

Builean Ionnsachaidh | Learning outcomes

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| 01 | I can use simple greetings. |
| 02 | I can ask someone their name. |
| 03 | I can give basic personal information. |
| 04 | I can address people using their name. |
| 05 | I can ask what people's names are. |
| 06 | I can introduce people around me. |
| 07 | I can say how I am. |
| 08 | I can ask someone how they are. |

Tutors should explain to learners what is expected of them at each learning level. The **Builean Ionnsachaidh** 'Learning Outcomes' give some of the practical things learners should be able to do with the language covered in each **Cuspair**. It is not expected that all vocabulary and grammar points taught in the course will be fully memorised and understood. The **CEFR self-assessment scales** should be referred to, in order to clarify what is expected of learners at each learning level, and in each language skill.

It is important to understand the different language skills; **Listening, Reading, Spoken Interaction, Spoken Production** and **Writing**. Language ability will be quite different in each skill. Learners will have greater passive language skills, recognising words and structures in context, than productive language skills, actively using those words and structures in their own speech. At **A1** and **A2**, learners should focus on the language needed to talk about their own family, living, work and personal situations.

THE FOLLOWING PROVIDE A COMPREHENSIVE DESCRIPTION OF THE CEFR LEVELS:

→ **SpeakGaelic CEFR Overview**

<https://speakgaelic.scot/wp-content/uploads/2021/11/SG-CEFR-Scale.pdf>

→ **CEFR Levels**

<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

Duilleag Briathrachais | Vocabulary Sheet

The **Duilleag Briathrachais** gives an overview of the grammar words used in the A1 course. This should be used by learners as a reference guide throughout the SpeakGaelic A1 course. Not all learners will be familiar with essential grammar terms, like 'noun', 'adjective', 'adverb' and 'verb'. It isn't expected that this sheet will be taught in classes, but learners should be made aware of it and any questions addressed.

Duilleag Fuaimneachaidh | Pronunciation Sheet

The **Duilleag Fuaimneachaidh** gives a useful overview of the Gaelic sound system, and this should be used by learners as a reference guide throughout the SpeakGaelic A1 course. The guide looks at the key differences such as broad and slender sounds, and how these are said at the start, middle, or at the end of a word.

IPA, 'International Phonetic Alphabet' is often given in dictionaries and is a very useful and accurate way to represent pronunciation. 'Phonetic' spellings based on English are best avoided as these can be misleading and are dependent on learners' accents.

Unlike in English, pronunciation in Gaelic affects the meaning of words, so it is important for learners to be aware of the various sound changes. For example the difference between **baile** 'town' and **balla** 'wall' is dependent on the **L** sound being pronounced correctly.

Tutors can decide how long to spend on the **Duilleag Fuaimneachaidh**, and learners are not expected to understand all the sound changes covered here in lesson 1. It is recommended that the main principles are demonstrated, with reference to sounds learners will be familiar with, the broad **ch** in **loch** versus the slender **ch** in **dreich**, for example, and the difference between a west coast Scottish accent's broad pronunciation of the **L** sound in **William**, versus an English accent's slender pronunciation of this.

Pàirt 1 - Builean Ionnsachaidh | Part 1 - Learning Outcomes

- **An Tuiseal Gairmeach** | Vocative Case
- **Beannachdan** | Blessings & Greetings
- **A' faighneachd air ainmean** | Asking for names

1. Fàilte oirbh! | Welcome!

Conversation in English first. Why are the learners learning Gaelic? Is there Gaelic in their families? Do they know any Gaelic words at all? Some examples are given, but encourage learners to think of others if they can. Some further examples of words learners may already know are given below. Explain that Gaelic nouns have grammatical gender and that this will be noted beside new vocabulary, *m* 'masculine' and *f* 'feminine'. Other abbreviations will also be used, such as *adv* 'adverb', *adj* 'adjective' and *v* 'verb'. Learners should learn the gender of words as they learn new vocabulary.

Fàilte *f* | Welcome

Slàinte *f* | Cheers

Bùrach *m* | Bourach

Cèilidh *f* | Ceilidh

Clann *f* | Clan

Gu leòr *adv* | Galore

Beinn *f* | Ben

Uisge-beatha *m* | Whisky

Sasannach *m* | Sasennach

Sluagh-ghairm *f* | Slogan

Bothan *m* | Bothy

Gleann *m* | Glen

Caol *m* | Kyle

Loch *m* | Loch

Càrn *m* | Cairn

Cabar *m* | Caber

Bròg *f* | Brogue

Sgian dubh *f* | Skean dhu

Sporan *m* | Sporrán

Capall-coille *m* | Capercaillie

Srath *m* | Strath

2. Aibidil na Gàidhlig | The Gaelic Alphabet

Encourage learners to work together to cross out the letters not used in Gaelic. This exercise will give new learners an opportunity to work together.

A B C D E F G H I ~~J~~ ~~K~~ L M N O P ~~Q~~ R S T U ~~V~~ ~~W~~ ~~X~~ ~~Y~~ Z

3. Beannachdan | Greetings & Goodbyes

Repeat **Madainn mhath**, **Feasgar math** and **Oidhche mhath**, learners listen to the tutor and repeat the pronunciation.

Còmhradh | Conversation

Reading, pronunciation and explanation: this section looks at **Dè an t-ainm a th' ort?** in **Còmhradh a h-Aon** and **Dè an t-ainm a th' oirbh?** in **Còmhradh a Dhà**. If there is time, everyone can read the conversation together first. Then, give learners an opportunity to read it again in groups and lastly in twos.

Mìneachadh | Explanation - math / mhath

This is an opportunity to take a brief look at masculine and feminine nouns. Some learners may already be familiar with this concept. **Madainn** and **oidhche** are feminine and **feasgar** and **latha** are masculine. It would be good to look at **Latha math** here also if there is time in the class.

Mìneachadh | Explanation - ort / oirbh

This is chance to look at the difference between the polite and informal forms. Some learners may be familiar with this concept already.

Sibh fhèin a-nis | Your turn

The learners speak to the other learners in the class and ask: **Dè an t-ainm a th' ort?** or **Dè an t-ainm a th' oirbh?** and answer with **Is mise** _____ as used in the **Còmhradh**.

4. Ainmean sa Ghàidhlig | Names in Gaelic

Matching exercise – the students have to match the English name with its Gaelic equivalent. There is a crossword exercise about names on **Duilleag Geama 1C**.

FREAGAIRTEAN

| | |
|---------|--------|
| Raonaid | Mary |
| Seumas | John |
| Iain | Rachel |
| Màiri | James |

| | |
|----------|--------|
| Seòras | Donald |
| Seonag | George |
| Dòmhnall | Helen |
| Eilidh | Joan |

Mìneachadh | Explanation - ort / oirbh

Look at the examples first and the explanation in the box. Tutors and learners can find extra information about this on **1A Duilleag Mìneachaidh**. Look at lenition and slenderisation here also. There is extra work to be found on **1B Duilleag Obrach**.

Geama 1 - Dè an t-ainm a th' ort? | What's your name?

Use the cards in **1C Duilleag Geama** giving a card to each learner with a new Gaelic name. The learners mingle and ask each other **Dè an t-ainm a th' ort / oirbh?** and their partner answers using the Gaelic name on their card. They should then reply to their new friend using one of the greetings from the lesson and the name their partner gave in the vocative case.

LEARNER 1

- Feasgar math. Dè an t-ainm a th' ort?
- Halò, a Dhonnchaidh. Is mise Màiri.

LEARNER 2

- Feasgar math. Is mise Donnchadh. Dè an t-ainm a th' ort fhèin?
- Halò, a Mhàiri.

Geama 1 - Seo agus Sin | This and That

Explain to the learners how **seo** 'this' and **sin** 'that' work as a way of introducing one person to another. Using the name cards which we used previously, put the learners in pairs. The partners can ask **Dè an t-ainm a th' ort?** again to get their partner's name. The pairs should then speak to others in the class introducing their partners to other pairs of learners using **Seo** _____.

PAIR 1



LEARNER 1
Feasgar math!
Seo Learner 2.

LEARNER 2
Halò! Seo Learner 1.

PAIR 2



LEARNER 1
Halò! Seo Learner 2.

LEARNER 2
Agus seo Learner 1.

PAIR 3



LEARNER 1
Feasgar math!
Seo Learner 2.

LEARNER 2
Halò! Seo Learner 1.

Pàirt 2 - Builean Ionnsachaidh | Part 2 - Learning outcomes

- Ciamar a tha ____? | How are ____?
- Riochdairean | Pronouns
- A' faighneachd air ainmean | Asking for names

Fàilte air ais | Welcome back

If Part 2 is being delivered separate to Part 1 a quick warm-up and look back over the previous lesson should be done before starting on the new content. Tutors could ask learners questions such as 'How do we say 'Good morning' to George?'

- Seòras Madainn mhath, a Sheòrais.
- Tòmas Feasgar math, a Thòmais.
- Eachann Fàilte, Eachainn.
- Peigi Madainn mhath, a Pheigi.
- Mòrag Feasgar math, a Mhòrag.
- Iseabail Fàilte, Iseabail.

5. Ciamar a tha _____? | How are _____?

Speaking and repeating. Make sure that the learners are starting to grasp the sounds.

Ciamar a tha thu? → Tha mi gu math.
Ciamar a tha sibh fhèin? → Chan eil mi gu dona.

Riochdairean | Pronouns

Some learners may already be familiar with these before they started on the course. Try to elicit which pronouns they already know before going through them.

Remember to explain that, like with English, **iad** 'they' can be used in place of **e** 'he' and **i** 'she', if unsure of the gender of the person being referred to.

Learners should check which pronouns other learners are comfortable with and use them accordingly: **thu**, **sibh**, **e**, **i**, or **iad**.

| | |
|-------------|-------------|
| I / me | mi |
| you | thu |
| he / him | e |
| she / her | i |
| we / us | sinn |
| you (pl) | sibh |
| they / them | iad |

A' Cheist | The Question

Look at how the question **Ciamar a tha thu?** works.

- **Ciamar a tha** + pronoun (**mi** | **thu** | **e** | **i** | **sinn** | **sibh** | **iad**)?
- **Tha** + pronoun (**mi** | **thu** | **e** | **i** | **sinn** | **sibh** | **iad**) + adjective / adverb (**math** | **dona** | **sgìth** | **trang** / **gu math** | **gu dona**)

Geama 2 - Ciamar a tha thu? | How are you?

Here the learners should speak to a partner using the adjectives and adverbs that have been introduced. Use the cards in **1C Duilleag Geama** giving a card to each learner. Learners greet other people in the class, ask them how they are, and respond with the adjective on the card. Encourage learners to act out the adjective to help remember the new words.

6. Dè an t-ainm a th' oirbh? | What is your name?

Air | On

Here the preposition **air** 'on' is introduced with its prepositional pronoun forms. The concept of prepositional pronouns is an unusual feature of the Celtic languages. Explain to the learners that we cannot use a preposition, like **air** 'on' directly with a pronoun the way we can with a noun. The preposition and pronoun combine into a special form, following the example with **air** given here.

| | |
|------------|--------------|
| air + mi | orm |
| air + thu | ort |
| air + e | air |
| air + i | oirre |
| air + sinn | oirnn |
| air + sibh | oirbh |
| air + iad | orra |

A' Cheist | The Question

Look at the other answers that can be used for the question **Dè an t-ainm a th' ort?** Work through the prepositional pronouns asking about his name, her name, etc.

- Dè an t-ainm a th' ort? → 'S e ____ a th' orm.
Dè an t-ainm a th' oirbh? → Is mise ____.
Dè an t-ainm a th' air? → 'S e ____ a th' air.

Geama 3 + 4 - Cò iad? | Who are they?

Learners get an opportunity for speaking practice with these games.

FREAGAIRTEAN - GEAMA 3

1. Seòras - George Clooney
2. Eilidh - Helen Mirren
3. Eòghann MacGriogair - Ewan MacGregor
4. Màiri - Mary Berry
5. Màrtainn - Martin Luther King
6. Ceit / Ceitidh - Cate Winslet

It is worth discussing the practice of changing names between Gaelic and English. It is common, particularly for typical Gaelic names, to change between a Gaelic and an English version. For example someone called **Dòmhnall** will commonly be known as Donald when speaking English, **Tormad** as Norman. There are historical reasons for this, as well as practical ones, such as online services not offering **stràcan** 'accents', for example. People with non-traditional Gaelic names typically leave their names as they are and don't use the vocative case, **Julie Fowlis** would be used in Gaelic as it is.

FREAGAIRTEAN - GEAMA 4

- | | |
|------------------------|---------------------------|
| 1. Joy Dunlop | 2. Julie Fowlis |
| 3. Tide Lines | 4. Somhairle MacGill-Eain |
| 5. Calum MacIlleathain | 6. Caitlin NicAonghais |

This is a good opportunity to discuss contemporary Gaelic culture. It is unlikely that learners will be familiar with many of these characters. Give learners the chance to name any they know, or can work out, then explain who the people are.

Geama 5 - Caractaran | Characters

These character cards will be introduced in every **Cuspair** to give learners an opportunity to practise asking and answering questions in pairs or groups. The cards can be cut up, shuffled and divided among learners, and this activity could be set up as learner speed dating. Each learner should be encouraged to talk to as many of the other learners in the class as possible.

7. Beannachdan | Greetings & Goodbyes

In the last section, again go over the new words, asking the learners to repeat these until they are comfortable with the pronunciation. Tutors are always free to stress their own preference, or introduce local alternatives to those given in the course. It should be explained that **Mar sin leat / leibh** is commonly used as 'goodbye', however this is traditionally a response to **Beannachd leat / leibh**, or some other 'goodbye' blessing. **Tìoraidh** is probably the most common informal 'goodbye', as a Gaelic version of 'Cheerio'.