

**Developing Young People's Fluency in  
Reading and Writing in Gaelic**

**Word Work Out:**

**A**

**FlaT Funded Project**

**For**

**East Ayrshire Council**

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**Gaelic Word Workout Activities  
Draft 1**

## Choice and Use of Language

### Word Work Out

Resources: whiteboards or paper

Teaching Routine:

1. Write activity on board
2. Explain challenge & model as required
3. Demanding time limit
4. Teacher checks for quality / accuracy of response
5. Class discuss examples / suggest improvements.

### **Sentence Doctor**

1. Write up a “sick” sentence: e.g. punctuation, word order, missing words, capitals in middle of words, spelling or grammatical errors.
2. Children have to make it better.
3. Level A = one error type. To Level F = spelling, punctuation, grammar

*e.g.*

*Bhual an caileag mì-mhodhail càr an tidsear (Bhuail **a’ chaileag mhì-mhodhail càr an tidseir.***

*Tha mi a’ dèanamh e. (Tha mi **ga dhèanamh**)*

*Tha a’ Mhamaidh agam ag obair. (Tha **mo Mhamaidh** ag obair)*

*Chan eil sin ceart thuir an tidsear. (“Chan eil sin ceart,” thuir an tidsear.)*

*Tha doras dearg air taigh agamsa (Tha doras dearg air **an** taigh agamsa*

*Tha an T-eilean Sgitheanach brèagha. (Tha **an t-Eilean Sgitheanach brèagha.**)*

## Name the Noun

1. Write a sentence containing common nouns.
2. Children rewrite using proper nouns.
3. Discuss effect.

*e.g.*

*Bha am balach a' leughadh comaig nuair a thàinig an tidsear a-steach. (Bha **lain** a' leughadh **Smathsin** nuair a thàinig Mgr Moireach a-steach.)*

## Add Adjectives (or adverbs)

1. Write sentence without adjectives (or adverbs).
2. Children add adjectives that add meaning to the sentence, and agree with the noun as to gender and case
3. Level A: work on one type (adjective/adverb) at a time and start by adding one adjective/adverb only.

*E.g.*

*Thug am balach a' bhreige don chlachair. (Thug am balach **snog** a' bhreige don chlachair **thrang**.)*

*Tha a' chaileag anns a' chàr. (Tha a' chaileag **bheag** anns a' chàr **dhearg**.)*

*Tha eòin anns a' chraoibh. (Tha eòin **dhathte** anns a' chraoibh **mhòir**.)*

## Development

Add one, two, then three adjectives/adverbs, working on one word at a time

*Thug am balach a' bhreige don chlachair. (Thug am balach **snog** a' bhreige don chlachair **thrang**.)*

*Tha a' chaileag anns a' chàr. (Tha a' chaileag **bheag** anns a' chàr **dhearg**.)*

*Tha eòin anns a' chraoibh. (Tha eòin **dhathte** anns a' chraoibh **mhòir**.)*

•

*e.g. Thug am balach cuideachail laghach eireachdail a' bhreige don chlachair.*

*Thug am balach a' bhreige don chlachair sgileil threun bheartach.*

- Choose alliterative adjectives

*e.g Thug am balach breugach a' bhreige bhuidhe don chlachair chòir.*

### **Agile Adverbs**

1. Build adverb lists from reading.
2. Write sentence containing adverb.
3. Children reposition it within the sentence
4. Discuss effect.

*e.g.*

*Ruith am balach gu luath sìos an trannsa./ Ruith am balach sìos an trannsa gu luath.*

*Dhùisg am balach gu h-obann./ Gu h-obann dhùisg am balach.*

### **Perfect Past**

1. Write sentences containing the past tense of the verb to be and a verbal noun.
2. Children replace this with past tense of the verb and remove any surplus Genitive forms.

*e.g.*

*Bha e a' coiseachd sìos an rathad (Choisich e sìos an rathad.)*

*Bha e a' leughadh an leabhair. (Leugh e an leabhar)*

*Bha i a' ruith gu luath. (Ruith i gu luath)*

*Bha mo mhàthair a' ceannach phàipearan-naidheachd. (Cheannaich mo mhàthair pàipearan-naidheachd.)*

*Bha Daibhidh a' fosgladh na h-uinneige. (Dh'fhosgail Daibhidh an uinneag.)*

*Bha iad ag òl tòrr Còc. (Dh'òl iad tòrr Còc)*

*Bha Ceit a' dèanamh cèic theòclaid. (Rinn Ceit cèic theòclaid.)*

## Practice with past participles

Working in pairs or 2 groups

1. First person/group thinks of a transitive verb and uses it in a sentence

*e.g.*

*Fosgail - Fosgail an doras. / Tha e a' fosgladh an dorais.*

*Dèan - An dèan thu na soithichean?*

*Bris - Cò bhris na maidean?*

*Ceangail - Cìamar a cheangaileas mi am bàta?*

*Tagh - Tha mi a' taghadh phrèasantan.*

2. Partner or other group makes up sentence using the past participle of that verb

*e.g.*

*Tha an doras fosgailte.*

*Tha na soithichean dèante.*

*Tha na maidean briste.*

*Tha am bàta ceangailte.*

*Tha na prèasantan taghte*

3. Swap roles for next verb

## Add the Article

Working in trios or 3 groups

1. First person/group thinks of an indefinite noun

*e.g.*

*doras*

*cas*

*faoileag*

*fearann*

*uisge*

2. Second makes up sentence using the noun with the correct article as the subject of the sentence.

*e.g.*

*Tha an doras uaine.*

*Tha a' chas goirt.*

*Tha an fhaoileag air sgeir.*

*Tha am fearann torach.*

*Tha an t-uisge fuar, fuar.*

3. Third makes up a sentence using the correct form of the noun with article where it is the object of the sentence following a verbal noun.

*e.g.*

*Tha mi a' dùnadh an dorais.*

*Tha i a' suathadh na coise goirt.*

*Tha an iolaire-uisge a' toirt ionnsaigh air an fhaoileig.*

*Bidh an tuathanach a' treabhadh an fhearainn thorach.*

*Tha Alasdair ag òl an uisge fhuar.*

Development

- Specify gender of noun
- Specify tense of sentence

### **Genitives (Possessive Case)**

Working in pairs or 2 groups

1. First person/group thinks of an indefinite, inanimate noun

*e.g.*

*feusag*

*curran*

*sùil*

*crùn*

*fòn-làimhe*

*fàinne*

2. Second person/group thinks of a definite animate noun

*e.g.*

*an tidsear*

*am bàrd*

*an cù*

*an luchag*

*a' bhana-phrionnsa*

*am prìomh mhinistear*

3. First person/group connects the two, writing them correctly on the white board. Encourage use of humour before encouraging the making of sense!.

*e.g. feusag na bana-phrionnsa*

*crùn an tidseir*

*curran a' phrìomh mhinisteir*

*fainne na luchraig  
fòn-làimhe a' choin  
sùil a' bhàird*

### **Make Sentences**

1. Write up one word.

*e.g. sgoil*

2. Children turn it into a sentence:

Level A = simple sentence to include one adjective or adverb

*e.g. Tha an sgoil fosgailte.*

Levels B-F contain adjectives & or adverbs.

*e.g. Ruith Calum gu toilichte dhan sgoil.*

3. **Development:**

- write up two words, e.g. noun and verb

*e.g. sgoil, gheall*

*Gheall Mam gum biodh i aig an sgoil.*

- write up three words that appear to have little connection

*e.g. sgoil, gheall, fiaclan*

*Gheall Màiri gum bruiseadh i a fiaclan mus deigheadh i dhan sgoil.*

### **Finish Sentences**

1. Write up part of a sentence (beginning, middle (Level B) or end)

2. Children complete it.

*eg. Bha a' bhana-phrionnsa bhòidheach.....*

*.....a' cluich air a' chlàrsaich.....*

*.....ann an toll-dubh a' chaisteil.*

## Connect Sentences

1. Write two sentences
2. Level A: join together using high frequency connectives ( e.g. and, because, then, but, when, while)
3. Level B and upwards: as above + join sentences together at beginning or middle.
4. Discuss how different position affects meaning of sentence.

*E.g. Dh'èigh an tidsear.*

*Shuidh a' chlann an àird.*

*Level A Dh'èigh an tidsear agus shuidh a' chlann an àird.*

*Level B Nuair a dh'èigh an tidsear shuidh a' chlann an àird.*

*NB: PROVIDE LISTS OF CONJUNCTIONS and CONNECTIVES FOR THE CHILDREN TO WORK FROM.*

## Change Sentence Type

1. Write a basic sentence.
2. Children change it to different sentence type: e.g. must contain speech marks / question mark / exclamation/ negative.
3. Or change it into a different format (and/or genre).

*e.g.*

*Dh'ith Anna a dìnnear.*

*"Dh'ith Anna a dìnnear!" thuir a Seanmhair gu toilichte.*

*"An do dh'ith Anna a dìnnear?" dh'fhaighnich Dad.*

*"Na ith do dìnnear, Anna," chagair Gary.*

*Cha do dh'ith Anna a dìnnear.*

*Ceann-naidheachd: Dh'ith Anna a dìnnear.*

*Sgeulachd ghòrach: Dh'ith Anna a dìnnear de bhrot shùbhagan-làir, sliseagan snèip le còmhdach teòclaid agus slaman air blas bradain.*

*Sgeulachd thraidiseanta: Bha ann uaireigin nighean air an robh Anna a bhiodh an-còmhnaidh ag ithe a dìnnear anns a' choille dhomhainn dhorcha.*

## Sentence Construction

1. Divide class into groups.
2. Each group thinks of an animate noun, writes this on a card; places it in an envelope and passes this to next group.
3. Without opening the envelopes, each group writes an adjective & secretly reads the two words before passing the envelope on.
4. Groups then write a verbal noun; take the noun & adjective out of the envelope and change as required to make *grammatical* sense:  
e.g. “*àlainn, nighean, a’ seinn*”  
This would be “*nighean àlainn a’ seinn*”
5. Continue as per ability by adding adverb: “*nighean àlainn a’ seinn gu binn*”
6. adjectival “where” phrase: “*nighean àlainn a’ seinn gu binn anns a’ chòisir*”
7. then adjectival “when” phrase: “*nighean àlainn a’ seinn gu binn anns a’ chòisir air madainn Sàbaid*”
8. Each group corrects for grammatical sense at each addition.
9. Finally, each group constructs a technically accurate sentence – punctuation and grammar. Grammatically, this may include noun – adjective agreement; correct plural form of nouns; use of definite articles and/or indefinite nouns:  
*Bidh an nighean àlainn a’ seinn anns a’ chòisir air madainn na Sàbaid.*  
*Bidh nigheanan àlainn a’ seinn anns a’ chòisir air madainn Shàbaid*  
*Bidh na nigheanan àlainn a’ seinn anns a’ chòisir air madainnean Sàbaid*

**Variation:** alliterative word choice.

## Sentence Expansion: Chain Writing

Select noun from current topic: e.g. Speuradair

1. Class brainstorm of appropriate:
2. adjectives
3. verbs
4. and, as appropriate to ability:
5. adverbial “where” phrase and / or
6. “when” phrase.
7. **Individual / groups then compete in a “timed” session: how many different sentences can they make from this information?**

## Sentence Transformation

### Change the tense: present, past future, including use of auxiliary verbs

- |                                  |  |
|----------------------------------|--|
| 1. Bidh mi ag ithe cèic          | Bidh mi a' ceannach gheamannan           |
| 2. Tha mi ag ithe cèic           | Tha mi a' ceannach gheamannan            |
| 3. Dh'ith mi cèic                | Cheannaich mi geamannan                  |
| 4. Tha mi air cèic ithe.         | Tha mi air geamannan a cheannach.        |
| 5. Ithidh mi cèic.               | Ceannaichidh mi geamannan                |
| 6. Tha mi a' dol a dh'ithe cèic. | Tha mi a' dol a cheananch.<br>gheamannan |

### Change to conditional

- |                      |                         |
|----------------------|-------------------------|
| 7. Dh'ithinn cèic... | Cheannaichinn geamannan |
|----------------------|-------------------------|

### Change statement to question or vice versa

- |   |   |
|---|---|
| 8. Am bi mi ag ithe cèic?<br>A bheil mi ag ithe cèic?<br>An do dh'ith mi cèic?<br>A bheil mi air cèic ithe?<br>An ith mi cèic?<br>A bheil mi a' dol a dh'ithe cèic? | Am bi mi a' ceannach gheamannan?<br>A bheil mi a' ceannach gheamannan?<br>An do cheannaich mi geamannan?<br>A bheil mi air geamannan a cheannach?<br>An ceannaich mi geamannan?<br>A bheil mi a' dol a cheannach<br>gheamannan? |
|---|---|

### Move between active and passive voices

- |   |   |
|---|---|
| 9. Dh'ith mise cèic.  | Cheannaich me geamannan.  |
| 10. Chaidh a' chèic ithe le Anna.<br>Bha a' chèic air a h-ithe le Anna. | Chaidh na geamannan a cheannach le Anna.<br>Bha na geamannan air an ceannach le Anna. |

## Sentence Joining

1. Work in trios (or class divided into three groups when introducing the activity)
2. Children 1 & 3 are given a selection of short sentences.
3. Child 2 is given a blank whiteboard on which to write an appropriate joining word or phrase.
4. Child 1 chooses an opening sentence.
5. Child 3 chooses a complementary sentence
6. Child 2 chooses a joining word. and makes any necessary alterations to complementary sentence to create grammatically accurate new sentence.

7. Discuss whether conjunction could go at beginning of new sentence, and what effect that would have on the meaning of the new sentence.
8. Examples can be taken from class / group reading. Teacher simplifies complex sentences including punctuating as appropriate ( see first example) and children re-form them. Compare their attempts with the author's.

e.g.: *Al le Seonag Monk*

Opening	Conjunction	Ending
Bha fios aig Al gun robh a mhàthair a' fàs feargach.(td 7)	ach	. bhiodh i ag èigheach Alastair air.
'S math a dh'fhaodadh e coiseachd (td8)	nuair a	bu toigh leis gu faiceadh a' chlann eile càr mòr spaideil a mhàthar.
Chòrdadh tuilleadh ris (td60)	ged a	bha e aig an aon àm a' faireachdainn bragail gun robh esan a' dol cho fada ri Florida ann an Ameireaga.
Bha Al car diombach nach b' ann gu ruige Florida a bha iad a' dol, còmhla ris-san (td17)	chionn 's	cha tuirt e guth
Bha Al a' dol dhan leabaidh an oidhche ud (td62)	agus	thug e an aire do rud gu math neònach
Bidh sinn a' cur seachad a' chuid as motha dhen ùine shìos aig na tancaichean èisg (td 63)		gheibh sinn beagan ùine airson spòrs cuideachd
Thòisich an caoch a-rithist a' goil na mhionach (td23)		cha robh e dol a dh'fhaighinn gu film Harry Potter mar a gheall i

{ Bha fios aig Al gun robh a mhàthair a' fàs feargach **nuair a** bhiodh i ag èigheach Alastair air.(td 7)

'S math a dh'fhaodadh e coiseachd **ach** bu toigh leis gu faiceadh a' chlann eile càr mòr spaideil a mhàthar.(td8)

Chòrdadh tuilleadh ris **ach** cha tuirt e guth (td60)

Bha Al car diombach nach b' ann gu ruige Florida a bha iad a' dol, còmhla ris-san **ged a** bha e aig an aon àm a' faireachdainn bragail gun robh esan a' dol cho fada ri Florida ann an Ameireaga.(td17) (Try starting with Ged a)

Bha Al a' dol dhan leabaidh **nuair a** thug e an aire do rud gu math neònach/ **'S ann nuair a** bha Al a' dol dhan leabaidh a thug e an aire do rud gu math neònach (td62)

Bidh sinn a' cur seachad a' chuid as motha dhen ùine shìos aig na tancaichean èisg **ach** gheibh sinn beagan ùine airson spòrs cuideachd (td 63)

Thòisich an caoch a-rithist a' goil na mhionach **chionn 's** nach (cha) robh e dol a dh'fhaighinn gu film Harry Potter mar a gheall i(td23)}

### **Extension Activities:**

How many sentences can you make from the examples by starting your complex sentences with:

The endings

The conjunctions?

## **Sentence Completion**

Provide sentence stem and a variety of conjunctions.

Children write endings.

Discussion of syntax and meaning.

*Bha Al fhathast na shuidhe ceangailte anns a' phlèana **ged***

*Bha Al fhathast na shuidhe ceangailte anns a' phlèana **nuair***

*Bha Al fhathast na shuidhe ceangailte anns a' phlèana **o chionn 's***

*Bha Al fhathast na shuidhe ceangailte anns a' phlèana **ach***

*Bha Al fhathast na shuidhe ceangailte anns a' phlèana **agus***

## Word for Word: names and functions of grammatical terms

Change a sentence one word at a time. Noun to be replaced by noun; pronoun by pronoun; verb by verb etc.

Encourage use of humour before encouraging the making of sense.

(Bha na nigheanan a' bualadh am boisean.) **Al le Seonag Monk p79**

Bha na nigheanan a' bualadh am boisean.

**Tha** na nigheanan a' bualadh am boisean.

Tha na **giomaich** a' bualadh am boisean

Tha na giomaich **a' nighe** am boisean

Tha na giomaich a' nighe **ar** boisean.

Tha na giomaich a' nighe ar **casan**.

### Extension activity:

Add adjectives, adverbs.

## Name Game

Provide simple sentence pattern e.g.: **verb – proper noun –adverb**, *Dh'ith Anna gu cabhagach*

Children stand at desks taking turns to supply a word of the appropriate class.

*(Dh'òl - Lois - gu taingeil*

*Ghlan – Ruaraidh - gu toilichte*

*Thagh – Sìne - gu faiceallach*

*Sheinn - Eoghann - gu ceòlmhor)*

If child cannot supply a word, he/ she sits down.

### Extension activities:

Add adjective to describe the subject: *Dh'ith Anna acrach gu cabhagach.*

*(Dh'òl Lois phàite gu taingeil, Ghlan Ruaraidh dicheallach gu toilichte.)*

Add noun as object: *. Dh'ith Anna acrach ceapaire gu cabhagach.*

*(Dh'òl Lois phàite uisge gu taingeil. Ghlan Ruaraidh dicheallach càr gu toilichte)*

Add (article and) adjective to describe the object.: *Dh'ith Anna acrach an ceapaire blasta gu cabhagach.*  
(*Dh'òl Lois phàite an t-uisge fuar gu taingeil. Ghlan Ruaraidh dicheallach an càr salach gu toilichte*)

### **The Weakest Link: (Alphabet Loop)**

Children work in pairs / trios.

Group 1 starts a sentence with a word beginning with letter A.

Group two adds next word beginning with b etc.

Next group to have a turn can bank the sentence if it is complete. They get a point for each word in the sentence.

That group then begins a new sentence with the next letter of the alphabet.

Keep note of which letters are used to begin sentences so that you can change them.

**e.g.**

*Aithnichidh Barabal corra duine èibhinn.*

*Ghoirtich hamstair lain làmh Màiri.*

*Nochd Oighrig piuthar Ruaraidh san taigh uaireigin.*

### **Extension activities:**

**Specify minimum sentence length.**

**Specify maximum sentence length.**

**Specify word type to begin / end sentence.**

### **Prepositional Pronouns**

Provide sentence with preposition

*e.g. Tha càr ùr aig lain*

Children replace the preposition and noun with prepositional pronoun

*e.g. Tha càr ùr aige.*

Tha seacaid shnog air Fiona.

Tha seacaid shnog oirre.

Tha an cnatan air a' bhalach.	Tha an cnatan air.
Tha poll air na brògan.	Tha poll orra.
'S ann le Teàrlach a tha am ball.	'S ann leis a tha am ball.
'S ann leis a' chaileig a tha am peann.	'S ann leatha a tha am peann.
Thug mi suiteis don chloinn.	Thug mi suiteis dhaibh.
Cheannaich mi бага do dh'Alasdair.	Cheannaich mi бага dhà.
Rinn mi cèic do Mhamaidh.	Rinn mi cèic dhì.
Bhruidhinn e ri Anna agus Ina.	Bhruidhinn e riutha.
Tha e coltach ri Donnchadh.	Tha e coltach ris.
Bidh e a' strì ri Dollag anns an sgoil.	Bidh e a' strì rithe anns an sgoil.
Tha càr gorm aig Calum agus Frank	Tha càr gorm aca.
Tha cù beag aig Oighrig.	Tha cù beag aice.
Tha guth snog aig m' uncail.	Tha guth snog aige.
'S e nighean laghach a th' ann am Màiri	'S e nighean laghach a th' innte.
'S e àite grànda a tha ann am prìosan.	'S e àite grànda a th' ann.
'S e càirdean a tha ann an Ailean agus Iain.	'S e càirdean a th' annta.
Bha iad a' tarraing às a' chaillich.	Bha iad a' tarraing aiste.
Thàinig an luchag às an toll.	Thàinig an luchag às.
Thug i airgead às na pòcaidean.	Thug i airgead asta.
Roinn iad an t-ubhal eadar na balaich.	Roinn iad an t-ubhal eatorra.
Tha sèithear fon uinneig.	Tha sèithear foipe.
Tha ball fon chàr.	Tha ball fodha.
Tha Rangers fo Hearts.	Tha Rangers fòpa.
Chuir mi cairtean gu mo nàbaidhean.	Chuir mi cairtean thuca.
Chuir an garaids cunntas gu Uilleam.	Chuir an garaids cunntas thuige.
Chuir mi prèasant gu Granaidh.	Chuir mi prèasant thuice.
Bha na h-ìghnean ann ro na balaich.	Bha na h-ìghnean ann romhpa.
An tàinig an t-isean ron ugh?	An tàinig an t-isean roimhe?
Ràinig Dùbhghlas ro Iseabail.	Ràinig Dùbhghlas roimhepe.
Chaidh crith tron duine.	Chaidh crith troimhe.
Chuir iad am ball tron uinneig.	Chuir iad am ball troimhepe.
Ruith iad tro na duilleagan.	Ruith iad tromhpa.

Extension:

Children themselves provide the sentence and partner supplies correct prepositional pronoun

### Semantic Grid Aimsir

Linking parts of speech to Environmental Studies reading / writing.

Individual / group activity: first to complete the grid / or fill most boxes wins.

	<b>A</b>	<b>I</b>	<b>M</b>	<b>S</b>	<b>I</b>	<b>R</b>
<b>NOUN</b>	AITHRIS	ÌRE	MÌOS			
<b>VERB</b>				SGRÙD		
<b>ADJECTIVE</b>			MOSACH	SOCAIR		ROPACH

Also,

Nouns: iomradh, sìde, rionnagan, map, stoirm, àile, àird, sgòthan, aiteamh, iar, àrainneachd, madainn, iarmailt, ràith

Verbs: ìslich, reòth, aithnich, rannsaich, àrdaich, mairsinn, maoidh, inns, socraich, seall, sèid,

Adjectives: rèoite, àbhaisteach, annasach, àlainn, aimsireil, ao-coltach, rag, ionadail, iongantach, ìosal, math, maireannach, maiseach, maoth

**Extension Activity:** Words can be replicated in different categories or not

## Teaching “Tone” in the Context of Persuasive / Argumentative Writing

<b>ISSUE</b>	<b>IMPERATIVE VERB</b>
A' smocadh	Sguir, stad
Leisgeadairean	
Riaghailtean sgoile	
Sàbhailteachd teine	
Burraidheachd	

<b>ANGRY</b>	<b>CALM</b>
a' sabaid	a' còmhradh
ag argamaid	a' deasbad
a' toirt aghaidh air	
a' toirt dùbhlán do	
ag iarraidh	

Stèidhte air Word Workout le Anne Neil