

S1-3 Gàidhlig GME

August - October		October - December		January - April		April - June	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Me and my family	Social media and Technology	Festivals, events and traditions	Free time	School	My home area throughout history	Work and the future	Healthy choices
⇒ Members - Getting on with them ⇒ Quantities (noun mutations and collective nouns for people) ⇒ <i>To be</i> in its <i>tha</i> and <i>'S e</i> forms ⇒ Prepositions for <i>with</i> (le and còmhla ri) ⇒ Adjectives (m/f) ⇒ The vocative case (how to address people) ⇒ Pets	⇒ Let's throw a party! - Counting people - Asking questions - Feelings and sharing them ⇒ The media ⇒ Smartphones - Should they be allowed in school?	⇒ Days of the week ⇒ Dates - Months of the year - Numbers ⇒ Telling the time ⇒ Festivals and holidays	⇒ Hobbies ⇒ I can (<i>'S urrainn</i> vs. <i>faodaidh</i>) ⇒ Opinions - I like - Is pleasing - Comparatives - Superlatives - Reasons (gur and nach) - Intensifiers I (would) prefer (<i>'S / 'B fheàrr</i> leam) World Gaelic Week Feb 22nd-28th	⇒ School subjects - Opinions - Subject-specific vocabulary ⇒ Routine (habitual tense) - Getting ready for school - School activities - Subject ⇒ Relationships with teachers ⇒ Exams and the future - Future irregulars - If statements (<i>Ma bhios...</i>)	⇒ Nationalities ⇒ Greenock - Facilities - Exercise - Healthcare - Menu ⇒ Comparisons - Comparatives - Superlatives - Reasons (gur and nach) -	⇒ Jobs - Occupations using compound prepositions <i>nam</i>, <i>nad</i>, <i>na</i> etc. (<i>tha mi nam...</i>) ⇒ Workplaces - Gaelic-speaking workplaces - Bilingual workplaces ⇒ Responsibilities (should and must) - The preposition <i>do</i> (bu choir dhomh...)	⇒ Food / Drink ⇒ Exercise - The body ⇒ Physical health - Illness - Needs (feum) ⇒ Mental health - Feelings ⇒ Responsibilities (should and must) - The preposition <i>do</i> (bu choir dhomh...) ⇒ This summer I will...
Evidence to be gathered							
⇒ Talk - All about me ⇒ Personal and reflective writing - My autobiography	⇒ Talk - Make a podcast ⇒ Discursive writing - Pros and cons	⇒ Creative writing - On Halloween night...	⇒ Talk - My dream day / My day off	⇒ Creative writing The Secret School	⇒ Persuasive writing ⇒ Article for <i>Goirm Grianais</i> stening – <i>An sgoil</i> on BBC Alba	⇒ Talking - Research project into a career - Presentation	⇒ Personal and reflective writing - In the Summer... ⇒ National Qualifications Units
Extra Curriculars							
FilmG Make a Gaelic film with industry professionals to enter into a national competition.		Debate Take part in an organised Gaelic debate with other schools from across Scotland.		Pròiseact Grianais Work together with local institutions to improve Gaelic's visibility in the community.		The Mòd Prepare for local and national competitions that celebrate Gaelic language and culture.	

Producing Language

Writing

- ◆ simple written texts in a variety of genres
- ◆ a simple web site (hobby, environmental, local interest, historical, scientific)
- ◆ a simple non-fiction essay expressing opinion or conveying information on paper or digitally
- ◆ a blog
- ◆ a simple persuasive text expressing a clear point of view
- ◆ a simple advert
- ◆ biographical and autobiographical anecdotal episodes

Talking

- ◆ class discussion
- ◆ a simple presentation
- ◆ storytelling
- ◆ presenting ideas or an assignment to members of the school or local community
- ◆ short informative broadcasts, documentaries recorded digitally or filmed
- ◆ hot-seating or role play as part of a response to a text
- ◆ simple spoken opinions (either recorded, broadcast, streamed or live) by individuals with a distinct experience, or by a variety of individuals with differing opinions

Mandatory Units¹

(Literacy is included in both)

Understanding Language

Reading

The learner reads, analyses, and evaluates written, printed or digital texts that contain a point of view, a main idea and a structure appropriate to their purpose, such as:

- ◆ simple literary texts from a variety of genres
- ◆ suitable subject-specific internet sites (environmental, local interest, scientific, etc)
- ◆ informative or investigative journalism from newspapers and magazines
- ◆ blogs
- ◆ advertisements
- ◆ single-issue websites
- ◆ biographies, autobiographies

Listening

The learner listens to, analyses and evaluates spoken language that uses verbal clues to convey simple meaning, such as:

- ◆ short informative broadcasts, news- or feature-based
- ◆ simple spoken opinions (either recorded, broadcast, streamed or live) by individuals with a distinct experience, or by a variety of individuals with differing opinions
- ◆ storytellers
- ◆ class discussion, interaction or presentation
- ◆ song lyrics
- ◆ interactions with members of the school or local community
- ◆ extracts from a film or documentary where a character or a real individual conveys an experience or a reaction to an event
- ◆ simple broadcast items such as news or sport

¹ https://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N3_Languages_Gaidhlig.pdf

Assessment Requirements²

Understanding Language

Outcome 1

The learner will:

1 Understand, analyse and evaluate simple spoken Gaelic language by:

- 1.1 Identifying the main idea, purpose and audience
- 1.2 Showing awareness of language choice

Outcome 2

The learner will:

2 Understand, analyse and evaluate simple written Gaelic texts by:

- 2.1 Identifying the main idea, purpose and audience
- 2.2 Showing awareness of language choice

Producing Language

Outcome 1

The learner will:

1 Participate actively in simple spoken activities in Gaelic by:

- 1.1 Selecting ideas and content, using a simple format and structure, appropriate to purpose and audience
- 1.2 Applying knowledge of language in terms of language choice
- 1.3 Communicating meaning at first hearing
- 1.4 Using some aspects of non-verbal communication

Outcome 2

The learner will:

2 Produce simple written texts in Gaelic by:

- 2.1 Selecting ideas and content, using a simple format and structure, appropriate to purpose and audience
- 2.2 Applying knowledge of language in terms of language choice and technical accuracy
- 2.3 Communicating meaning at first reading

² Understanding Language: https://www.sqa.org.uk/files/nu/CfE_Unit_N3_Gaidhlig_UnderstandingLanguage.pdf

Producing Language: https://www.sqa.org.uk/files/nu/CfE_Unit_N3_Gaidhlig_ProducingLanguage.pdf

Assessment Example of N3 Understanding Language: Reading³

Mi-fhèin 's mo Theaghlach - Leughadh airson Fios



Earran 1

Tha Màiri a' bruidhinn mun teaghlach aice.

'S e saor a bh' ann am m' athair, Seumas. B' àbhaist dha a bhith ag obair do chompanaidh mhòr ann am meadhan a' bhaile. Sguir e a dh'obair airson a bhith aig an taigh. Cha toigh leis obair-taighe ach feumaidh e a dhèanamh.

Bidh mo mhàthair Sileas ag obair anns an ospadal. Tha i dileasach agus onaireach, 's urrainn dhi tòrr spòrsan a dhèanamh – leithid spòrsan uisge, marcachd agus sreap nam beann.

Tha mi fortanach gu bheil dithis phàrant agam aig a bheil a' Ghàidhlig, oir faodaidh iad mo cuideachadh le obair dachaigh. Tha iad gu math cuideachail agus tuigseach air gràmar na Gàidhlig. Chan eil Gàidhlig aig a h-uile duine nam theaghlach, ach tha deagh Ghàidhlig aig bràthair m' athair agus a theaghlach.

Gach oidhche Haoine, bidh sinn uile a' tighinn còmhla airson gheamannan bùird a chluich. Bidh m' athair a' gabhail *Monopoly* gu pearsanta,

'S iad pàrantan laghach agus tuigseach a th' anna.



Earran 1: Ceistean

- Càite am b' àbhaist dha athair Màiri ag obair? (2)
- Ciamar a tha e a' faireachdainn mun obair-taighe? (2)
- Ainmich dà spòrs as urrainn dha màithair Mhàiri dèanamh. (2)
- A' bharrachd air a pàrantan, cò eile aig a bheil deagh Ghàidhlig na teaghlach? (1)
- Dè bhios tachairt gach oidhche Haoine? (2)
- Dè seòrsa pàrantan a th' anna nad bheachd? Cleachd fianais bhon teacsa airson fianais. (1)

Me and My Family – Reading for Information

Section 1

Mary is talking about her family.

My father, James, was a joiner. He used to work for a large company in the city centre. He stopped working so that he could stay at home. He does not like housework, but he has to do it.

My mother, Sheila, works in the hospital. She is loyal and honest, and she can do many sports – such as water sports, horse riding, and mountain climbing.

I am fortunate that I have two parents who speak Gaelic, because they can help me with homework. They are very helpful and knowledgeable about Gaelic grammar. Not everyone in my family speaks Gaelic, but my father's brother and his family speak Gaelic very well.

Every Friday night, we all come together to play board games. My father takes Monopoly personally!

They are kind and understanding parents.

Translated and
answers
included for
clarity.

Section 1: Questions

- Where did Mary's father used to work? (2)
- How does he feel about housework? (2)
- Name two sports that Mary's mother can do. (2)
- Apart from her parents, who else in the family speaks Gaelic well? (1)
- What happens every Friday night? (2)
- What kind of parents are they, in your opinion? Use evidence from the text to support your answer. (1)

Answers

- He used to work for a large company in the city centre.
- He does not like housework, but he does it because he has to.
- Any two of: Water sports; Horse riding; Mountain climbing
- Her father's brother (her uncle) and his family.
- The whole family gets together to play board games.
- They are kind, helpful, and understanding parents. Evidence: they help Mary with her homework, understand Gaelic grammar well, and are described as "kind and understanding."

³ Adapted from Greenfaulds High School's *BGE Scheme of Work*.