

Pàirt 1 - Builean Ionnsachaidh | Part 1 - Learning Outcomes

- **Beòthaichean** | Animals
- **Òrduighean** | Orders

1. Beòthaichean | Animals

Read through the vocabulary in the purple box and help learners with pronunciation. Elicit the meanings of the words from learners: **cù/coin** 'dog/dogs' | **cat/cait** 'cat/cats' | **iasg/èisg** 'fish/fishes' | **cearc/cearcán** 'hen/hens' | **caora/caoraich** 'sheep' | **coineanach/coineanaich** 'rabbit/rabbits' | **cuilean** 'puppy' | **piaseag** 'kitten'.

Learners work in groups to match the vocabulary to the pictures.

FREAGAIRTEAN

cat	èisg	cearc	coineanach
cuilean	caora / caoraich	cù	piaseag

Aig 'at' is used to talk about the pets that we 'have'. Read through the example question and answer in the speech bubbles before starting the speaking activity about pets.

Bruidhinn 🗣️ - Put learners into pairs or groups to talk about pets. Questions 1-3 should help the learners to start this conversation. Address any questions and help with any vocabulary that learners may need.

Sgrìobh ✍️ - More words relating to **beòthaichean fiadhaich** 'wild animals' are now introduced. With a lower level class, tutors could go through the words helping with meaning and pronunciation before learners start the matching exercise or with a higher level class, tutors could ask learners to match words to pictures, before going through the pronunciation and meaning: **each** 'horse' | **bò** 'cow' | **ròn** 'seal' | **fiadh** 'deer' | **madadh-allaidh** 'wolf' | **sionnach** 'fox' | **feòrag** 'squirrel' | **faoileag** 'gull'. The plural **madadh** | **maidhean** could be explained, with **maidhean-allaidh** 'wolves' also introduced. **Beathaichean** could also be taught as an alternative to **beòthaichean**.

Put learners into pairs or groups to match the words to the pictures.

FREAGAIRTEAN

bò / bà
ròn

each / eich
feòrag

sionnach
madadh-allaidh

fiadh
faoileag

Read through the explanation about the difference between **tha** 'is' and **'s e** 'it's a' before asking learners to start their conversations. Address any questions learners have.

Bruidhinn 🗣️ - Learners work in pairs or groups to talk about their pets. If any learner does not have a pet, they can talk about someone they know who has a pet. Read through the example conversation in the speech bubbles which may help learners.

2.

Òrduighean | Orders

Learners were first introduced to the order form of the verb in **Cuspair 10**. Go through the words in the purple box and help learners with pronunciation; **suidh** 'sit', **bi sàmhach** 'be quiet', **trobhad** 'come here', **siuthad** 'go on'.

The negative order form **na** 'don't' is introduced here. Note that this isn't used with **trobhad** or **siuthad**, these are incomplete verbs only used in their order forms.

Sgrìobh ✍️ - Give learners time to fill out the negative order forms for the verbs 1 - 6 before checking answers with the whole class.

FREAGAIRTEAN

Dèan sin!
Èist rium!
Suidh!

Na dèan sin!
Na èist rium!
Na suidh!

Thig a-steach
Bi sàmhach!
Bruidhinn Beurla!

Na tig a-steach!
Na bi sàmhach!
Na bruidhinn Beurla!

Lastly, this part of the lesson looks at the plural and polite order form using **-ibh** or **-aibh** at the end of the word. Read through the explanation and give learners time to fill out the plural order forms for the verbs 1 - 6. Check the answers with the class.

FREAGAIRTEAN

Dèan sin!
Èist rium!
Suidh!

Dèanaibh sin!
Èistibh rium!
Suidhibh!

Thig a-steach
Bi sàmhach!
Bruidhinn Beurla!

Thigibh a-steach!
Bithibh sàmhach!
Bruidhribh Beurla!

The final two order forms introduced in the purple box are generally used as warnings: **thoir an aire** 'take care' and **bi faiceallach** 'be careful'.

Geama 1 - Beòthaichean | Animals

This is a matching game based on the card game Memory. This type of activity is very good for helping learners to remember sets of vocabulary.

Pàirt 2 - Builean Ionnsachaidh | Part 2 - Learning Outcomes

- **An t-àm ri teachd** | The time to come
- **Ceistean san Tràth Theachdail** | Future Questions

If the second part of the lesson is being delivered as a separate lesson, tutors could start the class by reviewing vocabulary from Part 1. Learners could be divided into groups where one learner gives orders to the others in their group to follow **Suidhibh** 'Sit down!', **A Dhòmhnail, trobhad!** 'Donald, come here!'

Còmhradh | Conversation

Read through the conversation with the class and address any questions or issues with pronunciation. Learners can then read the conversation again in pairs or groups.


3. An t-àm ri teachd | The time to come

The course so far has focussed on the present and past tenses. As some learners may be looking to move to the next level in the future, the future tense is now introduced. This is a taster of **An Tràth Teachdail** 'The Future Tense' and at this stage of learning, learners do not focus on all future tense forms. Draw learners' attention to the verbs in the tables and go through the pronunciation of the new words: **thèid** 'will go' | **chì** 'will see' | **gheibh** 'will get' | **nì** 'will do'.

Bruidhinn 🗣️ - Learners try to think of two things they will see, will do, will get and if they will go anywhere tomorrow. They can use sentences 1-4 to help them before sharing their answers. Tutors could give example sentences to learners and read through the examples in the speech bubbles before starting this exercise:

- **A-màireach, chì mi mo bhràthair agus a bhean.**
- **A-màireach, nì mi m' obair-dhachaigh anns a' mhadainn.**
- **A-màireach, gheibh mi bainne anns a' bhùth.**
- **A-màireach, thèid mi dhan bhùth feasgar.**

In this last part of **Cuspair 13** we introduce the future tense question forms for the verbs which were looked at. Go through the tables which set out the four ways that we can use **thèid | tèid, chì | faic, gheibh | faigh** and **nì | dèan**. Help learners with the pronunciation of new words and read the example questions and answers.

Sgrìobh  - Give learners time to complete the sentences and check their answers in pairs or groups.

FREAGAIRTEAN

1. Chì mi lain a-màireach, tha mi an dòchas.
2. An tèid e dha na bùithtean airson bainne is aran?
3. Gheibh a' chlann trod ma bhios iad mì-mhodhail.
4. Am faic mi anns an ath chùrsa thu?
5. An dèan thu cèic dhomh ma bhios mi a' cèilidh ort?
6. Thèid Sìne dha na bùithtean a-nochd.
7. Nì mi m' obair-dhachaigh an dèidh a' chlas seo an-diugh.
8. Thèid Màiri dhan taigh aig Calum a-nochd.
9. Am faigh thu tì dhomh?
10. Am faic sinn an t-oide a-rithist an dèidh a' chlas seo?

Dhomh 'to me' is explained at the bottom of this exercise.

Lastly, go through the new phrases with learners before proceeding to the games and/or activities.

Geama 2 - Ceistean air a' chùrsa | Questions on the course

This game is laid out like a board game where learners need to make their way from the beginning to the end. If a dice is not available, learners can toss a coin [heads = move forward one square and tails = move forward two squares]. Each square asks the learners to try and say something that they have learned on the course.

Geama 3 - Caractaran | Characters

These character cards 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 try to talk to as many of the other learners in the class as possible.