

Study Pack 1

Higher Gaelic

Teicneòlas agus Na Meadhanan
(Society, Culture, Employability & Learning)



ceumannan

Sealladh air cùrsa na h-Àrd-Ìre Gaelic fiosrachadh agus comhairle do sgoilearan

Higher Gaelic course overview — information and advice for pupils

		Marks	% of final grade	Dictionary use
Assessments in class	Assignment Writing	20	12.5%	Yes
	Speaking	30	25%	No
Exams	Reading	30	25%	Yes
	Directed Writing	20	12.5%	Yes
	Listening	20	25%	No

Course assessments (in class)

Speaking	Assignment-writing
<p>You will take part in a discussion with your teacher lasting approx 10 minutes, using detailed and complex language. Your discussion will need to cover at least 2 contexts studied in Higher (<i>Society, Learning, Employability, Culture</i>). You should consult with your teacher in advance about which two contexts you want to cover. For example:</p> <p>You might want to start by talking about your experiences at school that year (Learning) then move on to discussing the job you would like when you leave education (Employment).</p> <p>Maybe you could talk about your favourite sports/activities (Culture) and whether you think you lead a healthy lifestyle (Society). Or, you might prefer to talk about a holiday or a trip with friends or family — this could feasibly cover a variety of contexts.</p> <p>Conversely, you need not talk about yourself personally; but discuss subjects that you know a lot about.</p> <p>Remember this is not a speech; it should be a conversation. Be prepared to ask questions of your teacher as well as answering questions. Prepare well in advance and be familiar with any extra vocabulary you think you will need.</p> <p>Notes</p> <p>During your assessment you may use notes containing 5 headings with up to 8 words under each heading.</p>	<p>You will produce a piece of discursive writing in Gaelic based on one of the four contexts. Assignment-writing is done in class.</p> <p>The teacher will give you a stimulus or a choice of stimuli based upon your previous learning. You may also create your own stimulus in consultation with your teacher.</p> <p>You will write a first draft response of 200-250 words. Your teacher will give you written feedback.</p> <p>You will then write your final version of 200-250 words.</p> <p>In the assignment you should:</p> <ul style="list-style-type: none"> • use detailed and complex language accurately • use a range of structures and tenses. • write in a discursive manner • express your ideas and opinions • give reasons for your opinions • make any appropriate conclusions

Exam paper 1 Reading & Directed Writing (2 hours)

Reading

You will read a short text and answer a series of questions on it. The questions will be in order of the text.

The text will be in a factual, journalistic style and based on any one of the four contexts.

- Overall purpose question

In the last of the questions you will be asked to consider the article as a whole — this is called the overall purpose question. Prior knowledge of these types of texts and questions is invaluable here. Make sure you practise these types of questions in past papers and study the marking schemes to see how the overall purpose question should be answered.

- Translation

The final part in the Reading paper is the translation section. You will be asked to translate the underlined part of the Reading text. Please don't be tempted to try to do the translation before you answer the questions. Once you have read the text properly and answered the questions, you will be in a much better position to understand the gist of the translation.

Directed writing

This tests your ability to write in the past and conditional tenses and will be based on the two contexts **not** covered by the Reading and the Listening papers. You will have a choice of two scenarios. Choose **ONE**.

In your chosen scenario you will be given **6 bullet points** that you must address.

Bullet 1 will ask you for **2** pieces of information. You **must** give both.

Bullets 2-6 will each ask for one piece of information. The suggested word limit is **150-180 words**.

Make sure you answer **every** bullet point. If you miss one out, the maximum mark you can get is 16 out of 20, regardless of how good the rest of your writing is. If you miss two bullet points, the maximum mark you can get is 12. If you miss three bullet points your mark will be **zero!**

A good tip is to write your answers in bullet points yourself. This lets both you and the marker see where you have covered each

point. Try to make sure you have at least two sentences per bullet point. Make sure you know the conditional tense for the last bullet point!

Tips! Try to split your time in the exam evenly between **Reading** and **Writing**.

You will be allowed to use a dictionary in this paper, but use it wisely!

There is a helpful section on dictionary skills in **Ceumannan Cànaidh 5**, pages 3-8.

Exam paper 2 Listening (30 minutes)

Listening

The Listening exam will be based on the context not covered in Exam paper 1 – Reading and Directed Writing. That means that if Reading was about technology (*Society*) and the two Directed Writing stimuli were about visiting a school (*Learning*) and going on holiday (*Culture*), then Listening would have to be based on *Employability*.

Before you hear each listening passage, it is so important that you read the questions. This will give you clues as to what you will be listening out for. Notice also how many marks are allocated to questions. This will give you an idea of how detailed your answers need to be.

The listening paper has two parts:

- **a monologue** (one person talking)

You will hear this twice and then have time to answer the questions based on what you have heard. The questions will be worth **8 marks**.

- **a dialogue** (two people talking)

You will hear this twice and then have time to answer the questions based on what you have heard. The questions will be worth **12 marks**.

You do not get a dictionary in the Listening exam. Questions and answers will be in English.

Reading (Society)

Read the article carefully and then answer, in English, ALL the questions that follow.

In this article, the writer discusses the dangers of smartphones to young people's mental health.



1

Tha slàinte-inntinn òigridh a' dol bhuaithe.

Bho 2010 tha an àireamh de dhaoine òga a tha a' fulang le trom-inntinn agus iomagain air èirigh gu mòr. Nas miosa na seo, tha an àireamh de dhaoine òga a chuir às dhaibh fhèin air dùblachadh. Carson? Dè as coireach?

2

Tha am Proifeasair Jonathan Haidt à Oithigh New York, a' rannsachadh na cùis. Tha esan ag ràdh gu bheil dà adhbhar ann gu bheil slàinnte-inntinn òigridh a' fulang — cion cluiche a-muigh agus cus ùine air smart-fhònaichean.

"Chan eil saorsa aig clann an-diugh cluich a-muigh mar a b' àbhaist", tha am Proifeasair ag ràdh, "oir tha cus phàrantan a' creidsinn gu bheil an saoghal a-muigh ro chunnartach do chlann a bhith a' cluich a-muigh leotha fhèin. 'S e trioblaid mhòr a tha seo oir bidh clann ag ionnsachadh sgilean-beatha riatanach tro chluiche." An-diugh, an àite a bhith a-muigh, bidh clann a' cluich leotha fhèin air fònaichean — a' coimhead criomagan-bhidio air *YouTube* agus a' cron-sgròladh air na meadhanan sòisealta mar *Instagram* agus *TikTok*. Chan eil seo a' teagasg sgilean-beatha feumail dhaibh.

3

A rèir Haidt, 's e an comas dèiligeadh ri riosg, fear de na sgilean-beatha as cudromaiche ionnsachadh. Chan urrainn dhut seo ionnsachadh air fòn, tha e ag ràdh. Feumaidh clann ionnsachadh mu riosg tro chluich. Nuair a tha iad mu sheachd bliadhna a dh'aois, bu chòir dhaibh a bhith a' dol a-mach leotha fhèin gun inbheach. Mar eisimpleir, a' dol dhan bhùth gun phàrant, a' coiseachd dhachaigh bhon sgoil gun phàrant, a' cluich a-muigh còmhla ri clann eile agus mar sin air adhart. Fàgaidh seo clann nas làidire agus nas toilichte.

4

"Chan eil mi idir a' cur sìos air pàrantan," tha Haidt ag ràdh. "Tha iad a' feuchainn ris an rud cheart a dhèanamh ach chan eil iad a' tuigsinn gu bheil iad a' dèanamh cron." Tha Haidt a' tuigsinn gum bi pàrantan draghail nuair a tha clann a-muigh leotha fhèin gun fòn. "Ceannaich fòn-làimh seann-phasanta dhaibh," tha e a' moladh, "no uaireadair le comas teacsadh, tragadh agus fònadh. Chan eil iad sin cunnartach."

5

Sheall rannsachadh ann am Breatainn gu bheil faisg air an dàrna leth de chlann eadar aois a h-ochd agus seachd bliadhna deug air rudan mì-iomchaidh fhaicinn air na fònaichean aca (mar eisimpleir: murt, mòr-ainneart, fèin-mhilleadh agus pornografaidh). Bidh droch rudan mar seo a' dèanamh cron mòr air inntinn chloinne. Ma chì iad rudan sgriosail gu cunbhalach, bidh iad nas buailtiche fulang le droch shlàinte-inntinn. "Saoilidh mise gu bheil na cunnartan air-loidhne nas miosa na na cunnartan a-muigh air an t-sràid", tha Haidt ag ràdh.

6

Cuideachd, tha clann air am beò-ghlacadh le fònaichean. Tha e uabhasach doirbh dhaibh sgrùd a chomharrachadh orra. Ann an dòigh, tha smart-fhònaichean a' cheart cho cunnartach ri drogaichean agus an deoch-làidir. An toireadh tu uisge-beatha no cocaine do phàiste òg?

7

Chan eil na companaidhean teicneòlais mòr mar *Meta* ag aontachadh gu bheil droch bhuaidh aig smart-fhònaichean air slàinte-inntinn òigridh. A rèir Mark Zuckerberg, chan eil an rannsachadh soilleir. "Tha mi a' faireachdainn cho feargach!" thuirt am Proifeasair Haidt. "Tha dearbhadh cinnteach ann gu bheil ceangal eadar smart-fhònaichean agus droch shlàinte-inntinn. Tha fios glè mhath aig na companaidhean gu bheil fònaichean a' dèanamh cron ach tha iad coma. 'S e airgead as cudromaiche dhaibh."

8

Anns an àm ri teachd, ma tha sinn ag iarraidh an òigridh a bhith fallain nan inntinn, feumaidh dà rud tachairt:

1. barrachd cluiche neo-eisimeileach bho aois a seachd.
2. laghan ùra, teann a thaobh smart-fhònaichean. Mar eisimpleir, casg orra fo aois sia-deug.

Tha am Proifeasair a' toirt rabhadh dhuinn. "Mura dèan sinn càil idir, nì sinn milleadh mòr air an ath ghinealach."



Questions (Total 30 marks)

Re-read paragraph 1

1. The writer states that young people's mental health is in decline.
Give details of **one** of the facts that supports this statement. (1)

Re-read paragraph 2

2. What does Professor Haidt say are the **two** reasons young people's mental health is suffering? (2)
3. (a) Why don't children today have the freedom to play outside like they used to? (2)
(b) Why is this a problem? (1)

Re-read paragraph 3

4. The article discusses the importance of children learning to deal with risk.
What does it say about this? (3)
5. What does the article suggest children should be doing from the age of around seven? (1)

Re-read paragraph 5

6. British research has revealed that about nearly half of children aged 8—15 have been exposed to harmful and inappropriate material on their phones.
- (a) Apart from pornography, give **two** other examples mentioned. (1)
(b) What effect can regular exposure to harmful content have? (1)

Re-read paragraph 6

7. The article talks about the addictive nature of smartphones — comparing them to drugs and alcohol.
- (a) What rhetorical question does the writer ask? (1)
(b) What point do you think s/he is trying to make? (1)

Re-read paragraph 8

8. According to Professor Haidt, two things need to happen if we want to protect young people's health in the future.
Give details of **one** of them. (2)
9. What final warning is given? (2)

Now consider the article as a whole.

10. In your opinion, do you think parents or technology companies or governments are most responsible for the decline in young people's mental health?
Give details from the text to justify your answer. (2)
11. Translate the underlined portion of the article into English:
Chan eil na companaidhean . . . as cudromaiche dhaibh. (10)

Listening 1 Employability & Culture

You listen to part of a podcast called 'Secret Scotland' presented by investigative journalist Angela Smith. She is investigating a spooky case in Iona Abbey.

Ceistean

(8 marks)

- | | | |
|-----|---|---|
| a) | How many tourists visit Iona Abbey every year? | 1 |
| b) | How long has George MacPherson been living and working in Iona Abbey? | 1 |
| c) | What does George enjoy about his job? Mention one thing. | 1 |
| d) | Angela talks about an interesting story she heard from George about a ghost in the Abbey. | |
| i. | What did George say he sometimes hears and sees at night? | 2 |
| ii. | Why is George not frightened living in the Abbey? | 1 |
| e) | Angela plans to sleep in the Abbey tonight. How does she feel about this? Mention one thing | 1 |
| f) | What does Angela tell her listeners to do if they want to find out more? | 1 |



Listening 2: Employability

Angela Smith is being interviewed on a radio chat show about her career as an investigative journalist (neach-naidheachd sgrùdail) with her own podcast.

Ceistean

(12 marks)

- | | | |
|----|--|---|
| a) | Angela was interested in journalism from a young age.
How was her interest evident? | 1 |
| b) | Angela compares investigative journalism to police work.
State any two similarities she mentions. | 2 |
| c) | Angela's podcast is very successful.
What information does she give to back this up? | 2 |
| d) | What does Angela enjoy about her job? Mention one thing. | 1 |
| e) | Angela talks about the skills required of an investigative journalist.
What does she say that a good journalist needs to be able to do? | 2 |
| f) | Angela was once secretly filming a drug deal and the situation became dangerous.
Describe briefly what happened. | 2 |
| g) | What advice would Angela give young people considering a career in journalism?
Mention two things. | 2 |



Directed writing

Scenario 1: Learning

You recently completed a course at your local college. You have been asked by your school Guidance teacher to write a short report, in Gaelic, about your experience.

Include the following information and try to add other relevant details:

- what course you studied and why you chose it
- how you got on with the people on your course
- what the teacher was like
- what you learned from the course
- what the college was like as a venue
- whether you would recommend the course to others.

You should write approximately **150-180 words**.

Scenario 2: Culture

You went to the HebCelt Festival in Lewis for the weekend.

Upon your return, you are asked to write a short article, in Gaelic, for the festival's social media account.

Include the following information and try to add other relevant details:

- who you went with and where you stayed
- how you travelled there
- your reasons for going to the festival
- what entertainment was available at the festival
- your favourite part of the weekend there
- whether you would recommend this event to others and why

You should write approximately **150-180 words**.

Assignment writing

In the assignment you should write approximately **200-250 words** in a discursive manner. Discursive writing discusses ideas or opinions on a topic using both evidence and opinion. You may want to examine an issue from both sides and then come to a conclusion on the matter. Your piece of writing should be based on one of the following contexts: **society, learning, employability, culture**. You may, however, refer to other contexts in your writing if you wish.

Assignment writing Examples

Examples of two writing assignments (each with differing viewpoints on the same subject) are written below. These examples might help you plan your own assignment. An extensive list of useful words and phrases is also listed below for your use.



Chan eil mise a' creidsinn idir gum bu chòir smart-fhònaichean a bhith toirmisgte ann an sgoiltean.

Canaidh cuid gu bheil iad a' dèanamh cron air daoine òga, ach ma tha thu a' cleachdadh fhònaichean gu ceart, faodaidh iad a bhith gu math cuideachail anns an sgoil.

Bidh mise a' cleachdadh a' fòn agam airson obair sgoile gu tric. Tha aplacaidean agam mar Faclair Mòr agus Duolingo a tha gam chuideachadh ann an clasaichean Gàidhlig agus Fraingis.

Tha mi a' tuigsinn gum bi cuid de sgoilearan a' cleachdadh nam fònaichean anns a' chlas ann an dòigh nach eil ciallach – mar a' teacsadh charaidean agus a' togail dhealbhan agus bhidiothan. Ach a dh'aindeoin sin, a bheil e cothromach do na sgoilearan a tha modhail agus ciallach am fònaichean a chall anns an sgoil? Chan eil mise a' smaoineachadh gu bheil! Ma tha sgoilear ann a tha a' dèanamh mì-fheum den fòn aca, bu chòir dhaibh a bhith air am peanasachadh. Cha bu chòir dhan a h-uile sgoilear a bhith air am peanasachadh air sgàth corra neach.

Tha mi gu mòr a' creidsinn gum bu chòir do sgoiltean a bhith a' teagasg sgoilearan air ciamar a nì iad feum de na fònaichean aca ann an dòigh a tha cuideachail airson foghlam. Aig a' cheann thall, tha an teicneòlas ann agus cha bhi e a' falbh. Tha còir againn a bhith a' dèanamh feum dheth.

(230 words)

Tha mise a' creidsinn gu mòr gum bu chòir smart-fhònaichean a bhith toirmisgte ann an sgoiltean.

Chanadh cuid ma tha thu a' cleachdadh fhònaichean gu ceart, gum faod iad a bhith cuideachail anns an sgoil, ach chan eil mi fhìn no mo charaidean ag aontachadh. Tha mise a' smaoineachadh gu bheil iad a' dèanamh barrachd cron na math.

Anns a' chiad dol a-mach, tha fònaichean a' toirt aire sgoilearan air falbh bhon obair. Chan urrainn do chuid a bhith ag obair gu ceart oir tha iad a' smaoineachadh gun sgur mu gach brath a thig a-steach air a' fòn! Tha iad air am beò-ghlacadh leotha. Chan eil seo fallain.

Tha prìobhaideachd cudromach. Tha mi cinnteach gum biodh a h-uile duine ag aontachadh leam an sin. Ach ma tha fònaichean anns a' chlas, faodaidh daoine dealbhan agus bhidiothan a thogail gun fhiosta. Thachair seo dhòmhsa agus dha mo charaidean agus chan eil e idir laghach. Thachair an aon rud do thidsear òg anns an sgoil agam. Nochd a' bhidio dhith air TikTok agus bha i troimh-a-chèile mu dheidhinn.

Tha mi a' tuigsinn gum bi cuid de sgoilearan a' cleachdadh nam fònaichean anns a' chlas ann an dòigh a tha ciallach, ach gu mì-fhortanach chan urrainn dhut earbsa a chur anns a h-uile neach.

Nuair a thig e gu h-aon 's gu dhà, bu chòir do sgoilearan agus tidsearan a bhith sàbhailte anns an sgoil. Bhithinn-sa a' faireachdainn fada na bu shàbhailte anns an sgoil nam biodh fònaichean toirmisgte.

(248 words)

Useful vocabulary for Assignment Writing

Expressing opinions

tha mi gu mòr a' creidsinn
chan eil mi a' creidsinn
chanainn/cha chanainn
nam bheachd-sa/nam bharail-sa
nam bheachd fhèin/nam bharail fhèin
tha mise a' smaoineachadh gu bheil seo...
saoilidh mise
gun teagamh
dhòmhsa dheth
gun cheist
gu h-àraidh
gu sònraichte
gu seachd àraid

bu chòir dha bhith follaiseach
do dhuine sam bith
do-chreidsinneach
maslach
nàr
sgainnealach
gairiseachail
tha e gam dhèanamh cho feargach
tha mi a' faireachdainn gu math
làidir mu dheidhinn
feumar seo a chur ceart
tha an t-àm ann rudeigin a dhèanamh
mu dheidhinn
tha e mar dhleastanas oirnn uile an
gnothach a leasachadh

I strongly believe
I do not believe
I would/wouldn't say
in my opinion
in my own opinion
I think that this is ...
i think
without a doubt
to my mind, for me
without question
especially, in particular
especially, in particular
especially, in particular
(stronger than gu h-àraidh)
it should be obvious to anyone

unbelievable
disgraceful
shameful
scandalous
horrific
it makes me so angry
I feel very strongly about (it)

this must be put right
the time has come to do something
about (it)
it is the duty of every one of us to rectify
the situation

Connecting ideas

anns a' chiad dol a-mach
a dh'aindeoin sin
air sgàth 's sin
tha fianais a' sealltainn gu bheil...
ged a
ge-tà
mar eisimpleir
a rèir
gu ìre mhòr
gu ìre bheag
's dòcha
coltach ri sin
a bharrachd air an seo
mar thoradh air an seo

firstly
despite this, nevertheless
because of that
evidence shows that...
although
however
for example
according to
to a large extent
to a lesser extent
possibly
likewise
in addition to this
as a consequence of this

Considering alternative viewpoints

chanadh cuid gu bheil...
dh'fhaodar a ràdh
tha cuid de dhaoine a' creidsinn
canaidh feadhainn
thathar ag ràdh...
's e puing mhath a tha seo, ach...
faodar a ràdh gu bheil...
tha e coltach gu bheil...
tha/chan eil mi ag aontachadh
air an dàrna làimh...
tha e doirbh a thuigsinn
ach air an làimh eile
tha/chan eil mi cinnteach
aig a' cheart àm
chan eil teagamh sam bith
nach eil seo fìor (ach)...
feumar cuimhneachadh cuideachd
tha mi le cas a' falbh agus cas a' tighinn
tha mi eadar dà bheachd
chan urrainn dhòmh m' inntinn
a dhèanamh suas
aig sealbh tha brath...
leis an fhìrinn innse...

some would say that...
it could be said/one might say
some people believe
some say
it is said...
this is a good point, but...
one might say that...
it appears that...
I do/don't agree
on the one hand...
it's difficult to understand
but on the other hand
I am/am not sure
at the same time
there is no doubt that this is true (but)...

one must also remember
I'm undecided
I'm in two minds
I can't make up my mind

goodness only knows
if the truth be told...

Conclusions

anns a' cho-dhùnadh
tha mi air a' chùis a chagnadh

tha mi air tighinn chun a' cho-dhùnaidh
aig a' cheann thall
a bharrachd air a h-uile sìon eile
's e cnag na cùise...
nuair a thig e gu h-aon 's gu dhà

in conclusion
I have considered ('chewed over')
the matter
I have come to the conclusion
all things considered/at the end of the day
above all else
the crux/heart of the matter is...
when it comes down to it

Assignment-writing scenarios

Read through each scenario below and consider which one you might like to write about.

The questions underneath each scenario are for consideration only. You do not have to address or answer all or any of them. But, they may be useful as a springboard for your thoughts.

In the assignment you should:

- use detailed and complex language accurately
- use a range of structures and tenses
- write in a discursive manner
- express your ideas and opinions
- give reasons for your opinions
- make any appropriate conclusions

Choose one of the following scenarios.

Write 200–250 words in Gaelic to express your ideas and opinions.

Give reasons for your opinions and draw any appropriate conclusions.

Learning

There is very little difference in the experience of virtual learning compared to that of in-school learning.

Do you agree?

Consider your own experience. Do you study any subjects through distance learning? How does this compare to normal classes? You might remember what virtual learning was like during Covid. How did that compare to being in school? Did you learn more or less? Was the experience of learning virtually more or less enjoyable? Why? You could discuss the advantages and disadvantages of virtual learning in general.

Technology is essential for learning
Discuss.

You might want to reflect on your own experience of using technology in your learning. Are there particular subjects in school where you use more or less technology? How does this affect your learning? Do you feel that your attainment is better in classes where you have more access to technology? Consider what learning style suits you best. Do you learn best in a practical and active setting (eg. outdoor/physical learning/practical cookery/science experiments/group work)? Or are you better suited to learning in class in a more virtual way, using technology? Are there any downsides to using technology for learning

Employability

My social media is none of my future employer's business.

Discuss.

Reflect on your own social media (if you use it). Do you think it could or should affect your job prospects? Do you think people should have to consider their online behaviour carefully when thinking about career prospects? Or, do you think that your online life and your work life should have no bearing on one another. Do you think that it is right for an employer to look at future employees' social media? Why?

Video CVs are much better than paper ones.

Do you agree?

You might want to look at this from the point of view of an employee and/or an employer. If you were applying for a job, would you make a paper CV or a video? Which do you think is better? Why? Would you personally be at an advantage or disadvantage if you had to make a video CV? Why?

Society

Socialising virtually is just the same as socialising in real life.

Do you agree?

Consider your own experience. How do you spend your free time? Do you socialise online with friends (gaming/social media communication/group chats)? How does this compare to socialising in real life? Is online socialising just the same as socialising in person? Do you prefer one over the other? Why?

Smartphones should be illegal for under 18s, just like alcohol and tobacco.

Do you agree?

Do you think it is proportional to compare smartphones to alcohol and tobacco? If you were a parent, would you let your child have a smartphone? Do you have a smartphone? If so, at what age did you get one? Consider your own phone use. If you have one, what do you use your phone for? How important is having a phone to you? If you have one, do you think you use your phone too much or could you easily do without it? You might want to discuss any relevant research on smartphone use and the effect this may have on children.

Culture

Every child in Scotland should learn some Gaelic in school.

Do you agree?

Consider your own experience. Discuss your own reasons for choosing to learn Gaelic. Have you benefitted from learning Gaelic? How would you feel if Gaelic wasn't available in your school? If you agree every child in Scotland should learn some Gaelic, why do you think so? Should online Gaelic courses be offered to all schools without a resident Gaelic teacher?

Holidaying in Scotland is better than going abroad.

Do you agree?

Consider your own experience. Where do you and your family go on holidays? You might want to talk about your favourite place to go on holiday — home or abroad — and the reasons why you like this place. Maybe you have never been abroad. Consider the benefits/ downside of travel abroad and holidaying in Scotland. Which kind of holiday would you choose, given the option?

Labhairt

Have a look at BBC Bitesize guide to Higher Gaelic Talking. Read the information and listen to the audio examples of student/teacher discussions covering the four contexts.

<https://www.bbc.co.uk/bitesize/guides/zd82j hv/revision/1>

Remember your conversation should cover **at least two** of the four **contexts**.

The contexts and topics are your own choice.

Here are some examples of common topics students tend to talk about:

Learning and Employment

Talk about your experiences at school this year (Learning) and then move on to discuss the job you would like when you leave education (Employment).

Culture & Society

Talk about your favourite sports/activities/ways to spend free time (Culture). Reflect on whether you think you lead a healthy lifestyle (Society).

Culture & Employability

talk about your plans to take a gap year abroad (Culture). What kind of work will you do? How will this be of benefit to your future? (Employability)

Learning, Society & Employability

Talk about a skill or particular hobby you have learned to do (Society & Learning) For example, playing a musical instrument, jewellery making, baking, woodwork, dancing, photography, singing etc You might want to talk about how and why you learned this skill (Learning) or how this might be of benefit to your chosen career path (Employability)



In preparation, you should pre-empt the kinds of questions your teacher may ask you about your topics.

Remember this is a conversation; not a speech. The conversation should go back and forth between you and your teacher, with both of you asking and answering questions.

[illegible]

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