

Dumfries & Galloway Modern Languages Booklet

MODERN LANGUAGES BOOKLET

This booklet is designed to be useful to pupils,
parents/carers and school staff



This is the '**Secondary**' Version of the **Standard** booklet. More detail on some areas in the booklet can be obtained in the '**Pro**' version

Pupils should read over this booklet with parents/carers. We hope that the information will help you to understand why we study Modern Languages and will explain the various skills needed, topics involved and how we go about it. This should help both pupils and parents/carers to understand the courses and to obtain, or offer, help with homework and the like. It should also make it more interesting for all, and help everyone to make better progress. Your school will also be able to show you where the **online** version of this booklet can be found; probably via a link from the school's website.

Dumfries & Galloway Building Your Curriculum Modern Languages Group: September, 2015

Contents

1. Why Do We Study Foreign Languages Anyway?
2. And What's "1+2"?
3. Acquiring Skills
4. Accents
5. Accents on the PC
6. Accents on the Mac
7. Pronouncing French: 10 Things You Need To Know
8. Grammar: What Do All Those Words Mean?
9. Skills & Topics
10. Dictionary Skills
11. Strategies for Learning
12. How Do Foreign Language Lessons Work?
13. So: What Will We Be Able To Do...? (Parts 1-4)
14. Tout Sur Moi
15. So: What Will We Be Able To Do...? (Parts 5&6)
16. Useful Phrases
17. Gaelic Websites
18. Wordsearch Grid
19. Chapter & Verse

Why do we study Modern Languages anyway?

- Foreign languages are not just something we might need when we go on holiday.
- The days are long gone when you might expect to get a job near where you live and stay in it all your life.
- Even if you don't end up working in an other country, your employer might be, or become, owned by a foreign company. Or you might have non-English speaking co-workers, fellow pupils or neighbours.



www.freedigitalphotos.net



www.imsisoft.com

- Just learning French isn't going to mean you can speak to any non-English speaker.
- But part of what you'll be doing is learning about how all languages work. That will help you learn other languages.
- Think about the non-native English speakers you know at school, at work, on TV. Sometimes their English isn't that great. But is your French as good as Arsène Wenger's English? Your Spanish as good as the English of Penélope Cruz?

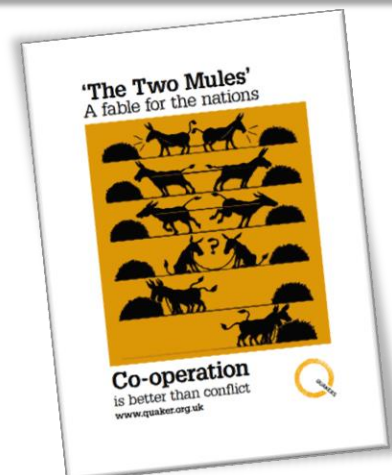
Why do we study Modern Languages anyway? (2)

- Plenty of studies have shown that people who learn a foreign language not only end up being better, also, at their own language, there are a whole lot of other benefits, too. This is **cognitive development**: it makes you better at learning everything else. It doesn't make your brain 'full'; language learning expands its capacity. In other words, **language learning makes you smarter!**

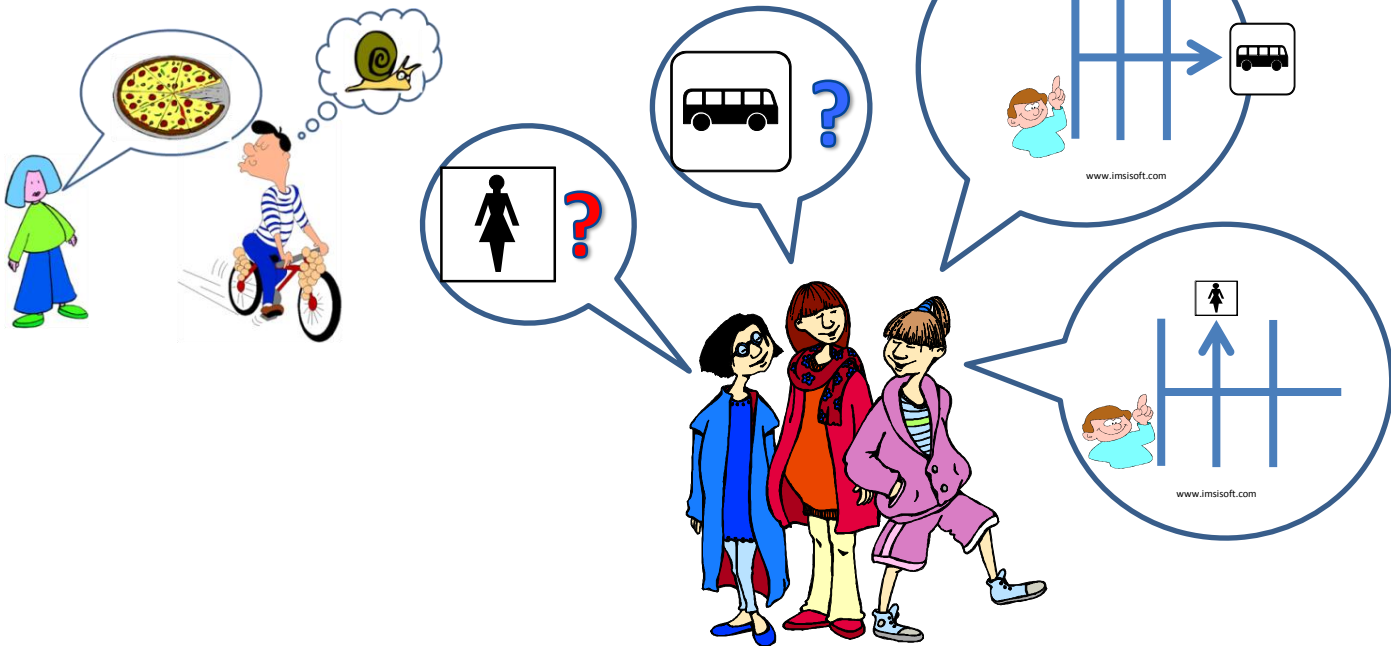


- All human life is about **relationship**. The more, and the better, we can communicate with other people, the more satisfying life is. The better we can communicate, the fewer misunderstandings—and disagreements—there are. The more skilled we are in using language, the better we can communicate. And the more different languages we know about, the more skill we have, including in our own language. And that always **impresses** other people.

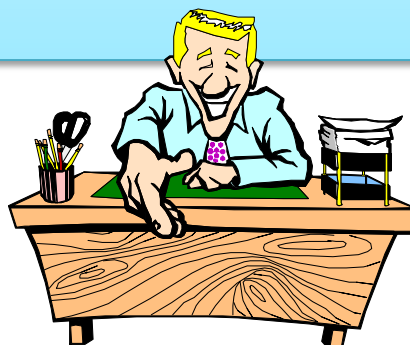
- **75% of the World's population is not English-speaking.** Anyone is pleased to be spoken to in their own language: you'll have noticed, on holiday, that even a few words you can say in someone else's language changes their whole attitude towards you.



Why do we study Modern Languages anyway? (3)



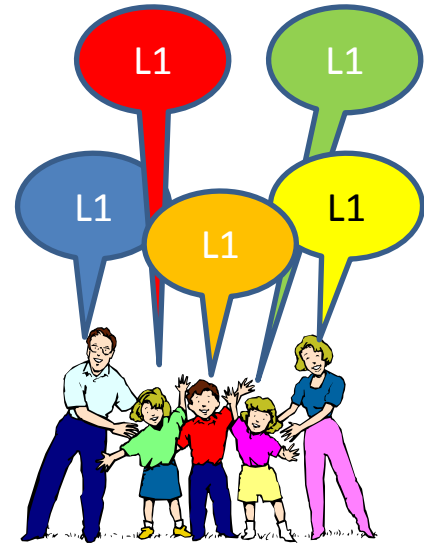
- No-one is asking you to negotiate a big contract with your Primary School, N4, or Higher Spanish. That's what Lawyers are for. But any community, school or employer **wants someone who can get on with other people**. Maybe you could show someone round the school, round the town; tell them where the best pizza is to be found? It all builds up relationship, makes you a better citizen and, in the end, makes your chance of getting a job better.
- Employers, in particular, **value** someone who has studied subjects at school that they can see will be useful to them (like languages).



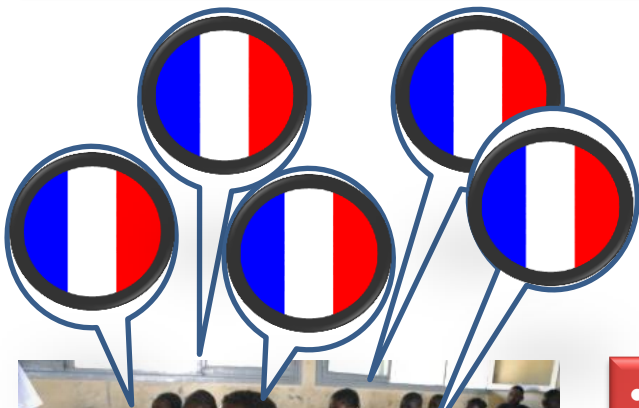
All images on this page
from www.imsisoft.com

And What's "1+2"?

- Most European countries, including Scotland, have a policy, now, that pupils should study at least **two** foreign languages.
- Your 'mother tongue' (that is, the language your family speaks at home) is known as "L1"
- For most people in D&G, that L1 will be English, but, for quite a few, it may be Polish, Urdu, Mandarin Chinese, or some other language.



www.imsisoft.com



www.freedigital photos.net

- The first foreign language a pupil studies at school is known as "L2"
- In D&G Schools, that L2 will mostly be French.

And What's "1+2"?



www.imsisoft.com

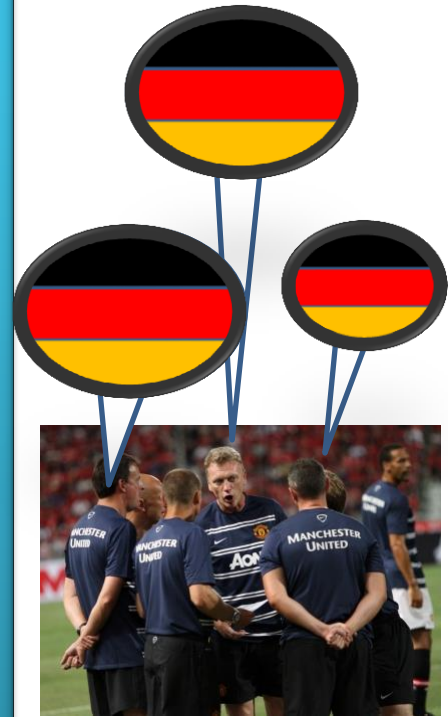
- The **second** foreign language that a pupil studies at school is known as "**L3**"
- That L3 language will vary, from school to school, or cluster to cluster. **Spanish** will probably be the most common L3, but **German, Gaelic, Mandarin** and a number of others are possible.
- So, "**1+2**" means that a pupil will study their own language ("**1**") plus 2 others.

Pupils in Scotland are **entitled**:

- To study an **L2** from **Primary 1** or earlier
 - That **same** L2 must be available to the pupil until the **end of the Broad General Education** (end of S3)
- To study an **L3** from **P5** at the latest
 - More than one L3 may be studied, depending on local conditions (a parent able to offer Polish, for example)
 - The L3 need not be studied to the same depth as the L2 and may be delivered by means of **Inter Disciplinary Learning** (see next page)

And What's "1+2"?

- Secondary Schools must offer the **same L2** as their cluster Primaries. (All of the Secondaries in D&G do this already)
- Secondary Schools are expected to offer **various L3s**. Mostly, these will be the same as in their primaries.
- L3s in Primary or Secondary schools may be delivered as part of **Inter Disciplinary Learning**. This means that there may be less concentration on structure of the language etc; more about the **culture** of the people whose language it is; or the language might be **incidental** to doing something else (PE, for example).



- Secondary Schools should **also** be able to offer study of languages **other than French in greater depth**. This may mean pupils joining classes in a neighbouring school, video conferencing, or having lessons online or from a visiting teacher.
- Pupils are encouraged to **continue** their studies of Modern Languages into the **Senior Phase**, leading to **National Qualifications** and **enhanced career opportunities**.

Acquiring Skills (1)

A lot has been written about Experiences and Outcomes in all areas of study, and Modern Languages are no exception. Basically, though, the study of a foreign language comes down to **being able to do four things:**



- **Listening**
- **Speaking**
- **Reading**
- **Writing**

...sometimes in combination. Exchanging texts or emails, for example, uses reading and writing at the same time; holding a phone conversation uses both listening and speaking.

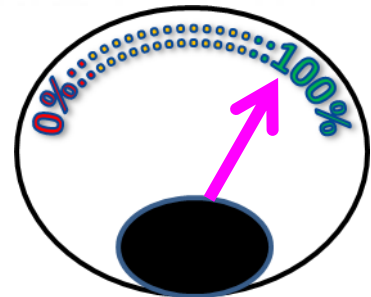


Acquiring Skills (2)



- To begin with, most of what you do in the foreign language will be **speaking** and **listening**. You will learn, amongst other things to introduce yourself and others, say how you are, and ask after other people; to talk about family, friends, pets, likes and dislikes and to understand others when they tell you about their own family, friends and so on. As time goes on, you will learn to **find things out** by reading and will be able to write things down in the foreign language, too.

- You will also be learning how languages **work**; learning to notice what things are similar to your own language, and what things are different. The better you get at this, the easier you will find it to learn the language – and other languages, too. It helps develop your Higher Order Thinking Skills.



Accents

- This **isn't** to do with how 'French' (or not) you sound.
- Many other languages use '**accents**' (little marks on certain letters) for various reasons; sometimes to alter the sound they make; sometimes to show (as with the French word *hôpital*) that there used to be another letter there (can you guess which!?)
- Accents matter: sometimes they alter the **meaning** of the word: in French, **la** means '**the**'; **là** means '**there**'. Accents are generally not used with capital letters, but, if using capitals throughout (on a poster, say), it may make it clearer if you put the accents in.
- **For now**, just notice that accents appear on some letters in some words; but not all the time. The French, in fact, view e, é, è, ê and ë as different letters!
- See a bit later on for how to get your computer, your phone or your tablet to type accented characters.

a à â ä ç e é ê ë ì î ô ò ô ö ù ü

Accents in French

Example letter	Looks like	What the accent is called (English)	What the accent is called (French)	Which letter(s) it occurs on
à	A 'backslash'	Grave ('graaaaahve')	Accent grave	a, e
é	A 'forward slash'	Acute	Accent aigu	e
ê	A hat	Circumflex	Accent circonflexe	a, e, i, o, u
ë	Two dots	Dieresis	Tréma	e, i
ç	A headless "5"	Cedilla	Cédille	c

Accented letter	Example Word	Effect it has
à	là	Gives it a long "aaaaah" sound – "laaaah"
â	hâte	Long sound and indicates missing "s". Related to English word 'haste'
ç	maçon	Turns "c" from "k" to "s" sound: "masson"
é	été	Gives both "e"s an "ay" sound – "ay-tay"
è	père	Gives "e" a flatter sound – "pehre"
ê	fête	Gives it a flat sound; indicates a missing "s"
ë	Zoë	Makes the "e" a separate sound – "Zo-wiy" – makes it different from "Joe"
ï	hàïr	Makes the "i" a separate sound: "ah-er" [to make things more complicated, the "h" is also silent, but this is normal]
î	île	Slightly flatter sound; indicates missing "s"
ô	hôpital	Indicates missing "s" [can you guess where?]
û	août	Indicates missing "s"



Accents in Spanish



When you read Spanish you will see lots of accents on letters. We call them TILDES. This sheet will tell you how to use them.

Questions:

To ask a question put an accent on the word as well as an upside down question mark. We do this because to ask a question in Spanish you just say a sentence, so we need to make sure we know it's a question.

¿Dónde?	Where?	¿Por qué?	Why?	¿Cómo?	How?
---------	--------	-----------	------	--------	------

Confusing words:

Some words sound or are written the same as other words, like I/eye, their/there or see and sea. In Spanish we can use accents to tell them apart:

mas	but	el	The	sí	yes
más	more	él	he	si	if

Stress:

What sounds right: TELEphone or telePHONE? When we pronounce one part of a word more than another we call this stress. In Spanish the stress usually goes on the second last syllable of long words, so we use accents to tell us how to pronounce words correctly when this does not happen. It can often change who does things - and when, too.

Hablo	I speak	Panamá	Panama	ángel	angel
Habló	He spoke	América	America	árbol	tree

Ñ (called eñe)



This N with a squiggle on it only exists in Spanish. It sounds like the 'ny' in lasagne.

lasaña	lasagne	Espaguetis boloñesa	Spaghetti bolognaise	campaña	campaign
--------	---------	------------------------	-------------------------	---------	----------



Accents in German



- The only accents, or special characters, you are likely to come across in German are the umlaut (two dots over certain vowels) and the eszett (looks like this – **ß** – and is, basically a **double 's'**)
 - If you are using a device which is neither PC- nor Mac- based, and you can't find how to put in umlauts, it's ok to add an 'e' after the vowel instead, so, instead of **Müller**, you might put **Mueller**.
 - Umlauts in German are only ever used with **a, o** and **u**.
 - Putting an umlaut over any of these letters changes how it sounds. Roughly speaking...
 - **ä** sounds more like 'eh' than 'ah'
 - **ö** sounds more like 'uh' than 'oh'
 - **ü** is a 'thinner' sound; it's more like the 'u' in 'Bute', than in 'boot', but without the 'y' sound. Hope that's clear!
 - There are rules about when to use **ß** and when to use 'ss', but they are not as strict as they used to be. See <http://german.about.com/od/writinggerman/a/When-To-Use-S-Ss-Or-Ss.htm> for more details
- 
- 



Accents in Gaelic



There is only one accent in Gaelic. It is called the srac and the only thing it does is make the word longer. This helps you tell a boat (bàta) from a stick (bata)!

Bàta	Boat	Càr	Car	Cùr	Punish
Bata	Stick	Car	Trick	Cur	Plant
Bo!	Boo!	Lùb	Zigzag	Bìodag	Baby
Bò	Cow	Lub	Fish Egg	Bìodag	Dagger

The letter H

You see the letter **H** after consonants in Gaelic. At the **beginning** of a word they usually tell you that something happened in the past.

Tagh!	Choose!	Breab!	Kick!	Seinn!	Sing!
Thagh mi	I choose	Bhreab mi	I kicked	Sheinn mi	I sang
Càraich!	Repair!	Dràibh!	Drive!	Pòs!	Marry!
Chàrich mi	I repaired	Dhràibh mi	I drove	Phòs mi	I married

How to say bh ch dh fh gh mh ph sh th

The H after a consonant changes the sound and this tells you that it is the past tense:

Bh = v

Ch = kh (Like Loch Ken)

Fh = silent

Mh = v or w

Ph = f

Sh and Th = h

Dh and Gh = g or y

At the end of a word the letters **bh**, **mh** **dh** and **gh** are often silent.

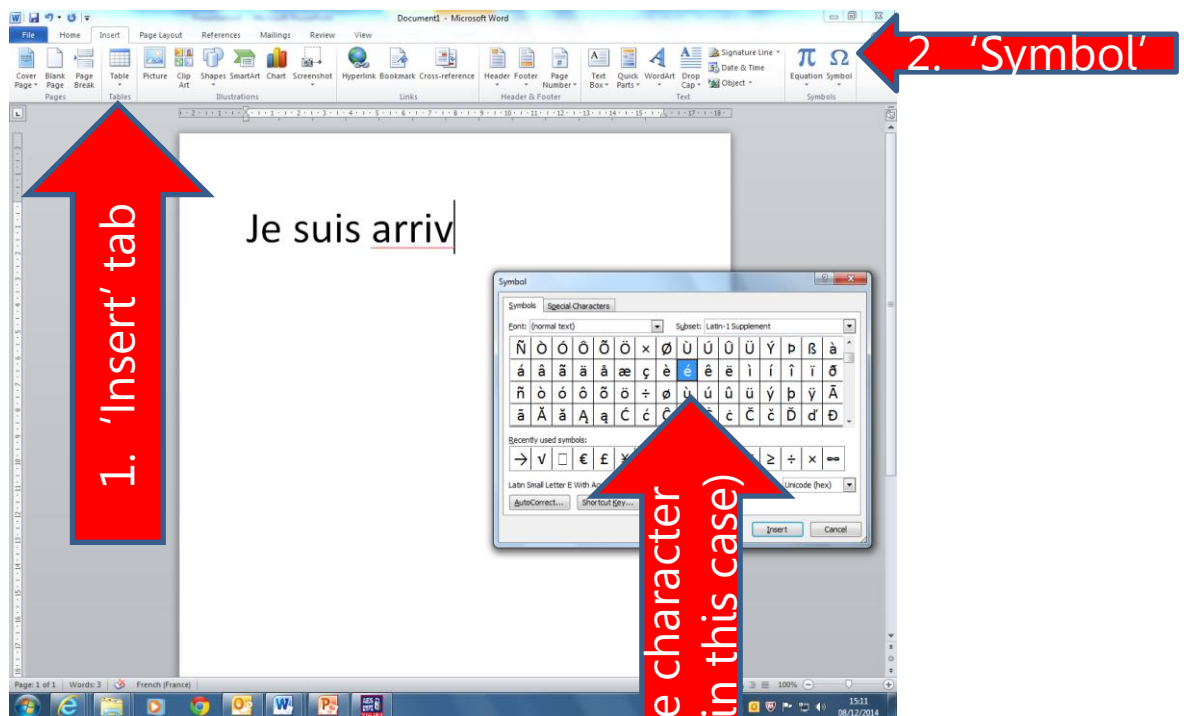


Accents on the PC (1)

There are different ways, on different devices, of typing accents. Certainly on PCs there are several methods. These may be different to ways you know. But any method that produces the right character is ok; just use what's easiest for you.

Here's a look at some of them...

1. PCs or Netbooks without a numeric keypad*:



Accents on the PC (2)

2. PCs with a numeric keypad (see previous page if you're not sure what this is)
- Make sure 'Num Lock' is on
 - Hold down 'Alt' key
 - Using the keypad (**not** the numbers across the top of the keyboard), type the following code for the character you want...
 - You'll see that they go in roughly numerical and alphabetical order. Where there are missing ones (0221, for example), it's because they're used in a language not generally taught in D&G.
 - We have also included ß (a German 'double s') and the Euro sign
 - Mostly, these are capital letters. See the next page for lower case.

À	Alt+0192		Ï	Alt+0207
Á	Alt+0193		Ñ	Alt+0209
Â	Alt+0194		Ò	Alt+0210
Ã	Alt+0195		Ó	Alt+0211
Ä	Alt+0196		Ô	Alt 0212
Ç	Alt+0199		Õ	Alt+0213
È	Alt+0200		Ö	Alt+0214
É	Alt+0201		Ù	Alt+0217
Ê	Alt+0202		Ú	Alt+0218
Ë	Alt+0203		Û	Alt+0219
Ì	Alt+0204		Ü	Alt+0220
Í	Alt+0205		ß	Alt+0223
Î	Alt+0206		€	Alt+0128

Accents on the PC (3)


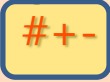
Here are the lower case ones; also the 'upside down' ¡ and ¿ used in Spanish:

à	Alt+0224		ï	Alt+0239
á	Alt+0225		ñ	Alt+0241
â	Alt+0226		ò	Alt+0242
ã	Alt+0227		ó	Alt+0243
ä	Alt+0228		ô	Alt+0244
ç	Alt+0231		õ	Alt+0245
è	Alt+0232		ö	Alt+0246
é	Alt+0233		ù	Alt+0249
ê	Alt+0234		ú	Alt+0250
ë	Alt+0235		û	Alt+0251
ì	Alt+0236		ü	Alt+0252
í	Alt+0237		¿	Alt+168
î	Alt+0238		¡	Alt+173

Accents on the Mac

Accents on an i-Phone or i-Pad are dead easy!

To type é, just...

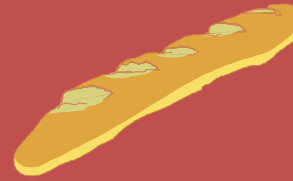
- Press and hold the 'e' key
- A pop up menu will appear, offering you the various different kinds of 'e' (è, é, ê, ë, ...) available
- Select the one you want.
- This works for ß as well: just hold down the 's' key and select from the pop-up.
- The € (Euro) sign can be found by pressing the  key, then the  key
- Simples!
- If you want to be able to type ¿ or ¡, you will need to add the Spanish keyboard
(Settings → General → Keyboards → Add new keyboard → Spanish)
- When you want to type ¿ or ¡,
 - Tap the 'Globe' key (this changes which keyboard you're using: the Spanish one looks almost the same as the English one, but has Ñ to the left of the 'Enter' key, which is labelled 'intro')
 - Press and hold the ! or ? key, and select what you want from the pop-up
 - Remember to switch back to the English keyboard (use the 'Globe' key again) afterwards!

Mostly, all of this works on a standard Mac, but see <http://support.apple.com/kb/ph11264> for more details.

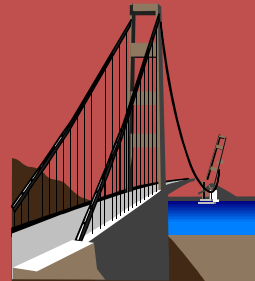
Pronouncing French: 10 things you should know

(there are more than 10 things, but these will do for now!)

1. Things ending in 'n' sound like half of a British 'ng' sound. Get half way through 'ng' and stop! Also applies to words like '*pont*', where the 't' is silent. So this word sounds almost like 'pong', but you stop $\frac{1}{2}$ way through the 'ng' sound. Sounds like you've got a slightly blocked nose!



pain



pont

2. *Un/une* sound different. '*Un*' like the 'u' in 'umbrella' and the $\frac{1}{2}$ 'ng' sound; '*Une*' rhymes with 'prune'

Un

Une

3. *Le, la* and *les* all sound different:

- i. *Le* sounds like 'luh' (never 'lee');
- ii. *La* sounds like the 'a' in 'bat';
- iii. *Les* sounds like 'lay'.

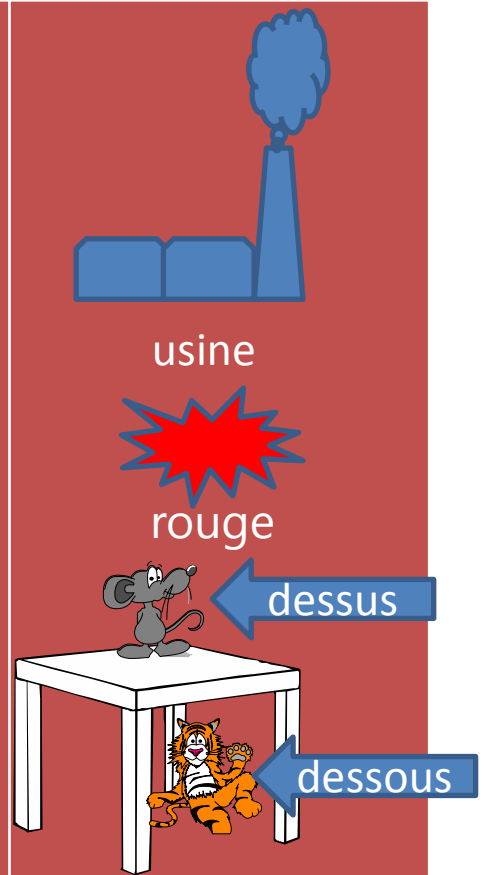
Le

La

Les

Pronouncing French: 10 things you should know (2)

4. Apart from 'un', there are two main types of 'u' sound:
- Words with 'u' only (*usine*) have a 'thinner' sound, a bit like 'Bute', but without the 'y' sound.
 - Words with 'ou' have a much 'rounder' sound; more like 'hoop'.
 - One way to remember is to think of the words *dessus* (higher, thinner sound), meaning 'above'; and '*dessous*' (lower, rounder sound), meaning 'below'.



5. Some sounds are different...
- 'Ch' sounds like British 'sh' (*cheval*);
 - 'J' is a softer sound in French; about half-way between a British 'j' and a British 'sh';
 - 'Th' is just pronounced like 't' on its own.



6. The last consonant in a word is silent (*chat*). This rule is quite often broken. (*ours*).

Pronouncing French: 10 things you should know (3)

7. 'R' sound: remember the 'French tiger.'

8. French considers **e, é, è, ê** and **ë** to be different letters

- i. **e** rhymes with the way English people say 'spur' (not pronouncing the 'r');
- ii. **é** rhymes with 'day';
- iii. **è** and **ê** rhyme with 'bread';
- iv. **ë** separates two vowel sounds. This is why Zoë rhymes with 'Joey', and not 'Joe'.



9. French people hate hiccups!

- i. If you are using the words 'Je' and 'aime' together (to mean, 'I like'), you end up with two vowels next to each other. So you 'melt' the two words together, to make a word that sounds like 'shem'.
- ii. If you are asking if someone has a dog, one way you might do it is to use the word 'a' (has) and 'il' (he). So you'd end up with 'a-il un chien?' But 'a-il' would sound like hiccups, so the French would put a 't' in the middle; just to make it sound better. The 't' has no meaning. → 'A-t-il un chien?' Remember: tea (or t) prevents hiccups!

Je aime



J'aime



A-t-il un chien?

Pronouncing French: 10 things you should know (4)

10. You got an Ology ? Anyone remember the BT adverts with Maureen Lipman ?

<https://www.youtube.com/watch?v=vEfKEzX9QLE>

- i. If you watch this, you'll see she asks a lot of questions ("you failed *everything*...?") by making a statement ("You failed everything"), but turning it into a question by making her voice go 'up' at the end. (If she were writing this, she'd put a question mark at the end to turn the statement into a question).
- ii. Most languages allow you to do this and it's a nice, easy way to ask a question. Just remember **intonation** - make your voice go up at the end to show it's a question, not a statement.



There are lots more than 10 things you should know;
but these will do for now!

Grammar: what do those words all mean? (1)

Nouns: The name of a person, place, or thing.

- **Proper** nouns usually start with a capital letter and are usually names (Joe, Emily, Dumfries, France...).
- **Common** nouns usually start with a small letter and are usually objects (arm, car, house...). Can you put 'a' or 'the' in front of the word? If you can, it's probably a common noun.

Verbs: Being or doing words.

- Can you say "I [xxxx]" or "She [xxxx]", or "They [xxxx]"? If you can, it's probably a verb.

Adjectives: Describe things or people.

- Blue, tall, small, nice, difficult...

Adverbs: Describe how something is done (so they usually describe verbs)

- Quickly, slowly, badly...
- In English, they **often end in -ly, but not always** (fast, well...)

Pronouns: Usually used instead of a noun.

- **Mara** woke up. Then **she** got out of bed. **Mum & Dad** were not pleased. **They** had hoped **she** was still asleep. The **ipod** wasn't working. **It** needed charging.

Prepositions: Show **where** something is.

- In, under, behind, on, beside...

Conjunctions (also known as Connectives)

- 'Joining' words, like 'and' or 'but'

Grammar: what do those words all mean? (2)

(Standard Secondary Version; see 'Pro' Version for more detail)

Persons:

- 'First person' means 'I' or 'We' So a story told in the first person would be told by the person whose story it is.
 - ('I woke up late one Thursday...')
 - ('We all live in a yellow submarine')
- 'Third person' means 'He', 'She', 'They' or people's names
 - ('She looked out of the window')
 - ('Mr & Mrs Dursley...were perfectly normal...')

Tenses: This word is used to describe how verbs tell you when something happened, or when it happens. There are different words for the different tenses and they can vary from language to language, but here's an outline:

- The Continuous Present: I am eating; They are sleeping... (not all languages use the continuous present: French and German don't.)
- The Present: I eat; They sleep
- The Immediate Future: I am going to eat; They are going to sleep
- The Perfect: I have eaten; They have slept

Skills, Topics, Progression (1)

- Language teaching and learning is done, using a combination of approaches.
- Some of this is **skills** based (more about this later)
- Some of it is **topic** based.
- We'll look at **topics** first:
- Primary Language Learning is mostly **topic** based
- Language is learned as part of talking about a topic you might be interested in.
- In Primary 1, you might expect to start learning about:

- Greetings & Introductions
- Colours
- Numbers 1-10
- Personal Information
- Basic Instructions
- Days of the Week
- ...and so on

1, 2, 3, 4, 5...



- As you continued through Primary, you will have picked up more topics, but also added **depth** to what you had already learned. So, for example, you will have learned some basic food words in P1, but will have added **more** words in P2 and learned, later on, how to talk about what you **like** and **dislike**.

Skills, Topics, Progression (2)

By P4, you will be starting to do some reading and writing in the foreign language (if you haven't done so already).

Bonjour! Je m'appelle Max. J'ai neuf ans.

And so on to P5, 6 & 7. For most pupils, this is now on to the **Second Level** course (if you're counting). You will be starting to study a second foreign language ("L3") about now, as well as practising what you've learned in P1-4.

J'ai deux soeurs.

Ich habe zwei Schwestern



Most (but not all) pupils will probably have achieved Second Level in their L2 language by the time they leave Primary School. They would expect to go on and achieve **Third Level** by the end of S3 in Secondary School.

Skills, Topics, Progression (3)



www.imsisoft.com

Using a **topic**-based approach, you will learn how to talk about yourself, your friends and family, your interests, to describe things and so on, and to understand what other people say to you, or write about those things in the foreign language.

As you progress to P6/7, and on into S1, you will also be picking up **skills**. **Skills** can include...

- Being able to look up words you don't know in a dictionary, or online
 - And being able to work out which word you need
- Being able to use the language you already know, **for something else** because you know the rules.



Stamp...stamp...stamp!
(Three different words in French)

www.imsisoft.com



Il vient **du** Canada: He comes **from** Canada

www.imsisoft.com



Tu veux **du** Coca?:
Would you like **some** Cola?

Dictionary Skills (1)

One of the most important sets of skills you need to study a foreign language is **Dictionary Skills**. You will use an English Dictionary as part of your day to day language work, to check spellings, check the meanings of words and so on.

To be able to use a dictionary, you have to know about **alphabetical order**, so you know where to find things. What comes first: Cat or Dog? What about Cat or Case? Case or Cast?

As part of your study of a foreign language, you will use a **bi-lingual** dictionary, which enables you to find out what the French (or German, Spanish, Gaelic etc) is for the word you want to use



Dog = Chien (French)

Dog = Hund (German)

Dog = Perro (Spanish)



Bi-lingual dictionaries usually have two sections; one where you can look up an English word and find what that word is in French (or Spanish, or whatever), and one where you can look up the German (or Gaelic, or whatever) word, and find what it means in English. See what it looks like on the next page...

Dictionary Skills (2)

zufällig; (offhand) lässig; (informal) zwanglos; (not permanent) Gelegenheits-; ~ wear Freizeitbekleidung f
casualty /'kæʒʊəltɪ/ n [Todes]opfer nt; (injured person) Verletzte(r) m/f; ~ [department] Unfallstation f
cat /kæt/ n Katze f

catalogue /'kætəlɒg/ n Katalog m
• vt katalogisieren
catalyst /'kætəlɪst/ n (Chem & fig) Katalysator m
catalytic /kætə'lɪtɪk/ a ~ converter (Auto) Katalysator m
catapult /'kætəpɒlt/ n Katapult nt
• vt katapultieren
cataract /'kætərəkt/ n (Med) grauer Star m
catarrh /kə'tɑ:(r)/ n Katarrh m
catastrophe /kə'tæstrəfi/ n Katastrophe f. ~ic /kætə'strɒfɪk/ a

catkin /'kætkɪn/ n (Bot) Kätzchen nt
cattle /'kætl/ npl Vieh nt
catty /'kæti/ a (-ier, -iest) boshhaft
caught /kɔ:t/ see catch
cauldron /'kɔ:ldrən/ n [großer] Kessel m
cauliflower /'kɒli-/ n Blumenkohl m
cause /kɔ:z/ n Ursache f; (reason) Grund m; good ~ gute Sache f • vt verursachen; ~ s.o. to do sth jdn veranlassen, etw zu tun
causeway n [Insel]damm m
caustic /'kɔ:stɪk/ a ätzend; (fig) beißend
cauterize /'kɔ:təraɪz/ vt kauterisieren
caution /'kɔ:ʃn/ n Vorsicht f; (warning) Verwarnung f • vt (Jur) verwarnen
cautious /'kɔ:ʃəs/ a, -ly adv vorsichtig

Extract from the Oxford Colour German Dictionary (OUP)

English to German section of an English/German Dictionary: Cat → Katze. (We'll look at the other details later)

Dictionary Skills (3)



Extract from the Oxford Colour German Dictionary (OUP)

German to English section of an English/German Dictionary: Katze → Cat

Dictionary Skills (4)

Let's have a look at some other details to do with dictionaries that you should know about...

casual /'kæʒuəl/ *a*, **-ly adv** (chance) zufällig; (offhand) lässig; (informal) zwanglos; (not permanent) Gelegenheits-; ~ **wear** Freizeitbekleidung *f*
casualty /'kæʒuəlti/ *n* [Todes]opfer *nt*; (injured person) Verletzte(r) *m/f*; ~ [department] Unfallstation *f*
cat /kæt/ *n* Katze *f*
catalogue /'kætəlog/ *n* Katalog *m*
• *vt* katalogisieren
catalyst /'kætəlist/ *n* (Chem & fig) Katalysator *m*
catalytic /kætə'litik/ *a* ~ **converter** (Auto) Katalysator *m*
catapult /'kætəpalt/ *n* Katapult *nt*
• *vt* katapultieren
cataract /'kætərəkt/ *n* (Med) grauer Star *m*
catarrh /kə'tɑ:(r)/ *n* Katarrh *m*
catastrophe /kə'tæstrəfi/ *n* Katastrophe *f*. ~ **ic** /kætə'strofɪk/ *a*

catkin /'kætkɪn/ *n* (Bot) Kätzchen *nt*
cattle /'kætl/ *npl* Vieh *nt*
catty /'kæti/ *a* (-ier, -iest) boshaft
caught /kɔ:t/ *see* catch
cauldron /'kɔ:ldrən/ *n* [großer] Kessel *m*
cauliflower /'kɔ:li-/ *n* Blumenkohl *m*
cause /kɔ:z/ *n* Ursache *f*; (reason) Grund *m*; **good** ~ gute Sache *f* • *vt* verursachen; ~ **s.o. to do sth** jdn veranlassen, etw zu tun
causeway *n* [Insel]damm *m*
caustic /'kɔ:stɪk/ *a* ätzend; (fig) beißend
cauterize /'kɔ:təraɪz/ *vt* kauterisieren
caution /'kɔ:ʃn/ *n* Vorsicht *f*; (warning) Verwarnung *f* • *vt* (Jur) verwarnen
cautious /'kɔ:ʃəs/ *a*, **-ly adv** vorsichtig

cemeti
ensor
zensier
ensur
tadeln
census
cent /se
centen
centen
jahrfeie
center /
centigr
5° Cel
meter
Tausend
central
'heatin
ize *vt* 2
tion *n* (2
centre
(middle)
ut cent

Extract from the Oxford Colour German Dictionary (OUP)

We looked up the word 'cat' and found that the German word for it was 'Katze'.

This dictionary tells us some other things as well:

- **kæt** tells you how 'cat' is pronounced in English. You can ignore this!
- **'n'** tells you that 'cat' is a noun (see p.24)
- **'f'** tells you that 'Katze' is a **feminine** word (more about this in a minute)

Dictionary Skills (5)



Extract from the Oxford Colour German Dictionary (OUP)

Have a look at some of the other words on this page...

- '**Cause**' is a noun (n) when it means the reason for something. It can also be a **verb** (vt)* if you say that winter **causes** the pipes to freeze, or sunny days **cause** you to feel happy.
- If you look at the word '**cattle**', you'll see that it says '**npl**'. This means it's a noun (n), also that it's a **plural** word. As we know, 'cattle' is the word for a group of animals, not just one.

**Different dictionaries use 'v', 'vb', 'vt' or 'vi' to show that something is a verb. Never mind why for now!*

Dictionary Skills (6)



Extract from the Oxford Colour German Dictionary (OUP)

Other types of word you might come across, apart from nouns and verbs are...

- Adjectives (a) or (adj) }
- Adverbs (adv) } See p. 24 for what these are
- Prepositions (prep) }
- Conjunctions (conj) }

Dictionary Skills (7)

- We said that 'Katze', in German, is a **feminine** (=female) noun.
- We know that not all German cats are female!
- The French word for a cat, 'chat' is a **masculine** word.
- Not all French cats are male!
- So how does that work?
- In English, we think things are simple. Boys, men and male animals are masculine. (You'd call them '**he**'). Girls, women and female animals are feminine. (You'd call them '**she**'). Anything else is **neuter**. (You'd call them 'it')



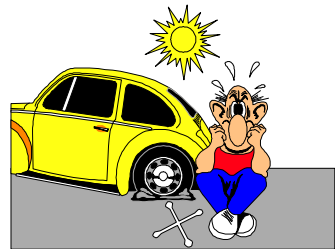
www.imsisoft.com

He is
trampolining.



www.imsisoft.com

She is
skipping.



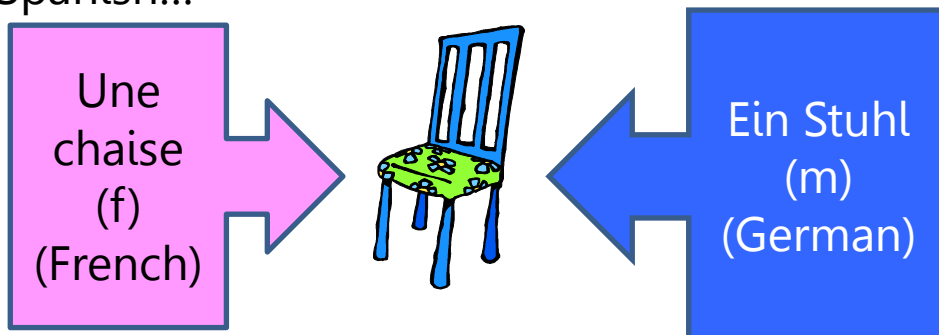
www.imsisoft.com

It has a flat
tyre.

But...

Dictionary Skills (8)

- Many other languages work differently from English.
- A lot of the words they use for what we would call **neuter** things (tables, houses, cars, objects...) are either **feminine** or **masculine**.
- French, for example, has no neuter words.
- Un ballon de foot (a football) is masculine
- Une balle de tennis (a tennis ball) is feminine
- Un camion (a lorry) is masculine
- Une voiture (a car) is feminine
- This has **nothing to do with** whether more girls than boys play tennis, or whether more men than women drive lorries.
- It's to do with the **type** of word it is, not what it means. French words ending in **-on** are always masculine, no matter what they mean. French words ending in **-lle** are always feminine, no matter what they mean.
- Just because something is masculine in French, doesn't mean it will be the same in German, or Spanish...



Dictionary Skills (9)

- Mostly, all of that is just for animals and objects. People are **male** and **female**, the same as in English. Except...
- Although German has words that are **neuter**, they aren't all words for objects.



www.freedigitalphotos.net

Ein Mädchen
= a girl

- German girls are not neuter! But **any German word that ends in -chen counts as neuter**.
- So: with **any** foreign language, you just have to learn what gender the word is (**masculine**, **feminine**, **neuter**), as well as what it means, and not worry that it doesn't seem to make sense!

Dictionary Skills (10)



Stamp...stamp...stamp!
(Three different words
in French)

www.imsisoft.com

Something else you need to know about using a dictionary (or Google Translate, or any of the other things you can use online):

- Just because the same word can mean different things in English doesn't mean it will mean the **same** three things in another language.
- Clues to help you:
 - If you want the word for a **stamp** that you stick on a letter, that's a **noun**, not a verb. So make sure the word you find in the dictionary has (**n**) next to it (see p. 25), otherwise you may get the word meaning to stamp your foot.
 - Dictionaries often give you examples of how you might use a word, if there are several alternatives. They use the symbol ~ for this.

Stamp: postage ~: *timbre*
(f); to ~ one's foot:
taper le pied (vb); to ~
a passport: *viser* (vb)

Note: many of the following strategies involve use of the Internet. Carers, pupils and teachers should all be aware that the Internet can display unexpected and/or age-inappropriate material without warning; also that some Internet-activity can give rise to data charges or the possibility of in-App purchases. Appropriate monitoring or controls should accordingly be exercised.

Strategies for Learning (1)

1. Cover up the foreign word/phrase and look at the English meaning. Try saying the French word /phrase out loud and spelling it out loud too. Now try it the other way round by hiding the English word/phrase.

2. Get someone at home, or a friend, to say the word/phrase out loud in English and you repeat it in French. You can try to spell it too. Write out the word/phrase several times until you know the spelling.



www.imsisoft.com

3. Use a computer, tablet or phone to practise typing new words/phrases.

4. Record yourself, your friends or your teacher saying the new words/phrases. Make up conversations or little scripts (buying something in a shop, introducing friends etc) with someone who can speak the foreign language and record, or film, yourselves.

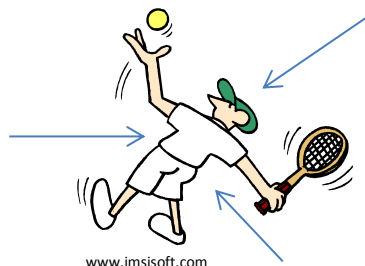
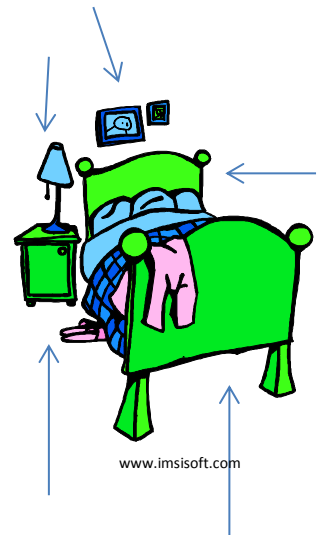
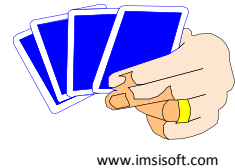


5. Ask your teacher for a blank word search grid, or scan or copy the one on page 65. Make up a wordsearch with new words. See also www.puzzlemaker.com. Or try www.classtools.net: there are lots of games to choose from: one of the best would be to put the new words into the fruit machine game and get it to ask you random questions.



Strategies for Learning (2)

6. **Cut up a piece of paper into small squares.** On one side, write the foreign language word or phrase; on the other side, the English. Turn all the pieces of paper English side up and try saying the French. Check you've got it right by turning the paper over. Now do it again with the foreign side facing up.
7. **Play 'snap'** with your squares – but you'll need two complete sets.
8. **Label things.** Things in your pencil case, your schoolbag, your bedroom, and anything in your house. Check with an adult that it's ok to label things in the house. If you use Sticky Notes, they cause the least damage to paintwork and wallpaper.
9. **Make posters.** Draw, paint, use Clipart or get images from the Internet. Who's your favourite celeb? Find a picture of them and label it: blue eyes, curly hair, big nose...?



Strategies for Learning (3)

10. **Listen to foreign radio.** Just Google 'Foreign Radio Stations Online'. As an example, here is a screenshot of the www.multilingualbooks.com site, which was one of the results I got today. There are all kinds of free resources, including cartoons etc., listed down the left hand side of the page, as well as links to all sorts of foreign language radio stations. Even if you only understand the odd word, it will keep the sounds of the language in your head.

The screenshot shows the website www.multilingualbooks.com with a focus on 'Foreign Internet Radio and Online News Radio'. The page features a grid of radio stations with play buttons and progress indicators. Below the grid, there are filters for 'Radio by Language' (Chinese, French, Japanese, Brazilian, Spanish, Czech) and 'Radio by Genre' (Alternative, Classical, Dubstep, Rock, World, All). A section titled 'Multilingual Resources' lists various learning materials like courses, books, and podcasts. At the bottom, there are buttons for 'Practice French', 'Practice German', 'Practice Italian', 'Practice Spanish', 'Practice Portuguese', and '+Babbel'. The website also includes a search bar and navigation links like 'Downloads', 'Top Products', 'Children's', 'Radio', 'Blogs', 'Free', and 'Contact Us'.

Strategies for Learning (4)

11. Magazines: Larger newsagents and online providers such as Amazon sell a selection of foreign magazines and comics. You might club together with friends to order and some schools have a subscription to magazines such as Mary Glasgow Publications (just Google 'Mary Glasgow'), which offers online or print magazines in French, German and Spanish for various age groups and stages.

12. Music: Listening to music is a great way to improve your language skills. Why does so much of the world speak at least some English? Answer: Many of them have learned from song lyrics. Mary Glasgow (above) has a place where you can download MP3s of foreign language songs and there are items in the magazines to help you with transcripts of the words. For more mainstream songs, you can often find the lyrics by Googling the song title, or looking on You Tube. Make sure you look up all the words, though; it will make a huge difference to the number of words you know.

13. Film & TV: Rent out some films from the country. Almost all of them will have English subtitles and it's ok to use them. You will be taking a lot in and the occasional words, as well as the way the sounds work, will be getting in to your subconscious. If you have Sky TV, there are various foreign language channels available, including TV5 (French)

www.imsisoft.com

www.imsisoft.com

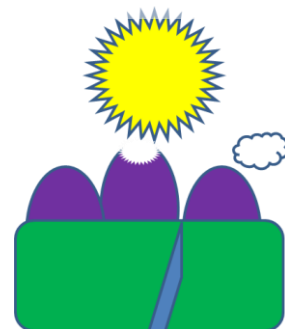
Strategies for Learning (5)

- 14. You Tube:** There is a huge amount of material available on You Tube; just type in 'German for kids', for example, and a whole lot of possibilities will come up; some better than others, but much of it excellent. As always with You Tube, beware of the possibility of age-inappropriate material appearing without warning.
- 15. Duolingo:** This is a free app for smartphones. It will enable you to learn, do challenges, exercises etc in the language of your choice, and keep a record of your scores. Some schools use it, too.
- 16. Skoolbo:** Scottish Government-endorsed App and website (www.skoolbo.co.uk); many schools use this also. Does many of the same things Duolingo does and helps with numeracy also.
- 17. Voki** (www.voki.com): You can sign up to the basic package for free and it will allow you to select avatar/cartoon celebrities and type in things for them to say. There are various foreign language options to choose from. Again, some schools already use this.
- 18. Other Websites you might try:**
- www.lesclesjunior.com
 - www.infojunior.com
 - www.momes.net

How Do Foreign Language Lessons Work? (1)

Earlier on, we looked at the kinds of things you'll be learning to talk about in Early Years/First Level, and on into Second Level.

Mostly, in Early Years, you'll be learning to recognise some foreign words for the weather, family members, days of the week and so on, and also how to say them. You may also learn to recognise some of them written down, but this will depend on what your teacher thinks is best.



You should also be using some of the foreign language to do normal daily things at school – taking the register, ordering lunch, asking to go out.

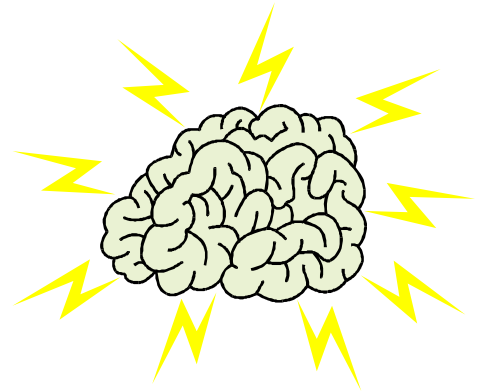


By P3 or 4, you will be beginning to read more of the foreign language and to write some of the foreign words and make short sentences; maybe to make a poster or a Powerpoint introducing yourself, saying what the weather is like and so on.

If you arrive from another school and have learned **another** language; **don't worry!** It will be an advantage that you have already done some language learning. And you will be able to impress your class and your teacher – and maybe teach them something they didn't know! Maybe your school will offer a club to help you keep your language going...or maybe you could start one?

How Do Foreign Language Lessons Work? (2)

- **From P5 onwards**, you will be doing more listening, speaking, reading and writing, about more topics. You will be beginning to notice that some of the things you already know help you understand new things: you will be **acquiring language learning skills** – and the more you do this, the more you'll be able to learn: it's fantastic brain exercise.



www.imsisoft.com

- You will also start to get **homework** from time to time: maybe a small piece of research to do, a couple of sentences to write, or a few words to learn.
 - Also from about P5, you will start to learn a **second foreign language (L3)**. In most schools in Dumfries & Galloway, the first foreign language you learn (L2) will be French. The L3 might be German, Spanish, Gaelic, Mandarin, or various others, which your school will have decided upon. You might study more than one extra language, or change from one to another. In Primary School at least, you might not study this second language in as much depth as the first one.

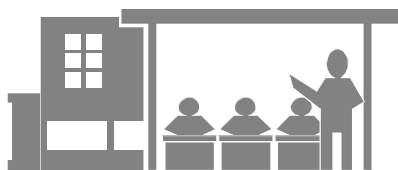


How Do Foreign Language Lessons Work? (3)

- When you move on to **Secondary School**, you will have regular foreign language lessons several times a week with a specialist teacher. This teacher will know what you have already learned, and what you haven't, because, throughout Primary School, you will have been keeping a folder, either a paper folder, or a computer folder, or both, showing what topics you have covered and what skills you have acquired. You will continue to study the same L2 language (French, for most people) and, probably, an L3 language until the end of S3.



www.imsisoft.com



www.imsisoft.com

- If you are **particularly interested** in languages, your Secondary School should be able to arrange for you to study the L3 language in more depth. This might mean your having some classes in a neighbouring school, using a Learning Hub, or Video Conferencing.

In any case, at Secondary School, you will have **Languages Homework** to do. Some of this will be the same kind of thing as you did at Primary School (but more of it!) Most Secondary Language Teachers will also expect you to spend about 10 minutes at home each day you have a lesson with them, looking over what you did in class that day. A good way of fixing something in your head, or understanding it, is to try to explain it to someone else. Now is your time for revenge on the people who nag you to do your homework!

So: What Will We Be Able To Do After All This?

- We already mentioned the '**Tout Sur Moi**' document that many pupils will be completing during their time at Primary School. This may now be in various formats; Powerpoints, posters, pieces of writing etc. **Most** pupils should be able to do **most** of the things on 'Tout Sur Moi' by the end of Primary School. 'Tout Sur Moi', in whatever format(s) will accompany the pupil to Secondary school and provide an idea of what the pupil has covered, and how secure they are in that. On the following few pages are examples of the kinds of things pupils should be able to do, in the foreign language, at various stages, from **Second Level** onwards.

Writing guide for "Tout sur Moi".

This flipchart should help you to write in French about yourself, and other people close to you, about your hobbies and pets, likes and dislikes.

P6
Unit 1 - Introducing myself

Je m'appelle Kieran.
J'ai dix ans et j'habite à Dumfries en Ecosse.
Je suis écossais.

Je m'appelle Chloé.
J'ai onze ans et j'habite à New Abbey en Ecosse.
Je suis écossaise.

(*see note for other nationalities.)

Unit 1/2 - Introducing others and describing people

Mon père s'appelle Georges et il a trente-neuf ans.
Il est grand, il a les yeux marron et les cheveux roux.
Il aime le sport.


Ma mère s'appelle Suzanne et elle a quarante et un ans.
Elle est de taille moyenne, elle a les yeux bleus et les cheveux longs et blonds.


- Since learning a language is a **slow-building skill**, they might be expected to be able to do these things, whether Listening, Speaking, Reading or Writing-based, in more depth and/or with more confidence as they progress.


So: What Will We Be Able To Do After All This?


Second Level:

I can ask someone what they like


First tried:  Date:.....


Getting there...  Date:.....


Got It!  Date:.....


Practice makes perfect  Dates:...../...../.....

I can count from 20-100


First tried:  Date:.....


Getting there...  Date:.....


Got It!  Date:.....


Practice makes perfect  Dates:...../...../.....

I can say if I have brothers & sisters


First tried:  Date:.....


Getting there...  Date:.....


Got It!  Date:.....


Practice makes perfect  Dates:...../...../.....

I can read a short story


First tried:  Date:.....


Getting there...  Date:.....


Got It!  Date:.....


Practice makes perfect  Dates:...../...../.....

I can say what I like & don't like


First tried:  Date:.....


Getting there...  Date:.....


Got It!  Date:.....


Practice makes perfect  Dates:...../...../.....

I can understand someone saying if they have brothers & sisters

First tried:  Date:.....

Getting there...  Date:.....

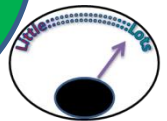
Got It!  Date:.....

Practice makes perfect  Dates:...../...../.....

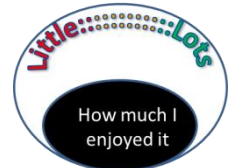
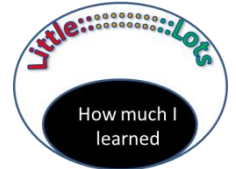
So: What Will We Be Able To Do After All This?

By the end of P6/7,

- I will be able to **understand** the topics we have covered, by listening and reading
- I will be able to **discuss** them by speaking and writing
- I will be beginning to understand some of the rules of the language, and to use them to learn more; **and**
- I will have learned a number of things about the culture of the country/countries where the language is spoken



Say how you got on by drawing arrows into the gauges







How did it go?

This Version: 07/05/2015, DK





So: What Will We Be Able To Do After All This?

Third Level:





I can ask for help during a conversation

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....





I can listen for information from a monologue, or as part of a conversation

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....





I can take part in a conversation about something; give my opinion about things, and provide reasons

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....





I can give a presentation in the foreign language, arising from a group preparation

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....

I can read out loud and pronounce fairly accurately

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....

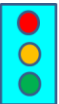



I can take part in a rôle play

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....





So: What Will We Be Able To Do After All This?

Third Level:





I can use a bilingual dictionary

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....

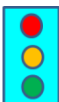



I can read for enjoyment

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....





I can read texts with some cultural content

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....





I can use references to support my writing

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....

I can write about a topic, giving my opinions and reasons for these

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....

I can use my knowledge to work out meanings


First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....


So: What Will We Be Able To Do After All This?


Third Level:


I can use my knowledge to support my writing


I can use references to support my writing


First tried:  Date:.....


Getting there...  Date:.....


Got It!  Date:.....

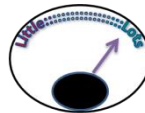
Practice makes perfect  Dates:...../...../.....

First tried:  Date:.....

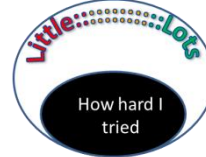
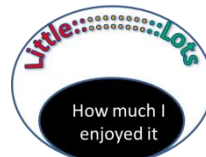
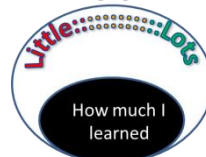
Getting there...  Date:.....

Got It!  Date:.....

Practice makes perfect  Dates:...../...../.....



Say how you got on by drawing arrows into the gauges



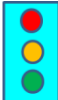



How did it go?

This Version: 07/05/2015, DK





So: What Will We Be Able To Do After All This?

Fourth Level





I can listen for information in more complex, less predictable, unfamiliar contexts or language

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....





I can listen and respond in less predictable, extended conversations

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....

I can start, support and sustain a conversation.

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....





I can take part in more detailed conversations, including opinions and reason, with an extended range of language

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....





So: What Will We Be Able To Do After All This?

Fourth Level





I can plan and deliver an individual presentation.

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....





I can take part in a more open ended rôle play, using realistic contexts of my own, or another, country.

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....

I can pronounce, and read out loud, texts which include unfamiliar language.

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....





I can read more detailed texts independently, containing complex language and a range of tenses

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....





So: What Will We Be Able To Do After All This?

Fourth Level:





I can use a range of strategies to understand more detailed texts

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....





I can work on my own, and with others, on texts with cultural content

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....

I can write, using a range of support/ICT, to engage a reader

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....





I can read prose and poetry for enjoyment; these texts being more detailed and containing complex language

First tried:  Date:.....
Getting there...  Date:.....
Got It!  Date:.....
Practice makes perfect  Dates:...../...../.....





So: What Will We Be Able To Do After All This?(6d)

Fourth Level:





I can read more detailed texts independently, containing complex language and a range of tenses

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....





I can take part in a more open ended rôle play, using realistic contexts of my own, or another, country.

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....

I can plan and deliver an individual presentation.

First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....


I can pronounce, and read out loud, texts which include unfamiliar language.


First tried:  Date:.....
 Getting there...  Date:.....
 Got It!  Date:.....
 Practice makes perfect  Dates:...../...../.....


So: What Will We Be Able To Do After All This? (6e)


Fourth Level:

I can check the accuracy of my writing, using references, success criteria and my knowledge about the language


First tried:  Date:.....


Getting there...  Date:.....


Got It!  Date:.....


Practice makes perfect  Dates:...../...../.....

I can write, about a topic, including my opinions and reasons for holding them


First tried:  Date:.....


Getting there...  Date:.....


Got It!  Date:.....


Practice makes perfect  Dates:...../...../.....

I can write about a widening range of topics, using a variety of structures, tenses and linking words.

First tried:  Date:.....

Getting there...  Date:.....

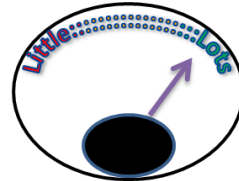
Got It!  Date:.....

Practice makes perfect  Dates:...../...../.....

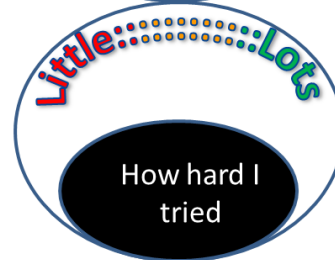
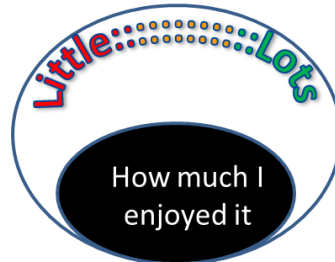
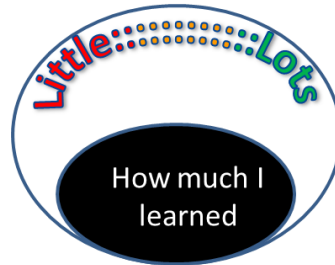
So: What Will We Be Able To Do After All This? (6f)

Fourth Level:

How did it go?



Say how you got on by drawing arrows into the gauges



This Version: 07/05/2015, DK

Some Useful Phrases (1)

English	French	German	Spanish	Gaelic
Hi	Salut!	Grüß Gott!	¡Hola!	Haidh!
Good morning	Bonjour	Guten Morgen	Buenos días	Madainn Mhath
Good afternoon	Bon après-midi	Guten Tag	Buenos Tardes	Feasgar Math
Goodbye	Au Revoir	Auf Wiedersehen	Adiós	Mar sin leat
Cheerio	Salut!	Tschüss!	Hasta Luego	Tìoraidh
What's your name?	Comment tu t'appelles?	Wie heißt du?	¿Cómo te llamas?	Dè an t-ainm a th' ort?
My name is	Je m'appelle...	Ich heiße...	Me llamo...	Is mise....
How old are you?	Tu as quel age?	Wie alt bist du?	¿Cuántos años tienes?	Dè 'n aois a tha thu?
I am ...years old	J'aians	Ich bin ...Jahre alt	Tengo..años	Tha mi bliadhna a dh' aois.
How are you?	Ca va?	Wie geht's?	¿Qué tal?	Ciamar a tha thu?
Fine thanks	Ca va!	Gut, danke	Bien, gracias	Tha gu math, tapadh leat
Not so good	Comme ci, comme ça	Nicht so gut	Mal/fatal	Chan eil mi gu math.

Some Useful Phrases (2)

English	French	German	Spanish	Gaelic
Where do you live?	Où habites-tu?	Wo wohnst du?	¿Dónde vives?	Càite bheil thu a' fuireach?
I live...	J'habite...	Ich wohne...	Vivo....	Tha mi a' fuireach.....
..in the countryside	...à la campagne	...auf dem Land	...en el campo anns an duthaich
...in Annan	...à Annan	...in Annanen Annan ann an Annan
That's a town	C'est une ville	Das ist ein Stadt	Es una ciudad	'S e baile a th' ann
That's a village	C'est un village	Das ist ein Dorf	Es un pueblo	'S e baile beag a th' ann.
My Mum is called	Ma mère s'appelle...	Meine Mutter heißt...	Mi madre se llama...	'S e a th' air mo mhàthair
My Dad is called	Mon père s'appelle...	Mein Vater heißt...	Mi padre se llama.....	'S e.... a th' air m' athair
Do you have brothers & sisters?	Tu as des frères et soeurs?	Hast du Geschwister?	¿Tienes hermanos o hermanas?	A bheil bràithrean neo peathraichean agad?
I have a brother	J'ai un frère	Ich habe einen Bruder	Tengo un hermano	Tha bràthair agam
I have a sister	J'ai une soeur	Ich habe eine Schwester	Tengo una hermana	Tha piuthar agam
I have ..brothers and ...sisters	J'ai...frères et ...soeurs	Ich habe ...Brüder und ...Schwestern	Tengo.....hermanos y ...hermanas	Thabràithrean agus peathraichean agam
I am an only child	Je suis enfant unique	Ich bin Einzelkind	Soy hijo/a unico/a	Chan eil bràithrean neo peathraichean agam.

Some Useful Phrases (3)

English	French	German	Spanish	Gaelic
Do you have pets?	Tu as un animal à la maison?	Hast du ein Haustier?	¿Tienes un animal?	A bheil peataichean agad?
I have a dog	J'ai un chien	Ich habe einen Hund	Tengo un perro	Tha cù agam
I have a cat	J'ai un chat	Ich habe eine Katze	Tengo un gato	Tha cat agam
I have no pets	Je n'ai pas d'animal	Ich habe kein Haustier	No tengo un animal	Chan eil peataichean agam
What's your favourite sport?	Quel est ton sport préféré?	Was ist dein Lieblingssport?	¿Qué deporte te gusta?	Dè 'n spòrs is fheàrr leat?
I like football	J'aime le foot	Ich spiele gern Fußball	Me gusta el fútbol	Is fheàrr leam ball-coise
I don't like sport	Je n'aime pas le sport	Ich habe Sport nicht gern	No me gusta el deporte	Cha toil leam spòrs.
What's your favourite hobby?	Quel est ton passe-temps préféré?	Was ist dein Lieblichshobby?	¿Cuál es tu pasatiempo favorito?	De 'n cur - seachad is fheàrr leat?
I do mountain biking	Je fais du VTT	Ich fahre gern Rad	Hago ciclismo de montaña	Bidh mi a' roithearachd air na beanntanan
I like cinema	J'aime le cinéma	Ich gehe gern ins Kino	Me gusta el cine	Is toil leam a' dol do'n taigh dhealbh.
I like reading	J'aime la lecture	Ich lese gern	Me gusta leer	Is toil leam a' leughadh
What's your favourite food?	Quel est ton plat préféré?	Was ist dein Lieblingsessen?	¿Cuál es tu comida preferida?	Dè am biadh is fheàrr leat?
I like chips	J'aime les frites	Ich esse gern Pommes	Me gustan las fritas	Is fheàrr leam slisneagan

Some Useful Phrases (4)

English	French	German	Spanish	Gaelic
I don't like parsnips	Je n'aime pas les panais	Ich esse nicht gern Pastinaken	No me gusta la chirivía	Cha toil leam cuirdin
Yes	Oui	Ja	Sí	Tha
No	Non	Nein	No	Chan eil
And	Et	Und	Y	agus
But	Mais	Aber	pero	ach
One, Two, Three	Un, deux, trois	Eins, Zwei, Drei	Uno, dos, tres	Aon dhà, trì,
Four, five, six	Quatre, Cinq, Six	Vier, Fünf, Sechs	Cuatro, cinco, seis	Ceithir, Coig Sia
Seven, Eight, Nine	Sept, Huit, Neuf	Sieben, Acht, Neun	Siete, ocho, nueve	Seachd, Ochd, Naoi,
Ten, Eleven, Twelve	Dix, Onze, Douze	Zehn, Elf, Zwölf	Diez, once, doce	Deich, Aon deug, Dà dheug,
Thirteen, Fourteen, Fifteen	Treize, Quatorze, Quinze	Dreizehn, Vierzehn, Fünfzehn	Trece Catorce Quince	Trì deug, Ceithir deug, Coig deug,
Sixteen, Seventeen, Eighteen	Seize, Dix-sept, Dix-huit	Sechzehn, Siebzehn, Achtzehn	Diecíséis Diecísiete Diecíocho	Sia deug, Seachd deug, Ochd deug
Nineteen, Twenty, Twenty-one	Dix-neuf, Vingt, Vingt-et-un	Neunzehn, Zwanzig, Einundzwanzig	Diecínueve Veinte Veintiuno	Naoi deug, Fichead, Fichead 's a h-aon
Twenty-two	Vingt-deux	Zweiundzwanzig	Veintidos	Fichead 's a dhà
Thirty, Forty	Trente, Quarante	Dreißig, Vierzig	Treinta. Cuarenta	Fichead 's a trì

Some Useful Phrases (5)

English	French	German	Spanish	Gaelic
Fifty, Sixty	Cinquante, Soixante	Fünfzig, Sechzig	Cincuenta Sesenta	Coigead, Seasgad,
Seventy, Eighty	Soixante-dix, Quatre-vingts	Siebzig, Achtzig	Setenta, Ochenta	Seachdad, Ochdad
Ninety, One hundred	Quatre-vingt-dix, Cent	Neunzig, Hundert	Noventa Cien	Naochad, Ceud
Two hundred	Deux cents	Zweihundert	Dos cientos	Dà Cheud
A Thousand, A Million	Mille, Un Million	Tausend, Ein Million	Mil, un millón	Mìle Muillean
The weather's nice	Il fait beau	Es ist schön	Hace buen tiempo	Tha e brèagha
The weather's bad	Il fait mauvais	Es ist schlecht	Hace mal tiempo	Tha e grànnda
It's raining	Il pleut	Es regnet	Llueve	Tha e fliuch
It's cloudy	Il fait gris	Es ist bewolkt	Está nublado	Tha e sgòthach
It's hot	Il fait chaud	Es ist heiß	Hace calor	Tha e teth
It's cold	Il fait froid	Es ist kalt	Hace frío	Tha e fuar
It's windy	Il fait du vent	Es ist windig	Hace viento	Tha e garbh
It's snowing	Il neige	Es schneit	Nieva	Tha sneachd ann
It's a snow day!	C'est une journée de neige!	Es ist ein Schneetag!	Es un día de nieve	'S e latha sneachda a th' ann!
Hooray!	Chouette!	Prima!	¡Estupendo!	Sgoinneal!!

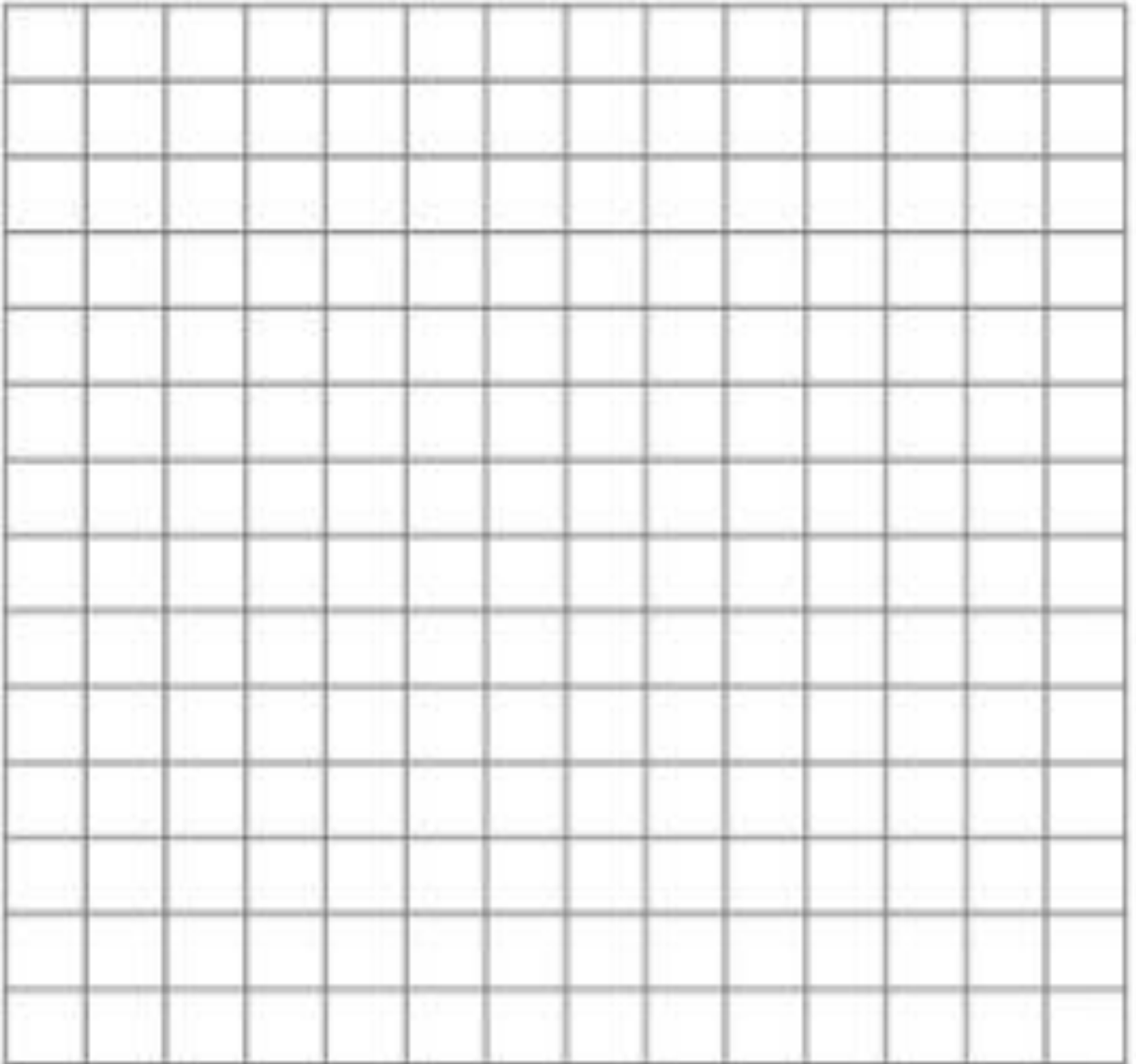
Useful Gaelic Websites

Gaelic

(In no particular order)

- www.learnghaelic.net
- www.gaelic4parents.com
- <http://www.nhconline.net/nhconline/bng/>
- <http://www.bbc.co.uk/alba/foghlam/>
- <http://www.languagenut.com/>
 - (Sign up for a free trial)
- <http://www.prometheanplanet.com/en-gb/>
 - (Search for Gaelic but watch out for Irish Gaelic!)
- <http://www.twinkl.co.uk/resources/topics/languages/gaelic>.
 - (Register to download material)
- **Gabh spòrs – Have fun!**

Make Your Own Wordsearch



Chapter & Verse

In this booklet, we have tried to set out, in an easy to read way, what we aim to do in terms of Modern Languages Teaching in D&G schools, how we aim to go about it, and to convey some idea of what the experience will be like. There is, of course, much more detailed and technical information available on the Education Scotland Website (www.educationscotland.gov.uk), the Scottish Qualifications Authority Website (www.sqa.org). Both of these sites can be quite difficult to navigate, so here we provide links to a few significant pieces of information, should you wish to access them:

- Education Scotland's Progression Grids for Modern Languages for Levels 2, 3 and 4:
 - http://www.educationscotland.gov.uk/Images/Modern_Languages_Grid_tcm4-827381.pdf
- Education Scotland's Professional learning paper: Assessing progress and achievement in Modern Languages:
 - http://www.educationscotland.gov.uk/Images/mod%20lang%20paper_tcm4-838619.pdf
- Education Scotland expects that:
"By the end of Primary 7, the majority of children will have learned the skills necessary to:
 - Give a short presentation about themselves
 - Take part in simple conversations and transactions
 - Understand classroom instructions and personal information
 - Enjoy listening to a story, song or poem
 - Read aloud a simple text
 - Read and understand a short text
 - Write a few sentences about themselves and others."