absences without valid reason, you will drop a grade. Missing four classes in succession will be taken to mean that you have dropped the class.

Why Irish?
One of the functions of Irish Studies at The University of Montana is to educate students on the Gaelic foundations of Irish and Irish-American identity and to dispel long-held notions that the Irish are fundamentally part of the English-speaking world. Their categorization under this cultural rubric originated in the Tudor period and gained increasing currency over subsequent centuries to become a part of conventional wisdom, this despite clear evidence that the core elements of Irish identity are not, in fact, of Anglo-Saxon provenance but indisputably Gaelic. The popularity of Irish music, dance and the demand for instruction in the Irish language in the United States speak clearly to this fact. The failure to recognize the fundamental importance of Irish Gaelic culture to Irish identity has led to misunderstanding and bogus interpretations of the dynamics of Irish political and cultural life. Our program addresses these issues and introduces students to the language and the culture it sustained. New perspectives on the ideological foundation of Irish Gaelic culture permits alternative interpretations of the 800 year

long battle of civilizations, the Irish revival movement, the evolution of Irish nationalist politics and the creation of the modern Irish state. Access to Irish Gaelic culture begins with the language: knowledge of the language provides an insight to the Irish Gaelic mindset and opens up the door to Irish Gaelic literature.

Objectives:

The primary objective of this course is to provide students with the foundational knowledge necessary to acquire the highest standards of fluency in written and spoken Irish. The course is taught according to the imperatives of a scientific methodology of language instruction known as *An Modh Díreach.* This pedagogical system was specifically designed to impart a spoken knowledge of Irish to students and is based on the following principles: 1) To understand and speak the language, a students must acquire a phonetic command of the language and therefore a special emphasis is placed on pronunciation throughout this course; 2) translation is discouraged and students are instructed to listen and repeat so as to develop the use of the ear as an effective tool for language acquisition; 3) good practices in language learning that not only teach the language but shows the student how to learn the language; and 4) meeting and working regularly together outside the classroom on oral and written assignments using the material from class in the manner shown by the instructor is the key to acquiring mastery of the Irish language.

Beginning Irish I introduces the students to the phonetic system of the language; it acquaints them with the proper usage of the two verbs 'to be;' familiarizes them with prepositional pronouns and their use in conjunction with the verbs 'to be,' in past, present, and future tenses; teaches them a vocabulary of over 200 words; introduces them to initial mutations as well as other peculiarities of Irish syntax and grammar. All instruction is supported by the use of songs and poems as well as conversational pieces that illustrate the proper usage of each particular aspect of language. Lessons are thematically arranged to form a graduated and integrated program so that on the completion of the course each student will be able to give an account of family, feelings and emotions, talents and abilities, residence, country of birth and nationality, occupation, food, clothes, weather, place of residence, and so forth.

LESSON PLAN WEEKS 1-5.
Week 1.

1. The Irish phonetic system: an introduction to long and short vowels.
2. Vocabulary: Basic introductions and greetings in Irish

3. Conversation 1
4. Poem: Tá capall ag Seáinín
5. Pronouns

Week 2.

1. Class test – Aural examination of material covered in week one.
2. Pronunciation guide: broad and slender vowels.
3. Introducing IS and TÁ, the two verbs to be.
4. Vocabulary: Weather and activities
5. Conversation 1
6. Poem: Tá capall ag Seáinín
7. Pronouns

Week 3.
1. Class Test – Aural examination
2. Pronunciation Guide: diphthongs
3. Poem: Tá/bhí Capall ag Seáinín (Seáinín has a horse)
4. Vocabulary: weather and activities
5. Using the verbs IS and TÁ with subject, object and emphatic pronouns.

Week 4.
1. Class Test – Aural examination
2. Pronunciation Guide: diphthongs
3. Poem: Tá/bhí/beidh Capall ag Seáinín
4. Vocabulary: Adverbs of time, place and means
5. Using the verb TÁ and the preposition AG (in simple and pronominal forms) to convey possession.

Week 5
1. Class Test - Vocabulary
2. Pronunciation Guide: Digraphs.
3. Poem: Tá/Bhí/Beidh Gaeilge ag an Éireannach
4. Vocabulary: Family and colours.
5. Use of the verb TÁ and the preposition AR (in its simple and pronominal forms) to express emotions and feelings: 'I'm sad,' 'He is hungry.'
6. Using 'Bhí,' the past tense form of TÁ, in conjunction with the prepositions AG and AR to convey possession and express emotion and feeling.

LESSON PLAN WEEKS 6-10.

Week 6.
1. Class Test - Vocabulary.
2. Pronunciation Guide: Broad Consonants
3. Poem: Bíonn brón orm.
4. Verb TÁ in the past, present and future tenses to convey possession, feelings, emotions, language ability
5. Vocabulary: Emotions and feelings; Food
6. Use of the verb IS to classify: 'I'm a German woman.'

Week 7.
1. Class Test - Vocabulary.
2. Pronunciation Guide: Broad Consonants
3. Poem: Bíonn brón orm and Is Éireannach é
4. Verb TÁ in the past, present and future tenses to convey possession, feelings, emotions,
5. Vocabulary: Food; Language; Countries; and nationalities
6. Use of the verb IS to classify: 'I'm a German woman.'

Week 8.
1. Class Test – sentence translation
2. Pronunciation Guide: Broad and slender consonants
3. Poem: 'Is Éireannach é Seáinín,' a poem illustrating the proper use of IS to identify and classify nouns.
4. Vocabulary: Occupations
5. Using verb IS to identify: 'I'm the German woman,' 'I'm the teacher.'

Week 9.
1. Class Test - vocabulary.
2. Poem: Is Éireannach é
3. Pronunciation Guide: Slender consonants
4. Vocabulary: Pastimes
5. Paragraph: Is Mise

Week 10.
1. Class Test - vocabulary.
2. Pronunciation Guide: Aspiration and eclipses
3. Poem: 'Is le Seáinín an leabhar,' a poem illustrating the use of the verb, IS, and the preposition, LE, to convey ownership.
4. Use of IS with the preposition, LE, to express ownership.

5. Vocabulary: Adjectives
6. Possessive adjectives: the rules of aspiration and eclipses as they apply to each adjective.
7. Paragraph – Is Mise

LESSON PLAN WEEKS 11-15.

Week 11.
1. Class Test – translation.
2. Pronunciation Guide: Aspiration and eclipses.
3. Poem: Tá aithne agam ar…, illustrating use of two prepositions to express acquaintance.
4. Vocabulary: Clothes and town facilities.
5. Possessive Adjectives.
6. Preparation for Class presentation

Week 12.
1. Class Test - Vocabulary.
2. Pronunciation Guide: Double consonants
3. Poem: Tá aithne agam ar
4. Vocabulary: Furniture and body parts.
5. Preparation for Final class presentation

Week 13.
1. Class Test.
2. Pronunciation Guide: the internal 'abh, amh, obh and ogh' combinations
3. Preparation for final Class presentations.

Week 14.
1. Class Test
2. Preparation for final Class presentations and Revision.

Week 15.
1. Final Exam preparation.