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HANDBOOK OF
IRISH TEACHING



P. T. MACGINLEY

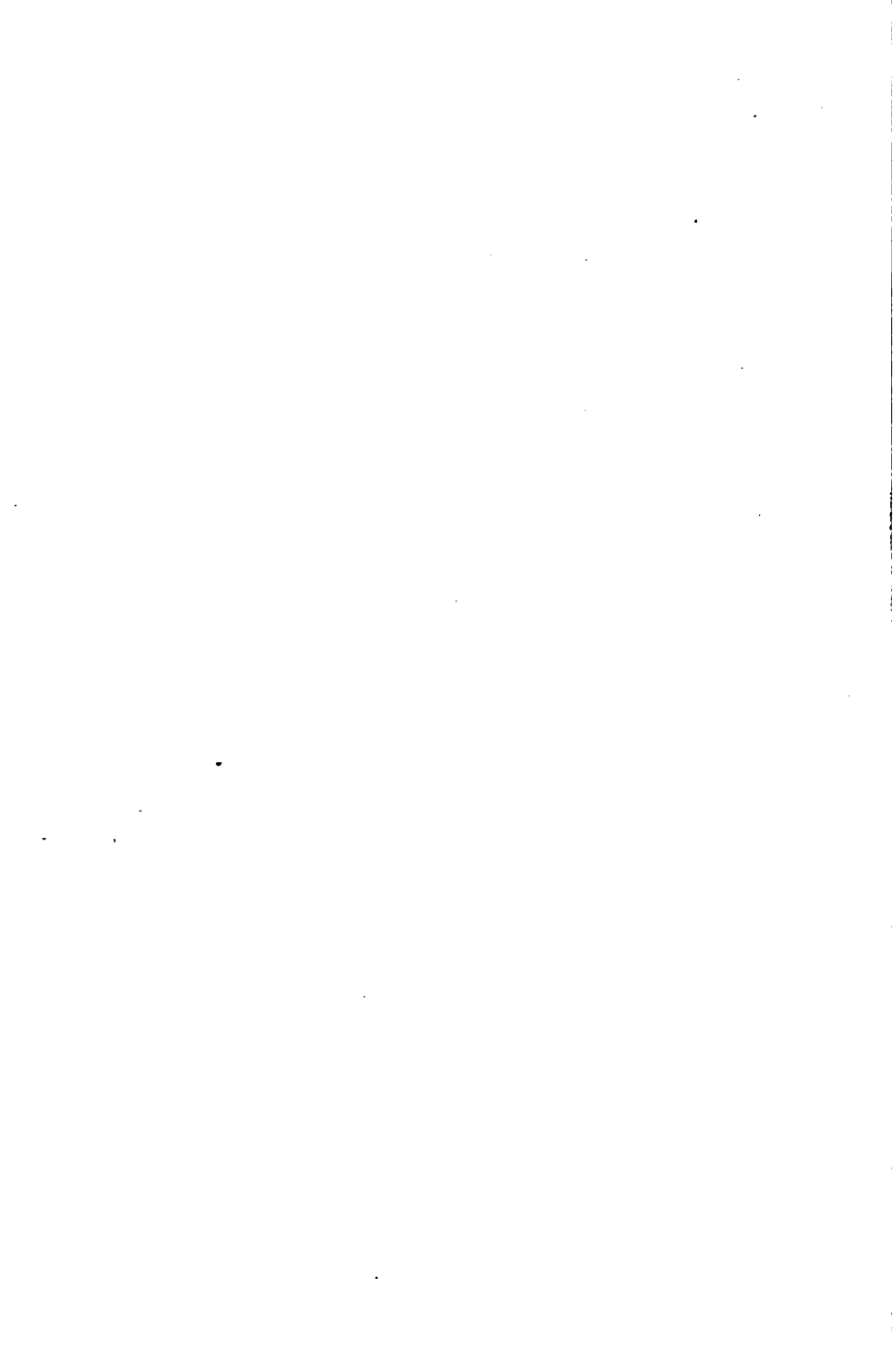
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FROM





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HANDBOOK
OF
IRISH TEACHING,

FOUNDED ON THE DISCOVERIES OF
M. GOUIN,

WITH A SET OF GOUIN SERIES AND A
VOCABULARY,

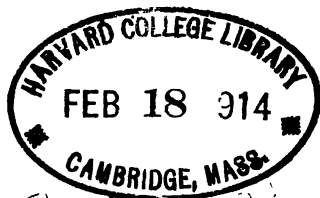
BY
P. T. MACGINLEY.



Dublin:
THE GAELIC LEAGUE,
24 UPPER O'CONNELL STREET.

1902.

Edue 2283.5



*Prof. G. N. Robinson
Cambridge*

NOTE.

The following Handbook was awarded the First Prize of £5, offered at the Oireachtas of 1902, for the best Handbook of Irish Teaching. The prize in question was subscribed by Captain de la Hoyde, of the London Gaelic League.

P R E F A C E .



THE preparation of this Handbook of teaching was begun under a feeling that such a work was much wanted, and without reference to Oireachtas requirements. That the book secured a prize at the Oireachtas was chiefly valuable as a means of getting it published and circulated. The aim of the work is not wide, being merely to supply a method of class teaching. Many questions of pedagogic value and interest, such as the frequency of classes, their proper organisation, the qualifications of teachers, etc., are not touched upon. These questions are left to practical teachers.

The work that Gaelic Leaguers have set themselves is a gigantic one, being no less than to teach a new language to a whole nation. That we shall succeed there can be, now, no question. Even with the very faulty methods of teaching that have hitherto prevailed, numerous Irish speakers and writers have been made. The need, however, for improved methods becomes every day more claimant; we cannot afford to neglect any improvement that tends to lighten our work. This little handbook is a first step on the road of improvement, and will likely be followed by many others. We will hail with joy every advance made, whether on the lines here suggested or on any other lines.

The writer has to apologise for the frequent use in the following pages of the pronoun "I." It is used for the sake of clearness in expounding the method of teaching, and also to mark his responsibility for certain developments of the Gouin method not found elsewhere.

ΠΕΔΟΥΑΡ ΜΑC ΨΙΟΝΝΛΑΟΙC.

Δε-Κλιατ, Ουιδλιννε,

18 μί μεαδον-φοζήαιη, 1902.

HANDBOOK OF IRISH TEACHING.

HAD M. Gouin achieved nothing in his long life but to discover and point out the futility of the classical or book methods of teaching languages he would have accomplished enough for one man. What years of valuable school life are wasted in our schools and colleges in an abortive attempt to teach boys and girls a language which they never acquire, but which even a single year's residence amongst people who speak the language would not fail to impart to even the dullest amongst them. Fortunately it is not now necessary to labour this point, particularly amongst Gaelic Leaguers; for the few years' experience we have had in trying to impart a knowledge of Irish from the study of books has fairly convinced us that we must try other methods or give up the attempt to bestow a working knowledge of our language upon any but a limited and select number of our people. But M. Gouin did not content himself with demolishing old idols. He discovered and enunciated many principles of teaching in respect of languages, and if he did not elaborate and complete a perfect system of teaching, he at least offered such suggestions as have made the path easy for other reformers.

Amongst the principles discovered and enunciated by Gouin the following are important:—

I. A language must be learned at first through the ear and not through the eye; that is, the teaching

must be oral. This principle is stamped with nature's approval. No mother attempts to teach a young child to speak by showing it signs and characters in a book. It is only in the case of deaf and dumb children that such a method is resorted to. In this case it is a matter of hard necessity to substitute a remaining and less appropriate sense for the sense that is missing. Yet, in teaching languages from books, pupils are placed almost on a level with the deaf and dumb, for they are expected to acquire by means of the visual organ the faculty of speech, which may be so much more easily acquired through the sense of hearing. If this principle is true in a general sense, it has special force for Gaelic Leaguers. The class of material we find in Gaelic classes is most unsuitable for student work by book methods. Many of our students have no knowledge of grammar in any language and could not, if they tried, acquire such knowledge. Many of them are beyond the age of effective student life, and cannot hope to gain proficiency in the language unless the path is made easy for them. Further, it is very necessary to bring our students into touch as soon as possible with the Irish speakers around them, and book Irish is useless for this purpose. The book lessons utterly fail the student when he is put to the practical test of conversation. Moreover, book Irish or literary Irish is generally found to present considerable differences in its words and constructions from local dialect Irish, and this interposes additional barriers between the learner of Irish and Irish speakers. The student is thus deprived of the stimulus and encouragement which he ought to

find in understanding, and being understood, so far as his vocabulary goes, by Irish speakers. Under the Gouin method the pupils ought to be instructed in the language as it is spoken in their own neighbourhood. Hence every word they learn they can speak, and are readily understood. They are able, from the first, to use what Irish they have learned to acquire more, and every Irish speaker they meet becomes a teacher to them.

II. Language must be learned by sentences and not by words.

The opposite plan followed by book students constitutes one of their chief difficulties when they put down their books and hear the language spoken in ordinary conversation. The student is unable to distinguish the separate words, and is hopelessly confused. Moreover, although he may know all the words which he desires to use, he has to think out elaborate rules for building up his sentence, and if he forgets one of these rules he falls into some dreadful solecism and gets laughed at for his pains. In the oral method the language is invariably taught by sentences, and the student has no difficulty in distinguishing the words in ordinary conversation so far as his vocabulary carries him. His power of intuition is evolved and evoked for the construction of sentences—a more reliable power than that of memory.

III. The student must be made to think in the language he is learning.

This, of course, is necessary, whatever the system of teaching pursued, for no person can make much use of a language, as a spoken tongue, until he can

think in it. With the book method of teaching two important obstacles are found to prevent the student's progress in this respect; the English printed word and the necessity for translation. At every step the mind of the student is tied down to the English word and the English idiom, which interpose themselves betwixt the idea and the Irish expression of it. In the oral method there are no such obstacles. English is used sparingly to create a correct mental attitude towards the lesson and to evoke the ideas; thereafter the action conceived in the mind of the student is connected with its proper expression in Irish. Hence, in a very short time the student can think in Irish. There is no translation, and English is only invoked to call forth the conception, the rest being done in Irish.

IV. Gouin claims that all language falls into one of two categories, one of which he calls objective language and the other subjective language.

These divisions of language are, it is claimed, psychologically distinct. The former relates to objects and experiences external to the person speaking; the latter are mainly conceptions and judgments of the mind. The ordinary experiences of life may be expressed in series of sentences, closely allied and arranged in the order of time. This arrangement falls in with the natural order of mental activities, and is accordingly a powerful aid to assimilation and memory. The sequence of thought follows the line of least resistance by a succession of well-ordered steps, the only new element being the expression of the ideas. The student is made to live his own life over again, and live it in Irish. If the student has

been brought up in Ireland he will have recalled to him in the Irish language many of the facts of life as already known to him; while if he has been brought up in the large cities of his own land or outside of Ireland he will learn many things about Ireland that will be interesting and useful to him, and he will have assimilated his information through the medium of the Irish language, which he is learning all the time.

The subjective language, that is, the language which embodies our judgments upon external objects, is dealt with in a different, but equally effective, way. It is taught as class-room conversation, having reference to the work in hand or the immediate surroundings, and acquires a hold upon the minds of pupils as effective as does the language of the Series.

The inquirer is invited to compare the ordered sequence of the sentences in the following *Series* with the disconnected and chaotic phrases found in an ordinary phrase book, and he will have little difficulty in deciding that the Gouin arrangement of the sentences is a true psychological help to the acquirement of a language.

V. Grammar is taught in a new way and without requiring the student to learn off by rote a number of technical rules before he has any conception of how these rules are to assist him.

This has, as already indicated, a special value for Gaelic League work. Many of our students are simply incapable of mastering the complexities of grammatical rules. Some of them are too young, some of them are too old, and most of them are too uneducated, to study grammar effectively. By the oral method we

can give all comers a good working knowledge of grammar without the need of studying its rules or using its technique or terminology, just as a child learns to express itself correctly without any knowledge of grammar. To advanced students the teacher will impart a knowledge of the general principles of Irish grammar, and students who wish to pursue the subject can then read the grammars for themselves.

VI. Just as the sentence is the all-important element of speech and not the isolated word, so the verb is the soul of the sentence, the element around which the idea is grouped. If the teacher should doubt this, let him select the verbs from any of the following series and repeat them to himself, and if he has already conceived the general idea of the lesson, the verbs will suggest almost the whole meaning of the sentences. No selection of nouns or other words will have the same effect. On this matter we are at issue with another well-known oral method.

VII. The Gouin lessons are the language of real life and the language of truth. No false or absurd thing is ever said, so that the mind of the student is not demoralised by fictitious, absurd and obviously false and impossible statements. The student is merely carried through one of his own experiences, or through a fact with which he is first made familiar. This is a powerful help to assimilation and memory.

Here are some further advantages of the Gouin method, and more will be noted incidentally as our lesson proceeds:—

(1) It trains the ear and the imagination from the start, and teaches a knowledge of Ireland and Irish life at the same time that the language is taught.

(2) It is easy for the pupils and not too hard upon the teacher, provided he knows the method, and has suitable text books. The learning of our native language by this method is a pleasant recreation and involves no drudgery.

(3) English is soon forgotten and left out of the question. Even when used it is only as a help to evoke an idea, which idea is not a mere translation of an English sentence. This idea when evoked is immediately associated in the student's mind with an Irish sentence.

(4) Under our oral system all can learn, the young, the old, the brilliant and the mediocre, and the rate of progress does not vary much as between students; just as children of various capacities learn to speak their mother tongue in much the same period of time.

(5) The progress made by students in a real knowledge of the language is much more rapid by the Gouin system than by the book method. I submit that it is also more rapid than by any other oral method.

(6) Reading and writing are also taught in Gouin instruction, but these follow instead of preceding the oral teaching. This is the natural order, (1) speaking, (2) reading, (3) writing.

(7) The series method may be effectively employed to teach history and other subjects in Irish. Historical series may be introduced at any stage, and the series will be none the less effectual for teaching the language while they also teach history.

(8) The method may be profitably employed in Irish-speaking districts to teach reading, spelling,

and writing, and to enlarge the vocabulary of students and teach them the grammar and construction of the language.

We claim the following advantages for the Gouin method as compared with other oral methods now in vogue:—

(1) We use English to convey our ideas in the first instance, thus proceeding from the known to the unknown. Some of the others proceed on an opposite principle and use only the language to be taught. This proceeding is too like to the method of teachers in Irish-speaking districts who do not know the language of their pupils, but require the latter to know and use Irish from the first. We are able to indicate the meanings of words before we use them, giving their application afterwards. We can also give necessary explanations at any stage, and can proceed to teach abstract ideas from the first. As soon as we can walk without our crutch, we discard it.

(2) We claim that the Series method of arranging language possesses a real scientific value in teaching not possessed by any other arrangement.

(3) We claim that the verb is the important word in the sentence, and teach it first. Other systems that rely upon objects and pictures, *i.e.*, upon nouns, cannot teach the verb first, and are at a consequent disadvantage. Our method is peculiarly suited to teach Irish, for the verb takes precedence in every Irish sentence.

(4) A teacher by the Gouin method can take a large class and teach in a hall where other lessons are proceeding. Teachers by some of the other methods cannot do so.

(5) The Gouin method is not a proprietary method, and everyone is free to teach by it.

The writer of this handbook, however, holds no brief for any method or interest, except for the most effective method of teaching Irish, and recommends that, where practicable, various oral methods be tried and that the method giving the best results in the particular circumstances shall be adhered to. Further, the intelligent teacher, having made himself proficient in one or more of these methods, should introduce such modifications as he may deem desirable. While Gouin enunciated principles, he prescribed no well-defined method of teaching. Others have done so in his name, and whether they interpret his views correctly, or whether they may have improved upon his ideas, is not for me to judge. The intelligent teacher, as he gains experience, will be able to add many valuable touches to the system.

I now proceed to give practical instructions as to the teaching of a Gouin Series, reserving any further remarks I have to make as to the principles of this method of teaching for the present.

My class being ready, I announce to them in English the title of the lesson for the evening which will describe some homely experience with which they are all familiar. Let us suppose it to be I SHUT THE DOOR, and I at once proceed to teach them the Irish for this sentence. Say the Irish word for shut is *DRUIO*. I repeat clearly, distinctly, and loudly, two or three times *DRUIO, DRUIO, DRUIO*. But if you want to say *I shut*, say *DRUIOIM, DRUIOIM, DRUIOIM, DRUIOIM, DRUIOIM, DRUIOIM*. And what do I *DRUIOIM*? The door. Door in Irish is

ṌORAS. The Irish for *the* is ḂN, ḂN, ḂN, hence ṌRUṌṌM ḂN ṌORAS. (Repeat and explain until pupils know and can say the sentence). Now how do I shut the door? What are the actions involved? Attend to me!

1. I stand up.
2. I walk a step.
3. I walk another step.
4. I walk to the door.
5. I stretch out my hand.
6. I take hold of the door.
7. I shut the door.
8. I return back.
9. I sit down again.

Now the most important words in these sentences are those describing the actions, so please note separately what these are, so I will teach these first.

1. Stand up.
2. Walk.
3. Walk.
4. Walk.
5. Stretch out:
7. Take hold.
8. Return.
9. Sit down.

The word I use for stand up is ÉIRIṌ, arise, ÉIRIṌ, ÉIRIṌ, ÉIRIṌ. Who stands up or arises? I. That is expressed by saying, ÉIRIṌM, ÉIRIṌM, ÉIRIṌM, ÉIRIṌM. The Irish word for walk is SIUBḂL, SIUBḂL, and I walk is SIUBḂLAM, SIUBḂLAM, SIUBḂLAM, SIUBḂLAM. The word for stretch is SṌN, SṌN, SṌN; but I stretch is SṌNṌM, SṌNṌM, SṌNṌM,

sínim. Out = amác, sínim amác, sínim amác. The word for take hold, is beir, to seize or grasp, beir, beir, beir. I take hold = beirim, beirim, beirim, beirim. I shut has been already given; you remember it : oruioim, oruioim, oruioim. Return is fill, fill, fill; I return, fillim, fillim, fillim, fillim, fillim, fillim, fillim, fillim. Sit down is suir, sit, and síos, down, suir síos, suir síos, but I sit down is suirioim síos, suirioim síos, suirioim síos.

Having brought my pupils successfully over the verbs, I give them a little rest, so that they may assimilate what they have just heard. Relaxation is afforded by change as much as by idleness, so I utilise the pause by introducing a few sentences of another sort, very few at a time, but these will be constantly used thereafter.

éist liom! éist liom, a cáilín. táim
 ag éisteacht. tá go maic; maic an cáilín
 tú.

These sentences I explain to the class and repeat until they can be spoken by each member. I also write them on the blackboard, and thereafter they pass into our ordinary language, so that we have already begun to teach the subjective and abstract language. I now return to the verbs and teach them over again, indicating the actions by pantomime and repeating the words. I may or may not return to the English explanations, as I judge that they are required. But I take care to repeat the words in Irish. It is one of the principles laid down by Gouin that telling is not teaching, and we rest everything on constant repetition with such gestures or emphasis

as will carry the meaning to the mind of the pupil. It will be observed that during all this time, I do not ask the pupils to say the verbs. This will come in good time, but the words must first be lodged in their ears and carried to their brains, and when that is accomplished, the tongue will wag effectively. Pronunciation! It is as easy as child's play under this system. Why, I have taken a class of raw recruits from a London suburb, to whom the sound of *r* was unknown except in a wrong situation, and in three lessons they could pronounce all the words they had been taught; startling even their teacher with the fidelity with which they reproduced his Donegal pronunciation.

Having taught the verbs a second time, I again make some remarks to the class—those already taught, with perhaps a phrase or two thrown in, as *AN TUIGÉANN TÚ SIN? TUIGIM. NÍ TUIGIM. ABÁIR ARÍS É.* I now repeat the verbs a third time more quickly, and then I examine the class as to their pronunciation and knowledge of the meaning. This will usually call for fresh repetition on my part, and I never shrink from repetition until it is no longer required.

Having satisfied myself on this point, I proceed to teach the sentences somewhat as follows:—

“Attend to me. (This would be said in Irish after the first lesson.) You remember the lesson we are at, *ORUÍOIM AN DORAS*, and you remember the actions involved.

1. “*ÉIRIŪIM.* Now this word expresses the whole idea, but is somewhat indefinite, and the Irish define it by the idiomatic expression. I arise *in*

my standing, that is in a standing position or state. Standing is expressed by the Irish word SEASAMH, SEASAMH, SEASAMH; but in *my standing*—the Irish word for *in*, in this case is IN, as in English, and *my* is MO. This would make IN MO SEASAMH, but by a peculiar principle, which I will explain to you later, when you are prepared for it, this MO has the power of modifying or altering, *aspirating*, we call it, the first letter of the following word, so that SEASAMH becomes SEASAMH—IN MO SEASAMH; ÉIRIGIM IN MO SEASAMH" (repeat three or four times slowly and distinctly).

2. "SIUBLAIM, where? how? A step. Step in Irish is corcéim—made up of céim, a step or degree, and cor, the foot. COISCÉIM, COISCÉIM; COISCÉIM. SIUBLAIM COISCÉIM, for we do not translate the article *a* into Irish. There is no indefinite article in Irish. If there is no article the word is indefinite. Hence SIUBLAIM COISCÉIM is exactly equivalent to 'I walk a step.' Look! we express in two words what requires four in English! Good! SIUBLAIM COISCÉIM." (Repeat).

3. "SIUBLAIM another step. We put the qualifying word after the noun in Irish, hence SIUBLAIM COISCÉIM *another*, and *another* is expressed by eile, eile, eile. SIUBLAIM COISCÉIM eile." (Repeat.)

4. "SIUBLAIM to the door. Now the word for *door* you have already had, DORAS, AN DORAS, and *to* is DO; DO AN DORAS. It is usual to shorten DO AN into one word, DO'n, hence, DO'n DORAS, SIUBLAIM DO'n DORAS." (Repeat.)

5. "SINIM AMAC. What do I *sín* AMAC? My

hand. *Hand* in Irish is *láimh*, *láimh*, *láimh*; and *mo*, *my*: *mo láimh*. *Sínim amach mo láimh* " (Repeat).

6. "*Beirim*. We say in Irish I seize *on* the door, and the word for *on* is *ar*, *ar an doras*. *Beirim ar an doras* " (Repeat.)

7. "*Oruioim an doras*. This sentence has been taught in the title of our lesson, so you already know it." (Repeat, nevertheless, as they probably do *not* know it.)

9. "*Fillim back*. Back, in the sense of backwards, is rendered by *ar ais*, *ar ais*, *ar ais*. *Fillim ar ais* " (Repeat.)

10. "*Suíomh síos* again. *arís* is the Irish equivalent for *again*. *arís*, *arís*, *arís*. *Suíomh síos arís* " (Repeat.)

CRÍOÍ.

I repeat the sentences slowly and distinctly, dwelling on each word and with suitable indications of the meaning. Then I turn from the exercise and have a little conversation, beginning with the sentences already known.

An tuisceadh tú sin? etc., and adding others. *Éistibh liom, má sé bur dtóil é. níl tú ag éisteadt. níl an cailín sin ag éisteadt.*

Then I return to the Series once more and teach it again, this time mostly in Irish, unless explanations are asked for, or I deem them necessary. Then another short break, and I rehearse the whole lesson over again, speaking with the same rapidity and with the same emphasis as if I were conversing with my class or reading for them. I now examine the pupils in their knowledge of the exercise, and as they are

unlikely at this stage to know it off accurately, I have occasion for further repetition. After this examination I consider the lesson taught, and give each member a written or printed copy to take home with him. It will be remembered that this is the first he has seen of the written words, so I instruct him to make an exact copy of the lesson in his note book, and bring back my copy on the following night. I also instruct him to rehearse the lesson at intervals before our next meeting. If I have no written or printed copies of the lessons I write them down at the time on the blackboard, and invite the students to make a copy; but, except as a temporary measure, this is objectionable. It occupies valuable class time, which should be given to oral teaching. Frequently, too, the beginner cannot read or write the Irish letters, and is helpless in the time at his disposal for copying in class; but if I supply a copy he can con it at his leisure, and make an exact copy. While I thus give freely the written exercises to the pupils *after* they are taught orally, I must warn teachers against allowing the pupils to read the lessons *before* they are thoroughly taught. The learners at first have no correct appreciation of the sounds of the letters in Irish, and if they attempt to pronounce the written word, they are sure to pronounce it wrongly, and this wrong pronunciation will prove a hindrance to their acquiring the right sound. Further, words of any length look formidable in a strange dress, whereas they appear simple when pronounced, so that teaching orally introduces the language to the students in the least discouraging manner.

The lesson as delivered to the pupils will appear like this:—

DRUIOIM AN DORAS.

ÉIRIḠIM.	1. ÉIRIḠIM in mo fearamh.
SIUḐLAIM.	2. SIUḐLAIM coircéim.
SIUḐLAIM.	3. SIUḐLAIM coircéim eite.
SIUḐLAIM.	4. SIUḐLAIM do'n doras.
SÍNIM AMAĆ.	5. SÍNIM AMAĆ mo lám.
BEIRIM.	6. BEIRIM ar an doras.
DRUIOIM.	7. DRUIOIM an doras.
FILLIM.	8. FILLIM ar ais.
SUIḐOIM SÍOS.	9. SUIḐOIM SÍOS arís.

I set out the verbs separately on the left-hand side, that the pupils may more readily identify these important words.

Our lesson proper is now over, so I ask, CAḐ Ḑ CLOS É?—of course explaining the sentence and writing it on the blackboard. TÁ SÉ Ḑ LEAT I NḐIAIḐ AN NAOI. MÁISEADḐ, IS MITIḐO DÚINN IMTEACḐ. IS MITIḐO ḐO DEARḐḐA. SLÁN LEAT. SLÁN LIḐ. ḐO ḐTEIḐO TÚ SLÁN, etc. These parting salutations we will use thereafter, teaching others.

This lesson would take three quarters of an hour in teaching. If it is a first lesson, an hour may be profitably occupied with it. At a subsequent stage a Series of twice the length may be taught in an hour. When a Series is long, which it should not be at first, it will be well to divide it into two or three portions, and teach each portion separately, with subjective conversation in between, but in this case the whole lesson should be included in the final rehearsal.

We have now completed our first lesson, and the second is like to the first—with some differences. Having faced my class on the occasion of their second lesson, I salute them in Irish, *ḐIA ḐAOIB*, and make them reply, *ḐIA IS MUIRE ḐUIT. AN ḐFUIL SIB ULLAMH? TAMAIR Ḑ ULLAMH. TABAIR-IGIB AIRE ḐAMH, MĀISEADḐ*, etc. I explain new words and constructions very briefly, depending upon emphasis and mimicry to convey the meaning, rather than giving any lengthened analysis of these subjective phrases. I now invite several of the pupils to read the lesson of the previous night, correcting any errors of pronunciation, and taking a final opportunity of repeating two or three times the whole exercise. I also examine the students as to their oral knowledge of the lesson. While doing so, I keep up a running comment in Irish phrases, such as—*LABAIR SUAS! TOS ḐO CEANN AGUS FEUC ORM. MAIT TŪ. MAIT AN BUACHAILL TŪ! MAIT AN CAILIN FĪ! SO MAIT! SO MAIT! NĪ CEART! FEUC LEIS ARĪS*, etc.

We can now dismiss the first lesson finally, and take up the second lesson, teaching it as before. Again we take some simple, familiar subject, say, "I light my pipe," and, having taught the heading, I describe the action, giving the English words:—

1. I put my hand in my pocket.
2. I take out my pipe.
3. I get tobacco.
4. I get a knife.
5. I cut the tobacco.
- * * * *
6. I mix the tobacco.

7. I fill my pipe.
8. I get a box of matches.
9. I strike a match.
10. I light my pipe, and
11. I smoke.

This series being somewhat longer, I divide it into two parts, and teach each part separately, but give the whole in the final rehearsal. The Irish lesson, which I shall give the pupils, will stand as follows:—

DEARZAIM MO PÍOPA.

- | | |
|-----------|------------------------------|
| CUIRIM. | 1. CUIRIM mo lám in mo póca. |
| BEIRIM. | 2. BEIRIM amac mo píopa. |
| ZEIBIM. | 3. ZEIBIM tobac. |
| ZEIBIM. | 4. ZEIBIM rian. |
| ZEARRAIM. | 5. ZEARRAIM an tobac. |
| * | * * * |
| SUAITIM. | 6. SUAITIM an tobac. |
| LÍONAIM | 7. LÍONAIM mo píopa. |
| ZEIBIM. | 8. ZEIBIM bocra larós. |
| BUAILIM. | 9. BUAILIM larós. |
| DEARZAIM. | 10. DEARZAIM mo píopa, agus |
| CAITIM. | 11. CAITIM toit. |

Any grammatical difficulty must be briefly explained, and any idiom or new construction (such as that in the last sentence) must be made clear to the pupils.

I now proceed to give my first lesson in grammar, though without telling the pupils that I am doing so. Addressing one of the pupils, I say I have now told you how *I* light my pipe. I will now tell you how *you* light your pipe.

DEARZANN TÚ DO PÍOPA.

1. CUIREANN tú DO LÁM IN DO PÓCA.
2. BEIREANN tú AMAÍC DO PÍOPA.
3. ZEIBEANN tú TOBAC.
4. ZEIBEANN tú RZIAN.
5. ZEARRANN tú TOBAC.
- * * * *
6. SUAIȚEANN tú AN TOBAC.
7. LÍONANN tú DO PÍOPA.
8. ZEIBEANN tú BOCPA LAPÓG.
9. BUAIȚEANN tú LAPÓG.
10. DEARZANN tú DO PÍOPA, ΔSUR
11. CAIȚEANN tú TOIT.

Observe that I fall into the analytic form of the verb here, and I do so in accordance with the spoken usage with which I am familiar. A Munster man would probably teach—

1. CUIRIR DO LÁM IN DO PÓCA.
 2. BEIRIR AMAÍC DO PÍOPA,
- etc.

As I make so important a change as to give the pronoun as a separate entity, I must enter into some explanation, but I do so briefly, as the students will have ample practice in the various verb forms, and cannot fail to learn them. I next proceed to tell the class how AN BUACÁILL SO lights his pipe.

DEARZANN SEAZÁN Δ PÍOPA.

1. CUIREANN ré Δ LÁM IN Δ PÓCA.
 2. BEIREANN ré AMAÍC Δ PÍOPA,
- etc., etc.

I then describe how SEAN-MÁIRE lights her pipe.

DEARZANN MÁIRE A PÍOPA.

1. CUIREANN sí a lámh in a póca.
2. BEIREANN sí amac a píopa,
etc., etc.

I will now proceed to describe how we all light our pipes.

DEARZAMAÓIÓ AR BPÍOPAI.

1. CUIRIMÍÓ ar lámha in ar bpócaib.
2. BEIRIMÍÓ amac ar bpíopai.
3. ZEIBMÍÓ tobac.
4. ZEIBMÍÓ rígan.
5. ZEARRAMAÓIÓ an tobac.

* * * *

6. SUAITÍMÍÓ an tobac.
7. LÍONAMAÓIÓ ar bpíopai.
8. ZEIBMÍÓ bocra laróis.
9. BUAILÍMÍÓ laróis.
10. DEARZAMAÓIÓ ar bpíopai, a sur
11. CAITÍMÍÓ toit.

Again, ye (addressing the pupils) light your pipes.

1. CUIREANN síb bua lámha in bua bpócaib.
2. BEIREANN síb amac bua bpíopai,
etc., etc.

And, finally, they (referring to identity of parties) light their pipes.

DEARZANN NA BUAIĆAILLÍ A BPÍOPAI.

1. CUIREANN síad a lámha in a bpócaib.
2. BEIREANN síad amac a bpíopai,
etc., etc.

In practice, I would probably defer this grammatical instruction until I had given three or four

lessons, and I would also spread it over two or more lessons. The Series in its original form would be already in the hands of the students, and it would not be necessary to give them the variants in writing, but I would illustrate on the blackboard the new forms. It would also be necessary to explain the variations in the pronouns, with their powers of aspiration and eclipses, but I would not undertake any full or general explanation of these phenomena until my pupils had got numerous examples of them in practice. The lesson would be concluded by further subjective phrases.

In the following lesson, when the verbal changes in the various persons were understood by the class, I would teach, in connection with a new Series, the various tenses. In introducing the past tense, I would fix the time by introducing it with such a phrase as *ARÉIR, M'DÉ, ANURRAIG, AN SAMHRAÓ 'S CUIAÓ TART*, or the like, leaving no room for doubt that the actions were past actions. For instance:—

D'ÓL mé veoc.

LÁ ann.

1. *D'Í mé ag ríubal ar an mbócar.*
2. *D'Í tart orm.*
3. *CONNADIC mé teac.*
4. *D'RUIÓ mé ruar leir.*
5. *CUIAÓ mé irteac ann.*

* * *

6. *D'ÍARR mé veoc.*
7. *TUIG bean a' tige veoc bainne óam.*
8. *D'ÓL mé an veoc.*
9. *D'ÍARR mé beannaóct DÉ ar na ba (buaib).*

10. **Ó'fíll mé amac ariar.**

11. **Síuðal mé liom ariar.**

In the beginning it would be advisable to teach each lesson in the first person singular, present tense, as a starting point. Afterwards, the Series may be taught in any tense, mood, or person, getting the pupils to change it to any other. Taking the above exercise as starting in the past tense, first person singular, as above, we should teach it in the various persons of the past tense. Suppose we wish to teach the lesson in the future tense, then we say:—

1 mbárac.

ólfaíó mé deoc.

1. **béíó mé as riubal ar an mbócar.**

2. **béíó carc orm.**

3. **cíóíó mé teac.**

4. **óruíóíó mé ruar leir.**

5. **racáíó mé irteac ann.**

* * * *

6. **íarrfaíó mé deoc.**

7. **deirfíó bean a' tige deoc bainne óam.**

8. **ólfaíó mé an deoc.**

9. **íarrfaíó mé beannaict Dé ar na ba.**

10. **íillfíó mé amac ariar.**

11. **síuðalfáíó mé liom ariar.**

Proceeding, I carry the Series through the various persons of the future. We may introduce the other moods and tenses by suitable statements or questions. How would I drink a drink? The reply to this gives the conditional mood:—

1. **ḂÉINN** **ΔΣ** **ṖIUBAL** **ΔṖ** **ΔN** **MBÓCΔṖ.**
2. **ḂÉΔḂ** **τΔṖτ** **οṖM.**
3. **ĆIḂṖINN** **τEΔĆ.**
4. **ḂRUḂṖINN** **ṖUΔṖ** **τEṖ.**
etc., etc.

How used I drink a drink ? (last year).

1. **ḂINN** **ΔΣ** **ṖIUBAL** **ΔṖ** **ΔN** **MBÓCΔṖ.**
2. **ḂIΔḂ** **τΔṖτ** **οṖM.**
3. **ĆIḂINN** **τEΔĆ.**
4. **ḂRUḂḂINN** **ṖUΔṖ** **τEṖ.**
etc.

How does Patrick say I drink a drink ?

ΔḂEIR **SÉ** :—

1. **ΣO** **MBÍOM** **ΔΣ** **ṖIUBAL** **ΔṖ** **ΔN** **MBÓCΔṖ.**
2. **ΣO** **MBÍ** **τΔṖτ** **οṖM.**
3. **ΣO** **ḂṖEICIM** **τEΔĆ.**
4. **ΣO** **nḂRUḂḂIM** **ṖUΔṖ** **τEṖ.**
etc., etc.

Thus would I introduce every mode and manner of expression without burthening my pupils with a single technical rule or term. I would not hold them at one exercise whilst teaching all the various forms. On the contrary, I would teach a fresh exercise each meeting, adding a few changes of form each time, and I would eventually teach Series not in the first person singular only, but in the various persons or moods. I do not propose to follow closely the development of the system through each lesson. This will necessarily vary both in form and in speed according to circumstances. The intelligent teacher, if he has grasped the principles here set out, will be the best judge of many details of teaching, while

intelligent students will suggest by their questions what is obscure to them, and what ought therefore to be taught. I will suppose twenty or thirty lessons to have been taught, and will briefly examine what the class lesson is like at that stage. Assume that the lesson is to last an hour and a-half. The first ten minutes should be devoted to conversation in which the pupils should freely join. They will have acquired a considerable number of subjective phrases which they will be able to use quite freely as far as they go, and will also make an attempt to use some of the language learned in the Series. After the usual preliminary salutations, the teacher by a judicious remark, may turn the conversation to anything that presents itself. The weather is an unfailing source of talk in English, and may also be utilised in Irish. Of course this subject may be taught as a Series or number of Series, but it may be also referred to subjectively and in practically the same language. Suppose we take the Series.

BÍ AN OIÓCE ARÉIR FLUC.

1. D'EIRIŢ AN OIÓCE FUAŢ.
2. TÁMIŢ FŢAMAIL AN AN NGEALLAIŢ.
3. TÓISIŢ RÉ AS CUR FEARŢAINE.
4. TUIRLINIŢ AN FEARŢAIN SO TROM.
5. BÍ SRUŢANNÁ AN AN FFLÁIRO.
6. D'EIRIŢ TUITE FAN ÁBAINN, ÁSUF
7. RINNEÁD ŐOCAR MÓR ŐO'N BARR.

The subjective references to this subject would take some such turn as this :—

“ŐIA ŐUIT, Á ŠEÁŢAIN. NAĆ BNEÁŢ AN OIÓCE Í REO?
IS BNEÁŢ, BUIŐEACAR LE ŐIA. BÍ RÉ AN-FLUC

aréir. Uí, go veapóca. Uí fuact mór leir, aḡur úí ré an-voicá. IS fíor tuic rin. CÁ nfeicféá vo fíon noicat nuair a toirig ré aḡ cur. Sead. UÍOS amuic ann. CUIRLING an feartain com tnom rin go raib rruccanna ar an rraio. TÁ an ceart aḡat. Uí tuile ran abainn, aḡur RINNEADÓ voéar mór vo'n bairr."

I do not recommend this class of sentences as subjective language in class teaching, but for the conversations before and after class work proper.

Following the ten minutes' conversation, the pupils will read their exercises of the previous night, and may profitably be asked to give the same exercise in a different mood, tense, or person. Next, the new exercise is taught. It will now be found that several of the words, particularly the verbs, are already known, and need not be formally taught, and this will, of course, have the effect of saving time in teaching. On the other hand the Series may be lengthened to fifteen or twenty sentences. Subjective phrases by the teacher, and class-room conversation amongst the pupils must be kept up at each interval, as already indicated. In examining students as to their knowledge of the lesson after it is taught, I recommend the following plan which will tend to increase the vocabulary of the students, and also to bring home to them more fully the meaning and construction of the sentences. Suppose I am after teaching the exercise—

CUIR AN CAILÍN SÍOS TENE.

1. D'EIRIG AN CAILÍN AR MAIÖIN.
2. RUG SÍ IRTÉAC BACÓḡ MÓNA.

3. CUIR sí an ghríorac ar leatlaoib.
4. CUIR sí síor cúl móna ar an teallac.
5. SLÉAS sí na haibleoga ruar leir an móin.
- * * * *
6. CUIR sí rmut síubaire in a mearf.
7. CUIR sí tuillead móna carc timcioll ogra.
8. SÉIO sí an teine leir na builg (builgib).
9. CUIR sí amac an luaitreac, asur
10. SQUAIB sí an teac.

I take the first part of the first sentence, o'eirig an cailin. When? Pupil answers: ar maidin. Now give me some variants.

1. O'EIRIG an cailin—ar maidin.

—tráchnóna.

—Dia Domhnaig.

—ra traogal.

—in áirde,

etc.

2. RUIG sí irteac—bacóg móna.

—cúab móna.

—cúab ppreataí.

—sar cabáirce.

—an leanb,

etc.

3. CUIR sí—an ghríorac ar leatlaoib.

—an ghríorac ar.

—an ghríorac le céite.

—an poll-deataig tré teine.

—an teac amuza,

etc.

And so with the other sentences. Next taking the latter part of the sentence, I invite the pupils to predicate various things of it:—

D'EIRIḠ AN CAILÍN—AN MAIṠÍN.
 D'EIRIḠ AN BUACAILL—
 D'EIRIḠ MÉ ḠO MOĆ—
 RINNE MÉ MO ĊEṠṠṠOINN—
 DUḠAIRĊ MÉ MO ĊURO ṠṠNAIḠTE—
 etc.

RUḠ AN CAILÍN IṠTEAC—BACÓḠ MÓNA.
 RUḠ MIṠE IṠTEAC—
 D'IARR MÉ AN AN CAILÍN ĊADAIRĊ IṠTEAC—
 A ḠEAḠÁIN BEIR IṠTEAC—
 TEASTUIḠEANN ṠAIM—
 etc.

1. ĊUIR RÍ—AN ḠRÍORAC AN LEACṠAIB.
- ĊÓḠ RÍ—
- D'IOMĊUR ḠEAḠAN—
- ĊONNAIC BEAN A' ṠIḠE.
- MÓĊUIḠ ḠIḠE,
 etc.

In teaching at this stage, almost the whole of the class instruction may be in Irish. Henceforth even the incidental remarks of the teacher will go to increase the pupils knowledge of the language, and this language being real, will help to fix persons, tenses and moods in their minds.

Ten minutes ought to be devoted to conversation at the close of the lesson, and this conversation should be closed naturally by references to the the lateness of the hour, the need for breaking up, and the usual parting salutations.

SUMMARY OF THE METHOD OF TEACHING.

-
1. Announce and teach the title of the series.
 2. Create a mental picture of the incident to be taught by a brief description of the circumstances.
 3. Give the sentences in English.
 4. Repeat the verbs in English.
 5. Teach the verbs in Irish with a few brief illustrations of their use.
 6. Conversation.
 7. Teach the verbs again in Irish.
 8. Conversation.
 9. Teach the verbs again in Irish.
 10. Examine pupils on verbs.
 11. Teach sentences.
 12. Conversation.
 13. Teach sentences again.
 14. Conversation.
 15. Repeat sentences in Irish.
 16. Examine pupils in sentences.
 17. Deliver copy of lesson to pupil.

This is the order of teaching a simple lesson without extras. The method of dealing with the latter I need not summarise.

Mental Visualisation.

The subject of mental pictures or visualisation should, perhaps, have been dealt with sooner, but *1 nuaire a céite veantar na cairteáin*, and the teacher may read these remarks in connection with the foregoing instructions. The aim of the series is to make

the student live over again, in a new language, his past experiences. This is assisted by recalling to his mind the facts, and this must be done in the language he knows, in other words in English, until he knows Irish. There is the further case of teaching Series which the pupil has never experienced. Children, for instance, have a limited experience only, and they must be helped to a correct mental picture of the actions which are about to be associated with the Irish words. The same will apply to grown people in regard to many Series. Suppose I am about to teach the Series *Cuir an cailín ríor teine* to a class of young people in Dublin or Belfast, in London or Glasgow. Their experience of making a fire is very different from that which I am about to describe. I must, therefore, create the mental picture that I require by describing the facts, and I do so after this manner:—

“Imagine a thatched cottage on an Irish hillside. It is the early morning, and the *cailín* (servant girl) has just got out of bed. She goes to the peat stack, which is built near the house, selects a number of dry turf sods, puts them across her arm and carries them into the house. She goes to the flat hearth in the kitchen where the live coals of the previous day’s fire are buried in the ashes to keep them alive, and with a sod of turf she puts them on one side. She then places a double row of sods of turf against the wall or hob, picks out the live embers and builds them up against the turf, putting a piece of fir (from the bog, but dried) in with the coals, and places more sods of turf round this core. She then blows the fire with the kitchen bellows until it is well kindled.

She moistens and removes the ashes and sweeps the hearth and the kitchen floor."

These explanations should be as short and crisp as is compatible with the object in view, viz. :—to create a clear mental picture in the minds of the pupils of the actions to be described in the Irish lesson.

Grammar.

The teacher who follows the foregoing instructions will, in the course of twenty or thirty lessons, have taught a considerable amount of the most essential and practical parts of grammar. He will have taught his pupils to *say things*, and to say correctly, what they want to say. That I take to be the chief aim of grammar. As he proceeds, however, he will find it advantageous to systematise the pupils' knowledge of grammar. He will point out to them the difference in certain of the terminations of two classes of verbs, so that they will be able, even in the case of a verb taught to them for the first time, to give the correct future or conditional. The pupil will have observed at an early stage the curious phenomena of aspiration and eclipses, and the teacher will be forced, from time to time, to refer to these phenomena and give some explanation. After he has allowed the pupils to become familiar with them in practice he should at some stage, in a half hour's instruction, intimate briefly how, say, aspiration grew in the language and the laws that govern it. The same with reference to eclipses. He need not attempt to lay down the whole of the rules at once, but should revert to the subject as instances occur in the lessons.

In regard to nouns the distinction of gender will be early noticed because of the difference in the masculine and feminine pronouns. The teacher will deal with it as he does with aspiration and eclipses. Let him not attempt to generalise too early, but let the pupils realise the distinction intuitively until their curiosity is aroused and they have had numerous examples. He may then, in half an hour's discourse, point out that while the genders follow the distinctions of sex where that is clearly known, there is no neuter gender in Irish, and hence all neutral words must be classed into one or other of the two established genders. He will further explain that this is done, not in accordance with the meanings of the words, but in accordance with their written form, a purely artificial and somewhat unimportant division which he need not too much regard. The cases of nouns will be similarly dealt with and the general rules under which nouns are declined gradually elucidated. The pupils may be told that the changes in nouns are by no means as essential to the learner as the changes in verbs, and that to make a mistake in regard to the correct form of a noun-ending seldom alters the meaning of an expression, but that practice will gradually bring a knowledge of the correct forms. I need not pursue the subject of teaching grammar further here, but when the teacher considers it safe he should recommend his pupils to procure a handy grammar—Craig's or the Christian Brothers'—and read the rules and regulations for themselves. If he has doubts as to whether the proper time has arrived to so recommend them, he should defer the matter

further, as his pupils lose little by not reading grammar.

Etymology.

It will be helpful to point out briefly the etymology of words. If we take the word BOITĒAC , a byre, it will, as pronounced, strike the pupils as a strange word; but if it is mentioned that boiteac is made up of the two words bó (a cow) and teac (a house), and means cowhouse, the pupils, probably already knowing the simpler words, will immediately recognize and assimilate the compound word. But this explanation should be given briefly and without waste of time. The class hours are too precious to be spent in tracing out doubtful or obscure etymologies. I may mention here that much use may be made of those Anglo-Irishisms which are commonly known. When we have occasion to teach the phrase MAIT ĞO LEOR , for instance, we can tell the learners that that is the phrase known to them as *magalore*.

Reading.

Reading is being taught from the first lesson. The lessons may be supplemented, when the pupils are deemed fit, by any printed matter, but pupils should not be encouraged to read ordinary matter until they have a fair knowledge of the language, so that they can pronounce a word at sight. If pupils are required or allowed to get off matter by rote, such as prayers, proverbs, poems, songs, and the like—and this is an admirable way of adding to their knowledge of spoken Irish—the teacher should not put a printed or written copy of

the words into their hands in the first instance. He should take the printed copy himself and read or recite it aloud in measured sentences, as a teacher instructs infants; the pupils repeating the words in sing-song fashion after him. When he has repeated the piece with sufficient frequency to fix the sounds correctly in the ears of his pupils, he can then place the printed copy in their hands and let them learn it off, but he should revise their pronunciation until it is perfect. He need not, at first, stop to explain or analyse the matter of the piece.

Writing.

Like reading, writing is taught from the earliest stage. No better exercise can be found for writing than to copy the written lesson, which lesson should be written carefully and neatly. There is no objection to pupils at any stage procuring and using headline copy books.

Spelling.

A knowledge of spelling is obtained from the exercises supplied. Spelling is best learned from the written word and not by the ear. Irish spelling is so simple and scientific that it will be rapidly learned. The teacher may assist by pointing out certain general principles, but this should not be done too soon. He will point out the division of the vowels into broad and slender and their influence on the sounds of the consonants, and enunciate the principle *caot te caot, etc.* He can also point out that certain puzzling combinations such as *uḡaó* represent a simple sound and represent that sound invariably.

When a class is fairly advanced, their knowledge of spelling may be tested by reading out the lesson to them instead of supplying the written copy and requiring them to write down the exercise. The teacher can then give each pupil the usual copy of the lesson so that he can compare it with his own; or the pupils' copies may be passed to other pupils to correct, at the same time supplying each with a correct standard copy. By these means I think it will be found that students will be able to spell Irish correctly as soon as they are able to speak and write it.

The Series.

The limited number of Series given in this handbook are intended as specimens, and do not in any case exhaust the subject. A scientific set of Series would exhaust the whole of the objective language. A single department of life would be taken and described in general terms. Then sub-Series going into details would be given. These might be split up into others until the whole subject would be exhausted. Suppose we had a leading Series on The Farmer. It would describe in about twenty sentences a farmer's occupations. In ten or twenty new Series each occupation would be dealt with and described, and if this did not exhaust the subject a more minute set of Series might be given under each sub-Series. We would then have exhausted all the objective language that is found connected with farming operations. It is obvious that so full a treatment of the subject could not be attempted in a small handbook such as is here aimed at. It will

be easy, if the method is approved of, to issue fresh and well arranged Series in cheap booklets to supplement those given here. In the meantime teachers are relied upon to furnish their own Series. They should be as true to life as possible; true to Irish life; and should not offend against the probabilities, nor should they ever depart from the order of time. The system depends to some extent on the reality and truth of the language used.

It will be observed that the language of my Series has a Northern flavour. It is with the Northern variety of the spoken language alone that I am familiar, and I act in consonance with the principles here taught in using that variety. Munster or Connacht teachers need not follow the language of these Series, but, using these as models—in regard to arrangement—they ought to use their own language, such as it is commonly spoken in the neighbourhood. Many of the Series are not my own, but were taken down from the lips of good Irish speakers.

It has been said that the language should be real, true, and local. So also should be the treatment of the subject. Take, for instance, the exercise on cutting turf. Though absolutely true to life in regard to cutting turf in Donegal, it would not, probably, properly describe the work of cutting turf in various parts of Ireland. The teacher who does not make his own Series should take care that the Series which he teaches is correct and true to life.

Subjective Phrases.

We give a small selection of phrases of this type, but suggest that such phrases should be formed by the teacher as required. If he is short of materials, Doyle's *LEABHAR CANTE* and other sources may be drawn upon. The phrases should be pertinent to the subject in hand, and elaborate explanations of them need not be given, the teacher relying mainly on gestures, emphasis, and expression to convey the meaning. For instance, the phrase *na bac leir* would be difficult to explain in English, but the use of the phrase with appropriate expression on a few occasions, will make the meaning clear. The pupils should be encouraged to use these phrases as much as possible. It is to be remembered that the Series is the principal lesson, and, in teaching, it should not be displaced by devoting too much time to subjective phrases. The latter should be used as a help and an adjunct, not as a substitute. The Series are the meat, the subjective phrases the condiment. It has been already indicated how the subjective language may have an innings of its own at the beginning and end of the lesson; this will be better than overloading the lesson proper with this class of language. The pupils are not supplied with written copies of the subjective phrases; the teacher should, therefore, take frequent opportunities of writing these phrases on the blackboard, always *after* they are introduced orally, so that the students may recognise them by the eye, as well as by the ear.

In Irish-Speaking Districts.

At first sight it may seem that an oral method is useless in regard to Irish speakers. It appears to me, however, that writing, reading, and spelling may be more quickly taught to Irish speakers by following the Series' method than by taking up ordinary books. Of course, the merely oral teaching may be much curtailed, but the sentences may be analysed, and their construction explained. It will be found that even good Irish speakers are deficient in vocabulary when tested by the very searching Series' method, and it is an excellent means of remedying this defect. The printed copy of each lesson, supplied after the lesson is properly explained, is the very best copy that could be set for writing, spelling, and reading.

Teaching Children.

The oral method is so obviously suited for the teaching of children that we anticipate all National teachers and others having to teach Irish to children will immediately avail themselves of it as soon as they understand the method. It seems nothing less than cruelty to set young children to wrestle with a strange language from books. By the method sketched above, the learning of a language becomes a mere pastime for them, supplying many of the elements of a game. In dealing with children the teacher should be sparing in his explanations, and rely upon repetition and mimicry. The Series also should be framed to suit the age and experience of the children. For instance:—

ṬUṢ NÓRA BAINNE DO'N CÁT ARÉIR.

1. BLIṢ NÓRA NA BA.
2. ṬUṢ RÍ AN BAINNE IRTEAC 'UN TIGE.
3. LÍON RÍ CUPÁN LEIR AN BAINNE.
4. O'FÁS RÍ AN CUPÁN AR AN UPLÁR.
5. SṢAIRC RÍ AR AN CÁT.
6. TÁMÍṢ AN CÁT, AṢUR
7. O'OL RÉ AN BAINNE.

The subjective language should also be taught continuously. In some schools the whole of the orders and directions, including expressions of praise or blame, are given in Irish. This is excellent, and consumes no extra time. It is as easy saying to children, SEASAIM SUAS, SUÍDE SÍOS, SIN A' OÓIṢ, TÁ AN CEART AṢAC, etc., as it is to say the corresponding English phrases, and, after a few repetitions, they are as well understood. It is to be noted that children at school have a great advantage over Gaelic League students, because they can be taught a little Irish daily. The non-frequency of classes is the great drawback to Gaelic League teaching. Besides being too few as a whole, there is too long an interval between them. Ten minutes daily is much more effectual than an hour once a week. So the school-children will be found to make rapid progress if taught in the way suggested.

Children have a capacity for getting off matter by rote that few grown people retain. This should be taken advantage of, and prayers, songs, poems, proverbs, and witty sayings should be taught to children by the usual sing-song method.

I suggest a special case, in which the Gouin

method may be turned to account in teaching children. Many Gaelic Leaguers are bringing up children in surroundings in which it is not easy to make them Irish speakers. Now, suppose either of the parents is an Irish speaker, and gives the children a half-hour's lesson daily for six months, using at the same time Irish phrases to them during the day, the children will, at the end of that period, know as much Irish as will entitle them to be classed as Irish speakers thereafter.

The Use of the System by Students.

Learners who understand the method may use it effectually to increase their knowledge of the language. They have but to find an Irish speaker—and, fortunately, the Irish speaker is becoming easy to find—and get their Series from him or her with a selection of subjective phrases. Suppose our learner visits the “forge” or smithy of a blacksmith who speaks Irish he may ask the blacksmith to tell him in Irish how he blows his bellows, how he makes a nail, how he shoes a horse; he can get the Series of the bellows, the nail, or the horseshoe, with all the verbs involved and all the technical terms. His blacksmith can also give him various other Series, not necessarily connected with his own trade. By suitable questions our learner may get the Series cast in any mood, tense or person he requires. He may also obtain subjective phrases by asking questions, by making remarks, and by “drawing out” his man in Irish conversation. He will have some trouble at first in getting his Series in the form required, as the Irish speaker, not knowing what

is required, will start off in many directions. In taking down Series in Donegal I found great difficulty in getting them in the first person singular, which seems to be little used; while the speakers generally dropped into the conditional mood if allowed to do so. A friend of mine suggests it is because they have not developed the Ego so much as more pushing races.

Even people who know Irish well may profit much by getting and noting down Series from native speakers. It is a wholesale way of capturing un-catalogued words. It is like fishing with a net for them instead of using the rod and line. We may get technical terms from the very people most likely to know them, from people who have to know them. By getting the Series connected with any trade or calling from an Irish speaker connected with that trade or calling we cannot fail to obtain every Irish word known in the trade.



I.—EIRIĞIM AR MAIÖIN.

1. MUSĞLAIM ar maiöin.
2. FOSĞLAIM mo fúite.
3. EIRIĞIM in mo fúide.
4. CUIRIM orm mo cúro éadóis.
5. NIĞIM mo lámhá ađur m'áđaíó.
6. CIARAİM mo ceann.

* * * *

7. DEARCAİM 'ra' rđáćán.
8. TUIRLINĞIM na rćaiófi.
9. SIUĐLAIM ISTEAC 'ra' párlúr.
10. SUIÖIM SÍOS ađ an ġclár.
11. CAIĆIM mo ceudórhoinn.
12. CUIRIM ORM mo hata.
13. FÁĞAIM an teac.
14. BUAILIM ríor an tppáíó.
15. ġAĐAIM i ġcionn oibne.

II.—SIUĐLAIM SÍOS AN BÓĆAR.

1. CUIRIM ORM mo bairneud.
2. ġEIDIM mo bata.
3. FOSĞLAIM an doġar.
4. ġAĐAIM amać ar an doġar.
5. DEARCAİM ar an rppéir.

* * * *

6. DEARCAİM ríor ađur ríar.

7. Óim go bfuil an ainneoin go maic.
8. Agus siublaim ríor an bótar.

III.—DEARZAIM MO RÍORA.

1. cuirim mo lám in mo póca.
 2. beirim amac mo ríora.
 3. zeibim tobac.
 4. zeibim rígan.
 5. zearraim an tobac.
- * * * *
6. suaitim an tobac.
 7. líonaim mo ríora.
 8. zeibim bocra larós.
 9. buailim larós.
 10. Dearzaim mo ríora, agus
 11. caitim toit.

IV.—ZLANANN NÓRA AN TEAC.

1 n-oidió am-breacparra :—

1. cóirigeann nóra na leaptaca.
2. zlanann rí amac na reomraí leapta.
3. sguabann rí na hupláir.

4. mízeann sí na poitige.
5. mízeann sí uirlár na cirtéanaige.
- * * * *
6. glanann sí na fuinneoga.
7. cuireann sí an t-urragán tige i n-órbuagá.
8. beireann sí isteach uirge.
9. cuireann sí móin ar an teinir.
10. socruízeann sí a ríol coir na teinead,
 agur,
11. suiréann sí síos a' rníom.

V.—Ólaim mo cúit brocáin.

1. ní máire brocán réir dam.
2. cuireann sí amach i mbóla é.
3. cuirim riúca agur im agur bainne ann.
4. measaim tré n-a céile é.
5. beirim liom é coir na teinead.
6. ólaim bolgam de'n brocán.
7. taitnízeann ré go maic liom.
8. ólaim mo fáit de.
9. fáidaim an fuigleac in mo díar.
10. cuirim an bóla ar air ar an gclár.

VI.—cuireann meabha síos préataí fá
 coinne na d'innéire.

1. buaineann meabha préataí nuabha.
2. iomcuireann sí 'na' baile iad i gcliaib.
3. líonann sí amac i tobán iad.
4. cuireann sí uirge 'fa' tobán.
5. migeann sí na préataí.
- * * * *
6. cuireann sí síos pota uirge, agus
7. nuair gúileas an t-uirge.
8. tógann sí na préataí in a lámhaib, agus
9. caitheann sí isteach 'fa' pota iad.
10. fásgann sí as suil iad go cionn leathuair.
- * * * *
11. nuair atá na préataí bhuitte,
12. tógann meabha an pota.
13. taomann sí an t-uirge de na préataib.
14. líonann sí na préataí amac ar loraio.
15. fásgann sí an loraio ar an élar fá coinne
 na d'innéire.

VII.—ólaim mo cuio tae.

1. tígim 'na' baile trathóna.
2. buaimim díom mo hata agus mo cóta mór.
3. suíom síos coir na teinead.
4. leigim mo ríirte.

5. SUÍÓIM ISTEAD ÉUIḠ AN ÉLÁR.
6. LÍONANN MÁIRE AMAÉ CUPÁN TAE ṪAMH.
* * * *
7. CUIRIM RÍÚCHA ḠSUR UACṪOAR 'ṚA' TAE.
8. ḠNÍM CEAPAIḠE Ṫ'ARÁN ḠSUR Ṫ'IM.
9. CUIRIM MÍṚEÁN AṚ.
10. ÍṪIM AN CEAPAIḠE.
11. ÓLÁIM AN TAE.
12. ḠEIBÍM CEAPAIḠE EILE.
13. ḠEIBÍM CUPÁN EILE TAE.
* * * *
14. CAÍṪIM AN BEIRṪ ACA.
15. ÍṪIM MO ṚÁIT.
16. NUAIR ḠṪÁ ḠO LEOR ÍṪE ḠḠAM,
17. TUGAIM ḠṪUGḠO ṪO ṪIA.
18. TIONNTUIḠÍM ṪAIR ÉUIḠ AN TEINÍṪ,
19. ḠSUR ṪÁIM ḠO ṚÁṚṪA.

VIII.—RINN ḠRÁINNE AN BROCÁN. ARÉIR.

1. ÉUIR ḠRÁINNE RÍOR POTÁ (= CORCÁN, COIḠE)
UIṚḠE.
2. NUAIR ṪÍ AN Ṫ-UIṚḠE ḠḠ ḠUIL
3. ṚUÁIR RÍ MÍAR MINE.
4. ṪÓḠ RÍ CLÁR AN POTÁ.
5. ṪÓḠ RÍ CṚÁḠ MINE.

6. LEIḠ RÍ DO'N MÍN MOLTADÓ ÉRÍO A MEURÁ IRCEAD
'RÁ' POTÁ.

* * * *

7. MÉASḠ RÍ AN MÍN ÉRÍO AN UIRGE LE MAIṘE.

8. CUIR RÍ IRCEAD CRÁḠ EILE AḠUR CRÁḠ EILE.

9. MÉASḠ RÍ AḠÍR É.

10. LEIḠ RÍ DÓ SUIL.

11. NUAIR DÍ AN BHOḠÁN BḠUITTE

12. TÓḠ RÍ AN POTÁ, AḠUR

13. LÍON RÍ AN BHOḠÁN AMAḠ AR MÉIR.

14. LEIḠ RÍ DÓ FUAIRADÓ.

15. CUIR RÍ AN MÍAR AR AN ḠCLÁR.

16. SUÍDÓ NA RÍR TART FÁ'N ḠCLÁR.

17. TUG ḠRÁINNE DAINNE DOIBḠE (DOIB), AḠUR

18. D'IT RÍAD A RUIPÉAR (= RÉIRÉ).

IX.—AḠ IMIRḠ CÁRTAI.

1. DÍ CEATRÁR AḠAINN ANN.

2. FUAIRAMAR FUIPEANN CÁRTA.

3. SUÍDEAMAR RÍOR AḠ CLÁR.

4. LASADÓ COINNEÁL DÚINN.

5. CUIREAMAR AMAḠ AR ḠCUIṘ AḠRḠDÓ.

6. TÓISḠḠEAMAR AḠ IMIRḠ.

* * * *

'Sé rín le ríad :—

7. RANN DOḠNAIL NA CÁRTA.

8. D'IMIR MIRE AN T-SON DE MÍDÓ.

9. CÀR ÙDAIL éinneac é,
 10. AΣYR FUAIR mé an cluitce.
 11. ÓÍOL an tpiúr piçinn a' fear òamh.
 12. O'IMREAMAR cluitce eile.
 13. SUIÒEAMAR i çcìonn na çcártaí ço òcì 'n
òeic a çlog.
- * * * *
14. ÓÍ oçt bpiçne òeug buainte açam-çá an uair
çin.
 15. O'FÁÇAMAR na çártaí i òcairçio,
 16. AΣYR O'IMÇIÇEAMAR linn 'na' òaile.

X.—RACAIÒ mé òo luige.

1. TÁ coòlaò aç ceacòt oçm, açur maç çin òe
 2. RACAIÒ mé òo luige; 'ré çin le çáò:—
 3. buainçriò mé òiom mo bpiçá.
 4. OÉARÇAIÒ mé mo çuro uçnaççte.
 5. LASÇAIÒ mé mo çoinneal.
- * * * *
6. RACAIÒ mé 'un mo çeomçia leapça.
 7. buainçriò mé òiom mo çóca.
 8. niççriò mé mo lámha.
 9. çeòðaiò mé tubáille,
 10. çriomóçaiò mé mo lámha.
 11. buainçriò mé òiom mo çuro éaðaiçç
- * * * *
12. CUIRÇIÒ mé oçm mo léine leapça.

13. RÁDÁIÓ mé irtead 'ra' leabair.
14. LUÍGFÍÓ mé ríor iní an leabair.
15. TARRAINSEOCHAÍÓ mé an t-éadac leaptá
táim.
16. SÍHFÍÓ mé mé féin go rárta.
17. ASUR RÁDÁIÓ mé do córlaó.

XI.—DEIRIM URNAIGTE NA MAIÖNE.

1. NUAIR ÉIRIGIM ar maidin,
 2. DEIRIM mo cúro urnaigte, 'ré rin le rúó :—
 3. FEACAIM mo glúna.
 4. COISREACAIM mé féin.
 5. DEIRIM an páirín.
 6. DEIRIM a' t-ábe máiríá.
 7. DEIRIM Síníóh Cneiríóh.
- * * * *
8. OPRÁILIM mé féin, ASUR mo cúro Síníóh do
Óia.
 9. IARRAIM cabair Dé.
 10. DEIRIM páirín ASUR ábe máiríá ar anamnáib
na marb.
 11. SUIÓIM SÍRÁRTA Dé fá óinne mo éarad ASUR
mo óaoine muinteapá.
 12. COISREACAIM mé féin arís.
 13. CRÍÓCHUIGIM mo urnaigte.
 14. ÉIRIGIM in mo fearadh arís.

XII.—URNAIGE AN TIGEARNÁ.

1. Ar n-ádaí ar ád ar neamh,
 2. So naoiméar o'ainm;
 3. So otiúo do rioáá;
 4. So n'óeantár do toil ar an talamh
 5. Mar gniéar ar neamh.
- * * * *
6. Ar n-aran laeteamhail eadair oúinn inoiú,
 7. Agus mar oúinn ar briaá, mar
 8. máitímio o'ar bfeiceamhail féin;
 9. Agus na léis rinn i gcáúá,
 10. áe saor rinn ó oic. Amén.

XIII.—FÁILTE AN AINGIL.

1. Dia do beata, a mhuiré, ád lán do gnáta;
 2. Ad 'n Tigearna leat (nó maille leat);
 3. Is beannuigte tú tar na mnáio, agus
 4. Is beannuigte toir do bionn, íora.
- * * * *
5. A naoim mhuiré, a mádaí Dé,
 6. Súio orainne, na peacaí, anoir agus ar uair
ar mbáir. Amén.

XIV.—**ṬÉIRŌMÍS 'un AIFRINN.**

1. **ṬIA ṬOMNAIS** reo cúgáinn.
2. **ÉIRIŪMÍS** ṡo luac (nó ṡo moc).
3. **SIUBLAMAOIS** ṡo ṡtí an tṡaen.
4. **ṠÁŪAMAOIS** cloicéada (ticéada).
5. **ṬÉIRŌMÍS** ṡo leitṡiceádhain.
* * * *
6. **ṠÁŪAMAOIS** an tṡaen.
7. **SIUBLAMAOIS** ruar an tṡṡáio.
8. **ṡO SROIĆMÍŬ** an t-áro-Ṭeampall.
9. **ṬÉIRŌMÍS** irṡeac ánn.
10. **CROCAMAOIS** ar hacáí 1 náirṡe.
* * * *
11. **ṠEACAMAOIS** ar nŷlúna.
12. **COISREACAMAOIS** rinn féin.
13. **ABRAMAOIS** ar ṡcuro uṡnaigṡe.
14. **ÉISTIMÍS** an t-aifreann.
15. **ÉISTIMÍS** an tṡeanmóir.
16. **ABRAMAOIS** na hupnaigṡte beaṡa.
17. **ṬIŪMÍS** amaé aríṡe, áṡur
18. **ṠILLIMÍS** 'na' baile.

XV.—**MAṠ RAĆAINN 'un AIFRINN ṬIA ṬOMNAIS.**

1. **Ṭ'ÉIREOĆAINN** ar maioin, áṡur
2. **CUIRFINN** ríor teine, áṡur
3. **ṡṠUABṠAINN** an tṡeac.

4. **ḂRUITĚFINN** ḂORĚNĀN PRĚATĀI.
5. **ḂĚANĚAINN** IAD A ĚIOLTAD NÓ A ĚAOMAD.
6. **ĚUIĚFINN** ĚIOP AN COIPE ĚĀ ĚOINNE ḂĚAON TAE
A ḂĚANAD.

* * * *

7. **ĚĚODĀINN** AN POĚA-TAE AĚUR ĚUIĚFINN UIĚĚE
TE ANN.
8. **ĚUIĚFINN** ĚŪPLA ĚPONÓĚ TAE IĚTEAD AĚUR ĚO
LEÓĚ UIĚĚE.
9. **ĚUIĚFINN** AN TAE AMAD I MBÓLAIḂ, AĚUR
10. **ĚUIĚFINN** ĚIŪĚĚA AĚUR UADÓAR AIĚ.
11. **ĚIUḂĚAINN** (= ḂĚANĚAINN) LIOM ANĀN, AĚUR
12. **ĚĚARRĚAINN** É LE ĚĚIAN.
13. **ĚĚODĀINN** ĚIOTA IME AĚUR
14. **Ḃ'ĚUIĚFINN** ĚAOIBĚE (= ĚŪĚA) É.

* * * *

15. **ĚIOPĚAINN** MO ĚĚANN, AĚUR
16. **NIĚFINN** M' AĚAIḂ.
17. **ĚUIĚFINN** OPĚM MO ĚUIO ḂĚÓĚ ḂORĚNAIĚ.
18. **ĚUIĚFINN** OPĚM MO ĚUIO ÉADAIĚ, AĚUR
19. **ĚACĀINN** 'UN AIĚFINN.
20. **ĚUIḂFINN** OP COINNE NA HALTÓĚA, AĚUR
21. **ḂĚANĚAINN** MO ĚUIO URĚAIĚĚE.

XVI.—NIĚIM AN LEANḂ ḂEADĚ.

1. **LIONAIM** ĚOITEAD LE ḂOG-UIĚĚE.
2. **ĚĀĚAIM** AN ĚOITEAD ĚIOP AN AN URĚAIĚ.

3. FÁGAIM GALLÚNAC AGUS ÉADAC.
4. BEIRIM AR AN LEANB.
5. SUÍOIM AR CATHAIR IRI LEIR AN LEANB.
6. SÍNIM AN LEANB AR MO GLÁIN.

* * * *

7. SÁITIM AN LEANB BEAG IRTEAC 'RAN UIRGE,
8. TÓGAIM UIRGE IN MO LÁIN AGUS FUIÚAIM AN
LEANB GO LEIR.
9. CUIMILIM AN LEANB LE GALLÚNAC.
10. NIĞIM AN GALLÚNAC DE'N LEANB.
11. TUMAIM AN LEANB BEAG 'RAN UIRGE AIR.

* * * *

12. TÓGAIM AN LEANB AR AN UIRGE.
13. CROITEANN RÉ A CEANN AGUS A LÁHA.
14. RITEANN AN T-UIRGE DE.
15. TÓGAIM AN T-ÉADAC AGUS CUIMILIM AN
LEANB LEIR.
16. TRIOMUIĞIM AN LEANB GO LEIR.
17. TÁ AN LEANB GLAN, NIĞTE, AGUS TIRM.
18. PÓGAIM MO LEANB BÁN.

XVII—MAR NIĞRINN AN LEANB.

TÁ MBÉAD LEANB LE NIĞE AGAM.

1. GEODAINN RÓPA AGUS RPUINP.
2. GEODAINN ÉADAC LE N-A THOMUĞAD.
3. NIĞRINN A CEANN, AGUS

- 4. CUIRFINN IPTÉAD 'RAN UIRGE É, AḠUR
- 5. NIḠFINN RÍOR É.
- * * * *
- 6. TÓḠFÁINN AMAĆ AR AN UIRGE É.
- 7. TRÍOMÓCÁINN É NUAIR BÉAD RÉ NIḠTE.
- 8. CUIRFINN IÉINE AIR ANN RÍN.
- 9. AḠUR ANN RÍN CUIRFINN FÁIRḠTEOIR AIR.
- 10. CUIRFINN AIR AN CUIO EILE DE NA CEIRTELEACÁIB.
- 11. CUIRFINN CÓTA NÓ MAINTÉ AIR, AḠUR
- 12. COIREÓCÁINN É SO ḠALÁNTA.

XVIII.—AḠ BLEAḠAN BÓ.

AḠRA MIRE LE BḠIḠRO, "ḠOIRÉ MAR BḠIḠEÁ NA BA?"

"AḠA," AḠRA BḠIḠRO.

- 1. BÉARFÁINN LIOM CANNA AḠUR RÍḠÍN, AḠUR
- 2. RACÁINN AMAĆ 'NA BOITIGE.
- 3. O'FUIḠFINN AN CANNA AMAĆ AR MO LÁIRH.
- 4. TÓḠFÁINN AN RÍÓL, AḠUR
- 5. SUIÓFINN AIR RAOI 'N BOIN.
- 6. RACÁINN A BLEAḠA ANN RÍN LE MO ÓÁ LÁIRH.
- * * * *
- 7. NUAIR BÉAD RÍ BḠIḠTE AḠAM,
- 8. BÉARFÁINN AN BAINNE IPTÉAD 'UN TIGE.
- 9. BÉARFÁINN LIOM AN RÍOLTÁN, AḠUR
- 10. ÓÉANFÁINN AN BAINNE A RÍOLTḠAḠO.

XIX.—ÓRUGAÓ LE TABAIRT DO SEAGÁN.

1. ÉIRIGEADÓ Seagán ar maidin.
2. CUIREADÓ ré ar a cúro éadais.
3. FÁGADÓ ré a bheacfarra.
4. ZLACADÓ ré bata i n-a láimh.
5. SZAOILEADÓ ré amac Maoilis.
6. TIOMÁINEADÓ ré 'un donais i.
* * * *
7. DÍOLAÓ ré i.
8. MÁ'S FÉIDIR leir é,
9. NÁ ZLACADÓ ré níor luza uirri 'ná 'oie
bpúnta, áct
10. NÁ FILLIADÓ ré 'na' baile leiri
11. MÁ ZEIDÓ ré an méro rin.
* * * *
12. CEANNUIGEADÓ ré mála min buide
13. AGUR MÁILÍN plúir.
14. CUIREADÓ ré an min ar áairt páirí b'iríoe,
15. AGUR BÍODÓ ré 'ra baile roim an oirde.

XX.—MÁR DÉANTAR CONNRADÓ AR AN DONAC.

1. BEIRTEAR amac bó mócuir.
2. TIOMÁINTEAR zo cúramac i.
3. SIUBALTEAR zo roear léite.
4. SROICTEAR an t-donac fá meadóh-lae.
5. CEAPTEAR an bó irteac i láir an donais.
* * * *
6. MÁ IARRTEAR ríoe púnta ar an boin,

7. ΤΑΙΡΪΤΕΑΡ cúig púnta deus uirri.
8. Ann rin SGOILTTEAR an veitbir.
9. buailTEAR bapa air, aSUR
10. 'DÉANTAR conhraó de.
11. 'DÍOLTAR ar an mboim, aSUR
12. ÓLTAR deóc mar gheall ar an gconhraó.

XXI.—BAISTEADÓ.

1. A'DEIR seaḡán liom—
2. SO RUḡ bean Concobair páirce oirde Dia
hdoime a cuairt tairt.
3. SO RAIB bairtead i tairg Concobair Dia
Domnaig.
4. SUR 'D' iad Seumas Ó Cuinn aSUR ḡráinne
hic dotha a bí mar cáirdeara Críost ann.
5. SO n'DEADÁID ríad féin aSUR Concobair
amad leir an páirce.
6. SUR BAISTEADÓ é aS an tairg pobuil.
* * * *
7. ḡarúr a bí ann, aSUR
8. BAISTEADÓ tairg air mar ainm.
9. 'Sé rin ainm a aitar móir.
* * * *
10. A'DEIR seaḡán so raib cruinnuḡad móir aS
an bairtead.
11. SO n'DEARNADÓ flead móir oirde, aSUR
12. SUR IT ríad, aSUR
13. SUR ÓL ríad a ráit.

14. So RAIB ríao as Sabáil ceóil, asur
15. As uéanarh sriinn so uci an meadóh-oiróce,
16. Asur so n'OEACAIÓ ríao 'na' baile so meiró-
reac.

XXII.—BAISTEAD leinb.

1. CUAIÓ mé féin asur Máire le leanb so uci
an treipéal.
2. CUIREAD fá uéin an trasairc
3. TÁINIS an trasairc.
4. O'FIAFRUIŞ pé óinn an sarúr nó siriireac a
bí asainn.
5. DUÐAIRC rinn sur siriireac a bí linn.
6. O'FIAFRUIŞ pé an t-ainn.
7. DUÐAIRC rinn Cairlin.
* * * *
8. FUAIR pé ola asur uirge, asur
9. LAS pé coinneal.
10. CEISTIS pé an leanb.
11. TUGAMAR frieasra ar pon an leinb.
12. LÉIS pé oirig an bairtib i laioin.
13. TUG pé Cairlin mar ainm ar an leanb.
14. CUIR pé ola ar an leanb.
15. UÓIRT pé uirge ar a ceann.
* * * *
16. Asur DUÐAIRC pé
17. BAISOIM tú i n-ainm an Aear asur an míic
asur an Spioraidh naoim.

18. CUIR rinn ar n-ainmneada i leabhar,
19. Agus tainis rinn 'na' baile.

XXIII.—pÓsAD.

Coicéigir ó foin.

1. DÍ fonn póirta ar pheadar mór.
2. D'ÍARR pé a ingean ar Conall Dúrbé.
3. TUG Conall a ingean dó.
4. RINNEADÓ cleamhnar eatorra.
5. SEALL Conall pé cinn éalaig mar rpre le
n-a ingin.
6. DÍ pheadar páirta leir rin.

* * * *

Mar rin de

7. CRUINNIG ríad bainir mór.
 8. CUIDÓ ríad go dtí an tíg pobuil Dia Dom-
nais.
 9. pÓsAD íad.
 10. D'FILL ríad 'na' baile arís.
- * * * *
11. DÍ oinnéir galánta péiré (nó ullam) pá n-a
scoinne.
 12. D'IT ríad agus o'ól ríad a páit.
- * * * *
13. DÍ an píobaire mór i látar.
 14. TÓISIG ríad a' d'ámpad,
 15. Agus as gabáil ceoil.

16. DÍ A LÁN SÚINN DOA.
17. O'FÁN RÍAD ANN RIN SO TÍ 'N MAIÖIN.

XXIV.—FAIRE AGUS TÖRRADÖ.

An treacÖtÖain ro cuaidÖ tÖart.

1. FUAIR TOIRÖEALÖAC ÖUAÖAIL BÄP.
2. ÖRUINNIG NA COMUFRANA IRÖEAC AN OIÖÖE
RIN, ASUR
3. DÍ FAIRE ANN SO MAIÖIN.
4. ÖAIT RÍAD TOBAC.
5. O'ÖL RÍAD TAE.
6. ÖUÖAIRÖ RÍAD AN PAIÖRIN PÄIRÖEAC.
* * * *
7. LÄ AR N-A BÄRAC ÖÄINIG ÖHEAM EILE.
8. SUIÖ RÍAD AS FAIRE AN OIÖÖE RIN ARÍP.
9. AR AN OIRÖIR DÍ TÖRRADÖ ANN.
10. CUIÖEADÖ TOIRÖEALÖAC IRÖEAC 'PA' COMPA.
11. ÖRUÖEADÖ RÍÖP AN CLÄP AIR.
12. O'IOMÖUIR NA COMUFRANA AN COPPAN SO TÍ
AN POILIG
13. ÖÄINIG AN PÄSART.
14. ÖUÖAIRÖ RÉ NA PAIÖRÖEACA.
15. ÖEANNUIG RÉ AN ÖPÉ.
16. CUIÖEADÖ AN COMPA 'RAN UAIÖ.
17. CUIÖEADÖ AN ÖPÉAFÖS AIR, ASUR
18. D'É RIN ÖEIRÖADÖ TOIRÖEALÖAIG AR AN TPAÖGAL
reo.

XXV.—**ΤΕΙΡΩΜΙΣ ΖΟ ΟΤΙ ΑΝ Τ-ΟΙΡΕΔΕΤΑΡ.**

Δηρα Concobair liom féin :—

1. ΤΕΙΡΩΜΙΣ ΖΟ ΟΤΙ ΑΝ Τ-ΟΙΡΕΔΕΤΑΡ,
2. 'Σέ ριν τε ράδ :—
3. ΕΙΡΙΣΜΙΣ ΖΟ ΙΥΑΤ (ΝΟ ΖΟ ΜΟC).
4. ΣΙΥΒΛΑΜΔΟΙΣ ΖΟ ΡΟΡΤ ΑΝ ΘΟΤΑΙΡ ΙΔΡΑΙΝΝ.
5. CEANNUIZMIS CIOICEAΘA.
6. ΤΕΙΡΩΜΙΣ ΔΡ ΑΝ ΤΡΑΕΝ.

* * * *

7. ΒΙΟΘ ΤΟΙΤ ΑΖΑΙΝΝ 'ΡΑ' ΤΡΑΕΝ,
8. ΑΖΥΡ ΒΙΜΙΣ ΖΟ ΡΑΡΤΑ ΖΟ ΟΤΙ ΖΟ
9. ΣΡΟΙCΡΙΜΙΘ ΒΑΙΛΕ-ΔΕΤΑ-CΙΥΑΤ.
10. ΤΥΙΡΛΙΝΖΙΜΙΣ ΑΖ ΣΡΑΙΡΟ ΔΜΙΕΝ.
11. ΒΙΟΘ ΒΕΙΛΕ ΒΙΘ ΑΖΑΙΝΝ.

* * * *

12. ΟΛΑΜΔΟΙΣ ΖΛΟΙΝΕ ΛΕΑΝΝΑ.
13. ΣΙΥΒΛΑΜΔΟΙΣ ΛΙΝΝ ΖΟ ΟΤΙ 'Ν ΡΟΤΥΝΘΑ,
14. ΑΖΥΡ ΡΕΙCΙΜΙΣ ΑΝ Τ-ΟΙΡΕΔΕΤΑΡ.

XXVI.—**ΤΕΙΡΩΜΙΘ ΖΟ ΟΤΙ ΑΝ Τ-ΑΜΑΡCΛΑΝΝ.**

1. ΔΡΣΑ ΜΑΙΡΕ ΛΙΟΜ ΦΕΙΝ :
2. ΤΕΙΡΩΜΙΣ ΖΟ ΟΤΙ ΑΝ Τ-ΑΜΑΡCΛΑΝΝ.
3. ΔΡΣΑ ΜΙΡΕ, ΤΑΙΜ ΡΑΡΤΑ. ΜΑΡ ΡΙΝ. ΘΕ,
4. CΟΙΡΙΣΜΙΘ ΡΙΝΝ ΦΕΙΝ.

5. CUIRIMÍO oíainn ar hataí agus ar scótaí.
6. FÁGAMAOIÓ an teac.
* * * *
7. SIUBLAMAOIÓ ríor an tpráio.
8. TÉIÓMÍO ar an gcarbad éoitíonn.
9. SROICEAMAOIÓ an cátaí.
10. TUIRLINGMÍO ó'n carbad.
11. CEANNUIGMÍO cloiceada.
12. SIUBLAMAOIÓ irteac 'ran amarcclann.
* * * *
13. SUÍÓMÍO ríor ar fuidéacán.
14. ÉISTIMÍO leir an gceól.
15. FEUCAMAOIÓ ar an tpráma.
16. ŚNÍMÍO gáire leir an ngreann.
17. Agus nuair ATÁ an tpráma críochnuigte
18. FÁGAMAOIÓ an t-amarcclann, agus
19. FILLIMÍO 'na' baile.

XXVII.—RACAINN AS IASGAIREACT.

1. Tíat DÍOS in mo bhríon óg.
2. DÍNN AS feiteam le lá pluc
3. A DÉANFAD túile iní an abainn.
4. ŚO RACAINN AS IASGAIREACT, 'ré rin le rúó :
5. ŚEIBINN ríac IASGAIREACTA agus tóruśa.
6. CEANGLAINN dá dúbán ar an tóruśa.
* * * *
7. CÚARTUIŚINN cuiteoga (nó cnuíma) mar
baite.

8. CUIRINN cuiteos ar gac túbán.
9. TÉIRÉAD Seagán tóirdealbais liom as
iarsairiad.
10. TÉIRMÍS go dtí an abainn.
11. SEASAMAÓIS ar bhuac na haidne.
12. CAITMÍS na túbáin irteac 'ran uirge.
* * * *
13. TIGEAD bhead as cogaint na gcumh.
14. MÓTUIGINN an bhead as tarraint ar an
toruag.
15. TARRAINGINN an tirlac.
16. TÓGAINN an bhead amac ar an mbhuac.
17. CUIRINN an bhead ar gao.
18. NUAIR DÉAD lán gair bhead gairte asam
19. O'FILLINN 'na' baile.

XXVIII.—AS BUAINTE SEAMRÓG.

TRÁCTHÓNA DIA SA'TAIRN.

1. GLUAIS mé féin ir mo céile as buaint ream-
róg.
2. SIUBLAMAR linn sur capad úinn páirc
glar.
3. CUADOMAR irteac innce.
4. CUARTIGEAMAR reamróga.
5. BÍODAR as fáir go tuig.
6. BUAMEAMAR beart aca.
* * * *
7. O'FILLEAMAR 'na' baile asir.

8. DO PÍOCAMAR (nó togamar) na reamhóga
a b'fearr.
9. CUIREAMAR i mbocraibh iad.
10. CLÚDAIĜEAMAR na bocraí le páipéar.
11. SGRÍOBAMAR reolaó ar ġac ceann aca.
12. RUGAMAR go dtí cig an fhuirt iad.
* * * *
13. CUIREAMAR na bocraí tar lear go dtí
cáirte fá doinne lá f'áite páipéar.
14. SROICĖADAR na cáirte rin ġan móill.

XXIX.—AS DUL AS ODAIR (1).

1. ÉIRIĜEANN Seagán ar maidin.
2. CUIREAMAR ré air a cúro éadaiġ.
3. DEIR ré a cúro uimaiġte.
4. IĜEANN ré a bneacparca.
5. BEIREANN ré leir rpario (nó rán).
6. TĖIRĖEANN ré go dtí Seumar Mór as o dair.
* * * *
7. ÓRUIĜEANN Seumar do dul a buaint
p'réataí.
8. SIUBLANN ré go dtí an cuibneann (nó ġort).
9. BUADINEANN ré p'réataí iut an lae.
10. ĜNÍ ré an ruo ceutona an darna lá.
11. ĜNÍ ré an ruo ceutona ar fead feadctháine.
* * * *
12. I n-a óiaio rin CUIREAMAR é as cóir-
iugad an cig.

13. CÓIRIĜEANN RÉ AN TEAC, AĜUR
14. BUAIĜEANN RÉ ARĎAR, AĜUR
15. BUAIĜEANN RÉ MAIRTREACĎ.
16. ĜNÍ RÉ MÓRÁN TIMĈIREACĎTA RÁ'N TIG.

XXX.—AĜ TUL AĜ OBÁIR (2).

1. TÁ MÁIRE 'NA CAILÍN AIMPHE.
 2. ÉIRIĜEANN RÍ AR MAIŌIN ĜO LUAC (NÓ ĜO MOĎ).
 3. CUIREANN RÍ RÍOR TEINE.
 4. ĜNÍ RÍ AN BHEACFARTÁ.
 5. NIĜEANN RÍ NA ROITIGE, AĜUR
 6. ĜLANANN RÍ AN TEAC.
- * * * *
7. BUĜEANN RÍ NA BA.
 8. SĜAOILEANN RÍ NA BA AMAC 'NA RÁIRCE.
 9. TUĜANN RÍ BAINNE 'DO NA ĜÁMNAIB.
 10. TUĜANN RÍ A ĜCUIŌ BÍŌ 'DO NA MUCÁIB AĜUR
'DO NA CEAIRCAIB.
 11. BEIREANN RÍ IRTEAC UIRĜE AĜUR MÓIN.
 12. CUIREANN RÍ TUILLEACĎ MÓNA AR AN TEIMŌ.
- * * * *
13. DÉANANN RÍ AN DÍNNÉIR.
 14. ĜLANANN RÍ AN CLÁR AĜUR AN TEAC ARÍR.
 15. SĜUABDANN RÍ AN TEAC.
 16. BUAIĜEANN RÍ MAIRTREACĎ, AĜUR
 17. TÓĜANN RÍ AN T-IM.
 18. NUAIR BÍŌS ĜAC UILE ĜUŌ DÉANTA AICI

19. TÉRÓEANN rí óo luige, aḡur
20. Coolann rí ḡo ráim ḡo mairim.

XXXI.—Aḡ 'ouI aḡ obair (3).

1. ÉIRIḡIM aḡ mairim.
2. CÓIRIḡIM mé féin.
3. CAITIM mo bheacparra.
4. FÁḡAIM an teac.
5. ḡADBAIM aḡ carbad coitceann.
6. SROIĆIM an oifis aḡ a veic a cloḡ.
* * * * *
7. CUIRIM m' ainm i leabair.
8. TÉRÓIM i ḡcionn oibre.
9. 'Sé rin le ráo :—
10. ḡEIBIM leabair le n-a rḡrúouḡaó.
* * * * *
11. ḡEIBIM peann aḡur ouó.
12. ḡEIBIM páipéar rúḡte.
13. SḡRÚOUIḡIM na leabair, aḡur
14. mionsḡRÚOUIḡIM iao.
15. ma ḡEIBIM loct nó éarráio ionnta,
16. SḡRÍOBAIM caraoio, aḡur
17. ceartuiḡIM na leabair.
18. FILLIM 'na' baile tráctóna.

XXXII.—AS SEALGAIREACT.

1 mbárad.

1. RAĆAÍO ná daoine uairle as realgaireact,
'ré rin le ráo :—
2. BÉARFAÍO ríao leó a ngunnaí.
3. CUIRFÍO ríao pádar asur min-piléirí ionnta.
4. SGAIRCFÍO ríao ar a nsaóraíó.
5. BÉARFAÍO ríao leó a ngiollaí, asur
6. SIUBALFAÍO ríao 'un trléibe.
* * * *
7. MÁ CASTAR cearca ríaoic órra,
8. SGAOILFÍO ríao ná gunnaí leó.
9. MUIRBFÍO ríao cuir aca.
10. IMTEOĆAÍO ná saóairí, asur
11. IOMĆUIREOĆAÍO ríao ná cearca marbá so
'ocí ná realgaírí.
* * * *
12. SIUBALFAÍO ná realgaírí leó gíota eile.
13. EIREOĆAÍO gearrfaíó.
14. LAÍHÓĆAÍO fear aca an gearrfaíó.
15. RAĆAÍO maraó rá n-a óéin.
* * * *
16. 'DÉANFAÍO ríao amlaíó ríe an lae.
17. FÍLÍFÍO ríao 'na' baile tráčhóna.
18. BÉÍO tuirre mórr órra.
19. RAĆAÍO ríao óo luige.
20. COOLÓĆAÍO ríao so rámh so mairín.

XXXIII.—CÚAÓMAR 'un AONAIĞ.

1. ARSA máire liom féin :
2. RACAMAOIO 'un aonaiğ.
3. TÁIM páirta, arfa míre ; mar rin de—
4. ŚLEASAMAR rinn féin.
5. uğmuisgeadó an capall soim.
6. CUIREAD 'ra' caph é.
7. CÚAÓMAR ar an gcaph.
- * * * *
8. TÁMIS an buacail linn as tiomáint.
9. BUAIL pé an capall leir an lağ.
10. D'ÉIRIĞ an capall i n-áirde, asur D'IMCİĞ
leir ar coranáirde.
11. COISĞ an buacail é leir an rrian.
12. ŚOCRUIĞ an capall ar rođar.
- * * * *
13. TRIALLAMAR linn so oí so rabamar as
ciğ Śráinne ní Ćiaráin.
14. Teac órda IS eadó teac Śráinne.
15. TURLINGEAMAR ó'n gcaph.
16. BUAILIAMAR irteac 'un ciğe.
17. ŚĶAIRTEAS ar Ćrí Ķloimib biotáille.
18. D'ÓLAMAR an biotáille.
19. DÓOLAS ar a ron.
20. CÚAÓMAR ar an gcaph arir.
21. ĆIOMÁINEAMAR linn 'un aonaiğ.

XXXIV.—**ÓÍOL SEUMAS A CUIO EALLAIG AN
AONAC MÍN-A'-LEICE.**

ÓIA CÉADAOINE REO CUIO TART.

1. **ÓUŠ** Seumar leir ceitne bulóga ašur bearaó
šo haonac MÍN-A'-LEICE.
 2. **CASAO** ceannuirde air aš 'ul irteac 'un
aonaiš óó.
 3. **Ó'ÍARFUIŠ** ré ve Seumar cá meuo a bí ré
ó'iarraio an an eallaó.
 4. **Ó'ÍARR** Seumar naoi bpúnta an ceann orra.
 5. **ÓAIRŠ** an ceannuirde reatc bpúnta 'ra' veic
a' ceann óó orra.
 6. **ÓÁ ŠLACFAO** Seumar an meuo a bí an
ceannuirde a óairšrinc óó.
- * * * *
7. **ÓCT DUÓAIRC** ré šo ršoilcfeao ré an veitóir
a bí eatorra.
 8. **ÓUŠ** an ceannuirde irteac šo mbéao riao
aiše air an airšeo rín.
 9. **AŠUR ÓUŠ** ré púnta éarlar óó.
 10. **ÓUIR** riao an t-eallaó irteac i bpóna.
 11. **ÓÍOL** an ceannuirde Seumar air ron a curo
eallaig.
 12. **ÓUŠ** Seumar leatc'róin air air óó ar 'ac aon
ceann aca.
 13. **Ó'ÓL** riao leat-šloine uirše beata 'ac aon
óuine aca, ašur
 14. **Ó'IMÓIŠ** riao 'na' baile.

XXXV.—AN SPEALADÓIR.

Inné.

1. D'ÁRROIḂ MICEÁL A RPEAL AN A ḂUALAINN.
2. D'IMḂIḂ RÉ RÍOR AN MÍOḂÁIN (NÓ AN LEUNA, NÓ AN MÓINFÉAR).
3. DO LEAS RÉ AN RPEAL DÁ ḂUALAINN.
4. RUḂ RÉ AN AN CLOIC RPEITE.
5. DO CUIR RÉ RAODAR AN AN RPEIL.
6. ASUR DO ḂOISIḂ RÉ A' BUAINḂ.
- * * * *
7. DO BUAIN RÉ RPAIT Ó CLAIḂE SO CLAIḂE.
8. DO DÍRIḂ RÉ A DPUIM.
9. DO SIUBÁIL RÉ AN AIR.
10. DO ḂOISIḂ RÉ AN BUAINḂ AIR.
11. DO BUÁIL RÉ NEAD BEAC LEIR AN RPEIL.
- * * * *
12. D'EIRIḂ NA BEACÁ.
13. D'EITIL RÍAD TART TIMCÍOLL AIR.
14. DO CUIR CEANN ACA DEALḂ (NÓ ḂAT, NÓ COLḂ) ANN.
15. DO CUIR RÍAD TÓIR AIR.
15. DO TEIT MICEÁL, ASUR
16. D'IMḂIḂ RÉ LEIR 'NA' BAILÉ.

XXXVI.—CUIR TOIRDEALBAC A CUIḂ ḂADÁISTE
DIA NAOME SO CUIḂ TART—

1. CEANNUIḂ TOIRDEALBAC CEITRE CEUḂ
PLANNDA ḂADÁISTE AN AN MARḂAD.
2. D'IOMCUIR RÉ 'NA' BAILÉ AN A DPUIM IAD, ASUR
LÁ AN N-A DÁRAC—

3. ROTHAR ré an garrda ó cúinne go cúinne.
4. DRIS ré an itir le cúl a raine.
5. BUAM ré puill iní an itir leat-rois an
doimne.
6. O'FÁS ré dá t-rois eirín na pollaib.
- * * * *
7. CUIR ré gar gabáir-oe in gac poll.
8. O'iomCUIR ré doileac o'n éapn doilís,
9. Agus CUIR ré lán gairle o' doileac le gac
gar.
10. CLÚDAIS ré cor gac gair le cmarb.
11. DRÚIS ré an ére rior fá'n gar.
12. SEASAIM ré an an gmarb le n-a dá coir
sur dáingnis ré i.
- * * * *
13. FUAIR ré foiteac uirge,
14. Agus OÓIRT ré rceall uirge an gac gar.
15. mÍNIS ré an itir aip.
16. IS mar rin a CUIR Toirdealbac a cuir
gabáir-oe.

XXXVII.—mise agus mo buacail.

1. ÉIRISIM an mairin.
2. IARRAIM cabair Dé.
3. NISIM mo lámha agus m'ágarb.
4. SGAIRTIM an mo márb.
5. MUSGLAIM an buacail aimphe.
6. TÉIMÍO amac i gcuirdeact a céite.
- * * * *
7. TADRAMAIOIO féar do na ba.

8. ΤΑΒΡΑΜΔΟΙΩ Πῆαρ Δγυρ αρῶαρ το na capallaid.
9. ΙΟΜῘΡΑΜΔΟΙΩ υιρζε το na beatacaib zo léir.
10. ΘΕΑΝΔΑΜΔΟΙΩ αρ mbracparra.
11. υζμουζμῖο na capall,
12. Δγυρ CUIRIMῖΟ 'ra' treirrigz iad (no 'ra' ceuct).
13. ΤΟΙΣΙΖΜῖΟ Δζ treadao.
14. ΤΡΕΑΘΔΑΜΔΟΙΩ linn zo oti 'n oithe.
15. CΑΙΤΙΜῖΟ an la Δζ obair Δγυρ Δζ sabail ceoil.
16. ΠΙΛΙΜῖΟ 'na' baile trachnona.
17. CΟΥΛΑΜΔΟΙΩ zo ram 'ran oithe.

XXXVIII.—Δζ φυαζάιλ ἔναιπε.

ΔΡΕΙΡ.

1. CUIO mé irteac in mo feompa leapta.
2. RUZ mé liom mo capós Domnais.
3. CAINIZ mé i bfuir zo oti an teine.
4. DO LAS mé an coinneal.
5. DO SUIO mé ar rtoil coir na teinead.
6. Δγυρ το ΘΕΑΡΖ μέ mo píopa.
- * * * *
7. FUIR mé rnat Δγυρ rnatad.
8. FUIR μέ ἔναιπε in mo póca.
9. CΟΙΣΙΖ μέ Δ φυαζάιλ, 'fé rin le ríad:—

10. CUIR mé an rnat trío trí na rnatáir.
11. Car mé an rnat.
12. DO LEAT mé an carós ar mo glúin.
- * * * *
13. DO SOCRUIZ mé an cnaipe ar an éadaí.
14. DO SÁIT mé an trnátas aníor trío poll.
15. DO SÁIT mé an trnátas ríor trío poll eile.
16. D'FÁISZ mé an rnat.
17. RINN' mé an fuo ceudna fíde uair.
18. DO TOCRUIS mé an rnat tarf pá'n cnaipe.
19. CUIR mé raic no dó 'ran éadaí,
20. ASUR DO SEARR mé an rnat.

XXXIX.—AN DOIG LE LITIR DO SGRÍOBAD.

DÁ N-ÍARRFAD DUINE OIRM LITIR DO SGRÍOBAD CAO DO DÉANFADINN?

1. SEODAINN páipear, peann asur túb.
2. TARRAINSEODAINN mo catáoir 'na' élaí.
3. D'FOSGLÓDAINN an páipear.
4. LEATFADINN amac é.
5. TUMFADINN an peann inr an túb.
6. CEISTEODAINN an fearf cairé tearpúis uair.
- * * * *
7. TOISEODAINN ar rgríobad, asur
8. SGRÍODFADINN liom
9. SÓ SGRÍOCHNÓDAINN an litir.
10. TRÍOMÓDAINN le páipear rúigte í.

11. Cómhúllíonn an uicir, aḡur
12. Cuiríonn i gcumhad é.
- * * * *
13. Druioíonn an cumhad, aḡur
14. Sgríobfaíonn an feolaó aip.
15. Déarfáíonn an uicir do'n fear.
16. Glanfaíonn mo péann, aḡur
17. O'fuisíonn na muca i dtairgíó aip.

XL.—CUIRIM PRÉATAÍ.

1. Romraim an talamh a' ceoḡ uair (= aip
otúr).
2. Nuair a bíor an talamh romraíte (= romraíte).
3. Fuirsigim an talamh.
4. Deirim liom doimḡ aḡur rpaíto (= rán).
5. Déanaim iomairí.
6. Nuair atá na hiomairí deanta
7. Sḡairtím aip an sḡaibealaíde.
8. Tis an caibealaíde leip na rḡoilteáin
(= rḡoilteánaíó).
- * * * *
9. Déanaim puill leip a' rpaíto.
10. Fásaim leatpóiḡ eipoiḡ sḡac don poll.
11. Déanaim poll úip aḡur
12. Cailtím an cpearfós aip an rḡoilteán atá 'ra'
poll eite.
- * * * *
13. Nuair a bíor iomairíe curta aḡam
14. Téirim aip aip aip aḡur sním an cpearfós
comtírom leip a' rpaíto (rán).

15. CUIRIM an carbeálaróe a coimne tuillió
rsoilteán.
16. CUIRIM an cuibheann uilig mar rin.

XLI.—MAR DUAINEANN PRÉATAÍ.

1. RACAINN amac ar maidin.
 2. DĒARFAINN liom rpadó (nó rán).
 3. DĒARFAINN liom bairgέαοα aγur cliab.
 4. RACAINN amac 'ra' cuibheann (=sorc).
 5. RACAINN go bun iomairé.
 6. DUAINEANN preab, aγur
 7. TIONNTÓCANN amac na préataí.
- * * * *
8. Mur (muna) mbéad táiteoir aγam,
 9. CAITĒINN na préataí ar uacτar leir a' rpadó.
 10. Nuair a tiorcraó an táiteoir,
 11. TÓGFAÓ ré na préataí irτeac i mbairgέαο.
 12. Nuair a béad an bairgέαο lán
 13. CUIRFEAD ré i gcliab iad.
- * * * *
14. Nuair a béad an cliab lán
 15. RACAINN aγur DĒAINEANN poll,
 16. aγur CUIRĒINN na préataí 'ra' poll.
 17. Nuair a tiorcraó an τraτnóna
 18. DUAINEANN rgnáca, aγur
 19. CUIRĒINN na rgnáca ar na préataib.
 20. CUIHTÓCANN an poll le cpearfóis.

XLII.—Ṭreadbuis̄ seas̄án an páirc mhór.
i mbliadóna.

1. Cuidíó seas̄an i comhoinn le páirtí beas̄ as
treadbáó ar fead̄ an Earraiḡ.
2. Tús ré leir a' treipreac̄ (nó an ceuct̄) go
'ocí 'n éaproc̄a.
3. Sur̄ Cuir̄ an s̄ada 'óiḡ uirri.
4. 'Óeiriḡ ré go luat̄ ar maidin, asur̄
5. Cuidíó ré a coinne beataiḡ páirtí 'óiḡ.
6. Cuir̄ an uis̄aim ar na beac̄c̄aid̄.
- * * * *
7. Cuidíó ré amac̄ 'na' cuidrinn leó, asur̄
8. Cuir̄ 'ra' treipriḡ iad̄.
9. Ṭreadbuis̄ ré f̄óó ó bun go barr na páirce.
10. Ṭreadbuis̄ ré f̄óó eile ó barr go bun.
11. Ṭreadbuis̄ ré iomair̄e asur̄ iomair̄e eile.
12. Ṭreadbuis̄ ré an páirc go leir̄.
- * * * *
13. Nuair̄ a bí an páirc treadb̄te aiḡe
14. 'Ó'fuir̄siḡ ré í, asur̄
15. Cuir̄ ré eor̄na inn̄ti, asur̄
16. T̄á barr̄ maít eor̄na inn̄ti anoir̄.

XLIII.—Buail uilliam a cuid coirce.
móe.

1. Cuir̄ uilliam cr̄uac̄ coirce i na r̄gioból.
2. 'Óis̄iḡ ré féin asur̄ a buac̄ail̄ aimir̄e a'
bualáó na coirce.

3. CUIR FIAO CLÁR BUAILTE AN UPLÁR A' RSIODÓIL.
4. SOCRUIĜ FIAO POPÓĜ AN AN CLÁR BUAILTE.
5. FUAIR 'AC AON FEAR ACA FÚIRTE.
* * * *
6. RUG FIAO ĜREIM AN NA LÁMĜRANNAIB.
7. SEASAIMĜ FIAO ÓR COINNE A CÉILE, AĜUR AN
CPOPÓĜ EATORĜA.
8. ĆUG FIAO NA FÚIRĆÍ ĆARĆ ĆARA N-A ĜCEANNAIB.
9. BUAIL FIAO 'AC' AON OARĜA BUILLE ĜO FAIB AN
CPOPÓĜ BUAILTE.
10. ĆÓĜ FIAO AN COĆÁN, AĜUR
11. O'FÁĜ AN COIRCE 'NA LUIĜE AN AN UPLÁR.
12. RINN' FIAO BATAĬĬA OE'N COĆÁN.
* * * *
13. AĜUR RIDEÁĬLUIĜ FIAO AN COIRCE.
14. ĆÁĆÁĬĜ (=ĜĬAN) FIAO AN COIRCE.
15. CUIR FIAO AN COIRCE I MÁĬĬAIB,
16. AĜUR ĆUG 'NA' MUILINN É.
17. RINN' AN MUILTEÓIR A MEĬĬT 'NA MĬIN.

XLIV.—BUAINĆ MĜÓNA.

ĜOIRÓE MAR BUAINĆAÓ MUIĬTEAR ŪRĜĜE A ĜCUIO
MĜNA.

1. LOMÁÓ FIAO (NÓ ĜĬANÁÓ FIAO) AN POPĆÁĆ
AN OĆÚR.
2. ĜĬANÁÓ FIAO AN OÁ BÁĆĆA R' ACA FÉIN.
3. ĆRUIĬNĬĜEÁÓ FIAO TĜÍ NÓ CEĬĜE FĬR AĜUR
AN TĜÚR BUÁĆAĬĬ R' ACA FÉIN.

4. **ḡeibead** ríad dá fíeasán aḡur ceitíre
bairní.
5. **ḡeibead** tríní fear cúig 'ac don fíeasán.
6. **ḡeibead** fear i ḡceann an tríeasáin aḡur
fear 'ra' bpoll aḡur fear i ḡceann na
mbairní.
- * * * *
7. **ḡuainead** ríad leó ḡo nam tóinneíre,
8. aḡur ó am tóinneíre ḡo hoíóce
9. Nuair a bíod an móin buainte aca
10. **ḡeibead** na cailíní 'na' póraitíḡ, aḡur
11. **spreibead** ríad an móin ar na baictaib.
12. **tionntuigead** ríad i lá eile.
- * * * *
13. Lá eile cúiread ríad i ḡscróigeánaib i, aḡur
14. **óeána** ríad earḡróigeána ói.
15. **cúiread** ríad na fóio móna i ḡclampaib,
aḡur
16. **ḡaórad** ríad leó beataíḡ iḡ caraca aḡur
ḡarrainḡead ríad leó 'na' baile íad.

XLV.—aḡ íasḡaireadct.

- a máire, ḡoíóe mar óeánaó 'acair íarḡaireadct ?
1. dá ḡnáac leir beir aḡ íarḡaireadct 'ac don
tráiníad.
 2. **ḡeibead** ré 'un Duin óig aḡur **cean-
nuigead** ré tórnán cnáibe ḡo ḡcácaíl-
eod ré an báo.
 3. **ḡeibead** ré beasán de ḡárrí fuair.

4. **BEIREADÓ** pé anall é agus **CUIREADÓ** pé ríor
teine agus **BRUIŢEADÓ** pé é i bpocta.
5. **CUIREADÓ** pé rígeala fá coinne raoinn báro go
SCUIRFEADÓ pé dóig ar an báro.
- * * * *
6. Nuair a bíodó dóig ar an báro **CUIREADÓ** pé
amác 'ra' traocháó é.
7. **CRUINNIGEADÓ** pé a cuio compádaí le dul
as iarsairiact leir.
8. **ŢEIBEADÓ** ríao 'na' trása agus **ŢEIBEADÓ**
ríao ríogáin óubá agus dóinnán ríugac.
9. I n-amannaió **ŢEIBEADÓ** ríao dóinnán earcon.
10. I n-amannaió eile **ŢEIBEADÓ** ríao beasán
parcán.
- * * * *
11. Fá coinne a **SCAIŢTE** tarc 'ran fairrige.
12. Fá coinne an t-iaris a **CRUINNUGADÓ** tarc
fá'n báro.
13. **CAIŢEADÓ** ríao amác an ruaim agus a' baóite.
14. **ŢEIBEADÓ** ríao balláin agus garbána.
15. **ŢEIBEADÓ** 'ac' don tuine cápla duirín 'ra' lá.

XLVI.—AS IASGAIREACT SGAÓÁN.

ARÉIR.

1. **CUIADÓ** ruineann báro amác as iarsairiact
rígáóán.
2. Bí cúigeas acá ann.

3. LEAS FIAO A N-EANGACA 'RAN FAIRISE.
 4. SO N'OEACAI'U NA R'GADAIN IONNCA.
 5. ZADAD'U NA R'GADAIN INP NA TULAIU.
 6. TARRAINZ NA HIARZAIPI RTEAC NA H-EANGACA.
 7. SUP' DUAIN FIAO NA R'GADAIN ARTA.
- * * * *
8. TEILZ FIAO NA R'GADAIN I T'COIN AN BAIU.
 9. CUIR FIAO NA H-EANGACA AMAE AP'P.
 10. SO RUS FIAO AP' TUILLIAD'U R'GADAIN.
 11. RINN' FIAO AN PUO CEUTONA AP'P' ASUP' AP'P'
 12. SO RAI'U AN BAO LIONTA LE R'GADAIN (R'GADAIN-
AIU).
- * * * *
13. O'IONMAIR FIAO ZO TCI AN CALAD'OPORT.
 14. STIU'RUIZ FIAO AN BAO 'NA CEIUE.
 15. CEANGAIL FIAO AN BAO DO'N CEIU.
 16. O'IOI FIAO AN LAPTA R'GADAIN LE CEANNAIUE
R'GADAIN
 17. AP' CUIZ R'GILLINGE A LAN CLIEUE.
 18. TUIZ FIAO LEU CLIAU.
 19. T'OMAIS FIAO NA R'GADAIN LEITE, ASUP'
 20. O'IONMCUIR FIAO NA R'GADAIN AP' T'IP INP AN
ZCLIAU.

XLVII.—AS SAILLEAD'U SZADAIN.

An Samhad ro cuairt tairt.

1. CEANNUIZ Seumar Mac Suibne rice LAPTA
R'GADAIN.

2. CRUINNÍĜ ré meiteal ban le n-a nġlanadó
aġur a pailleadó.
3. FUAIR ré ceo bairille.
4. CEANNUÍĜ ré óá tonna palaínn.
5. CUIREADÓ na bairilli aġur an palann ríor 'na'
caladó.
6. CUAÍÓ na mná ríor fíor.
* * * *
7. Óí rġiana leo.
8. CROM ríadó ar ġlanadó na rġadóán.
9. ĢEARR ríadó a rġórnéa aġur bain na putóġa
arca.
10. CUIMIL ríadó palann oġra.
11. ĢLÉAS ríadó irceadó i mbairillib íadó i n-a
rġaítib.
12. CROÍĢ ríadó ġearr-cuío paláínn ór cionn ġac
rġaíte.
13. LEAN ríadó oe rin ġo ríab na bairilli líonca.
* * * *
14. TÁINĜ an raor bairille ġur CUIR ré an
clár ar ġac bairille.
15. FÁĢADÓ na bairilli mar rin ġo RAB na
rġadóán ġuirte pailite, aġur
16. CUIREADÓ tar lear íadó ġo 'ocí an ġearmáin
aġur ġo hámepioca.

XLVIII.—TÓSTAR TEAC.

1. SLANTAR amac aic an tige.
2. CRUINNIGTEAR cloca.
3. DÓIGTEAR aol.
4. TARRAINSTEAR gaimh.
5. MEASGTEAR an t-aol leir an ngaimh.
- * * * *
6. CUIRTEAR fá déin raon gcloc.
7. CUMTEAR na ballaí.
8. TÓSTAR na ballaí uile.
9. DÉANTAR fuinneoga agus doirre,
10. AGUS CUIRTEAR irteac iad.
- * * * *
11. CUIRTEAR irteac locta (táilleóg).
12. ZEIBTEAR fála agus cleata.
13. BUAINTEAR rgráta.
14. CUIRTEAR ceann ar an tíg.
15. CUIRTEAR fíor ar tuigteoir,
16. AGUS GLÉASTAR cionn an tige le tuige.
17. IS amháid TÓSTAR teac.

XLIX.—CUIRTEAR STOCARDE (a).

SORÉ MAR DÉANFA PÉIRE RTOCARDE?

1. LOMÓCÁINN (nó LOMPAINN) NA CAOIRIS AR
UCAR.
2. DEIRFINN LIOM AN OLANN AGUS NIGFINN I.
3. O'FUIGFINN AMUIS I SO DEFIOMÓCÁD RÍ.

4. nuair b'éad sí tigh
5. bíodfaínn (nó dealódfaínn) an olann saor
ar an olann m'ín.
6. b'éarfaimh liom í, aghur
7. cuirfínn ola mílir uirthi.

* * * *

8. b'éarfaimh liom í, aghur
9. b'éanfaimh m'ollóga ói.
10. b'éarfaimh liom an túinne anghin, aghur
11. cuirfínn ruar í.
12. sníomfaínn liom go mb'éad lán fear-
raite de'n t'ghácl tuar.

* * * *

13. buaifínn anuar ó'n fearrao é,
14. aghur cuirfínn ruar ar cipín eile é.
15. go dtí go n'b'éanfaimh ruar i n-a ceirclín é.

L.—CNIOTEÁIL STOCARDE (b).

1. g'eodfaínn na dealgáin ann rín.
2. cuirfínn ruar béal fá doinne g'iorán a
deanao.
3. cuirfínn ruar oét lúb ir fíche ar 'ad don
dealgán.
4. 'a mb'éad (= dá mb'éad) an rghácl caol,
5. 'a mb'éad an rghácl fearmhar.

6. **ÓÉANFAÓ** ceitne lúb ip fíde an gnaite
(= gnó).
- * * * *
7. **ÓÉANFAINN** óá lúb pleamhain agus lúb
cionntuigte.
8. **ÓNTEÁILFINN** liom ann rin go tici go
mbéad pé ag an trál.
9. **ÓÓZFAINN** an trál.
10. **ÓÉANFAINN** leat-éromuḡad nó níor mó.
11. **ÓRUÍOFINN** an trál.
12. **ÓÓZFAINN** an ḡiallá (= taob na páite).
- * * * *
13. **ÓUIRFINN** cumanglac go tici go
14. **MEASFINN** nac mbéad áct oimead lúb ip
ÓÉANFAÓ an bhrós fairring go leór.
15. **ÓNTEÁILFINN** liom ann rin go tici go
mbéad éromuḡad go leit óanta agam.
16. **RACAINN** a' oimio (= oimioim) na bhróige.
17. **ÓUIRFINN** cumanglac ar a tóir agus a
veiread vealgán.
18. **ÓÉANFAINN** trí cuairt eioir 'ac don cumang-
glac.
19. **ÓRUÍOFINN** barr na bhróige.
20. **ÓRISFINN** an rnat agus éarhaingeodainn ério
'ac don lúb é.
21. **Ó'OIBREÓDAINN** ríor an rnat go tici barr
na bhróige.

LI.—LOMAÓ ÉAORAÓ.

móe.

1. LOM Seagán Mór a curó caoraó.
2. CUAIÓ ré amac 'na' énuic.
3. DÍ a maóad leir, agus
4. CRUINNÍG ré irceac a curó caoraó.
5. D'IMTÍG ré agus fuair ré deimear ar iaracó.
* * * *
6. RUG Seagán Mór spreim ar éann de na caoirib.
7. LEAG ré an éora ar an talam.
8. CEANGAIL ré triúr de n-a curó cor le céile.
9. RUG ré ar an deimear i n-a láim deir.
10. LOM ré muineal agus uct na caora.
11. LOM ré leatcaob na caora.
12. ÉIONNTUÍG ré an éora agus LOM ré an
taob eile.
* * * *
13. SGAOIL ré cora na caoraó.
14. D'ÉIRÍG an éora 'na rearm.
15. Ann rin LOM ré oruim na caora, agus a
hearbail.
16. Nuair a DÍ ré réir (= críochnuighe) le lomaó
na caoraó,
17. TUG ré leir ioc-uirge agus tum ré an éora
ann, agus
18. CUIR ré comarca cárra ar a leatcaob a
geall ar gan i cáillead.

LII.—**BUAIN DOMNALL LEAS-FAIRRGE.**

1 n-URADÓ.

1. D'ÉIRIḠ Domnall go luac an maoin.
2. mUSḠAIL ré a ceathar mac.
3. CUIADÓ ríad ríor 'na' cuain.
4. CUIR ríad amac an báo.
5. CUIR ríad irteac a gcuid oirnéir (= uirnéir),
6. 'Sé rin le ríad :—

* * * *

7. Ráma agus feolta agus corrán mór leir a' leatác a buaint.
8. CUIADÓ ceitne mic Domnall ag ionparh,
9. agus CUIADÓ Domnall an a' rtiúir.
10. Nuair CUIADÓ ríad gíota fuair ríad cóir.
11. TARRAINḠ ríad irteac a gcuid rámháí, agus
12. CUIR ríad ruar feol.

* * * *

13. STIÚIR (nó STIÚRUÍḠ) Domnall an báo go dtí 'n áit a ríad an leatác.
14. BUAIN ré anuar a feol agus cuir amac an corrán mór.
15. TÓISIḠ ré a' buaint an leataiḡ,
16. agus TÓISIḠ na mic a' tarrainnt an leataiḡ irteac iní a' báo
17. go dtí go RÁD larta aca.
18. mar nAC RÁD cóir aca,
19. b'éigin dóibte (= dóib) ionparh 'na' baile.
20. Nuair TÁMIḠ ríad irteac 'na' cuain
21. CUIR ríad amac an larta an an céir.
22. Nuair a DÍ an larta an an céir aca
23. TUS (RUS) 'ac don fear aca leir clíad.

24. D'iomcúir ríad an leatáic ar cúibheann
préataí.
25. Spriú ríad an leatáic ar na hiomairéadaib.

SUBJECTIVE SENTENCES.

I.—Éirte liom. Táim ag éirteáct. Mait an buacail
tú! Éirte liom, a cáilín. Táim ag éirteáct. Mait
an cáilín tú! Éirtigíó liom. Támaoio ag éirteáct.
So mait, so mait! An dtuigeann tú rín? An
dtuigeann tú me? Tuigim. Tuigimíó. Ní tuigim.
Ní tuigimíó. Ní tuigimíó tú. Éirte liom anoir. Abair
é. Abair arís é. Abair an ceáct anoir. Lean leat
ar an gceáct. Abair a tuilleáó óe. Labair ruar.
Labair ór áro. Labair níor áro. Labair ór ipíol.
Labair go hipíol. Labair go ciúin. Labair go rócair.
Labair go mall. Ná labair go mall. Is fearr dúit
labairt go garta (nó go tapáio). Ní fearr oam. Is
fearr liom labairt go rócair. Is fearr leat, áct ní
fearr dúit.

II.—Dia dúit. Dia óaoib. Dia is Muire dúit
(óaoib). Dia is Muire is pároaisg dúit (óaoib). So
mbeannuigíó Dia dúit. Dail ó Dia ar an obair.

An bfuil ríó ullamh anoir? Éirteagó liom, mairleadó!
 Abair leir an cáilín rín éirteact liom! Tá rí ag
 éirteact leat. Tá go maít. Éirteagó uile liom.
 Suid ríor. Suid ríor, má 'ré do toil é. Suid ríor
 arí. Suid ar an ríol reo. Suid ar an gcaitíor.
 Suid ríor ag an teiníó. Oíóce fuar! Oíóce fuar,
 go veapúta. Ír ead, go veimín. Tá mé fuar. Tá
 fuact oim. Tá ríagóán oim. Ír ole liom rín. Ní
 maít liom rín. Ír dona an ruo ríagóán.

III.—Tóg do ceann, a Cáitilín, agus feuc oim.
 Sin a' dóig! Abair an focal ro! Abair na focla
 ro. Cá ucis liom. feuc leir! Maít tú! Tá tú ag
 dul ar aghaid go ceart! Cad veir tú? Veirim go
 bfuil tú ag dul ar aghaid go ceart. Meapaim go bfuil.
 Saoilim go bfuil. Ní faoilim go bfuil. Ní'l cuimne
 agham ar an gceact anoir; abair arí é. Tabair aipe
 mar rín. Tabraigíó díro oim, mairleadó. Ír maít
 liom beít ag éirteact leat. U'feapí liom beít ag
 éirteact le ceol. Ní feapí liomra. Bí 'do topo
 ann rín. Dígíó in buí 'topo. Ná bí ag caint. Ná
 bí ag togbáil calláin, act éirteagó liomra. Slán
 leat. Slán lió anoir. Go ucéir tú plán. Slán
 beó leat. Go n-éirteagó do bótáir leat. Go roirteagó
 Dia duit. Ná bac leir; beiró mé maít go leóir ann
 ríó. Tabair aipe duit féin. Veannaact leat.
 Veannaact 'Dé leat.

IV.—Abair leir an gcailín rin gan a beit ag caint. Ná bí ag caint, a cailín. Ní'l rí ag caint, áct tá rí ag gáiríde. Ná bí ag gáiríde, a cailín, áct éirt leir an múinteóir. Sin a' dóig. Tá an ceart agat. Tá tú ceart go leór. An bfuil Seagán ann rin? Tá pé ann ro. An gcluin tú mé, a Seagán? Cluinim tú maít go leór. Abair an ceáct, mairéad. Dá mbéad pé agam, déarfainn é. Dá dtuigfinn an ceáct, béinn páirta. Tuigeann Sorca an ceáct, áct ní tig léiti a pád (nó a canad), feuc leir aní! Searfainn ruar anoir. Searfainn ruar, a mícíl! Ní tig liom. Beir an mo láim, agus tóg mé, má 'pé do toil é. Táim in mo fearam anoir. Dearc an na cailíní ro; táro in a fearam. Is breag na cailíní iad, plán a béar ríad. Go mbuó páda plán iad.

V.—Cé rin ag an dorar? Tá Úngio. Forgail an dorar agus leis irteáct Úngio. Go mbeannuigíó Dia dúit, a Úngio. Gab a leit ann ro, agus ruid i bfuir ag an teimíó. Tá tú cailite leir an bfuáct. Ná bac liom; ní baogal dáim. Lean leat an gceáct. Déiró mé ag éirteáct leat. Tá go maít. A buacailli, éirtigíó liom. A peadair, abair tura an ceuro ceuro de'n ceáct. Sin a' dóig! fan! fan! Tá tú an ceairí anoir! Tá tú ag dul amuga! Tá tú an reacrán. Tá an rgeal tré n-a céile agat. Tá pé bun-ór-cionn agat. Éirt liomra! Abair

anoir é! Ní ceart rín. Níl an ceart agat. Níl tú ceart go fóil. Inniú tó, a Nóra! Tá an ceart agat anois! Sin a' tóig.

VI.—Beir amac d'ur gcuid leabair, agus d'ur gcuid peann luaidhe. Sgríob ríor an ceacht. Sgríob ríor an méid ro. C'á dtig liom. Feúc leif! Uéan iarr-naót air! Feúc mar atá beo d'ur agá r'gríobint! Ir maít an buacail beo d'ur. Ní maít; ir fearr Síle. Tá Síle 'na cailín maít. Ná bí 'mo buaidheo! Tá mé tuirreac ag éirteac leat. Bíod múnas ort! Uéaraid míre ort éirteac liom! Ní féidir suit. Ir féidir dam. Ar d'ubairt Siubán na focla úo go fóil. Cár d'ubairt; éa rab rí ir'ig an uair rín. Cár éuala rí na focla. Bí na focla rín aici éana féin.

VII.—Cim go d'fuir rí ag feiteam liom. Támaoio: bí Seagán agus Máire ag rinne ann ro pul a t'áinig tú. Da maít a rinn ríad rín. Ar éairin an rinne leat, a Máire. Mairead, go deardta, éairin. Níor míre do d'ine rinne beít aige. Abair é! Tá 'n ceart agat! Ir míre d'inn t'ul i gcionn oibre

anoir. Is fear duit rin. Abair na focla in mo diaid-re. Sin a' uois. Tá maó agaid ar feabhar anoct. Tá rib ag birluáó gac lá. Is mó a cámaoio ag birluáó gac oioce. Tá tú ceart go leor. Is é an fáé acá leir rin go mbíonn nang agáinn gac oioce. Dímio ag foáluim áeóilge gac uile lá is gac uile oioce. Sin a' uois. Mol an oige is ciofard pí. Ní baógal daoio. Labairfid rib áeóilis go fóil.

VIII.—Tá an teine ag túl ar, a páoiais, cuir fóo móna uirri. Ní feicim an móin: Lar an folur, a úruio. Ní 'l larán agam. So duit ceann agur bí go áarta. Sin a' uois! Tá folur go leór agáinn anoir. Óá mbéad cipín áiumaire agáinn, fáóóad pé an teine. Fás na buils, a áeáán, agur réio an teine. Mair an buacail tú: tá do fáoár ag éirge leat 'ra' veinead. áoio mé go raio an teine ar áct tá rplanc inntí go fóil. Ní baógal oi. Suio éart anoir agur beio reandár agáinn. Cairé mar úub-airc tú na focla veineannaáa? Ní raio tú ag tabairc áiró oim. An fállraéé acá oie. Náé veap an buacail tú!

IX.—Leanamaoif de 'n ceacht! Abraó an tairna
feap é. Uíod pé mar rin. Ceipt agam ort, a siolla
úo, an feap leat beit ag amairc tairt 'nà ag éirteacht
liom-ra. Ní feap liom; ir feap lióm beit ag
fogluim Šaéóilge. Šo maít, Šo maít, o'fneasair tú
mé Šo han-maít. Fneasair mé a cáilín, ciaca ir
feap leat-ra beit ag fogluim Šaéóilge ná ag
pinnce? O'feap liom beit ag pinnce. Mo náire
tú, a Šiubán, b'feirtoe óuit an Šaéóilg. Ir deap
liom an pinnce. Ir deap liom péin pinnce, áct ir
veire liom an Šaéóilg. Caitpimio dul ar aŠairó
leir an obair anoir. Óar a leóŠa, ir mióio óuit rin.



Ἰ Ο Ο Ἰ Ο Ι Ρ.

- Ἄδα, ἄδαιον, *f.*, river; *gen.* ἀιδνε.
 Ἄδαιρ, *v. sing.*, ἄδραϊν, I say.
 Ἄθε μάρια, *Ave Maria*, Hail Mary
 Ἄξαιό, *m.*, face.
 ἀιδλεός, *f.*, a live coal.
 ἀιρρεανν, *m.*, Mass; *gen.* ἀιρριον.
 ἀιρρεαρ (I.) *f.*, time; *gen.* ἀιρριρε. Κατίν ἀιρριρε = a hired girl.
 ἀιρρεαρ (II.) *f.*, weather.
 ἀιγγεαλ, *m.*, angel; *gen.* ἀιγγιλ.
 ἀινη, *m.*, name; *plu.* ἀινηνεαδά.
 ἀιρη, *f.*, heed, attention.
 ἀιρηε, *f.*, in phrase, ἰ η-ἀιρηε, on high.
 ἀιρηε, heed, attention.
 ἀιρηεαο, *m.*, money; *gen.* ἀιρηεϊο.
 ἀιρ, *f.*, place, room.
 ἀιτόρι, *f.*, altar; *gen.* ἀιτόρα.
 ἀιτυξάο, praise, thanksgiving.
 ἀιήαριε, act of looking.
 ἀιήαριεανν, *m.*, theatre.
 ἀιμεριεα, America.
 ἀιήλαϊο, alike, similar.
 ἀιμυξά, wrong, astray. Ἐαρη ρί ἀη τεαδ ἀιμυξά = she upset the house.
 ἀηαλλ, hither, from the other side.
 ἀηαη, soul; *dat. plu.* ἀηηηαϊο.
 ἀηϊορ, up (from below).
 ἀηηαρ, down (from above).
 ἀοιτεαδ, *m.*, dung. Ἐαρη-ἀοιτεξ = dunghill, midden.
 ἀοι, *m.*, lime.
 ἀοη, one; the ace at cards.
 ἀοηαδ, *m.*, a fair; *gen.* ἀοηαϊξ.
 ἀρη αιρ, back, back again.
 ἀρηδαρ, *m.*, corn.
 ἀρηάν, *m.*, bread.

ἄρο, high, tall; *comp.* ἀροε. In phrase ὅρ ἀρο = aloud.
 ἀρουίξ, *v.*, raise; ἀρουίξιμ, I raise.
 ἀρέρη, last night.
 ἀρ, out, out of him, out of it.
 ἀτάρι *m.*, father; *gen.* ἀτάρι.
 ἀτάρι μόρι, grandfather.

ἄα, *v.*, hinder, interfere with.
 ἄακόξ, *f.*, armful.
 ἄαττα, a bank of turf.
 ἄατ, *f.*, blessing.
 ἄατε, *m.*, a town, home. 'ηδ' ἄατε (= cum an ἄατε), to or towards home.
 ἄατε-ἀτά-κτιάτ, Dublin.
 ἄαηνε, milk.
 ἄαηνηρ, *f.*, a wedding.
 ἄαηηττε, a barrel; *plu.* ἄαηηττῖ.
 ἄαηηευο, *m.*, a cap.
 ἄαρηο, *v.*, baptize; ἄαρηοιμ, I baptize.
 ἄαρηοεάο, *m.*, christening; *gen.* ἄαρηοιό.
 ἄαρηέαο, *m.*, basket; *plu.* ἄαρηέαοα.
 ἄαττα, a wall; *plu.* ἄαττῖ.
 ἄαττῖαν, a sort of fish; *plu.* ἄαττῖαιν.
 ἄαοξάτ, *m.*, danger.
 ἄαοιτε, a bait.
 ἄάραδ, morrow; ἰ μβῆραδ, to-morrow.
 ἄάρη (I.) *m.*, top, head.
 ἄάρη, *m.*, (II.) crops.
 ἄάρηα, a barrow; *plu.* ἄάρηαί.
 ἄαταττ, a "battle," "bottle," or bundle of straw.
 ἄάρ, *m.*, death; *gen.* βάιρ.
 ἄαρ, palm of the hand; *plu.* βαρα.
 ἄατα, stick, staff
 ἄεά, a bee; *gen.* and *plu.* βεάα.
 ἄεάο, *v.*, would be, conditional of τά.
 ἄεάτ, *m.*, mouth.
 ἄεαν, *f.*, a woman; *gen.* μνά; *dat.* μνάοι; *nom. plu.* μνά; *gen. plu.* βαν; *dat. plu.* μνάιτ.
 ἄεαν-ἀ'-τιξε, housewife.
 ἄεανναάτ, *f.*, blessing.
 ἄεαννουίξ, *v.*, bless; ἄεαννουίξιμ, I bless.

- θεαυνυῖτε, blessed.
 θεαυαδ, *f.*, a heifer ; also spelled θιουαδ.
 θεαυη, a bundle, parcel.
 θεαυα, life.
 θεαυαδ, *m.*, a beast ; *dat. plu.* θεαυαδαιβ.
 θέυη, a meal.
 θευηη, *f.*, two persons ; two of anything.
 θευη, *v.*, take hold of, seize ; θευηυη, I seize ; *p. t.* ηυη.
 θυαυ, *m.*, food ; *gen.* θυό.
 θυαυηη, spirits, strong drink ; also θυαυηηη.
 θυηηηαυ, act of improving, interest.
 θυηηηαυ, act of milking.
 θυηηηαυη, *f.*, a year ; *gen.* θυηηηαυηη ; ι θυηηηαυηηη, this year.
 θυηηη, *v.*, milk ; θυηηηη, I milk.
 θυηηηη, milked.
 θυ, *f.*, a cow ; *plu.* θα.
 θυηη, a box.
 θυηηηηηη, lukewarm water.
 θυηηηηη, *m.*, a lyre ; *gen.* θυηηηηηη.
 θυηηη, a bowl.
 θυηηηηη, a sup, a mouthful.
 θυηηηη, *m.*, a road.
 θυηηηη ηηηηηηηη, a railway.
 θυηηηη, a drop.
 θυηηηη, a trout.
 θυηηηηηηηηηη, breakfast.
 θυηηηη ηηη, young Brian, but applied to any young man.
 θυηηηηη, *f.*, a woman's name ; *gen.* θυηηηηηη.
 θυηηη, *v.*, break ; θυηηηηη, I break.
 θυηηηηηη, *m.*, porridge ; *gen.* θυηηηηηηη.
 θυηηηηη ηηηηη, gruel.
 θυηηηηη, *f.*, a shoe, boot ; *gen.* θυηηηηηηη ; *plu.* θυηηηηηηηη ; also applied to the "foot" of a stocking or sock.
 θυηηη, *f.*, womb ; *gen.* θυηηηηηη.
 θυηηηηη, *m.*, brink, verge.
 θυηηηηηη, *v.*, bruise, squeeze ; θυηηηηηηηηη, I bruise, squeeze.
 θυηηηηηη, *v.*, cook, boil ; θυηηηηηηηηη, I cook, boil.
 θυηηηηηηηη, cooked.
 θυηηηηηηηηη, *m.*, boy.
 θυηηηηηηηηηηηηηηη, act of hothering, troubling.
 θυηηηη, *v.*, strike, thresh, churn, etc. ; θυηηηηηηηηη, I strike, etc.
 θυηηηηηηηηηηηηηηη, act of striking, etc.

Βυαίν, *v.*, pertain, interfere, dig, reap, mow, take, as in phrase take
 off my clothes, etc.; *βυαίνωμι*, I pertain, etc.; also spelled *βαιν*.
βυαίνετε, dug, reaped, etc., also gained.
βυρόε, yellow.
βυίς, bellows.
βυίττε, *m.*, a blow.
βυλός, a bullock.
βυν, foundation, beginning.
βυν θεας, place name; *gen.* *βυν θίς*.
βυν-όρ-σιονν, topsy turvey.

Ćá, *no=ni*.

καθαίρη, *f.*, help, assistance.

καθάριτε, *ζαθάριτε*, cabbage.

κάκαλις, *v.*, calk; make secure against leaks.

καίβεταιρόε, *m.*, a person who plants potatoes, *i. e.*, who drops them
 into the holes or furrows.

καίλιν, a girl; *plu.* *καίλινί*.

καίλλτε, lost.

κάηραρ *κηρίορτ*, a sponsor; *plu.* *κάηραρα* *κηρίορτ*.

καίτ (I) *v.*, consume, eat, drink, wear, etc.; *καίτιμ*, I consume.

καίτ (II) *v.*, throw; *καίτιμ*, I throw.

καίτλιν, Kathleen.

καταό, *m.*, the seaboard, the strand; *gen.* *καταρό*.

καταόπορτ, landing-stage, port.

καλλάν, *m.*, noise, uproar; *gen.* *καλλάιν*.

καν, *v.*, say, sing; *καναίμ*, I say, sing.

καννα, a can.

καολ, slender, thin.

καορα, *f.*, a sheep; *plu.* *καοιρης*; *gen. plu.* *καοραδ*.

καρλι, *m.*, a horse.

καρία, a friend; *plu.* *κάηραε*; *gen. plu.* *καριασ*.

καρβασ, *m.*, a carriage; *καρβασ* *κοιτίσιονν*, a common or public
 car; a tramcar.

καρη, *m.*, a car.

κάριτα, a card; *plu.* *κάριταί*.

καριτ, a cart; *plu.* *καριταδα*.

καρ, *v.*, turn, twist; *καραίμ*, I turn, twist.

καραοιο, *f.*, complaint.

καρός, *f.*, a coat.

καταοιρη, *f.*, a chair.

- CÁTUIĜ, *v.*, winnow; *cátuiĝim*, I winnow.
 CAṬAIR, *f.*, a city.
 CATUĜAD, temptation.
 Cé, who.
 CEADṬ, *m.*, a lesson.
 CEANA, already, beforehand; usually followed by *féin* = *céana féin*.
 CEANGAIL, *v.*, tie; *ceanglaím*, I tie.
 CEANN, *m.*, head, roof of house, number of anything, as *óá ceann eallaidĝ*; *gen.* and *plu.* *cinn*.
 CEANNAIÖE, *m.*, a purchaser, merchant.
 CEANNUIĜ, *v.*, buy; *ceannuiĝim*, I buy.
 CEAP, *v.*, turn back; *ceapaím*, I turn back.
 CEAPAIPE, a piece of bread and butter.
 CEAPC, *f.*, a hen.
 CEAPÖCA, a smithy; *gen.* *ceapöcan*; *dat.* *ceapöcaim*.
 CEAPR, *ar ceapR*, wrong.
 CEAPR, right, just.
 CEAPTUĜ, *v.*, correct; *ceaptuĝim*, I correct.
 CEATĪAR, four persons; four of anything.
 CÉIÖ, *f.*, quay; *gen.* *céiöe*.
 CÉILE, partner, husband or wife.
 CEIRĪLĪN, a clew or ball of yarn.
 CEIRĪLEADAD, *dat. pl.*, tatters, small clothes.
 CEIRĪ, *f.*, a question.
 CEIRĪĜ, *v.*, question; *ceirĪĝim*, I question.
 CEÖL, *m.*, music; *gen.* *ceöil*.
 CEÜCT, a plough.
 CEÜÖ, a hundred.
 CEÜÖNA, the same.
 CEÜÖPĪÖINN, *f.*, first meal, breakfast.
 CĪ, *v.*, see; *cĪm*, I see; *past tense* *öonnaic*.
 CĪACA, which.
 CĪÖNN, in phrase, *ĝo cĪönn*, during, or to the end of. Takes *genitive* of following noun.
 CĪÖP, *v.*, comb, card; *cĪöpaím*, I comb, card.
 CĪPĪN, a little stick.
 CĪPTEANAC, kitchen; *gen.* *cĪpTEANAIĝe*.
 CĪAIÖE, fence, earthen wall.
 CĪAMPAD, a small stack of turf.
 CĪÁR (I.), *m.*, a board.
 CĪÁR (II.), *m.*, a lid.
 CĪÁR (III.), *m.*, a table.

Κλάρι βυαίτε, a threshing board.

Κλεάμμαρ, a match.

Κλεάτ, a wattle; *plu.* κλεάτα.

Κλιάθ, *f.*, a creel, a basket; *plu.* κλείθε.

Κλοκ, *f.*, a stone; *plu.* κλοκα.

Κλοκ-ρπειλε, a scythe stone, sharpening stone.

Κλοίκελο, a ticket, passport; *plu.* κλοίκελοα.

Κλοζ, clock, bell.

Κλουιθε, a game.

Κλουιν, *v.*, hear; κλουινιμ, I hear.

Κλύοαιζ, *v.*, cover, wrap; κλύοαιζιμ, I cover, wrap

Κνάιβ, *f.*, hemp, tow; *gen.* κνάιθε.

Κναίπε, a button.

Κνιτεάιτ, act of knitting.

Κνιτεάιτ, *v.* knit; κνιτεάιτιμ, I knit.

Κνοκ, *m.*, a hill; *gen.* κνουκ.

Κνουμ, a worm; *plu.* κνουμα.

• Κοκάν, *m.*, straw.

Κουλαό, sleep.

Κουλουζ, *v.*, sleep; κουλουζιμ, I sleep.

Κοζαίτ, act of chewing.

Κοικτίζιτ, *f.*, a fortnight.

Κόιμπίλλ, *v.*, fold; κόιμπίλλιμ, I fold.

Κομπίοιη, partnership.

Κοινη, in phrase, γά κοινη, for sake of, for service of. Takes *gen.* of following noun. Όρ κοινη, in front of, opposite to.

Κοινηαλ, *f.*, a candle.

Κόιη, *f.*, a breeze of wind suitable for sailing purposes.

Κοιησε, oats.

Κοιηε, kettle. cauldron.

Κόιηιζ, *v.*, dress, adjust, arrange, mend; κόιηιζιμ, I dress, etc.

Κοιη, beside, near.

Κοιηέιμ, *f.*, a footstep, a pace.

Κοιηεακ, *v.*, bless; κοιηεακιμ, I bless.

Κομπίουα, comrade; *plu.* κομπίουαί.

Κομπαρτα, a mark, a sign.

Κομπα, a coffin; *gen.* κομπαη.

Κομπίοιη, even, level.

Κομυηρα, a neighbour; *plu.* κομυηραηα.

Κοναλλ, a man's name; *gen.* Κοναλλι.

Κονκοθαρι, a man's name; *gen.* Κονκοθαριμ.

Κοηηαό, *m.*, bargain, covenant.

- Κορῆάν, a pot.
 Κορπᾶν, a corpse.
 Κορρᾶν, a reaping-hook.
 Κορᾶνάηροε, galloping.
 Κορ, *f.*, foot, stem.
 Κοιρῆ, *v.*, check, restrain; κοιρῆζιμ, I check, restrain.
 Κότα, a coat.
 Κράς, a handful.
 Κρέ, clay, earth; *dat.* κρηδιό.
 Κρέαρός, *f.*, clay, earth.
 Κρηροεαίμ, *m.*, faith; *gen.* κρηροίη.
 Κρηόκνησιζ, *v.*, finish, complete; κρηόκνησιζιμ, I finish, complete.
 Κρηόκνησιζτε, finished, completed.
 Κρηό, eye of an needle.
 Κρηόε, *v.*, hang; κρηόεαίμ, I hang.
 Κρηόιζεάν, a "footing" of turf; a few turf standing on end.
 Κρηοίε, *v.*, shake; κρηοίεζιμ, I shake.
 Κρηομ, *v.*, stoop; κρηομαίμ, I stoop. Applied to the act of doing anything, as κρηομ ῥέ αη οβαίμ = he began to work.
 Κρηομυζαό or κρηομαό, a finger length.
 Κρηυαέ, stack, rick.
 Κρηυηνηυζαό, gathering, assembly.
 Κρηυηνηυζ, *v.*, collect, gather; κρηυηνηυζιμ, I collect.
 Κυαίό, *v.*, went.
 Κυαν, *m.*, a harbour; *gen.*, κυαιη.
 Κυαιητ, *f.*, a visit, a circle.
 Κυαιητυιζ, *v.*, search; κυαιητυιζιμ, I search.
 Κυζαίηη, towards us.
 Κυδρηεανη, a field or division of land.
 Κυρο, *f.*, share.
 Κυροεαέτ, company.
 Κυσιζ, to, towards.
 Κυύιζεαη, five persons, five of anything.
 Κυυιμιλ, *v.*, rub; κυυιμιλιμ, I rub.
 Κυύηη, corner.
 Κυυη, *v.*, put, place, plant, set, etc.; κυυηιμ, I put, etc.
 Κυυτεόζ, *f.*, a worm; *gen.* and *plu.*, κυυτεόζα.
 Κάτ, back.
 Κυμ, *v.*, shape, design, build; κυμαίμ, I shape, etc.
 Κυμᾶηγλιαέ, narrowing, a narrow part.
 Κυμῶαέ, *m.*, cover, envelope. Κυμῶαέάν is perhaps better for envelope.

Κύπια, a couple.

Κύριμας, careful.

Κυρᾶν, a cup.

Κυρῆς, put, planted.

Ῥάμπα, a dance; also Ῥάμπαρ.

Ῥαμ, by (in swearing).

Ῥάμπα, second.

Ῥεαζ, a sting.

Ῥεαζάν, a knitting-needle.

Ῥεαλιζ, *v.*, separate, select; Ῥεαλιζιμ, I separate, etc.

Ῥέαν, *v.*, do, make; Ῥέαναιμ, I do, make, *past tense* Ῥιμνε.

Ῥεαρθ, real, true; ζο Ῥεαρθῆς, certainly.

Ῥεαρς, *v.*, look, see; Ῥεαρσαιμ, I look, see.

Ῥεαρζ, *v.*, redden; Ῥεαρζαιμ, I redden, light (as a pipe).

Ῥεαρ, pretty, *comp.*, Ῥεαρε.

Ῥειμεαρ, shears (for shearing sheep).

Ῥειμιν, certain; ζο Ῥειμιν, certainly.

Ῥέιν, in phrase, Ῥά Ῥέιν, to or towards, for (to fetch).

Ῥειρ, *v.*, say; Ῥειριμ; I say; *p. t.*, Ῥυδαριτ.

Ῥειρεα, end.

Ῥειρεαννας, last; *plu.*, Ῥειρεαννας.

Ῥεαρ, right (hand).

Ῥειρθιρ, difference, odds.

Ῥεος, *f.*, drink.

Ῥια, *m.*, God; *gen.*, Ῥέ.

Ῥια Κέσσοαιμνε, Wednesday.

Ῥια Ῥομναιζ, Sunday.

Ῥια ἡδαιμνε, Friday.

Ῥιαῖ, in phrases, ῖ Ῥοιαῖ, ῖν μο Ῥιαῖ, etc., after.

Ῥίννερ, *f.*, dinner; *gen.*, Ῥίννερε.

Ῥίοι (I.), *v.*, sell; Ῥίοιαιμ, I sell.

Ῥίοι (II.), *v.*, pay; Ῥίοιαιμ, I pay.

Ῥίριζ, *v.*, straighten; Ῥίριζιμ, I straighten.

Ῥοοδαρ, *m.*, loss, hurt, harm.

Ῥόιζ (I.), way, means, repairs; Ῥιν Δ' Ῥόιζ, an approving phrase.

Ῥόιζ (II.), *v.*, burn; Ῥόιζιμ, I burn.

Ῥοιμνε, depth.

Ῥόιρτ, *v.*, pour, spill; Ῥόιρτιμ, I pour, spill.

Ῥομνας, *m.*, Sunday, Sabbath; *gen.*, Ῥομναιζ.

Ῥομναιλ, *m.*, a man's name.

Ῥονα, unfortunate.

Doimhne, *m.*, door; *plu.*, doimhne.

Dóimhneán, a handful.

Dóimhne, doimhne, a line, a fishing line.

Dráma, drama.

Compan, *f.*, company, body.

Duim, *v.*, shut, close, approach; duimim, I shut, etc.

Duim, the back.

Duib, ink.

Duibear, *v.*, said.

Duibán, hook for catching fish.

Duine, *m.*, a person; *plu.*, daoine.

Duifín, a dozen.

Dul, a loop, a noose; *dat. plu.*, dulaid.

Éadaic, *m.*, clothes, clothing; *gen.*, éadaic.

Eallac, *m.*, cattle; *gen.*, eallac.

Eaball, *m.*, tail (pronounced ruball in Ulster and Connacht).

Earráid, error.

Earnair, éarlair, earnest penny.

Earrac, *m.*, spring; *gen.*, earrac.

Earróigeán, a "rickle," or thin wall of turf.

Earcú, an eel; *gen.*, earcon.

Éisín, necessary, necessity.

Éinneac, *m.*, anyone.

Éirí, *v.*, rise, arise, succeed (in phrase go n-éiríodh ar dochtair leac etc.); éirim, I arise, etc.

Eitíll, *v.*, fly; eitíllim, I fly.

Éir, *v.*, listen; éirim, I listen.

Eóina, barley.

Fás, *v.*, leave; fásaim, I leave.

Fallrac, laziness.

Fác, reason, cause.

Faic, a stitch.

Fáilte, welcome, salutation.

Fáime, a wake.

Fáime, *f.*, the sea.

Fáime, wide, roomy.

Fáir, *v.*, press, tighten; fáirim, I press, tighten

Fáirge, binder (not in spoken usage).

Fan, *v.*, stay, wait; fanaim, I stay, wait.

Feadar, excellence; ar feadar, excellent.

Fead, *v.*, bend, as the knees; feadam, I bend.

- féad, in phrase, ar féad, during.
 féar, *m.*, grass, hay; *gen.*, féir.
 féar, *m.*, a man; *gen.*, fir.
 féarr, féirre, better; a b'féarr = which were better.
 féartainn, *f.*, rain; *gen.*, féartainne.
 féarraro, *f.*, a spindle; *gen.*, féarraro.
 féic, *v.*, see; féicim, I see.
 féiceáinnaid, *dat. pl.*, debtors, trespassers.
 féioir, possible.
 féile, feast, festival; contracted to 'éile and 'le, as Lá 'éile
 Pádrais.
 féiteám, waiting for, state of expectancy.
 feú, see; feúaim, I see; means *try* in phrase feú leir!
 fiaá, debts, trespasses.
 fiafhuiz, *v.*, ask, inquire; fiafhuizim, I ask, inquire.
 féice, twenty.
 fill, *v.*, return; fillim, I return; pill in Donegal.
 fíor, knowledge; *gen.*, feara; cuir fíor ar an rásar = send for the
 priest.
 flead, *f.*, feast.
 fliú, *v.*, wet; fliúaim, I wet.
 fliú, wet.
 focal, *m.*, word; *plu.*, focta.
 foḡluim, act of learning.
 fóil, in phrase, go fóil, yet, still.
 fóo, sod, furrow.
 fonn, desire.
 fó, also; often fóra in Donegal.
 foráil, *v.*, open; foráim, I open.
 fhaó, *m.*, heather; *gen.*, fhaóic; cearca fhaóic, grouse.
 fheadair, *v.*, reply; fheadairim, I reply.
 fheadra, reply; *plu.*, fheadartha.
 fuaá, *m.*, cold.
 fuaáil, act of sewing.
 fuair, *v.*, found, got.
 fuair, act of cooling.
 fuizleac, leavings, dregs.
 fuizinn, I would leave; *condl.* of ráḡ.
 fuinneos, *f.*, window, *plu.*, fuinneosa.
 fuineann, *f.*, company, boat's crew; fuineann cáirteá, pack of cards.
 fuirriḡ, *v.*, harrow; fuirriḡim, I harrow.
 fur, in phrase, i b'fur, hither, on this side.

- Ξαδ, *v.*, go ; Ξαδαίμ, I go.
 Ξαδα, *m.*, a blacksmith.
 Ξαδάιλ, in phrase, Ξαδάιλ τσείτ, singing.
 Ξαδάιρσε, cabάιρσε, cabbage.
 Ξαδαλ, a fork, graip ; *gen.*, Ξαδλε.
 Ξαο, a withe.
 Ξαόαρ, *m.*, dog, hound ; *plu.*, Ξαόαιρ or Ξαόορα ; *dat. plu.*, Ξαόοραιδ
 Ξαιδτε, caught.
 Ξαιμίν, *f.*, sand.
 Ξάιρισε, act of laughing.
 Ξάιρε, a laugh.
 Ξαλαντα, grand.
 Ξαλλύναδ, soap.
 Ξαμάν, *m.*, a calf ; *dat. plu.*, Ξαμναιδ.
 Ξαρδ, rough.
 Ξαρδάν, a species of fish ; *plu.*, Ξαρδάνα.
 Ξαρριόα, Ξαρριόαιδ, garden.
 Ξαρ, a stalk.
 Ξαρτα, quick, active ; *comp.*, Ξαιρτε.
 Ξαρύρ, *m.*, a boy-child, a lad.
 Ξεαλαδ, *f.*, the moon ; *gen.*, Ξεαλαίξε.
 Ξεαλλ, *v.*, promise ; Ξεαλλαιμ, I promise ; a Ξεαλλ (=μαρ Ξεαλλ),
 because, in order, μαρ Ξεαλλ, because, on account.
 Ξεαρμáιμ, Germany.
 Ξεαρρ (I.), *v.*, cut ; Ξεαρραιμ, I cut.
 Ξεαρρ (II.), short, also medium, as Ξεαρρ-καίλιν, a growing girl.
 Ξεαρρ-έμο, a fair share.
 Ξεαρρρίαδ, a hare.
 Ξεϊθ, *v.*, get ; Ξεϊθίμ, I get ; *p. t.*, ραίη ; *ful.*, Ξεοδαίθ.
 Ξιολλα, *m.*, gilly, servant ; *plu.*, Ξιολλαί.
 Ξιοράν, a sock ; *plu.*, Ξιοράιν.
 Ξιοτα, a bit.
 Ξιρρρεαδ, *f.*, a girl-child, a little girl.
 Ξιύμαρ, *f.*, fir ; *gen.*, Ξιύμαρρε.
 Ξιατ, *v.*, take ; Ξιαταίμ, I take.
 Ξιαν, *v.*, clean ; Ξιαναίμ, I clean.
 Ξιέαρ, dress, adjust, arrange ; Ξιέαρραιμ, I dress, etc.
 Ξιοινε, glass.
 Ξιυαίρ, *v.*, go, repair ; Ξιυαίρριμ, I go, repair.
 Ξιύν, *f.*, knee ; *plu.*, Ξιύνα.
 Ξνάτσαδ, usual, customary.
 Ξνί, *v.*, do, make ; Ξνίμ, I do, make.

Ἰσιό, *v.*, pray ; Ἰσιόμι, I pray.

Ἰσιόμι, *act.*

Ἰνό, work, business ; *plu.*, Ἰνότα (Ἰνάτε is the form of the word used in the north).

Ἰορτ, *m.*, a field.

Ἰρίanne, female name.

Ἰράρτα, grace.

Ἰρεανν, *m.*, amusement ; *gen.*, Ἰρίων.

Ἰρείμ, *f.*, a bite, a hold.

Ἰρίοραδ, live embers of fire (in the mass).

Ἰσαλα, *f.*, shoulder ; *gen.*, Ἰσαλανν ; *dat.*, Ἰσαλαίνν.

Ἰσιλ, *v.*, boil ; Ἰσιλίμ, I boil.

Ἰσιρτ, salty, preserved.

Ἰσννα, a gun ; *plu.*, Ἰσννάι.

Ἰαρρ, *v.*, ask ; Ἰαρραίμ, I ask.

Ἰαρραδτ, *m.*, an effort.

Ἰαραδτ, act of lending or borrowing ; loan.

Ἰαρζαίρεαδτ, act of fishing ; *gen.*, Ἰαρζαίρεαδτα.

Ἰιρρ, *v.*, play ; Ἰιρίμ, I play.

Ἰιρτ, act of playing.

Ἰιτσαδτ, act of departure.

Ἰιτιζ, *v.*, depart ; Ἰιτιζίμ, I depart.

Ἰιπέ, yesterday.

Ἰιουί, to-day.

Ἰιζεαν, *f.*, daughter.

Ἰιρρ, *v.*, tell, relate ; Ἰιρρίμ, I tell, relate.

Ἰομαιρε, a ridge ; *plu.*, Ἰομαιρί.

Ἰομείρ, *v.*, carry, bear ; Ἰομείρμαίμ, Ἰομείμαιμ, I carry, bear.

Ἰομραίμ, *v.*, row, sail ; Ἰομραίμαίμ, I row, sail.

Ἰοκ-σιρζε, healing liquid, sheep-dip.

Ἰορα, Jesus.

Ἰρελ, low, lowly.

Ἰτ, *v.*, eat ; changed to Ἰορ—in future and conditional.

Ἰττε, eaten.

Ἰτίρ, surface of land ; arable soil.

Ἰαδαιρ, *v.*, speak ; Ἰαδραίμ, I speak.

Ἰαεεαμάιλ, daily.

Ἰασιριν, *f.*, Latin.

Ἰάμ, *f.*, hand ; *plu.*, Ἰάμα.

- λάμαιξ, *v.*, shoot ; λάμαιξιμ, I shoot.
 λάμειρανν, handle of a flail ; *dat. plu.*, λάμειρανναιῶ.
 λάν (I.), full.
 λάν (II.), *m.*, a full complement, as ἄ λάν ζῆρην, meaning much amusement.
 λάρ, middle, midst,
 λαρ, *v.*, light ; λαραίμ, I light.
 λάράν, λαρός, a match.
 λαρτα, a boat-load.
 λαρξ, a whip.
 λάταιρ, in phrase, ἰ λάταιρ, present.
 λαδα, λαδαιῶ, bed ; *gen.*, λαρτα ; *plu.*, λαρταδα.
 λαδαρ, *m.*, a book.
 λαξ, *v.*, throw down, cast ; λαξαιμ, I throw, cast.
 λααν, *v.*, follow, pursue ; λααναιμ, I follow, pursue.
 λαανῶ, *m.*, a child ; *gen.*, λαινῶ.
 λααρ, the sea.
 λααρ, welfare, improvement ; λααρ-ραίρηξε, seaweed used as manure
 λαάτ, *v.*, spread ; λαάταιμ, I spread.
 λαάταῶ, *m.*, a species of seaweed ; *gen.*, λαάταιξ.
 λαάτ-κορόν, a half-crown.
 λαάτταοῶ, *f.*, one side.
 λαάττοιξ, a half-foot.
 λαάτταιρ, *f.*, a half-hour ; *gen.*, λαάτταιρε.
 λέιξ, *v.*, read ; λέιξιμ, I read.
 λειξ, *v.*, let, allow ; λειξιμ, I let, allow.
 λέιμε, a shirt.
 λέιρ, in phrase, ζο λέιρ, all.
 λειτ, in phrase, ἄ λειτ, apart, hither.
 λειτρησεανναιμ, Letterkenny.
 λέόρ, in phrase, ζο λέόρ, enough.
 lion, *v.*, fill ; lionαιμ, I fill ; lionαιμ αμαῶ, I pour out.
 lionn, ale, beer ; *gen.*, λεαννα.
 lionτα, filled.
 λιτιρ, *f.*, a letter.
 λοῶτ, a fault.
 λοῶτα, a loft.
 lom, *v.*, make bare, pare, shear (as sheep) ; lomαιμ, I make bare.
 etc.
 lomαῶ, act of making bare, shearing, etc.
 λοραιῶ, *f.*, a basket in which potatoes are served at dinner.
 λυαιῶ, *f.*, lead ; *gen.*, λυαιῶε ; πεανν λυαιῶε = a lead pencil.

λυαίτρεαὸ, ashes (collectively).

λυαῖ, in phrase, ἕο λυαῖ, early.

λύβ, a loop, a stitch.

λυζα, less.

λυιζ, *v.*, lie; λυιζίμ, I lie.

λυιζε, act of lying.

μαc, *m.*, son; *gen.*, μίc; *plu.*, μίc or μείc.

μάc, the trump at cards.

μαυαὸ, *m.*, a dog.

μαίρε, a stick.

μάριον, *f.*, morning; *gen.*, μαίρινε.

μάλα, a bag; μάλίτιν, a little bag, poke.

μαίριτε, a dress.

μάριε, Mary.

μαίρεαὸ (=μά ρεαὸ), if it be, well then.

μαίριτρεαὸ, a churning.

μαίτ, *v.*, forgive; μαίτιμ, I forgive.

μαοίλιζ, *f.*, a hornless cow.

μαριβ, *m.*, a dead person; *plu.*, μαριβα.

μαριβ, *v.*, kill; μαριβαίμ, I kill; becomes μυιριβ—in future and conditional.

μαριζαὸ, *m.*, market.

μάτcαιρ, *f.*, mother.

μεαὸβα, female name.

μεαὸόν-λαε, midday, noon.

μεαὸόν-οιὸcε, midnight.

μεαρ, *v.*, think, judge, esteem; μεαριμ, I think, etc.

μεαρζ, *v.*, mix, stir; μεαρζαίμ, I mix, stir.

μέρο, amount, quantity.

μειὸρεαc, merry, elated.

μείλιτ, act of grinding.

μείτεαc, a "factory"; a number of people collected to do a special job of work.

μευο, amount; cά μευο? how much?

μευρι, finger.

μηιαρ, *f.*, a dish.

μιcεάλ, Michael; *gen.*, μιcίc.

μιcρεάν, sweets, jam.

μιcιρ, sweet to taste.

μίν, *f.*, meal; *gen.*, μίνε.

μίν, fine.
 μίν-α'λεϊσε, place name.
 μίρσε, worse.
 μίτιο, fit time, due time.
 μοῦ, ἕο μοῦ, early.
 μοῦιρ, springing, in calf.
 μοιλλ, delay.
 μόιν, turf (collectively); *gen.*, μόνα.
 μοι, *v.*, praise; μοιλαίμ, I praise.
 μόρᾶν, much, many.
 μοῦιζ, *v.*, notice, feel, perceive; μοῦιζίμ, I notice, etc.
 muc, *f.*, a pig; *dat. plu.*, mucαιβ.
 μυιλεαν, *m.*, mill; *gen.*, μυιλιαν.
 μυιλλτεοίρ, *m.*, miller.
 μυινεάλ, a neck.
 μυιντεαρῶα, friendly, related.
 μύιντεοίρ, *m.*, a teacher.
 μυιρε, *f.*, the Virgin Mary.
 μύναῶ, instruction, education, breeding.
 μυρζαίλ, *v.*, awake; μυρζλαίμ, I awake.

ναοή, *v.*, make holy, hallow; ναοήμαίμ, I hallow.
 νάιρε, shame.
 νεαο, a nest.
 νεαή, *f.*, heaven.
 νιζ, *v.*, wash; νιζίμ, I wash.
 νιζτε, washed.

οβαιρ, *f.*, work; *gen.*, οιβρε.
 οιβριζ, *v.*, work; οιβριζίμ, I work.
 οιῶε, *f.*, night.
 όιζε, youth.
 οίρεαῶταρ, *m.*, assembly, convention, the annual literary festival of the Gaelic League.
 οίρεαο, amount, as much as.
 οίρῆίρ, οίρῆίρ, implements of any kind.
 όίρτεαρ, the day following to-morrow.
 οίρῑζ, office.
 όλ, *v.*, drink; όλαίμ, I drink.
 όλαν, *f.*, wool; *gen.*, όλνα.
 οίε, evil.

οἶλα, oil.

ὄρουζατό, order, ordering, arrangement.

ὄρουιζ, *v.*, order, command ; ὄρουιζιμ, I order, command.

πακα, a pack (of cards).

παισί, vulgar form of πάουαιζ.

παισιη, *pater*, prayer ; *plu.*, παισηεαδα.

παισιην πάηητεαδ, the Rosary ; called also κομῶν η̄μιηηε.

πάηπέαρ, *m.*, paper.

πάηηε, *f.*, a grass field ; *gen.*, πάηηεε.

πάηηεε, *m.*, a child.

πάηηηη, a parlour, room.

παηηάν, a crab.

πεαδαδ, *m.*, a sinner ; *plu.*, πεαδαηζ.

πεαδαη, Peter.

πεανη, *m.*, pen.

πέηηε, a pair.

πιζίη, a "piggin," a wooden vessel with one handle.

πιζιηηη, *f.*, a penny ; *gen.* and *plu.*, πιζηηε.

πιλέηη, a bullet ; η̄μην-πιλέηηί, small-shot.

πίοβαηηε, *m.*, piper.

πιος, *v.*, pick, select ; πιοςαιημ, I pick, select.

πίοπα, a pipe.

πιανηηα, a plant.

πιύηη, flour ; *gen.*, πιύηηη.

ποβαη, public, congregation ; hence τεαδ ποβαηη, a church or chapel.

πόδα, pocket.

ποηη, *m.*, hole ; *gen.* and *plu.*, ποηηηη ; *dat. plu.*, ποηηηαιδ.

ποηη-εαδαηαιζ, smoke-hole, chimney.

πόηα, pound (for cattle).

πορη, a port or landing stage, a railway station.

πορηταδ, a bog in which turf are cut ; *gen.*, πορηταηζ.

πόρη, *v.*, marry ; πόρηαιημ, I marry.

πόρηατό, marriage ; *gen.*, πόρητα.

πορη, post, post office ; *gen.*, πορηηη.

ποτα, a pot.

ποηεαδ, a jump ; the action involved in digging a spadeful ; hence a spadeful.

πηεατα, potatoe ; *plu.*, η̄πηεαταί.

πούδαη, *m.*, powder.

πυητα, a pound, pounds.

πυητόζ, *f.*, a pudding, entrail ; *plu.*, πυητόζα.

- Ῥαδαῖο, *v.*, will go.
 Ῥαῖο, *v.*, to say.
 Ῥάμ or μαῖοε Ῥάμ, an oar; *plu.*, Ῥάμα.
 Ῥάν, a spade; *gen.*, Ῥάινε.
 Ῥανξ, *m.*, a class.
 Ῥεῖο, finished, completed, ready.
 Ῥεάμαρ, thick, stout.
 Ῥιοεάλυξ, *v.*, riddle, sift.
 Ῥιννκε, act of dancing.
 Ῥιννε, *v.*, did, made.
 Ῥιτ, act of running; Ῥιτ ἀν ταε = during the day.
 Ῥοιλῖξ, *f.*, a graveyard.
 Ῥολλός, *f.*, "rowin" of wool; wool rolled up for spinning; *plu.*,
 Ῥολλόξα.
 Ῥόμαρ, *v.*, delve; Ῥόμηριαιμ, I delve.
 Ῥόμηριαιρτε, Ῥόμηριτα, delved.
 Ῥουαιμ, a fishing line.
 Ῥυο, a thing; *plu.*, Ῥυοα.
 Ῥυξ, *v.*, bore, gave birth to.
- Σαζαρτ, *m.*, a priest.
 Σαῖλλεαῖο, act of salting, preserving.
 Σαῖλλτε, salted, cured.
 Σάιτ (I.), satiety, sufficiency.
 Σάιτ (II.), *v.*, thrust; Ῥάιτιμ, I thrust.
 Σάλ (I.), *f.*, the heel; *gen.*, Ῥάλα.
 Σάλ (II.), a beam; *plu.*, Ῥάλα.
 Σάλανν, salt.
 Σάμ, peaceful, quiet.
 Σαῖμηαῖο, *m.*, summer.
 Σαοζαλ, *m.*, the world, life.
 Σαορ (I.), *v.*, free; Ῥαοραιμ, I free, liberate.
 Σαορ (II.), *m.*, an artizan, as Ῥαορ βάο, Ῥαορ κλοτ, etc.
 Σαοτάρ, *m.*, labour, effort.
 Σάρτα, satisfied.
 Σεατῆμάν, straying.
 Σεατῆμαιμ, *f.*, week; *gen.*, Ῥεατῆμαινε.
 Σεαῖο, it is.
 Σεαζάν, John.
 Σεαλξαιρεατ, hunting.
 Σεαλξαιρνε, *m.*, a hunter.

- Σαμρούς, shamrock ; *gen.* and *plu.*, σαμρούσα.
 Σαναρά, conversation.
 Σανμόρι, *f.*, a sermon.
 Σεραμή or σεραμίζ, *v.*, stand ; σεραμίζιμ, I stand (σερα and σεραμ are also in use).
 Σεραμή, act of standing.
 Σέρο, *v.*, blow ; ρέρισιμ, I blow.
 Σέιπέλι, a chapel.
 Σέιπε, supper.
 Σειρρεά, a plough.
 Σεόλ, *m.*, a sail ; *plu.*, σεόλιτα.
 Σεόλιτ, address, superscription.
 Σεομια, a room ; *plu.*, σεομιαί.
 Σεουαρ, James.
 Σζαίριτ, *v.*, call, shout ; ρζαίριτιμ, I call, shout.
 Σζαυάν, *m.*, a herring ; *gen.* and *plu.*, ρζαυάιν.
 Σζαμάλ, cloud, mist.
 Σζαοιλ, *v.*, loosen, untie ; ρζαοιλιμ, I loosen, etc.
 Σζαρ, *v.*, scatter, disperse ; ρζαριμ, I scatter, disperse.
 Σζάτιν, *m.*, a looking-glass.
 Σζέλιτ, tidings, a message.
 Σζιαν, *f.*, a knife ; *plu.*, ρζεανα.
 Σζιλινζ, *f.*, a shilling ; *gen.*, ρζιλινζε.
 Σζιοβόλ, a barn ; *gen.*, ρζιοβόιλ.
 Σζοιτ, *v.*, split, crack ; ρζοιτιμ, I split, etc.
 Σζοιτεάν, a split potatoe for planting ; *plu.*, ρζοιτεάιν.
 Σζόρινα, the windpipe ; *plu.*, ρζόρινα.
 Σζράτ, the grassy surface of soil pared off thin for roofing houses, covering potatoes, etc. ; *plu.*, ρζράτα.
 Σζριβιριτ, ρζριβιριτ, act of writing.
 Σζριβ, *v.*, write ; ρζριβιμ, I write.
 Σζριμούσιζ, *v.*, examine ; ρζριμούσιζιμ, I examine ; μιονρζριμούσιζιμ, I examine closely.
 Σζυαβ, *v.*, sweep, brush ; ρζυαβιμ, I sweep, etc.
 Σίλε, woman's name.
 Σίν, *v.*, stretch ; ρίνιμ, I stretch.
 Σιοιτέλιτ, act of straining, sifting.
 Σιοιτέν, a strainer.
 Σιύβαλ, *v.*, a walk ; ριύβλιμ, I walk.
 Σιύβαλ, act of walking.
 Σιυβάν, Susan.
 Σιύκρια, sugar.

- ΣΙΔΩΝ, a cold.
 ΣΙΛΝ, well, healthy.
 ΣΙΛΤ, *f.*, a rod.
 ΣΙΛΞΑΝ, *m.*, a turf spade; *gen.*, ΡΙΛΞΑΙΝ.
 ΣΙΛΜΑΙΝ, smooth, plane.
 ΣΙΛΩ, *m.*, a mountain; *gen.*, ΡΙΛΕΙΒΕ.
 ΣΙΟΥΣΑΝ, a shell-fish; *plu.*, ΡΙΟΥΣΑΙΝ.
 ΣΙΥΖΑĆ, slugs.
 ΣΜΥΤ, a protuberance, a bit.
 ΣΝΑĆ, thread.
 ΣΝΑĆΣΟ, *f.*, a needle.
 ΣΝΙΟΜ, *v.*, spin; ΡΙΝΙΟΜΑΙΜ, I spin.
 ΣΝΙΟΜ, act of spinning.
 ΣΟΑΙΡ, quiet, gentle.
 ΣΟΜΑΙΞ, *v.*, settle, adjust, arrange; ΡΟΜΑΙΞΙΜ, I settle, adjust.
 ΣΟΟΑΡ, act of trotting.
 ΣΟΙΡΩΞ, *v.*, prosper; ΡΟΙΡΩΞΙΜ, I prosper.
 ΣΟΙΤΕΑĆ, a vessel; *gen.* and *plu.*, ΡΟΙΤΙΞΕ.
 ΣΟΝ, in phrase, ΑΡ ΓΟΝ, for sake of, in lieu of.
 ΣΟΡΑ, soap.
 ΣΟΡΟΞ, a wisp, a sheaf.
 ΣΟΡΕΑ, a woman's name.
 ΣΠΑΙΟ, a spade.
 ΣΠΑΝ, ΡΡΟΝΟΞ, a spoon.
 ΣΠΕΛ, *f.*, a scythe; *gen.*, ΡΡΕΙΤΕ; *dat.*, ΡΡΕΙΤ.
 ΣΠΕΛΑΥΟΙΡ, *m.*, a mower.
 ΣΡΕΑΡ, the sky.
 ΣΡΙΟΜΑΟ ΝΑΟΜ, the Holy Ghost; *gen.*, ΣΡΙΟΜΑΙΟ ΝΑΟΜ.
 ΣΡΛΑΝ, a lighted ember.
 ΣΡΡΕ, a dowry.
 ΣΡΡΕΙΟ, *v.*, spread; ΡΡΡΕΙΟΙΜ, I spread.
 ΣΡΥΝΡ, a sponge.
 ΣΡΑΙΟ, *f.*, a street.
 ΣΡΑΙĆ, *f.*, a swathe, a layer; *gen.*, ΡΡΑΙΤΕ.
 ΣΡΙΑΝ, a bridle, rein.
 ΣΡΙΔΙĆ, *v.*, reach, arrive at; ΡΡΟΙΔΙΜ, I reach.
 ΣΤΑΙΟΜΕ, a stair; *plu.*, ΡΤΑΙΟΡΙ.
 ΣΤΕΑΛΛ, a "pour" of any liquid.
 ΣΤΙΥΙΡ, the rudder of a boat.
 ΣΤΙΥΡΜΙΞ, *v.*, steer, guide, direct; ΡΤΙΥΡΜΙΞΙΜ, I steer, etc. (ΡΤΙΥΡ and ΡΤΙΥΡΑΙΜ are also used).
 ΣΤΟΚΑΙΘΕ, stockings.

Συαίτ, *v.*, mix, tease ; συαίτιμ, I mix, tease.

Συιό, *v.*, sit ; συιότιμ, I sit.

Συιόε, act of sitting.

Συιόεάκι, a seat.

Σύιλ, *f.*, an eye ; *plu.*, σύιλε.

Συιπέει, supper.

Σύιρτε, a flail.

Συλ, before.

Ταδαιρ, *v.*, give ; ταδραιμ, I give ; *past tense*, τυδ.

Ταός, man's name.

Ταε, tea ; also spelled τέα.

Τάιμις, *v.* came.

Ταιρς, *v.*, offer ; ταιρςιμ, I offer.

Ταιρςιτε, ταιρςιρι, act of offering.

Ταιρςε, in phrase, ι σταιρςιό, aside (to put) away.

Τάιτεόρι, *m.*, a potatoe picker.

Ταιτι, ταιτινς, *v.* suit, please ; ταιτινςιμ, I suit, please.

Ταλαμ, *m.*, ground, land.

Ταοβ, *f.*, side.

Ταομ, *v.*, pour, "teem" ; ταομαιμ, I pour.

Ταραιό, quick, active.

Ταρμ, over me.

Τάρη, tar.

Ταρραινς, *v.*, draw, pull ; ταρραινςιμ, I draw, pull.

Ταρραιντε, act of drawing.

Ταρτε, thirst.

Ταρτε, round about.

Τεάκ, *m.*, a house.

Τεαλλακ, *m.*, a hearth.

Τεαμπολλ, *m.*, a church ; άηρο-τεαμπολλ, a cathedral.

Τεαρτυις, *v.*, want, need, require ; always followed by the preposition ó or some of its compounds ; we cannot say τεαρτυιςιμ, unless I am wanted by somebody else, as τεαρτυιςιμ ó θεαξάν.

Τειό, *v.*, go ; τειότιμ, I go ; *past tense* ευαίό ; *dependent past*, θεακασό ; *future*, ηακασό.

Τειλς, *v.*, throw, cast down ; τειλςιμ, I throw, etc.

Τεινε, *f.*, fire ; *gen.*, τεινεαό ; *dat.*, τεινιό.

Τεετ, *v.*, flee, retreat ; τεετιμ, I flee, retreat.

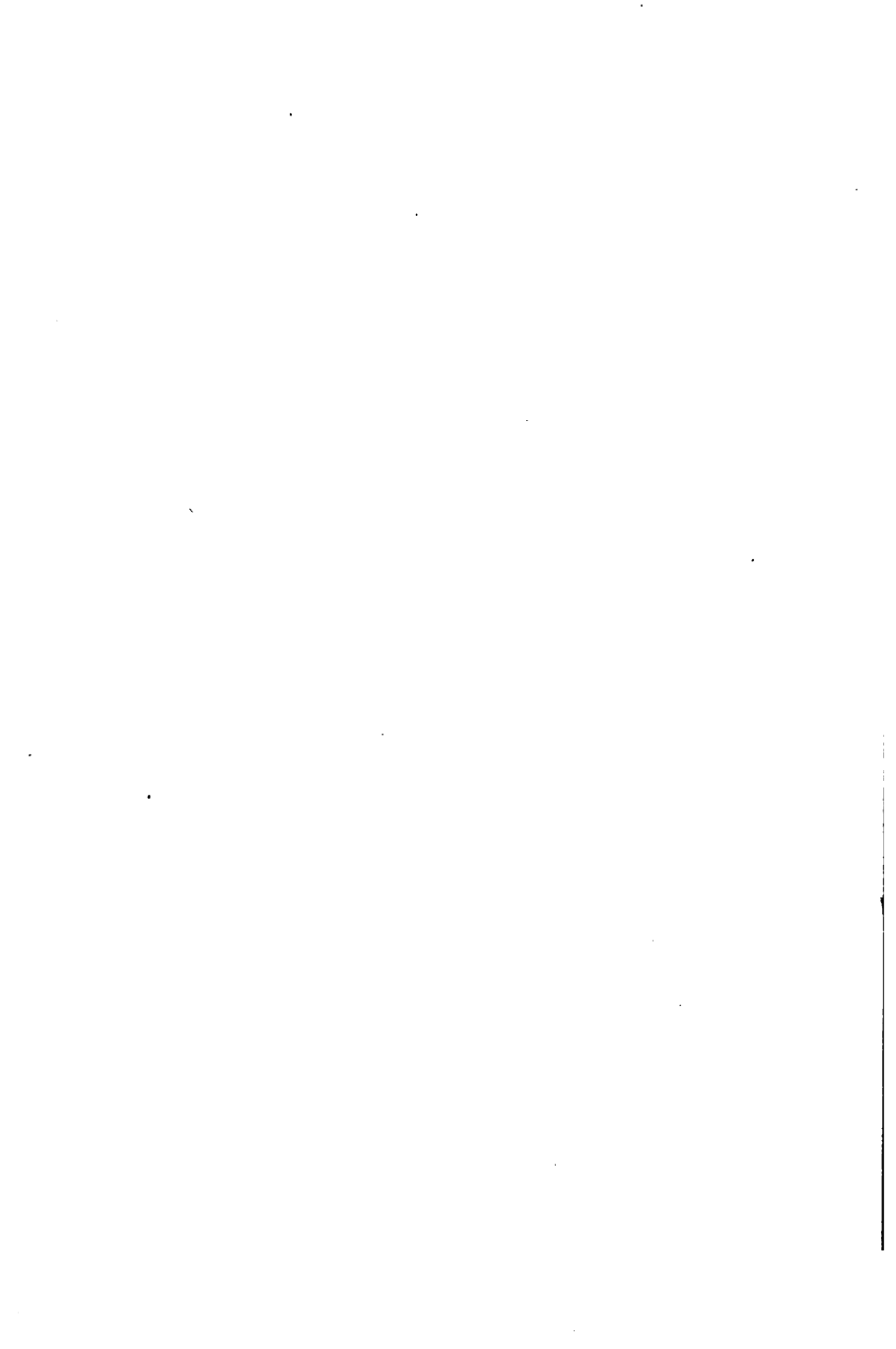
Τι, in phrase, εο στι, unto, until.

Τις, *v.*, come ; τιςιμ, I come ; *past tense*, τάιμις ; *future*, τιοσραιό.

- Τιξεαίνα, *m.*, a lord.
 Τιμέεαι, about or around.
 Τιπέιμεδέτ, service, small turns of work ; *gen.*, τιπέιμεδέτα
 Τιομάιν, *v.*, drive ; τιομάινιμ, I drive.
 Τιονντιυξ, *v.*, turn ; τιονντιυξιμ, I turn.
 Τιονντιυξτε, turned, twisted.
 Τιυξ, thick, plentiful.
 Τοβας, tobacco.
 Τοβάν, a tub.
 Τοέριαι, *v.*, wind ; τοέριαιριμ, I wind.
 Τοξ, *v.*, choose, select ; τοξαιμ, I choose, select.
 Τόξ, τόιξ, *v.*, lift, raise, erect ; τόξαιμ, I lift, etc.
 Τόξβάιλ, act of lifting, etc.
 Τοιλ, *f.*, will ; *gen.*, τοιλα.
 Τόιν, *f.*, bottom.
 Τόρι, *f.*, pursuit, chase.
 Τοιπέεαιβας, man's name.
 Τοιριξ, *v.*, begin, commence ; τοιριξιμ, I begin, commence.
 Τοιτ, *f.*, smoke, a smoke.
 Τομάρι, *v.*, measure ; τομάριριμ, I measure.
 Τοννα, a ton.
 Τόραό, a funeral.
 Τοραό, fruit.
 Τορο, silence.
 Τραεν, train.
 Τράιξ, *f.*, a strand.
 Τραοόαό, the ebb tide, the sea.
 Τράτ, time, occasion.
 Τράτνόνα, evening.
 Τρεαδ, *v.*, plough ; τρεαδαίμ, I plough (τρεαδουξ and τρεαδουξιμ also used).
 Τρεαδαό, act of ploughing.
 Τρεαδτε, ploughed.
 Τρέ η-α céite, through one and other, topsy turvy.
 Τριουμιξ, *v.*, dry ; τριουμιξιμ, I dry.
 Τριουμιξαό, act of drying.
 Τριύρι, *m.*, three persons ; three of anything.
 Τροιξ, *f.*, a foot, twelve inches.
 Τρυρξάν, goods, chattels, furniture.
 Τυαταί, man's name ; *gen.*, τυαταίρι.
 Τυδαίιλε, a towel.
 Τυξ, *v.*, gave.

- τῆς, *v.*, understand ; τῆς, I understand.
 τῆς, thatch.
 τῆς, *m.*, a thatcher.
 τῆς, a flood.
 τῆς, more, a further number or quantity.
 τῆς, *v.*, descend, alight ; τῆς, I descend, alight.
 τῆς, a spinning-wheel.
 τῆς, weariness, fatigue.
 τῆς, wearied, tired.
 τῆς, *v.*, dip ; τῆς, I dip.
 τῆς, ἀρ. τῆς, beginning.
- ὑδῆς (I.), *m.* the surface, the top.
 ὑδῆς (II.), *m.*, cream.
 ὑδῆς, *f.*, a grave.
 ὑδῆς, *f.*, an hour.
 ὑδῆς, noble ; *plu.*, ὑδῆς.
 ὑδῆς, the breast.
 ὑδῆς, *v.*, harness ; ὑδῆς, ὑδῆς, I harness.
 ὑδῆς, *m.*, harness.
 ὑδῆς, all (= ὑδῆς).
 ὑδῆς (properly ὑδῆς), implements of any kind.
 ὑδῆς, *m.*, water.
 ὑδῆς-βῆς, whiskey.
 ὑδῆς, ready, prepared.
 ὑδῆς, a contraction for ὑδῆς or ὑδῆς, to or towards. ὑδῆς, like ὑδῆς,
 always takes the noun following in the genitive.
 ὑδῆς, *m.*, floor ; *plu.*, ὑδῆς.
 ὑδῆς, prayer ; *plu.*, ὑδῆς.
 ὑδῆς, act of praying.

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