



ceumannan

Ceumannan 3

Pàipear-taic 3 *Appendix 3*

Geamannan Cànan *Language Games*

Geamannan Cànan

Tha geamannan cànan an-còmhnaidh feumail ann an clas Gàidhlig. Chan eil na sgoilearan mothachail gu bheil iad a’ cleachdadh a’ chànan agus mar as trice tha iad nas deònaiche agus nas misneachaile an cuid sgilean a chur gu feum. Tha iad gu h-àraid feumail aig toiseach no deireadh leasain airson faclan no puingeann cànan a dhaingneachadh. Tha fhios gum biodh cuid de na geamannan gu feum ann an clas nam fileantach cuideachd. Obraichidh tòrr de na geamannan seo gu math a’ cleachdadh ICT (bòrd eadar-ghnìomh) agus dealbhan a chaidh an stòradh air coimpiutair. Seo eisimpleirean de gheamannan a dh’fhaodar a chleachdadh agus far am biodh iad gu feum ann an Ceumannan 3. Cuimhnich gu bheil feadhainn ann an leabhraichean Ceumannan 1 agus 2 a bhios a cheart cho feumail an seo.

Language games are always useful in the Gaelic classroom. The pupils are unaware that they are using the language and usually they are more willing and more confident in putting their skills in the language to use when the learning has some fun attached to it. Games are particularly useful at the start or the end of a lesson to reinforce new words or a language point. Some of the games would also be useful in the fluent speakers’ class. Here are some examples of games which could be of use and where, in particular, they could be used in Ceumannan 3. Remember there are plenty of games in the teachers’ notes for Ceumannan 1 and 2 that may also be of use in Ceumannan 3.

Modal 1 Aonadan 1 & 2 Gnìomhairean riaghailteach/ mì-riaghailteach san tràth theachdail

1. Dìsnean (Gnìomh càraid/buidhne - Labhairt/Èisteachd)

Feumaidh gach càraid/buidheann dìsinn airson a’ ghèam seo. Feumaidh an clas/tidsear sia gnìomhairean a thaghadh (òrdain) – aonan airson gach àireamh air an dìsinn.

- Tilgidh aon chàraid an dìsinn. Feumaidh e/i ceist a chur air an neach eile a rèir àireamh an dìsinn. Mar eisimpleir: **Gabh** “An gabh thu piotsa?”
- Feumaidh an neach eile a’ cheist a fhreagairt. Mar eisimpleir: “**Gabhaidh**” / “**Cha ghabh**”
- Cumaidh iad a’ dol gus an ruith iad a-mach à ceistean.

Airson rudan a dhèanamh nas sìmplidhe, faodaidh an tidsear ceistean a dhèanamh suas airson gach àireamh agus an cur air a’ bhòrd gheal. Chan fheum na sgoilearan an uair sin ach smaoinneachadh air na freagairtean airson gach ceist.

Dh’fhaodar an gèam seo a chleachdadh ann an diofar dhòighean. Mar eisimpleir: sgoilear a’ tilgeil dìsinn agus feumaidh iad seantans a dhèanamh suas an àite ceist. Dh’fhaodar aon ghèam a chluich far a bheil iad ag ràdh gun dèan iad rud, agus gèam eile far a bheil iad ag ràdh nach dèan iad rud. Mar eisimpleir: “**Cluichidh mi ball-coise**” no “**Cha chluich mi ball-coise**”.



Nì seo feum airson **gnìomhairean riaghailteach** agus **mì-riaghailteach** a dhaingneachadh nach eil uair sam bith furasta do luchd-ionnsachaidh (no do na fileantaich aig amannan!).

Dice

Work in pairs. Each pair will require a dice. The teacher should choose 6 verbs (commands) – one for each side of the dice and display these clearly on the whiteboard.

- One partner throws the dice. He must ask his partner a question, depending on which number appears on the dice. Eg: **Gabh**: “**An gabh thu piotsa?**”
- The other partner must answer the question. Eg: “**Gabhaidh**” or “**Cha ghabh**”.
- The game continues until the pair run out of questions.

To make things simpler, the teacher can make up in advance the questions for each number on the dice and write them on the whiteboard. The pupils will then only have to think of answers to the questions.

The game can be played in different ways. For example: a pupil throws the dice and must make up a sentence instead of asking a question. The game could also be played using all yes answers and another round played for no answers. Eg: “**Cluichidh mi ball-coise**” or “**Cha cluich mi ball-coise**”. This will be useful in order to reinforce regular and irregular verbs which often cause learners (and fluent speakers) problems.

2. Anns na saor-làithean thèid mi a/dhan... (Gèam buidhne – Labhairt/Èisteachd)

Tha an gèam seo math airson **a/dhan** a dhaingneachadh.

Feumaidh iad an gèam a chluich ann am buidheann bheag.

Feumaidh iad cairtean le ainmean-àite orra.

Turas mu seach, tha na sgoilearan a’ togail cairt ainm-àite agus ag ràdh: “**Anns na saor-làithean, thèid mi a/dhan ...+ ainm-àite.**”

Airson an gèam a dhèanamh nas duilghe:

Sgoilear 1: Tog cairt le ainm-àite. Can “**Anns na saor-làithean Thèid mi a/dhan ... + ainm-àite.**”

Sgoilear 2: Dèan ath-aithris air na thuirt sgoilear 1 agus an uair sin tog cairt ùr airson innse càit an tèid thu fhèin.

“**Anns na saor-làithean thèid (ainm sgoileir 1) a/dhan ... agus thèid mise a/dhan...**”

Sgoilear 3: “**Anns na saor-làithean thèid (ainm sgoileir 1) a/dhan..., thèid (ainm sgoileir 2) a/dhan... agus thèid mise a/dhan...**” agus mar sin air adhart timcheall a’ bhùird.



In the holidays I'll go to...

This game is useful for reinforcing use of **a/dhan**. The game should be played in a small group. Each group will need cards with place names on them. Turn about, each pupil lifts a place name card and says: "**Anns na saor-làithean, thèid mi a/dhan ... + ainm-àite**".

To make the game more challenging:

Pupil 1 lifts the card with the place name on it and says: "**Anns na saor-làithean thèid mi a/dhan ... + ainm-àite**".

Pupil 2 repeats what pupil 1 said and adds a place name of his/her own.

"Anns na saor-làithean thèid (ainm sgoileir 1) a/dhan ... agus thèid mise a/dhan..."

Pupil 3 continues: "**Anns na saor-làithean thèid (ainm sgoileir 1) a/dhan ... agus thèid (ainm sgoileir 2) a/dhan ... agus thèid mise a/dhan..."**

3. Thèid mi dhan bhùth agus ceannaichidh mi... (Gèam buidhne - Labhairt/Èisteachd)

Obraich ann am buidheann suas ri deichnear. 'S e gèam cuimhne a tha seo. Tha e nas fhasa ma shuidheas na sgoilearan ann an cearcall.

- Canaidh a' chiad neach: "**Thèid mise dhan bhùth agus ceannaichidh mi... (rud)**".
- Bidh an ath neach ag ath-aithris na thuirt a' chiad neach agus a' cur rud eile ris an liosta, agus mar sin air adhart.

Ma nì cuideigin mearachd no ma dhìochuimhnicheas iad rud air an liosta, tha iad a-mach às a' ghèam.

Ghabhadh an cànan sa ghèam seo atharrachadh a rèir dè na h-abairtean a tha an clas ag ionnsachadh agus a rèir comas a' chlas. Cho fad is a tha liosta aca...

Mar eisimpleir:

- **Thèid mi dhan bhaile agus chì mi...**
- **Thèid mi dhan Fhraing agus ithidh mi...**
- **Thèid mi air saor-làithean dhan/a...**
- **Bidh mo cho-là-breith ann a-màireach agus gheibh mi...**
- **Falbhaidh mi air saor-làithean agus bheir mi leam...**
- **Bidh mi trang a-màireach. Bidh mi a'...**

I'm going to the shops and I'll buy...

Work in a group of up to ten pupils. It is easier if the pupils are seated in a circle.

- Pupil 1: "**Thèid mi dhan bhùth agus ceannaichidh mi...(rud)**".
- Pupil 2: Repeats what the first pupil say and adds something of his/her own to the list. The game continues in this way.



If someone makes a mistake or forgets something from the list, he/she is out of the game.

This kind of memory list game can be changed according to whatever phrase/language the class is learning, as long as the sentence can be added to.

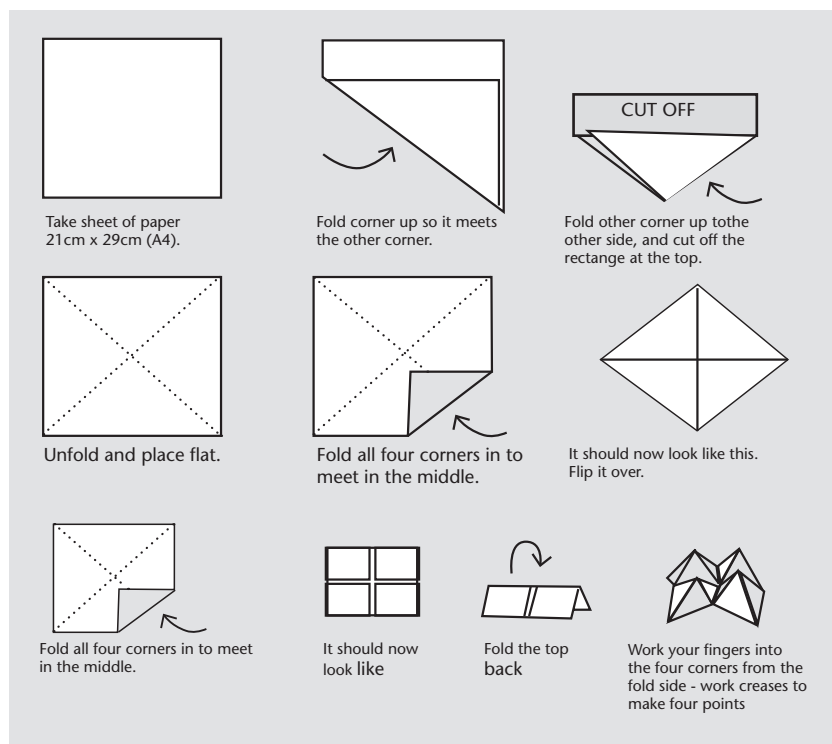
For example:

- **Thèid mi dhan bhaile agus chì mi...**
- **Thèid mi dhan Fhraing agus ithidh mi...**
- **Thèid mi air saor-làithean dhan/a...**
- **Bidh mo cho-là-breith ann a-màireach agus gheibh mi...**
- **Falbhaidh mi air saor-làithean agus bheir mi leam...**
- **Bidh mi trang a-màireach. Bidh mi a'...**

4. Anns na rionnagan (Gèam buidhne/càraid - Labhairt/Sgrìobhadh)

Tha bhidiothan air **you tube** a sheallas dhut ciamar a nì thu seo le pìos pàipeir. Tha e fada nas fhasa coimhead air ciamar a nì thu e an àite stiùiridhean a leughadh. Ach faodaidh tu a bhith cinnteach gum bi fhios aig a' chloinn co-dhiù ciamar a nì iad seo mar thà.

Cleachd an gèam airson àireamhan, dathan agus an tràth teachdail a dhaingneachadh.



Airson sgoilearan nach eil cho comasach, dh'fhaodadh an tidsear diofar sheantansan a chur air a' bhòrd gheal agus dh'fhaodadh iad feadhainn a thaghadh bhuapa airson an sgrìobhadh an taobh a-staigh a' gheam aca fhèin.



Mar eisimpleir:

Gheibh thu fortan Disathairne.

Nì thu caraid ùr Dimàirt. Bidh e/i uabhasach laghach.

Bruidhnidh caileag shnog/balach snog riut air a' bhus a-màireach.

Nì thu uabhasach math anns an sgoil Dihaoine.

Thèid thu a dh'Astràilia air saor-làithean as t-samhradh.

Buannaichidh an sgioba agad Disathairne.

Fortune teller

*This is a popular game that pupils will know. If pupils don't know how to make a fortune teller out of paper, watch one of the instruction videos on **You tube or Video Jug** — there are plenty of them! If you don't have access to the net, use the written instructions given. Pupils will be able to practise future tense, numbers and colours with this game. Depending on the ability of the class, the teacher may want to write some suggestions of fortunes on the board for pupils to choose from. Otherwise, they can make up their own.*

5. **Tha mi a' dol gu planaid eile agus bheir mi leam...** (Gèam buidhne - Labhairt/Sgrìobhadh)

Tha an clas a' dol a leigeil orra gu bheil iad a' falbh gu planaid eile. Faodaidh gach buidheann deich rudan a thoirt leotha airson sealltainn cò ris a tha beatha coltach ann an Alba. Ann am buidhnean feumaidh iad bruidhinn mu dheidhinn seo agus liosta a dhèanamh dhe na deich rudan aca. Feumaidh iad cuideachd innse carson a thagh iad gach rud. A rèir cia mhead a tha anns gach buidheann, feumaidh gach sgoilear co-dhiù aon rud a thaghadh. (ie Ma tha còignear anns a' bhuidheann, bidh e an urra ri gach sgoilear dà rud a thaghadh.) Nuair a tha liosta aig a h-uile buidheann, feumaidh iad innse dhan chlas dè thagh iad agus carson. Bu chòir gach sgoilear sa bhuidheann bruidhinn mu na rudan a thagh iad fhèin. Nuair a tha seo seachad, faodaidh an clas deasbad mu na liostaichean/rudan as fheàrr leotha. Dh'fhaodadh duais a bhith ann airson a' bheachd as fheàrr no airson a' bhuidhinn as fheàrr.

Beachdan airson cuideachadh:

Bidh mi a' dol gu planaid eile! Bheir mi leam ...

1. **Leabhar Gàidhlig – cha bhi Gàidhlig aca. 'S urrainn dhaibh Gàidhlig ionnsachadh.**
2. **Irn Bru – cha bhi deochan aca agus còrdaidh e riutha.**
3. **Fidheall – cha bhi ceòl Albannach aca agus 's urrainn dhaibh a chluich. Bidh cèilidh ann!**
4. **DVD den phrògram TBh as fheàrr leam.**
5. **ipod – cluinnidh iad ceòl.**
6. **Dealbh de mo chù – cha bhi coin aca.**
7. **Caman agus ball - cluichidh sinn iomain.**
8. **Dealbh den bhaile/eilean agam – chì iad cò ris a tha Alba coltach.**



Out of this world!

You are going to visit another planet! As a group, you may take ten things with you that will show the aliens a bit about your life in Scotland. What will you take with you? Make a list in Gaelic. Try to explain your choices if you can. Depending on the numbers in the group, each person will be responsible for choosing their quota of items. (ie If there are five in the group, each person may choose two items.) Each group will present and explain their list of items to the rest of the class. After everyone has shared their ideas, the class may want to choose a favourite group or a favourite item on one group's list and explain their choice.

See above for some vocabulary/ideas that may be useful to get groups started.

Modal 2 Aonad 1 Dùthchannan

1. Cò an dùthaich?

(Geam buidhne/clas - Labhairt)

Bidh sgoilear a' taghadh dùthaich. Feumaidh iad pìos fiosrachaidh a thoirt seachad ann an Gàidhlig do chàch mun dùthaich. Feumaidh càch obrachadh a-mach cò an dùthaich a th' ann.

Faodaidh a' chiad sgoilear a gheibh am freagairt ceart, an ath thuras a ghabhail. Ma tha e ro dhoirbh dha na sgoilearan pìosan fiosrachaidh a thoirt seachad ann an Gàidhlig, dh'fhaodadh an tidsear cuideachadh, no dh'fhaodadh iad dealbh a dhèanamh (coltach ri Pictionary).

Me:

Sgoilear/tidsear: **"Gheibh thu piotsa an seo"**
(no dèan dealbh de phiotsa air a' bhòrd gheal).

Freagairt: **"An Eadailt"**

Sgoilear/tidsear: **"Chì thu cangarù an seo"**

Freagairt: **"Astràilia"**

Guess the country

One pupil chooses a country and gives the others in the class a clue (in Gaelic) for the country they have chosen. The others must guess the country in Gaelic. If it is too difficult for pupils to make up the clue in Gaelic, the teacher may help or, instead of a verbal clue, they could draw a picture clue on the white board (like Pictionary).

2. X & O le brataichean

(Gèam clas/càraid — Labhairt)

(faic notaichean an tidseir Ceumannan 1 & 2 airson stiùiridhean)

Faodar an gèam a chluich le faclan/abairtean sam bith. Ma chluicheas tu seo mar gheàm clas, feumaidh an tidsear cairtean taisbeanaidh (A4) de bhrataichean.



Ma chluicheas tu seo mar gèam càraid, feumaidh tu cairtean beaga le brataichean orra. Cleachd an gèam airson ainmean dhùthchannan agus airson **“Tha mi à/às...”** a dhaingneachadh.

Naughts and crosses with flags

(See Teacher’s notes Ceumannan 1&2 for instructions if required).

This game can be played with any new words/vocabulary. It can also be played with pictures or written words, with the aim of eliciting one word answers or sentences, with each correct answer winning an X or an O in the chosen square. If this is played as a class game, the teacher will need A4 size flash cards for the grid on the white board. If it is played as a paired task, pupils will need smaller cards and their own grid on paper/in their jotter.

*For this topic, flags of the countries learned can be used to practise the names of countries in Gaelic. They can also be used to practise the phrase **tha mi à/às...***

3. Cò às a tha mi? (Gèam clas – Labhairt)

Tha seo coltach ri Pictionary.

Bidh sgoilearan a’ gabhail turas mu seach a thighinn a-mach air beulaibh a’ chlas airson dealbh a tharraing air a’ bhòrd gheal. Bhon dealbh sin, feumaidh càch obrachadh a-mach cò as a tha e/i.

Mar eisimpleir: **“A bheil thu às a’ Ghrèig?”**

Gheibh iad aon phuing airson an dùthaich cheart agus puing eile ma chleachd iad à/às ceart.

Where am I from?

*This game is played like Pictionary. One pupil draws a clue for a country on the white board. The other members of the class try to guess which country the picture represents, and therefore where this pupil is from. The first pupil to correctly guess using the correct form of ‘from’ (à/às) for that place (Eg **“A bheil thu às a’ Ghrèig?”**) is next to take a turn.*

4. Daoine ainmeil (Gèam clas - Labhairt/Èisteachd)

Tha seo coltach ris a’ gheam fichead ceist.

Bidh sgoilear a’ taghadh ainm cuideigin ainmeil à dùthaich sam bith.

Feumaidh na sgoilearan eile ceistean fhaighneachd airson obrachadh a-mach cò e/i.



Mar eisimpleir:

Cò às a tha thu?

Dè an obair a th' agad?

Cò ris a tha thu coltach?

Airson an geàm a dhèanamh nas duilghe, chan fhaod iad ceistean fhaighneachd ach feadhainn le freagairtean Yes/No.

Mar eisimpleir:

A bheil thu à Alba?

A bheil thu às an Fhraing?

An e cleasaiche /cluicheadair ball-coise/ seinneadair a th' annad?

A bheil thu ann am fiolmaichean?

Am bi thu a' cluich ball-coise?

Am bi thu a' seinn?

A bheil falt dubh ort?

An e ... a t-ainm a th' ort?

Tha ceistean mar seo feumail airson diofar fhreagairtean a dhaingneachadh (Me '**S e/Chan e, Bidh/Cha bhi** agus mar sin air adhart) oir, gu math tric, freagraidh clann ceistean sam bith le **Tha/Chan eil**.

Guess the celebrity

*Like the game 20 questions. One pupil chooses a famous person from any country that the class has studied. Other pupils take turns to ask questions to try and work out who the person is. You may want to provide a limited list of celebrities for players to choose from (at least three or four from each country, to make the game easier). To make the game more difficult, players may only ask questions that require a 'Yes/No' answer. This is particularly useful for practising using different positive and negative responses as, so often, pupils will want to answer every question with **Tha or Chan eil**. To make the game easier, more open answered questions may be asked (see question examples above).*

5. Turas diomhair

(Gèam clas – Leughadh/Labhairt)

Feumaidh tu gu leòr thiogaidean a dhèanamh dhan a h-uile sgoilear (ach faodaidh feadhainn dhiubh a bhith coltach ri chèile)

Sgrìobht' air gach tiogaid bidh dùthaich, dòigh siùbhail, latha, uair agus faid nan saor-làithean.

Mar eisimpleir: **A' Ghrèig, air a' phleàn
Diciadain 9f, Seachdain**

Airson a chumail simplidh, faodaidh an tidsear ceistean fhaighneachd agus cumail ris an aon sheat de cheistean airson gach sgoilear.



Mar eisimpleir:

“Càit am bi thu a’ dol?”

“Ciamar a gheibh thu ann?”

“Cuin a thèid thu ann?”

“Dè cho fada ‘s a bhios tu ann?”

Airson a dhèanamh nas duilghe, feumaidh sgoilearan innse dhan chlas mu na saor-làithean aca, gun an tidsear a’ cur cheistean orra. Faodaidh iad fiosrachadh eile a chur ris na tha air an tiogaid cuideachd.

Mar eisimpleir::

“Bidh mi a’ dol dhan Ghrèig airson seachdain.”

“Bidh mi a’ falbh air a’ phlèan Diciadain aig naoi uairean feasgar.”

“Fuirichidh mi ann an taigh-òsta spaideil.”

“Ithidh mi...”

“Chì mi...”

Airson a dhèanamh nas fhasa, dh’fhaodadh an tidsear iarraidh air sgoilearan an làmh a chur suas mar fhreagairt. Me: “Put up your hand if you are going away on a Tuesday.” “Who is going away on a plane?”

Dòigh eile

Airson seo a chluich mar chlas (gun an tidsear a’ faighneachd cheistean), dèan cinnteach nach eil ach mu chòig tiogaidean diofraichte ann (ann an clas de 25). Feumaidh iad a-nis a dhol mun cuairt a’ chlas a’ cur cheistean air a chèile airson faighinn a-mach cò bhios a’ falbh còmhla riutha air saor-làithean (a’ lorg an fheadhainn leis an aon tiogaid riutha fhèin). Nuair a tha iad a’ dol mun cuairt a’ faighneachd cheistean, chan fhaod iad coimhead air na tiogaidean a th’ aig daoine eile!

Obair leudachaidh

Iarr orra cairt-puist no post-d a sgrìobhadh ag innse mu na saor-làithean aca anns an àite a fhuair iad air an tiogaid.

Mystery Tours

You will need to make enough mystery travel tickets (small pieces of paper) for each pupil. Some of the tickets may be identical. Each pupil should be given a ticket which will tell them in Gaelic where, how, when and for how long they will be going on holiday. The teacher may then begin by asking pupils some questions about their holiday (see questions and answers above).

Instead of focussing on one pupil at a time, (and to make things easier) the teacher could ask questions of the whole class. For example, “Put up your hand if you are travelling on a Tuesday.” Or, “Put up your hand if you are going on a plane.”



Variation

This game could be played as a class talking task, without input from the teacher. Make sure you have a limited variety of tickets (maybe five different tickets in a class of 25 pupils). This means that each pupil will have an identical ticket to four other pupils in the class. The object of the game will be for each pupil to find his/her travelling companions by moving around the class asking all of the others questions about where and when they are going. Pupils may not ask to see each others tickets as this will defeat the purpose of the game – to practise speaking and listening.

Extension task

For more able pupils, a writing task of an e-mail or post card could be set after the game.

Modal 2 Aonad 2 An t-sìde

1. X & O

(Gèam càraid/clas – Labhairt)

Cleachd cairtean taisbeanaidh (gèam clas) no cairtean beaga (gèam càraid) le samhlaidhean sìde orra. Cuir cairt (air a beul foipe) anns gach ceàrnag. Airson X no O fhaighinn, feumaidh cluicheadair seantans a dhèanamh suas leis an fhacal a tha a' chairt bhon cheàrnaig sin a' riochdachdadh.

Mar eisimpleir: **Bidh i griannach a-màireach /Bidh a' ghrìan ann a-màireach.**

Naughts and crosses with weather symbols

Place a weather card (face down) in each square of the grid. Players take turns to choose squares. To win an X/O in their chosen square, players must make up a weather sentence that corresponds to the card from that square.

Each correct sentence gains a X/O in that particular square of the grid.

2. Balbh-chluich

(Gèam clas/càraid/buidhne – Labhairt)

Feumaidh tu cairtean beagan le faclan sìde orra. Bidh sgoilear a' taghadh cairt agus a' dèanamh balbh-chluich den t-sìde.

Mar eisimpleir: **tioram** Faodaidh iad leigeil orra gu bheil iad a' coiseachd fo sgàilean agus an uair sin ga chur air falbh (air sgàth 's gu bheil an turadh ann).

Feumaidh càch obrachadh a-mach cò ris a tha an t-sìde coltach.

Mar eisimpleir: **“A bheil an t-uisge ann?” “A bheil i tioram?”**



Weather mimes

Make sure you have a selection of weather words on small cards. A pupil should choose a card and act out a mime for that weather. (Eg: Walking with an umbrella and then putting it away could be a mime for dry weather.) Other players must guess in Gaelic what the weather is like. Each correct guess could gain a point or a turn.

3. Nas blàithe/nas fhuaire (Gèam clas - Èisteachd)

Cuir aon sgoilear no càraid a-mach às an rum. Iarr air sgoilear eile duais a chur am falach (poca beag suiteis no peansail/rubair snog). Bidh fios aig a h-uile sgoilear eile anns an rùm càit a bheil an duais.

Iarr air an neach/càraid tighinn air ais a-steach dhan chlas. Coisichidh iad timcheall a' chlas a' coimhead airson na duais. Canaidh an clas "**nas blàithe**" no "**nas fhuaire**" no "**blàth**" / "**fuair**" airson cuideachadh a thoirt dhaibh. Nuair a tha iad gu math faisg air an duais, canaidh an clas "**teth**" / "**uabhasach teth**"

Warmer/colder

Send one pupil out of the room and hide an item (maybe a sweet or a pencil). Make sure the person who is sent out knows what the item being hidden is.

Ask the pupil back into the room and tell them that they may start searching. The other members of the class should help them by using the words "**nas blàithe/nas fhuaire**". When they get really near the prize, the class should say "**teth**" or "**uabhasach teth!**"

4. Pàidhrichean (Gèam càraid/buidhne – Leughadh)

Cluich le cairtean beaga (feadhainn le faclan/seantansan mun t-sìde agus feadhainn le dealbhan sìde orra). Cuir na cairtean (air am beul fodha) air an sgapadh a-mach air an deasg.

Turas mu seach, feumaidh sgoilear dà chairt a thogail. Ma tha na cairtean a' maidseadh (dealbh agus facal/seantans), faodaidh an sgoilear am paidhir sin a chumail.

Ma thogas iad feadhainn nach eil a' maidseadh, feumaidh iad na cairtean a chur air ais far an robh iad.

'S e an neach leis an àireamh as motha de phaidhrichean a bhuannaicheas.



Pairs

Each pair will need a set of small game cards, some with weather words/sentences on them and others with the corresponding weather symbols. These should be placed face down and spread out on the desk. Players take turns about to lift two cards. If the words and pictures match, they may keep the pair. If they do not match, they must be replaced where they were found.

The winner is the player with the most pairs.

Modal 3 Aonad 1

Rumannan anns an taigh Àirneis Simple and compound prepositions

1. Mèirle taighe!

(Gèam clas — Labhairt)

Feumaidh an tidsear OHP agus acetate le dealbhan beaga de phìosan àirneis/rudan a gheibheadh tu ann an rùm-cadail. No, dealbhan air coimpiutair.

Dealbh 1: Rùm-cadail le àirneis, aodach agus mar sin air adhart

Dealbh 2: An aon rùm ach le rudan a dhìth bhon dealbh.

Feumaidh sgoilearan rudan ainmeachadh a tha a dhìth.

Me: **“Chan eil teadaidh ann, chan eil preas-aodaich ann, ...” no “Tha teadaidh a dhìth, tha am preas-aodaich a dhìth, ...”**

Burglary!

You will need an OHP and acetate or pictures projected from a computer. The first picture should show a bedroom with various items of furniture and things found in a bedroom (Eg teddy, stereo, books, clothes etc). Pupils should study this picture carefully.

The next picture should be of the same scene but with items missing. Pupils should say in Gaelic which items are missing. Reward each correct observation with a point.

2. Anns an rùm agam

(Gèam buidhne — Labhairt/Èisteachd)

'S e gèam cuimhne a tha seo. Tha e math airson faclan mu àirneis agus abairtean anns an tuiséal roimhearach a dhaingneachadh.

- Tòisichidh a' chiad neach sa bhuidheann le **“Anns an rùm agam tha...+ rud”**
- Bidh an ath neach ag ath-aithris na thuirt a' chiad neach agus a' cur rud eile ris an liosta, agus mar sin air adhart.

Ma nì cuideigin mearachd, no ma dhìochuimhnicheas iad rud air an liosta, tha iad a-mach às a' ghèam.



Chan fheum sgoilearan cumail ri àirneis airson a' gheam seo. Faodaidh rud sam bith a bhith aca anns an rùm (me piseag, teadaidh, aodach, fòn, peann, each, muncaidh, ...)

Ma chuireas iad rudan annasach ann, cumaidh seo an gèam aotrom agus inntinneach.

Faodaidh tu an aon gheam a chluich le abairtean eile anns an tuiseal roimhearach bhon aonad.

Me:

- **“Bhon uinneig agam, chì thu...”**
- **“Fon leabaidh agam tha...”**
- **“Anns a’ phreas-aodaich agam tha...”**

In my room there is...

This is a memory game that is good for practising furniture vocabulary and phrases in the prepositional case. The first pupil begins by saying “Anns an rùm agam tha...+ an item of furniture.” The next pupil repeats this and adds an item of their own to the list, and so on. If a pupils forgets an item or cannot add to the list, they are out of the game.

You need not stick solely to furniture for this task. Strange or funny things could be added to the list. This keeps the game interesting and fun.

Other prepositional phrases from this unit may be used in the same way (see examples above).

3. Cluedo (Gèam clas – Labhairt/Èisteachd)

Faclan ùra: am murt sgian ròp gunna piob

Feumaidh an tidsear na leanas a chur air a’ bhòrd gheal:

- Dealbh de thaigh le diofar rumannan (plana)
- 4 cairtean/dealbhan beaga airson nam murtairean, le ainmean orra. Faodaidh tu ainmean sgoilearan a chleachdadh ma tha thu ag iarraidh
- 4 dealbhan beaga de bhuill-airm (sgian, ròp, gunna, piob).

Cuir am plana den taigh agus na dealbhan eile ri a thaobh air a’ bhòrd gheal.

Thoir pìos pàipeir dhan a h-uile sgoilear. Iarr orra rùm, ainm murtair agus ball-airm a sgrìobhadh air a’ phàipear. Feumaidh iad an t-ainm aca fhèin a sgrìobhadh air a’ phàipear cuideachd.

Cruinnich na pàipearan agus tagh aonan dhiubh. Na inns dè tha sgrìobht’ air.

Feumaidh sgoilearan obrachadh a-mach càit an robh am murt, cò rinn e agus dè chleachd e/i.

Càite? “An robh am murt anns an rùm-suidhe?”
No “Bha murt anns an rùm-suidhe.”

Nuair a gheibh sgoilear an rùm ceart, gheibh iad puing. Cuir crois dhearg air an rùm air an dealbh a’ sealltainn càit an deach am murt a dhèanamh.

Cò rinn e? “An do rinn ... e?” no “Rinn ... e.”



Nuair a gheibh sgoilear am murtair ceart, cuir an dealbh sin anns an rùm cheart. Gheibh iad puing.

Ciamar? “An do rinn e/i am murt le ...?” no “Rinn e/i le ...”

Nuair a gheibh sgoilear am ball-airm ceart, cuir an dealbh sin anns an rùm cheart leis an ainm. Gheibh an sgoilear sin puing.

Gheibh an sgoilear a sgrìobh am fiosrachadh an toiseach (air a’ phìos pàipeir) puing cuideachd. Faodaidh iadsan tighinn a-mach agus an ath ghèam a stiùireadh an àite an tidseir.

Cluedo

New vocabulary required: **am murt** **sgian** **ròp** **gunna pìob**

The teacher will need the following on the white board:

- A plan of a house (with all rooms learned). Duplicates of rooms can be included if the house plan has an upstairs and downstairs.
- 4 names of suspects (you may use pupil names if you like)
- pictures of the 4 weapons

Draw/project/stick the plan on the white board along with the suspects and weapons. Make sure all rooms are labelled.

Give each pupil a piece of paper and ask them to write their name on it. They should also write their guess of who committed the murder, where it happened and with which weapon.

Collect all the papers and choose one at random. Keep this information secret.

**Where? “An robh am murt anns an rùm-suidhe?”
or “Bha murt anns an rùm-suidhe.”**

Pupils must begin guessing in Gaelic where the murder took place. When the correct room has been guessed, place a cross on the house plan in that particular room.

Who is the murderer? “An do rinn ... e?” or “Rinn ... e.”

Next they must guess who committed the murder. When this has been guessed correctly, write/place the murderer’s name in the correct room on the plan.

How? “An do rinn e/i am murt le ...?” no “Rinn e/i le ...”

Finally they must guess which weapon was used. Again this is put on the correct place on the plan.

Each correct guess gains a point. The person who wrote the information chosen at the beginning of the game should also get a point. They should now come out and lead the next game instead of the teacher.



NB: Dh'fhaodadh geamaichean 4-6 (gu h-ìseal) a bhith feumail do chlasaichean fileanta cuideachd airson tuisealan ginideach agus roimhearach a dhaingneachadh.

NB: Games 4-6 (below) can also be very useful for fluent speakers' classes to help them learn and practise correct grammar and spelling of genitive and prepositional cases.

4. Lorg an duais (Labhairt/Èisteachd – Gàam clas)

Cuiridh an tidsear duaisean beaga (suiteis no peansail no rud mar sin) am falach timcheall a' chlas. Faodaidh sgoilearan ceistean fhaighneachd airson obrachadh a-mach càit a bheil gach duais.

Mar eisimpleir: **“A bheil an duais air cùl an telebhisein?”**

(Ma tha iad airson tuilleadh is aon cheist fhaighneachd, feumaidh iad an làmh a chur suas a-rithist, agus feitheamh gus am bi cuideigin eile air ceist fhaighneachd).

Ma dh'obraicheas sgoilear a-mach càit a bheil an duais am falach, faodaidh iad a dhol a choimhead air a son. Thoir dhaibh 10 diogan airson seo a dhèanamh mus bi an cothrom aca a dhol gu cuideigin eile.

Dòigh eile

Cuir aon sgoilear no càraid a-mach às an rum. Iarr air sgoilear eile an duais a chur am falach no inns dhan chlas càit a bheil an duais am falach

Thig an neach/càraid air ais a-steach dhan chlas. Faighnichidh iad ceistean dha na sgoilearan eile airson obrachadh a-mach càit a bheil an duais.

Hunt the prize

Before the class arrives, the teacher should hide some little prizes in different locations around the room. If pupils know from the previous lesson that this is going to happen, it will give them an incentive to revise their vocabulary! Pupils take turn about asking questions about where each thing is hidden. (“A bheil an duais air cùl an telebhisein?”) If a pupil guesses correctly, they may go and look for the prize. Set a time limit (maybe 10 seconds) for them to find it before someone else has a go.

Pupils can ask questions as many times as they want, but must put their hand up and wait for someone else to have a turn before they ask another.

Variation

Send one or two pupils out of the room. Ask another pupil to hide a prize or tell the class where the prize is already hidden. Make sure all pupils know where it is. Ask the pupil/s to come back into the class. They must ask their classmates questions about where the prize is. Again, if they guess the correct location, set a time limit for searching.



5. A' lorg fortan (Gèam clas air a chluich ann an sgiobaidhean – Leughadh)

Faodaidh tu an tòimhseachan agad fhèin a dhèanamh suas – ach tha còir gun obraich an fheadhainn seo gu h-ìseal ann an clasrum sam bith.

Bidh an tidsear a' leughadh a-mach a' chiad phìos fiosrachaidh mar thoiseach tòisichidh. Bidh sin gan toirt chun a' chiad àite (an sgeilp-leabhraichean). Chan eil an tòimhseachan doirbh idir air sgàth 's gu bheil thu airson gum bi na sgoilearan a' tuigsinn nam faclan is abairtean bhon aonad. Cuir duais aig an àite mu dheireadh.

Àireamh	Ri chur	Simplidh	Nas duilghe (dòigh eile)
1	Leughaidh an tidsear seo a-mach.	Tha mi air an sgeilp-leabhraichean.	Is toigh leam leughadh!
2	Air an sgeilp-leabhraichean	Tha mi os cionn an dorais.	Gnog gnog! Thig a-steach. Coimhead suas.
3	Os cionn an dorais	Tha mi fo bhòrd an tidseir.	Bidh Miss/Mgr ... trang trang an seo. Coimhead sìos.
4	Fo bhòrd an tidseir	Tha mi fon luch.	Tha mi beag agus is toigh leam càise. Bìog, bìog!
5	Fon luch	Tha mi air cùl a' choimpiutair.	Is toigh leam coimhead air an eadar-lìon.
6	Air cùl a' choimpiutair	Tha mi anns a' phreasa.	Coimhead airson pinn agus peansailean an seo.
7	Anns a' phreasa	Tha mi air an uinneig.	Chì thu a-mach bho seo.
8	Air an uinneig	Tha mi ri taobh an telebhisein.	Chì thu prògraman math orm. Coimhead ri mo thaobh.
9	Ri taobh an telebhisein	Tha mi air cùl an t-sèitheir	Bidh thu a' suidhe orm. Coimhead air mo chùlaibh
10	Air cùl an t-sèitheir (sèithear sam bith aig cùl a' chlas)	(an duais)	



Nas duilghe

Cleachd na tòimhseachain as duilghe anns a' chlàr. Gach turas a lorgas iad an t-àite ceart, feumaidh iad cuideachd sgrìobhadh ann an Gàidhlig càit an do lorg iad an rud. (Me **fon bhòrd, ri taobh an telebhisein, anns a' phreasa agus mar sin air adhart**).

Dòigh eile

Cuir *post-it notes* le àireamhan 1-10 orra timcheall an rùm (Faodaidh tu na h-àitean sa chlàr a chleachdadh no àitean eile.) Thèid sgoilearan (ann am buidhnean de cheathrar) mun cuairt a' lorg nan àireamhan 1-10. Feumaidh iad sgrìobhadh ann an Gàidhlig càit an do lorg iad gach àireamh. Gheibh iad puingean airson litreachadh agus gràmar ceart. Gheibh an sgioba as fheàrr duais (poca shuiteis, 10 mionaidean dheth airson èisteachd ri ceòl, no rudeigin eile a chòrdadh riutha).

Treasure hunt

You can make up your own clues and level of difficulty for this game depending on your class. However, the clues/locations in the table above should work in most classrooms.

Hide the clues in your chosen locations (or use the ones above), but making sure that each one leads on to the next one. Number the clue cards so that pupils do not just randomly search for clue cards. With each clue card there should be some sort of token each team has to collect. The first team finished wins a prize.

More difficult

*Each time a team finds a clue, they must write in Gaelic where the clue was found (Mar eisimpleir: **Bha e air cùl an dorais**.), before moving on to hunt for the next one.*

Points will be given to all teams for correct spelling and grammar in their sentences. This means that even though a team might not be the first to finish, they may end up winning an equal or better prize because they took their time to get their writing correct.

Variation

If you don't have time to make clues, label 10 post-it notes with numbers 1-10. Stick on particular positions around the room that you have covered with the class. These don't have to be hidden. They should be visible and easy to find. Teams should work together to write in Gaelic the location of each number 1-10 in the classroom. Again, points/prizes should be awarded for correct spelling and grammar. Prizes need not be items that have been bought. Pupils could choose their own prize, for example 5 minutes off at the end of the lesson to listen to their iPod, read a magazine or such.

6. Càit an robh an duais? (Gèam clas — Sgrìobhadh/Labhairt/Èisteachd)

An aon ghèam ri Nas blàithe/Nas fhuaire (Modal 2 Aonad 2) ach, nuair a lorgas an sgoilear/sgioba an duais, feumaidh iad seantans a sgrìobhadh/a ràdh ag innse càit an do lorg iad an rud.



Mus bi cead aca an duais a chumail, feumaidh an seantans aca a bhith ceart.

Mar eisimpleir: **Bha na suiteis air a' phreasa.**

Bha am peansail air cùl an dorais.

Where did you find the prize?

The same game as Nas blàithe/Nas fhuair (Modal 2 Aonad 2) but this time, pupils/teams must write/say the location in which they found the prize before they are allowed to keep it.

Modal 3 Aonad 2 Àitean sa bhaile agus Stiùiridhean sràide

1. A' dol dha na bùthan

(Gèam clas — Leughadh/Labhairt)

Cuiridh an tidsear liosta de rudan ri cheannach air a' bhòrd gheal (mu 6 rudan).

Mar eisimpleir: **Lampa isbeanan ùbhlán rolaichean iasg iris**

Faighnichidh e/i dhan chlas **“Càit an tèid mi airson...?”** / **“Càit am faigh mi...?”** airson gach rud air an liosta.

Bidh sgoilearan a' freagairt le **“Feumaidh sibh a dhol gu...”** no **“Ann am bùth...”**

Shopping

*The teacher should write a shopping list (around 6 items) on the white board and ask the class **“Càit an tèid mi airson...?”** / **“Càit am faigh mi...?”** for each thing on the list.*

*Pupils should answer, **“Feumaidh sibh a dhol gu...”** or **“Ann am bùth...”***

Reward each correct answer with a point.

2. Anns a' bhaile

(Gèam clas/buidhne — Labhairt/Èisteachd)

Cleachd am postair mòr **Anns a' bhaile** (an cois Modal 3, Aonad 2)

Tagh caractar anns an dealbh. Inns cò ris a tha e/i coltach. Feumaidh na sgoilearan an duine a lorg anns an dealbh agus innse càit a bheil e/i.

Mar eisimpleir:

Tidsear/sgoilear: **“Tha e àrd. Tha ad dhearg agus speuclairean air. Tha briogais ghorm agus geansaidh orains air.”**

Sgoilear: **“Tha e air beulaibh na garaids.”**

Tha seo a' toirt cothromh do sgoilearan faclan is abairtean mu aodach agus coltas a



chleachdadh an cois cànan an aonaid (simple/compound prepositions agus àitean sa bhaile).

Dòighean eile:

- Dh' fhaodadh an tidsear rud no àite anns an dealbh a thaghadh an àite duine. Feumaidh na sgoilearan innse càit a bheil an rud anns an dealbh.

Mar eisimpleir:

Tidsear: **“Càit a bheil a’ bhana dhearg/am bàta/an t-ospadal...?”**

Sgoilear: **“Tha e air beulaibh oifis a’ phuist/aig a’ chidhe/faisg air a’ phàirc...”**

- Bidh an tidsear a’ taghadh caractar agus ag innse càit a bheil e anns a’ bhaile. Feumaidh na sgoilearan an duine a lorg agus innse cò ris a tha e/i coltach.

Tidsear: **“Tha i aig bùth a’ ghrosair.”**

Sgoilear: **“Tha dreasa orains oirre. Tha i reamhar agus tha falt dubh oirre.”**

In town

The teacher chooses a character in the **Anns a’ bhaile** poster (Modal3, Aonad 2) and describes him/her.

Eg

Tidsear: **“Tha e àrd. Tha ad dhearg agus speuclairean air. Tha briogais ghorm agus geansaidh orains air.”**

Pupils should find the character and give their location in town in Gaelic.

Sgoilear: **“Tha e air beulaibh na garaids.”**

This gives pupils the opportunity to review language from previous years (clothes, descriptions, colours etc) and use this along side the new language (places in town and simple/compound prepositions).

Variations

- Instead of choosing a character, the teacher could choose a location and pupils should then describe where the shop/place is in relation to other places on the poster.

Eg:

Tidsear/Sgoilear: **“Càit a bheil a’ bhana dhearg/am bàta/an t-ospadal...?”**

Sgoilear: **“Tha e air beulaibh oifis a’ phuist/aig a’ chidhe/faisg air a’ phàirc...”**

- The teacher chooses a character in the poster and tells where he/she is. Pupils must then give a description of him/her.

Eg:

Tidsear: **“Tha i aig bùth a’ ghrosair”**



Sgoilear: **“Tha dreasa orains oirre. Tha i reamhar agus tha falt dubh oirre.”**

3. An duine dall (Gèam buidhne - Èisteachd/Labhairt)

Cuir sgarfa air sùilean cuideigin sa bhuidheann (ceathrar anns gach buidheann) gus nach fhaic iad càil ('s iad an duine dall).

Cuir an duine dall mun cuairt co-dhiù trì tursan gus nach bi fios aca càit a bheil iad.

Tòisichidh an duine dall air coiseachd. Feumaidh am buidheann stiùiridhean a thoirt dha airson faighinn timcheall a' chlas gun bhualadh ann an rud sam bith. Chan fhaod sgoilear ach aon stiùireadh a thoirt seachad mus bi aig an ath sgoilear ri leantainn air adhart leis an ath stiùireadh. Tha seo a' ciallachadh gum feum a h-uile duine pàirt a ghabhail.

Mar eisimpleir: **“Cùm ort... Stad! Feumaidh tu a dhol gu do làimh chli/dheis. Tionndaidh gu do làimh chli/dheis”** agus mar sin air adhart.

Tha an gèam seo a' daingneachadh sgilean èisteachd agus labhairt agus a' toirt orra a bhith ag obair còmhla mar sgioba.

The blind man

Work in groups of four. Blind fold one member of the team. Once they are blindfolded they should be spun round a few times to disorientate them. They must begin to walk and members of the team must take turn about to give them directions, making sure they do not bump into anything.

Eg: “Cùm ort... Stad! Feumaidh tu a dhol gu do làimh chli/dheis. Tionndaidh gu do làimh chli/dheis” and so on.

4. Timcheall Baile a' Chaisteil (Gèam clas air a chluich (a-muigh) ann an sgiobaidhean no càraidean – Èisteachd/Leughadh/Sgrìobhadh/Labhairt)

Dèan suas stiùiridhean timcheall **Baile a' Chaisteil** (mapa an cois Modal 3 Aonad 2) airson nan sgoilearan.

Nan gabhadh a dhèanamh idir, bhiodh e na b' fheàrr nam b' urrainn dhut map Baile a' Chaisteil a tharraing le cailc anns an raon-chluiche. B' urrainn dha na sgoilearan an uair sin a bhith a' coiseachd fhad 's a tha iad a' leantainn na stiùiridhean. (airson an suidheachadh a dhèanamh 'fior').

Dh' fhaodar am mapa a chleachadh ann an diofar dhòighean.

- **Èisteachd:** Sgoilearan ag èisteachd ri agus a' leantainn stiùiridhean bhon tidsear/ bho charaid
- **Leughadh:** Sgoilearan a' leughadh stiùiridhean a tha an tidsear/caraid a' toirt dhaibh air pàipear.
- **Sgrìobhadh:** Sgoilearan a' sgrìobhadh stiùireadh gu àite airson caraid.
- **Labhairt:** Sgoilearan a' toirt stiùiridhean dha chèile



Around Baile a' Chaisteil

Make up various street directions based on the **Baile a' Chaisteil** map (Modal 3 Aonad 2). If at all possible, draw a large scale version with chalk in the playground for pupils to walk around. This will make the task more real and more fun. The map can be used in various ways:

- **Listening:** Pupils listening to and following directions from the teacher/each other.
- **Reading:** Pupils reading directions that the teacher/other pupils have written for them.
- **Writing:** Pupils writing directions for others and testing them out.
- **Talking:** Pupils giving verbal directions to each other (made up on the spot)

Modal/aonad sam bith

1. Cèiliche na mìos (daoine ionadail le Gàidhlig) (Gnìomh clas – Èisteachd/Labhairt)

Thoir cuireadh do dhiofar dhaoine bhon a' choimhearsnachd a thighinn a-steach a chèilidh air a' chlas. 'S dòcha aon duine gach mìos. Bu chòir dhan aon chruth a bhith air na chanas na cèilichean. Mar eisimpleir, dhèanadh e feum nam b' urrainn dhut/dhan chlas cruth de dh'agallamh a chur ri chèile a bheir sibh dha na cèilichean ro-làimh. Tha sin a' ciallachadh gun cùm iad ri cuspairean/ìre cànan a ghabhas a thuigsinn leis a' mhòr-chuid den chlas.

Faodaidh a' chlann ceistean a bharrachd ullachadh ro-làimh (mura bheil iad comasach air ceistean fhaighneachd air an latha gun taic)

Bhiodh e ciallach iarraidh air na cèilichean bruidhinn air:

- **An Teaghlach aca**
- **Càit a bheil iad a' fuireach**
- **Cò às a tha iad**
- **Càit a bheil iad ag obair/Dè an obair a th' aca**
- **Cur-seachadan**
- **Saor-làithean (Càit an robh iad?/Càit am bi iad a' dol?/Càit a bheil iad ag iarraidh a dhol?)**
- **Nuair a bha iad fhèin anns an sgoil (cuspairean a chòrd/nach do chòrd riutha)**
- **Cuspair sam bith eile a tha thu fhèin a' faicinn iomchaidh.**

Dèan cinnteach gu bheil fios aig na sgoilearan nach eil thu a' sùileachadh gun tuig iad a h-uile facal ach gun tog iad criomagan an siud 's an seo.

Bheir e misneachd dhaibh a bhith a' gabhail pàirt ann an còmhradh a tha fìor agus a bhith



a' faicinn gu bheil cuideigin a tha fileanta gan tuigsinn nuair a chuireas iad ceist orra.

Dh' fhaodadh e a bhith gum bi comas seinn no cluiche aig a' chèiliche. Nam bitheadh, agus nam biodh iad deònach, dh' fhaodadh iad beagan den chomas seo a shealltainn dhan chloinn. Agus, ma bhios sgoilearan agad sa chlas aig a bheil comas seinn/cluiche, dh' fhaodadh iadsan rudeigin a sheinn/a chluich airson taing a thoirt dhan chèiliche airson tadhal air a' chlas.

Ma tha clann anns a' chlas aig a bheil nàbaidhean/càirdean le Gàidhlig, dh' fhaodadh iad cuireadh a thoirt dhaibhsan a thighinn a-steach mar chèiliche. Bhiodh cothrom aig gach sgoilear cuireadh a thoirt do chuideigin as aithne dhaibh – nam biodh iad air a shon. Mura h-eil e comasach dhut daoine bhon choimhearsnachd fhiathachadh, cleachd sgoilearan nas sine no luchd-obrach na sgoile le Gàidhlig.

Dèan cinnteach gum bi a' chlann a' cleachdadh modh cheart de chànan an uair a bhruidhneas iad ris a' chèiliche (**sibh/ribh/agaibh/leibh** agus msaa)

Monthly cèilidh

Set aside a period or a half period each month to invite a Gaelic speaker from the community into the class to chat with pupils. It would be useful if you (as a class) could create a set of interview questions that each visitor could follow so that pupils know what sort of information/language to expect. It would also be useful if this template could be given to the visitor in advance and for you to discuss with them the level of language the class can cope with.

However, make sure both the visitor and the pupils know that you don't expect everything to be understood. You are only looking for pupils to pick up whatever they are able to. The visit should be about enjoying meeting other Gaelic speakers and not viewed as an academic exercise – although the pupils will no doubt learn new words and gain confidence in their speaking and listening skills as a by-product.

Some possible topics to ask visitors to talk about:

- **An Teaghlach aca**
- **Càit a bheil iad a' fuireach**
- **Cò às a tha iad**
- **Càit a bheil iad ag obair/Dè an obair a th' aca**
- **Cur-seachadan**
- **Saor làithean (Càit an robh iad?/Càit am bi iad a' dol?/Càit a bheil iad ag iarraidh a dhol?)**
- **Nuair a bha iad fhèin anns an sgoil (cuspairean a chòrd/nach do chòrd riutha)**
- **Any other topic you feel is suitable for the class.**

*After the visitor has spoken, time should be given for pupils to ask questions. Pupils can prepare their own questions beforehand if they feel more comfortable doing so. Make sure that pupils use the polite forms when talking to visitors (**sibh/ribh/agaibh/leibh** and so on).*

If there are pupils in the class with Gaelic speaking relatives, friends or neighbours, give them the opportunity to invite them to be a visitor. The visit will be more meaningful to the pupils if they have helped to organise it.



If you cannot invite members of the community into the school, why not use senior pupils or other staff?

It may well be that some of the visitors will be Gaelic singers and/or musicians. If they are willing to, they could sing/play a little to entertain the class. Likewise, if you have musicians/singers in the class maybe they would be willing to entertain their guest as a thankyou for the visit.

2. Litreachadh (Gnìomh clas – Leughadh/Sgrìobhadh)

Tha seo math airson clas a sheatlaigeadh aig toiseach leasain. Dh'fhaodar a chleachdadh aig toiseach gach leasain air no aig toiseach trath àraid nuair nach eil clas cho furasta a sheatlaigeadh (me: às dèidh clas spòrs/às dèidh àm dinnearach/ feasgar Dihaoine)

Tagh, aig a' char as motha, còig faclan bhon aonad a tha thu a' dèanamh.

Sgrìobh na faclan gu slaodach air a' bhòrd gheal. Leugh a-mach iad fhad 's a tha thu gan sgrìobhadh. Dèan cinnteach gu bheil na sgoilearan a' tuigsinn nam facal.

Fàg an sin iad airson mionaid no dhà (cleachd uaireadair). Rè na h-ùine, faodaidh na sgoilearan na faclan a sgrìobhadh/a leughadh/a ràdh ma tha seo gan cuideachadh le litreachadh. Cuir nan cuimhne Ceumannan 1, Taic td23 (look, say cover, write, check).

Thoir na faclan air falbh. Dèan cinnteach gu bheil deotairean agus leabhraichean dùinte. Thoir dhaibh pìos pàipeir.

Can facal agus iarr orra a sgrìobhadh. Dèan seo leis na còig faclan. Faodaidh tu iarraidh air sgoilear a thighinn a-mach a sgrìobhadh nam faclan, ma tha iad deònach. Innsidh càch dhaibh a bheil iad ceart/ceàrr.

Gheibh iad puingean airson an litreachadh ceart agus puing airson ciall an fhacail cuideachd.

Mura h-eil cus ùidh aig na sgoilearan ann am puingean a-mhàin, dh'fhaodadh tu duaisean beaga a thoirt seachad gach mìos/teirm airson an fheadhainn aig a bheil na puingean as àirde.

Obair a bharrachd/obair-dachaigh:

Iarr orra na faclan a chleachdadh ann an seantans.

Memory Spelling

This task is good for settling and focusing a class at the beginning of a lesson. It can be used every day or just on a particular period each week when the class may be more unsettled – maybe after lunch/ after PE/Friday afternoons.

Choose a maximum of about five words (could be from the current unit or revision words). Write them slowly on the white board in large clear letters, spelling them out as you write. Pronounce each word at least twice and make sure the class understand their meaning.

Leave the words for around two minutes. Use a timer. During this time pupils can prepare for the memory test in their own way (maybe by copying or just by reading or working with a partner). You might want to remind pupils of the spelling tip in Ceumannan 1, Taic p23 (look, say, cover, write, check)

*After the allotted time, rub out the words. Say one of the words and ask them to write it. Set a time limit for this. Once all five words have been written, ask for volunteers to write each word on the board. The rest of the class can say whether they are **ceart** or **ceàrr**.*

Points should be given for correct spelling and for the meaning of each word. If you have a class who are not motivated by points, it may also be a good idea to have some sort of small additional prizes as



an incentive to do well. These could be awarded each month or each term to the best spellers.

Extension work/homework for more able classes

Ask them to use each of the words in a sentence.

3. Mo shùil bheag Gèam clas/buidhne/càraid – Èisteachd/Labhairt

An àite litir tòisichidh a thoirt dha na cluicheadairean eile, cleachd dathan.

Mar eisimpleir: **“Le mo shùil, chì mi rud glas.”**

“An telebhisean?”

“Chan e”

“An coimpiutair?”

“’S e!”

Dòigh eile

Còrdaidh e ri sgoilearan an gèam seo a chluich a-muigh no tro uinneag a’ chlas cuideachd.

Mar eisimpleir: **“Bhon uinneig, chì mi...”**

I spy

Play **I spy** as a time filler. This also helps revision of every day/classroom objects. Instead of giving the first letter as a clue, use colours in Gaelic.

Eg: **“Le mo shùil, chì mi rud glas.”**

“An telebhisean?”

“Chan e”

“An coimpiutair?”

“’S e!”

Variation

Instead of spying things in the classroom, choose something that can be seen from the window.
“Bhon uinneig, chì mi...”

4. Countdown (Gèam clas – Leughadh/Sgrìobhadh)

Bidh an clas a’ cluich ann an sgiobaidhean (mu chòignear). Tha e coltach ris a’ ghèam a chithear air an telebhisean. Dèan cairtean A5 le litrichean na h-aibdeil Ghàidhlig orra. Dèan cinnteach gu bheil co-dhiù trì no ceithir cairtean de gach litir agad. Cuir na cairtean ann an



dà bhuidheann (connragan agus fuaimreagan). Bidh aon sgioba a' taghadh deich cairtean (faodaidh iad taghadh cia mheud connrag agus fuaimreag a tha iad ag iarraidh). Bu chòir dhaibh faighneachd ann an Gàidhlig, **"Am faod mi connrag/fuaimreag fhaighinn?"**

Cuir na litrichean air a' bhòrd gheal ann an sreath. Bidh mionaid aig a' chlas airson am facal as motha as urrainn dhaibh a dhèanamh leis na litrichean. Gheibh an sgioba leis an fhacal as motha puing.

Nuair a tha cothrom air a bhith aig gach sgioba air litrichean a thaghadh, faodaidh an tidsear anagram a chur air a' bhòrd leis na cairtean. Gheibh an sgioba as luaithe a dh'obraicheas seo a-mach dà phuing.

Countdown

Make a set of A5 cards. Each card should have a letter of the Gaelic alphabet on it. Make sure you have four cards for each letter of the alphabet (you will need 18 pieces of A4 each quartered to make 72 cards.).

Pupils should play in teams of four or five. Teams will take turn about to choose the letters for each round. One team should choose ten cards (they must decide how many consonants and vowels they want). They should ask for these in Gaelic. **"Am faod mi connrag/fuaimreag fhaighinn?"**

The letters are placed on the white board and all teams have one minute to make a Gaelic word out of them. The time can be adjusted depending on the ability of the class. The team with the longest word scores a point.

After each team has had a turn of picking the letters, the teacher should do a bonus round with an anagram. Anagrams should be prepared in advance and it would be useful if they were from the vocabulary of the unit being studied at the time. Two points could be awarded to the first team to work out the anagram. Again depending on the ability level, you may want to give the class a clue to the anagram.

Countdown is a useful game as it makes pupils more aware of their spelling, in a fun way.

5. Cagairean Ceilteach (Gèam clas — Èisteachd/Labhairt)

Obraich mar chlas. Cluich an gèam Cagairean Ceilteach mar chlas no ann am buidheann mhòr.

- Tha an tidsear no sgoilear a' tòiseachadh le pìos fiosrachaidh agus a' cagar an fhiosrachaidh ann an cluasan cuideigin eile: **"Chuala mi seo..."**(dh'fhaodadh an tidsear pìosan fiosrachaidh a dheasachadh ro-làimh). Mar eisimpleir: **"Chuala mi seo. Thèid Màiri dhan Fhraing Diciadain."**
- Tha am fiosrachadh a' siubhal bho sgoilear gu sgoilear eile gus an tèid faighneachd don sgoilear mu dheireadh: **"Dè chuala tu?"** Feumaidh an sgoilear: **"Chuala mi seo..."** a ràdh agus am fiosrachadh innse. Nì an tidsear cinnteach gur e sin a' chiad fios a chaidh innse leis a' chiad sgoilear a' faighneachd: **"A bheil sin ceart?"**
- Faodaidh an tidsear faighneachd do sgoilear sam bith an uair sin: **"An cuala tusa sin?"** agus freagraidh an sgoilear: **"Chuala." no "Cha chuala."** Faodaidh an



tidsear cuideachd faighneachd dhan neach a thòisich am fiosrachadh, **“An tuirt thu sin?”** no **“Dè thuirt thu?”**

'S e dòigh mhath a tha seo airson a bhith a' toirt air na sgoilearan a bhith ag èisteachd gu dlùth agus a bhith ag obair air labhairt, gu h-àraid ma tha faclan doirbh no faclan ùra sa chiad phìos fiosrachaidh a thàinig bhon tidsear.

Celtic Whispers

Cagairean Ceilteach is the same as the game Chinese Whispers. Play as a class or in a large group. The teacher or a pupil starts off with the message. It may help to have some phrase cards ready to hand to pupils that would find it difficult to come up with a phrase/sentence of their own.

Pupils relay the message along the chain of players starting off by saying **“Chuala mi seo...”** and then whispering the message to the person beside them, who in turn does the same to the next person and so on.

After the message has circulated to all players the teacher (or group leader) asks the last person in the chain **“Dè chuala tu?”** They must say **“Chuala mi seo...”** followed by the Gaelic phrase/sentence they heard. Teacher confirms this with the first person who started the message by asking or **“An tuirt thu sin?”** If it is wrong, the teacher should ask: **“Dè thuirt thu?”**

or

Once a message has circulated fully, the teacher can ask random pupils in the chain **“An cuala tusa seo...?”** followed by the original message. They answer **“Chuala”** or **“Cha chuala”**

This is a good way to get pupils to listen carefully and to be careful about the clarity of their speech and pronunciation – especially if the teacher starts them off with a message that has one or two unfamiliar words in it.

6. Co-fharpais ceist (Gnìomh clas — Èisteachd/Leughadh/Sgrìobhadh)

Mar obair-dachaigh, iarr air gach sgoilear co-dhiù trì ceistean a dhèanamh suas (ioma-roghainn no eile) stèidhichte air an aonad a tha iad ag obair air. Cruinnich na ceistean agus dèan co-fharpais ceist leotha. 'S e dòigh mhath a tha seo ullachadh airson measadh agus tha e a' toirt cothrom dha na sgoilearan smaoineachadh air na dh'ionnsaich iad agus bidh iad a' faireachdainn gu bheil pàirt aca ann an obair measaidh a' chlas.

Class Quiz

As homework, ask pupils to prepare at least three quiz questions on the topic you are studying. Collect the questions and do a quiz with them. This is a good way to prepare for an end of unit test and it also gives the teacher an insight into any gaps in pupils' knowledge that may need filled before they are ready to be assessed. There is a real incentive to complete this homework as it means each pupil will know three of the questions/answers before the quiz and especially if you tell them that you may use the best questions as part of their end of unit assessment. Those pupils who have not done the homework will be aware that they have put themselves at a direct disadvantage.



Geamaichean/Goireasan teagaisg eile a tha rim faighinn airloidhne

Millionaire, Wheel of Fortune agus geamaichean eile

Gheibh thu geamaichean ainmeil ann an cruth Power Point air an làraich seo:

<http://jc-schools.net/tutorials/ppt-games/>

Dèan suas na ceistean agad fhèin air cuspair sam bith. Gabhaidh iad seo a chleachdadh airson beagan spòrs mar ullachadh airson measadh aig deireadh aonaid.

Create your own questions for Who Wants to be a Millionaire, Wheel of Fortune and many other famous games with these very good powerpoint templates — a fun way to prepare for a test at the end of a unit. A zip version can be downloaded which will give you the music and the sound effects too.

Content Generator

www.contentgenerator.net

Air an làraich seo gheibh thu an t-uabhas gheamaichean coimpiutair a tha feumail agus spòrsail – nam measg ‘Fling the teacher’ agus ‘Penalty Shoot Out’. Tha tòrr dhiubh an-asgaidh agus gabhaidh an luchdadh a-nuas dhan a’ choimpiutair agad agus tha cead agad an uair sin an cumail gu bràth. Gheibh thu cruth nan geamachan agus chan eil agad an uair sin ach na ceistean agus na gnìomhan agad fhèin a sgrìobhadh a-steach ann an Gàidhlig airson gèam a dhèanamh suas. Faodaidh sgoilearan na geamaichean aca fhèin a dhèanamh suas do sgoilearan eile. Chòrdadh seo riutha agus bhiodh iad ag ionnsachadh gun fhiosd.

This is a site where you can download educational computer games suitable for individual/whole class use. The games are great fun and very user friendly and, best of all, many of them are free! Download the game templates of your choice and then use these year after year to create your own quizzes, games and tasks in Gaelic. Each individual game you create is saveable to your computer and will not expire. Pupils particularly enjoy ‘Fling the Teacher’ and ‘Penalty Shoot Out’ but there are many many more to try. Pupils can create their own quizzes, games and mini tests for each other. Not only will they enjoy doing this but they will be learning without realising it.

