



ceumannan 4

ceumannan 4

Appendix 2

Geamannan Cànan *Language Games*

Geamannan Cànan

Tha geamannan cànan feumail ann an clas Gàidhlig sam bith. 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-ghnìomhach) agus dealbhan air an stòradh air coimpiutair. Seo feadhainn de na geamannan a th' air an ainmeachadh ann an Ceumannan 4 agus cleachdaibh cuid sam bith eile a tha iomchaidh bho Ceumannan 1-3. Bidh eòlas agus beachd aig tidsearan fhèin air mòran eile cuideachd.

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 4. Remember that this is simply a guide. There are plenty of games in the teachers' notes for Ceumannan 1-3 which may also be of use in Ceumannan 4 and obviously individual teachers can add to this bank also by creating activities and games appropriate to the subject/theme of a particular lesson.

Ceanglaichean eadar Ceumannan 4 agus Curraicealam airson Sàr-mhathais/Ìre Nàiseanta 5

Tha gach eacarsaich ann an Ceumannan 4 a' ceangal ri builean agus ìrean Nàiseanta 5 agus thathar a' moladh gun tèid cur ris an seo le stuth a tha air-loidhne agus cuideachd le goireasan eile a tha sa chlas no ann an leabharlann na sgoile. Bu chòir roghainn a bhith aig na sgoilearan fhèin dè na leughas iad fo na cinn seo mar phàirt den ionnsachadh agus den rannsachadh aca fhèin.



Modal 1 Aonad 1 Mi fhìn is mo theaghlach

Dùthchannan

Feumaidh tu seat de dhealbhan bhrataichean (cairtean no dealbhan coimpiutair) agus seat de dh'ainmean.

Cuir aon bhratach agus aon ainm suas air a' bhòrd-gheal. Faighnich ceist dhan chlas. An ann à/às ... a tha...? Freagraidh a' chlann le 'S ann no Chan ann. Tha seo a' toirt cothrom dhan chloinn na h-abairtean ùra a chluinntinn agus a chleachdadh, agus ath-sgrùdadh a dhèanamh air ainmean dhùthchannan.

You will need a set of flashcards with flags, or images of flags, to project on to the whiteboard. You will also need an equal number of suitable names. Names could be written/projected on to board. Put one flag and one name on board together and ask class "An ann à/às... a tha...? Pupils should answer 'S ann or Chan ann, depending on the flag.

Modal 2 Aonad 1 An ceann mo chosnaidh

Stigearan

Feumaidh tu stigearan bàna airson seo a chluich. Sgrìobh obair air an stigear agad ann an Gàidhlig. Steig seo air ceann cuideigin sa chlas. Na leig leotha an stigear fhaicinn. Feumaidh iad tomhas dè an obair a th' aca.

You will need little stickers or Post-its to play this game. Write the Gaelic word for a job on a sticker. Stick it on another class member's forehead so that everybody else in the group can see it. Each group member should have a different sticker on. Take turns to ask questions to guess what job you have by asking "A bheil mi ag obair ann an...?" "A bheil mi nam...?". If you get it wrong, then it's the next person's turn. If you get the answer right, you may ask another question until you guess the job correctly.

Dèan dealbh

Tha an geàm seo coltach ri Pictionary. Dèan dealbh de dh'obair. Feumaidh an clas tomhas dè an obair a th' ann.

Draw the sign for either male or female. Draw a sketch for a job on the whiteboard. The class will try and guess which job it is, asking "A bheil e/i na...?" The person who guesses correctly takes the next turn.

Dèan balbh-chluich!

Leig ort gu bheil thu ag obair. Feumaidh an clas/a' bhuidheann tomhas dè an obair a th' agad, a' faighneachd leithid "A bheil thu nad bheat/nurs...?"

Mime a job! The class/group must try to guess what job you have by asking, "An e... a th' annad?" Keep miming until they guess correctly.



Obair Obair!

Tha a h-uile duine ann an cearcall agus aon duine a' tòiseachadh le bhith ag ràdh, "Is mise Dòmhnall agus tha mi nam dhràibhear." Tha an ath dhuine ag ràdh, "Seo Dòmhnall. Tha e na dhràibhear. Is mise Catrìona. Tha mi nam thidsear." An uair sin, an ath dhuine "Seo Catrìona agus tha i na tidsear. Is mise... agus tha mi nam..." agus mar sin air adhart gus am faigh a h-uile duine cothrom.

Faodar atharrachaidhean a dhèanamh air seo airson a dhèanamh nas duilghe: "Is mise..., tha mi nam dhràibhear agus tha mi ag obair ann an..."

Everyone sits/stands in a circle. One person starts by saying their name and job: eg: "Is mise Dòmhnall agus tha mi nam dhràibhear." The next person says who the previous person is and what job s/he has, followed by their own name and job and so on. Mar eisimpleir:

"Seo Dòmhnall. Tha e na dhràibhear. Is mise Catrìona agus tha mi nam thidsear" Then the next person, "Seo Catrìona. Tha i na tidsear. Is mise... Tha mi nam..." until everyone has had a turn.

There can be different versions of this to make it more challenging: "Is mise... Tha mi nam... agus tha mi ag obair ann an..."

An crochadair/Hangman

Math airson litreachadh, aithneachadh fhaclan agus eòlas air an aibidil Ghàidhlig.

Cluich seo le dà sgioba an aghaidh a chèile.

Cuideigin a' taghadh facal no abairt agus a' sgrìobhadh bheàrnan airson nan litrichean air a' bhòrd-gheal.

Gach sgioba a' faighinn turas mu seach tomhas air na litrichean a tha anns an fhacal/abairt le bhith a' faighneachd "A bheil... ann?" Ma tha an litir ann, gheibh iad turas eile.

A good game for spelling rules, knowledge of Gaelic alphabet and word recognition.

Can be played with 2 teams or as a whole class. Pupils take turns to choose the word or phrase to be used for each game. The correct number of blanks for the word/phrase should be written on the board. Teams/individuals take turns to guess if a particular letter is in the word/phrase using "A bheil ... ann?"

If a letter is not contained in the word, the man gets closer to hanging. If a letter is in the word/phrase, the team can guess again.

Pupils can guess at the entire word instead of individual letters when it is their turn.



Lorg do charaid

Feumaidh tu:

Stigearan/pàipear & sellotape

Ainm obair agus àite-obrach airson gach sgoilear

Feumaidh gach obair ceangal ri àite-obrach

No

Feumaidh a h-uile obair maidseadh ri dealbh a tha ga riochdachadh

Tha stigear no pìos pàipeir air druim gach duine airson 's nach eil fhios aig an neach sin dè tha sgrìobhte – dè an 'dreuchd' a th' aige/th' aice! Feumaidh iad a dhol air feadh a' chlas a' cur cheistean air sgoilearan eile feuch am faigh iad a-mach dè an obair a th' aca fhèin. Feumaidh gach duine ceistean dhaoine eile a fhreagairt cuideachd airson sgoilearan eile a chuideachadh anns an aon dòigh.

Nuair a tha fios aig duine cò i/e, feumaidh e a dhol còmhla ris an duine eile a tha a' ceangal ris an obair/dreuchd sin.

Chan fhaodar cuideachadh a thoirt do chàch a chèile an 'caraid' a lorg. Cha dearg duine ach ceistean a fhreagairt bho sgoilearan eile agus feumaidh na ceistean sin a bhith sa Ghàidhlig.

Mar eisimpleir:

A bheil mi ag obair ann an ospadal?

A bheil mi nam nurs?

'S dòcha gun dèanadh e feum nam peanasaicheadh tidsearan sgoilear sam bith a tha a' bruidhinn na Beurla.

Ma tha feum aig sgoilear air, faodaidh i/e "Dè a' Ghàidhlig a th' air?" no "Ciamar a chanas mi?" a ràdh.

You will need:

Stickers/paper & sellotape

Enough job names & work places for each pupil to have one each (either a job or a work place)

Each job must pair up with a work place

or

Each job name must pair up with a picture/symbol that represents it.

All pupils have sticker or bit of paper stuck to their backs so that they cannot see what they are.

They must go around the class looking at other people's stickers and asking questions about themselves to work out who/what they are. They will need to answer questions asked by other pupils too.

Once they think they have worked out who they are, they have to pair up with the correct person.

Pupils must not help/direct other pupils to find their correct partner. They may only answer questions asked of them. Questions must all be in Gaelic.

eg **A bheil mi ag obair ann an ospadal...?**

A bheil mi nam nurs...?

To ensure pupils' use of Gaelic and not English, the teacher may want to use a forfeit system for those caught speaking English. If pupils are stuck, remind them that they can ask 'Dè a' Ghàidhlig a th' air...?' or 'Ciamar a chanas mi...?' to help them.



Modal 4 Aonad 1 A' cur saor-làithean air dòigh

Saor-làithean

Anns a' bhuidheann agad dèan liosta de shia ainmean-àite agus sia amannan. Mar eisimpleir:

1	Astràilia	1	latha
2	A' Ghrèig	2	cola-deug
3	An Fhraing	3	mìos
4	Barraigh	4	seachdain
5	Lunnainn	5	deireadh seachdain
6	Ameireaga	6	oidhche

Tilg an dèisinn dà thuras. Bheir a' chiad àireamh dhut an ceann-uidhe agad agus innsidh an dàrna àireamh dè an ùine a bhios tu air falbh. Bidh an sgoilear air do làimh dheis a' faighneachd "**Càit am bu toigh leat a dhol air saor-làithean?**" Thoir freagairt dhaibh mar seo: "**Bu toigh leam a dhol a/dhan (àite) airson (ùine)**". Nuair a tha thu deiseil, thoir an dèisinn dhan sgoilear air do làimh chlì. Feumaidh tusa a-nis a' cheist a chur orrasan.

In your group, make up a list of six destinations and six time words. For example:

1	Astràilia	1	latha
2	A' Ghrèig	2	cola-deug
3	An Fhraing	3	mìos
4	Barraigh	4	seachdain
5	Lunnainn	5	deireadh seachdain
6	Ameireaga	6	oidhche

*Throw the dice twice. The first number will choose your holiday destination and the second chooses the length of your stay. The person to your right will ask you "**Càit am bu toigh leat a dhol air saor-làithean?**" You should answer where and for how long you would like to go on holiday: "**Bu toigh leam a dhol a/dhan (destination) airson (length of time)**". When you have had your turn, pass the dice to the person on your left. You will now ask them "**Càit am bu toigh leat a dhol?**" Change the destination and duration list after a few rounds to keep the game going.*



Geamannan a bharrachd:

Cagairean Ceilteach

1. **Tha sgoilear a' tòiseachadh le pìos fiosrachaidh agus a' cagar an fhiosrachaidh ann an cluas cuideigin eile: "Chuala mi gu bheil/gun robh/gur e..." (dh'fhaodadh an tidsear pìosan fiosrachaidh a dheasachadh ro-làimh).**

Mar eisimpleir: **"Chuala mi gun robh Madonna anns a' Cho-op a-raoir."** (Cuir ainm neach/còmhlan ainmeil sam bith ann)

'S dòcha gum biodh e feumail nam biodh cairtean deiseil airson an toirt do sgoilearan aig a bheil duilgheadasan.

2. **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 gu bheil/gun robh/gur e..."** 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: **"An tuirt thu sin?"**

3. **Faodaidh an tidsear faighneachd do sgoilear sam bith an uair sin: "An cuala tusa gu bheil/gun robh/gur e...?" agus freagraidh an sgoilear: "Chuala" no "Cha chuala."**

'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.

Play the game Cagairean Ceilteach. It is just 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 gu bheil/gun robh/gur e..." 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 gu bheil/gun robh/gur e..." followed by the Gaelic phrase/sentence they heard. Teacher confirms this with the first person who started the message by asking "An tuirt thu gu bheil/gun robh/gur e...?". 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 gu bheil/gun robh/gur e...?" 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 original message has one or two unfamiliar words in it.

Fònaichean-làimhe

Bidh sgoilearan ag obair ann an càraidean airson a' ghèam seo. Feumaidh sgoilearan fiosrachadh a thoirt dha chèile a' cleachdadh ath-aithris.

Bidh sgoilearan a' leigeil orra gu bheil iad a' bruidhinn ri chèile air fòn-làimhe agus nach eil iad a' cluinntinn a chèile ro mhath. Bidh an gèam ag obair nas fheàrr ma tha astar eadar a' chàraid anns a' chlas no fiù 's nam b' urrainn do sgoilearan an gèam a chluich a-muigh anns an raon-cluiche le astar eatarra. Bidh am fuaim a-muigh agus guthan dhaoine eile a' cur ris a' ghèam.

Bidh liosta de sheantansan sìmplidh aig gach sgoilear. (Mar eisimpleir: trì seantansan aig caraaid A agus trì eile aig caraaid B) Bu chòir measgachadh de thràthan a bhith anns na trì seantansan sin. Bhiodh e feumail nam biodh seantansan deiseil aig an tidsear airson a' ghèam seo ach dh'fhaodadh clasaichean nas comasaiche an fheadhainn aca fhèin a dhèanamh suas.

Tòisichidh caraaid A leis a' chiad sheantans aca, mar seo:

Caraid A: "'S e poileas a th' ann am Pòl."

Caraid B: "Dè? Chan eil mi gad chluinntinn. Dè thuirt thu?"

Caraid A: "Thuirt mi gur e poileas a th' ann am Pòl"

Feumaidh caraaid B iarraidh air caraaid A am fiosrachadh a ràdh a-rithist agus a-rithist gus am faigh iad ceart e. (Caraid B: Dè thuirt thu? Caraaid A: Thuirt mi...)

Nuair a tha caraaid B cinnteach gun cuala iad am fiosrachadh gu ceart, feumaidh iad am fiosrachadh a fhuair iad a sgrìobhadh. ('S e poileas a th' ann am Pòl). Bu chòir dhaibh innse dhan charaid aca nuair a tha iad cinnteach gu bheil am fiosrachadh ceart aca sgrìobhte.

A-nis gabhaidh caraaid B turas. Bidh an gèam a' dol air adhart mar seo gus am bi na trì seantansan deiseil aig gach caraaid. Bu chòir dhaibh coimhead air liostaichean a chèile gus dèanamh cinnteach gun do sgrìobh iad am fiosrachadh ceart. Dh'fhaodadh duais air choreigin a bhith ann dhan chàraid aig a bheil an àireamh as motha de sheantansan ceart. Dh'fhaodadh na sgoilearan/an tidsear duais fhreagarrach a thaghadh.

Pupils pretend to be on the phone to one another. The game works best if they are not sitting right next to each other in class – or indeed if they are outside in the playground, some distance from each other. The noise of lots of pairs shouting into their 'phones' adds to the task!

Each pupil should be given a list of about 3 statements (Pupil A has statement list A and Pupil B has



list B). Statement lists should contain a variety of tenses for different connectors. Teachers may want to prepare lists beforehand although more able classes could make their own lists.

Pupil A begins by saying his/her first statement into the phone, for example: *“S e poileas a th’ ann am Pòl.”* Pupil B must say that they haven’t heard properly and ask for the statement to be repeated. *“Dè? Chan eil mi gad chluinntinn. Dè thuirt thu?”* Pupil A must repeat the message this time using reported speech. *“Thuirt mi gur e poileas a th’ ann am Pòl.”*

Pupil B must keep asking *“Dè thuirt thu?”* until they are certain they have picked up the information correctly.

Even though pupils hear the statement as it is written only once (and subsequent times it is in the reported form) they are expected to write the statement as it would be written on their partner’s list. This requires them to think about how connectors are related to the original verb/tense. It also encourages them to listen really carefully to the original statement which they will hear only once. Once Pupil B is certain they have the correct statement written, they should signal this to their partner (possibly by using a thumbs-up sign or shouting back *“Tha e agam”* or *“Ceart gu leòr”* or some other suitable phrase.)

It is then Pupil B’s turn to make a statement for Pupil A. The game continues until both pupils have each other’s statement list written down. They will then come back together and compare lists.

Teachers/pupils may decide on prizes or rewards for correct lists. Correct lists will reflect good clear pronunciation, good application of knowledge of language (spelling and grammar), and good listening skills.

Examples of possible statement lists:

Liosta A

1. Tha mi a’ falbh air an tràan aig dà uair feasgar.
2. ‘S e poileas a th’ ann am Pòl.
3. Cha robh Ruairidh ag iarraidh obair.

Liosta B

1. Chan eil Eilidh a’ tighinn dhan chub-òigridh Dihaoine.
2. Bidh Màrtainn a’ falbh dhan Ghrèig airson cola-deug.
3. ‘S e baile beag snog a th’ anns a’ Ghearasdan

