



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

Edue  
2283  
5

HANDBOOK OF  
IRISH TEACHING



P. T. MAGGINLEY

Edue 2283,5

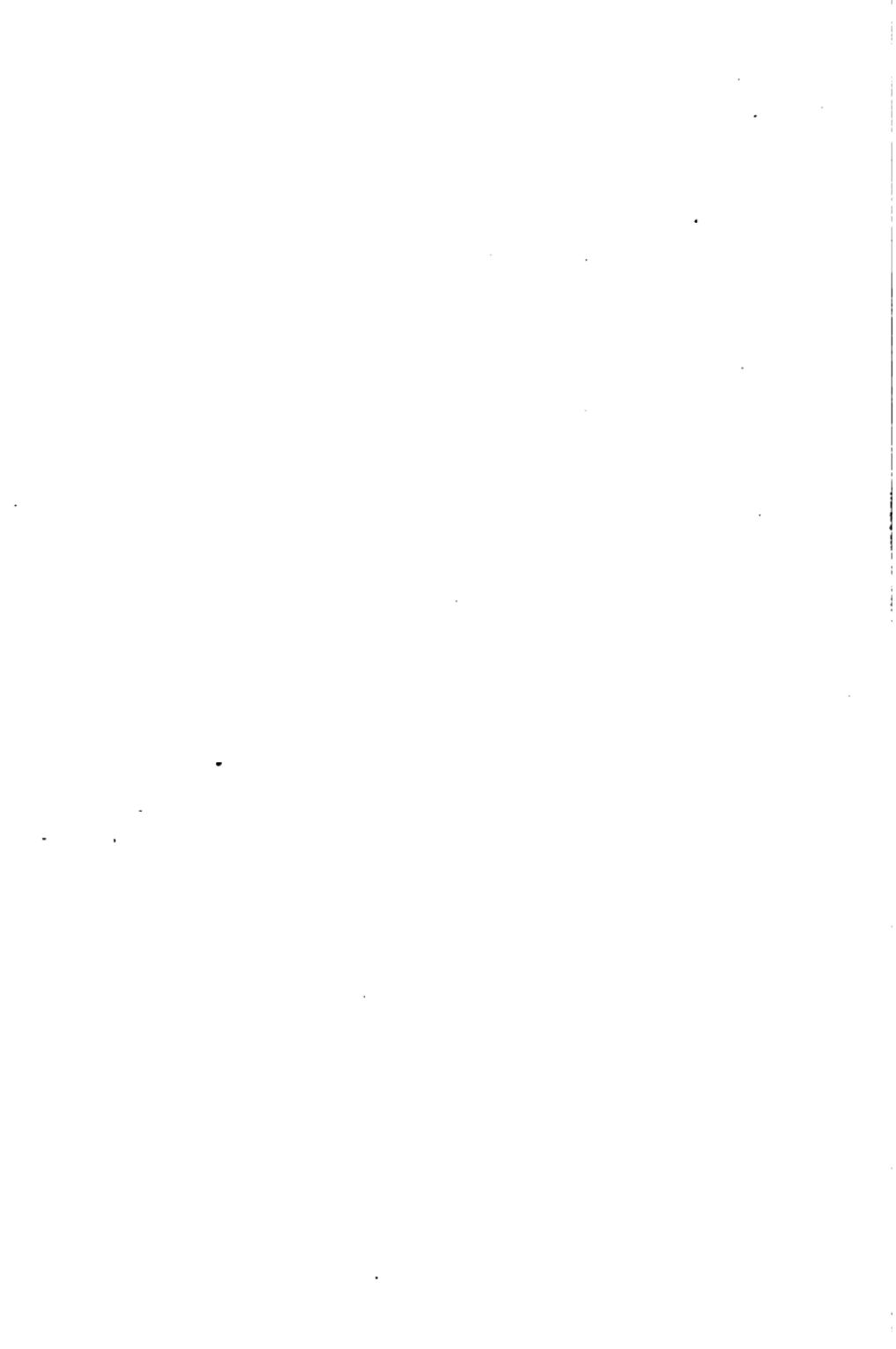


Harvard College Library

FROM







0

# 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. Dr. N. W. 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.

peadar mac fionnlaoic.

Át-Cláir, Tuisleáinne,  
18 mí Meáin-Forghair, 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 ORUIÓ. I repeat clearly, distinctly, and loudly, two or three times ORUIÓ, ORUIÓ, ORUIÓ. But if you want to say *I shut*, say ORUIÓIM, ORUIÓIM, ORUIÓIM, ORUIÓIM, ORUIÓIM, ORUIÓIM. And what do I ORUIÓIM? The door. Door in Irish is

**TORAS.** The Irish for *the* is **an**, **an**, **an**, hence **TRUIM AN TORAS.** (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 **ÉIRÍS**, arise, **ÉIRÍS**, **ÉIRÍS**, **ÉIRÍS**. Who stands up or arises? I. That is expressed by saying, **ÉIRÍSIM**, **ÉIRÍSIM**, **ÉIRÍSIM**, **ÉIRÍSIM**. The Irish word for walk is **SIUBAL**, **SIUBAL**, **SIUBAL**, and I walk is **SIUBLAIM**, **SIUBLAIM**, **SIUBLAIM**, **SIUBLAIM**. The word for stretch is **SÍN**, **SÍN**, **SÍN**; but I stretch is **SÍNIM**, **SÍNIM**, **SÍNIM**,

sínim. Out = amach, sínim amach, sínim amach. 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 : druidim, druidim, druidim. Return is fill, fill, fill; I return, fillim, fillim, fillim, fillim, fillim, fillim. Sit down is suid, sit, and síos, down, suid síos, suid síos, but I sit down is suidim síos, suidim síos, suidim 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 cailín. Táim ag éisteacht. Tá go maith; maith an cailín 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 TUIGEANN TÚ SÍN?* *TUIGIM.* *NÍ TUIGIM.* *ABAIR 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, *DRUIDIM AN TÓRAS*, and you remember the actions involved.

1. “*ÉIRIGIM.* 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**; **EIRIGIM IN MO SEASAMH**" (repeat three or four times slowly and distinctly).

2. "SIUBLAIM, where? how? A step. Step in Irish is **COISCÉIM**—made up of **CÉIM**, a step or degree, and **COF**, the foot. **COISCEIM**, **COISCEIM**; **COISCEIM**. **SIUBLAIM COISCEIM**, 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 COISCEIM** is exactly equivalent to 'I walk a step.' Look! we express in two words what requires four in English! Good! **SIUBLAIM COISCEIM**." (Repeat).

3. "SIUBLAIM another step. We put the qualifying word after the noun in Irish, hence **SIUBLAIM COISCEIM** *another*, and *another* is expressed by **EILE**, **EILE**, **EILE**. **SIUBLAIM COISCEIM 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. "SÍNIM ÁMAĆ. What do I **SÍN** ÁMAĆ? My

hand. *Hand* in Irish is *lámh*, *lámh*, *lámh*, and *mo*, *my*: *mo lámh*. *Sínim amach mo lámh*" (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. "Druimim 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 *araí*, *araí*, *araí*. *fillim aráis*" (Repeat.)

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

### CRÍOC.

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 cuigéann tú sín?* etc., and adding others. *Eistriú liom, mā sé buri dochtúir e.* *níl tú ag eisteáct.* *níl an caillín sín ag eisteáct.*

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:—

**DRUIDIM AN TORAS.**

EIRIGIM.	1. EIRIGIM in mo gearam.
SIUBLAIM.	2. SIUBLAIM coirceim.
SIUBLAIM.	3. SIUBLAIM coirceim eite.
SIUBLAIM.	4. SIUBLAIM do'n torar.
SÍNIM AMAC.	5. SÍNIM AMAC mo lám.
BEIRIM.	6. BEIRIM ari an torar.
DRUIDIM.	7. DRUIDIM an torar.
FILLIM.	8. FILLIM ariair.
SURDIM SÍOS.	9. SURDIM SÍOS ariair.

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, CÁD A CLOSG É?—of course explaining the sentence and writing it on the blackboard. TÁ SÉ A LEAT I NDIALÓ AN NAOI. MÁISEADÓ, IS MITRÓ DÚINN IMTEACHT. IS MITRÓ GO VEARBHA. SLÁN LEAT. SLÁN LIÚ. GO VTÉIRÓ 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, *DIA ÓÁOIBH*, and make them reply, *DIA IS MUIRE ÓUIT.* *AN ÓFUIL SIB ULLAM?* *TAMARÓ ULLAM.* *TABAIR-TIGÍÓ AIRE ÓAMH,* *MÁISEADÓ,* 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!* *TÓS DO CÉANN* *AGUS PEUC ORM.* *MAIT TÚ.* *MAIT AN BUACAILL TÚ!* *MAIT AN CAILÍN Í!* *SO MAIT!* *SO MAIT!* *NÍ CEART!* *PEUC TEIS ARÍS,* 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:—

deargam mo piopa.

Cuirim.	1. Cuirim mo lám in mo piopa.
beirim.	2. beirim amach mo piopa.
Seibim.	3. Seibim tobac.
Seibim.	4. Seibim rísan.
gearraim.	5. gearraim an tobac.

\* \* \* \*

Suaitim.	6. Suaitim an tobac.
lionaim	7. lionaim mo piopa.
Seibim.	8. Seibim bocra larós.
buailim.	9. buailim larós.
deargam.	10. deargam mo piopa, agur
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.

DEARGANN TÚ DO PIOPA.

1. CUIREANN TÚ DO LÁIN IN DO PIOPA.
2. BEIREANN TÚ AMAC DO PIOPA.
3. GEIBEANN TÚ TOBAC.
4. GEIBEANN TÚ RGIAN.
5. GEARRANN TÚ TOBAC.
- \* \* \* \*
6. SUAITEANN TÚ AN TOBAC.
7. LÍONANN TÚ DO PIOPA.
8. GEIBEANN TÚ DOCHRA LARÓS.
9. BUAILEANN TÚ LARÓS.
10. DEARGANN TÚ DO PIOPA, AGUR
11. CAITÉANN 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 LÁIN IN DO PIOPA.
2. BEIRIR AMAC DO PIOPA,  
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 BUACAILL SO lights his pipe.

DEARGANN SEAGÁN A PIOPA.

1. CUIREANN RÉ A LÁIN IN A PIOPA.
2. BEIREANN RÉ AMAC A PIOPA,  
etc., etc.

I then describe how SEAN-MÁIRE lights her pipe.

## DEARGANN MÁIRE A PIOPA.

1. CUIREANN RÍ A LÁM IN A PRÓCA.
2. BEIREANN RÍ AMAC A PIOPA,  
etc., etc.

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

## DEARGAMAOÍD AR BPÍOPAÍ.

1. CUIRIMÍD ÁPI LÁMHA IN ÁPI BPÓCAIB.
2. BEIRIMÍD AMAC ÁPI BPÍOPAÍ.
3. GEIBHMÍD TOBAC.
4. GEIBHMÍD FGÍAN.
5. GEARRAMAOÍD AN TOBAC.

\* \* \* \*

6. SUAITIMÍD AN TOBAC.
7. LÍONAMAOÍD ÁPI BPÍOPAÍ.
8. GEIBHMÍD BOGRA LAFÓG.
9. BUAILIMÍD LAFÓG.
10. DEARGAMAOÍD ÁPI BPÍOPAÍ, AGUR.
11. CAITÍMÍD COIT.

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

1. CUIREANN RÍB ÚBRI LÁMHA IN ÚBRI BPÓCAIB.
2. BEIREANN RÍB AMAC ÚBRI BPÍOPAÍ,  
etc., etc.

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

1. CUIREANN RIAD A LÁMHA IN A PRÓCAIB.
2. BEIREANN RIAD AMAC A BPÍOPAÍB,  
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, INDE, ANURRAIG, AN SAMRAÓ* 'S *CUAIDH TART*, or the like, leaving no room for doubt that the actions were past actions. For instance:—

*O'OL mé deoč.*

*1& ann.*

1. *Bi mé as riúbal ar an mbótar.*
2. *Bi taist ojm.*
3. *CONNADIC mé teac.*
4. *ÓRUÍD mé rúar leir.*
5. *CUAIDH mé ipteac ann.*

\* \* \*

6. *O'LAIRR mé deoč.*
7. *TUG bean a' tighe deoč bainne Óam.*
8. *O'OL mé an deoč.*
9. *O'LAIRR mé beannacht Dé ar na ba (buairib).*

10. *O'fíll mé a'mac a'fáir.*

11. *Siuðal mé liom a'fír.*

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 mbáraí.**

**olífaidh mé deo.**

1. *béir* mé as riubal ari an mbótar.
2. *béir* taist oírm.
3. *Ciobh* mé teac.
4. *Truim* *ciobh* mé ruair leir.
5. *Rácaidh* mé i gteac ann.

\* \* \* \*

6. *tarrafaidh* mé deo.
7. *Beirfin* bean a' tigé deo bainne òamh.
8. *Olífaidh* mé an deo.
9. *tarrafaidh* mé beannacht Dé ari na ba.
10. *fíllfí* mé a'mac a'fáir.
11. *Siuðal* *olífaidh* mé liom a'fír.

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. ÚSÍNN AG RIUBAL ÁR AN MBÓTÁR.
2. ÚSÁD TÁRT ÓRM.
3. CÍÓFÍNN TEAC.
4. ÓRUIÓFÍNN RUAR LEIR.

etc., etc.

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

1. ÚSÍNN AG RIUBAL ÁR AN MBÓTÁR.
2. ÚSÁD TÁRT ÓRM.
3. CÍÓFÍNN TEAC.
4. ÓRUIÓFÍNN RUAR LEIR.

etc.

How does Patrick say I drink a drink ?

ADEIR SÉ :—

1. SO MBÍOM AG RIUBAL ÁR AN MBÓTÁR.
2. SO MBÍ TÁRT ÓRM.
3. SO ÓFÉICIM TEAC.
4. SO NÓRUIÓDIM RUAR LEIR.

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 developement 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.

### Bi an oirdé an réir fliuč.

1. O'ÉIRÍS an oirdé fuař.
2. TÁMIS r̄samall ař an ngeallais.
3. TÓSÍS ré ař cup feartaine.
4. TUIRLING an feartain go t̄om.
5. BI SRUTANNA ař an r̄áid.
6. O'ÉIRÍS tuile r̄an abainn, ađur
7. RINNEADÓ dočar mór do'n ñáir.

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

“Oia ñiut, a Seagáin. Nac bheag an oirdé i reo? Is bheag, buriðeacar le Oia. Ói ré an-fliuč

Ճիշտ. Ո՞ւ, յօ ռեարթա. Ո՞ւ բաձտ մօր լեյ, այս Եւ  
թե առ-տօրեա. Ի Բիոր ունի րի. Ճա ովելքեա ու  
դրոն որմատ ուայ և տօրից թե այ ըստ. Տես. Ո՞՛Տ  
ամսւի առ. Շուրլինց առ թարտան առ դրու յօ յօ<sup>ւ</sup>  
բաթ բրւշանն ար առ դրաւ. Ճա առ շարտ այստ. Ո՞ւ  
ւուլ յան աթան, այս Ռիննեած տօւար մօր ուն  
ները.”

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—

ԿՈՒՐ ԱՆ ԿԱԼԻՆ ՏԻՈՏ ՏԵԻՆԵ.

1. Ռ'ԵԻՐԻՇ ԱՆ ԿԱԼԻՆ ԱՐ ՄԱՐՈՒԻՆ.
2. ՔՈՇ ՐԻ ԻՐԵԱԾ ԵՎԵԾ ՄՈՆԱ.

3. CUIR ḥi an ḫrioraċ aři teatċaoiō.
4. CUIR ḥi rior cāl mōna aři an teallad.
5. SLEAS ḥi na haibloegs ruaq leip an mōin.

\* \* \* \*

6. CUIR ḥi rmut ḫiúbairi in a meaġ.
7. CUIR ḥi tuillead mōna ċapt ċimċioll oppa.
8. SĒIÓ ḥi an teine leip na buiġ (buiġiō).
9. CUIR ḥi amac an luuīpreat, aġur
10. SGUAIIB ḥi an tead.

I take the first part of the first sentence, o'elrig an cailin. When? Pupil answers: Aři marxin. Now give me some variants.

1. O'ELRIG an cailin—Aři marxin.

—craġħnona.  
—Dia Domnais.  
—ra craogħal.  
—in ājro,  
etc.

2. RUġ ḥi iżtead—baċoġ mōna.

—cila b' mōna.  
—cila b' ppreatxi.  
—għar cabarix.  
—an lea nū,  
etc.

3. CUIR ḥi—an ḫrioraċ aři teatċaoiō.

—an ḫrioraċ aři.  
—an ḫrioraċ le céile.  
—an poll-deatħais tneji.  
—an tead amuġa,  
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:—

O'ÉIRÍS an cailín—ar matóin.

O'ÉIRÍS an buachaill—

O'ÉIRÍS mé go mod—

Rinne mé mo chéadphointe—

O'DUÍRT mé mo chuirn aifneagste—,

etc.

RÚS an cailín i ríteach—baic sé móna.

RÚS mire i ríteach—

O'LIARR mé ar an cailín tabhairt i ríteach—

A Seagáin beir isteach—

teastúi gheann uaim—

etc.

1. CUIR RI—an ghríorach ar leathaois.

TÓS RI—

O'ÍOMHÚIR Seagáin—

CONNADÍC bean a' tigse.

thórtúi Sígile,

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 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 *in oiríord a céile deantaí na carpleáin*, 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 *Cuip an caitlin 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 *caitlin* (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 **BOÍTEAC**, a byre, it will, as pronounced, strike the pupils as a strange word; but if it is mentioned that **boíteac** is made up of the two words **bo** (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 **MÁIT GO 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 i e caot, etc.* He can also point out that certain puzzling combinations such as *u g a o* 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 CÁINTE* 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 teip* 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 over-loading 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:—

### ΤΟΥΣ ΝΟΡΑ ΒΑΙΝΝΕ ΤΟΝ ΚΑΤ ΑΡΕΙΝ.

1. ΟΛΙΣ ΝΟΡΑ ΝΑ ΒΑ.
2. ΤΟΥΣ ΡΙ ΑΝ ΒΑΙΝΝΕ ΙΡΤΕΑΚ 'ΥΝ ΤΙΣΕ.
3. ΛΙΟΝ ΡΙ ΚΥΠΑΝ ΤΕΙΡ ΑΝ ΒΑΙΝΝΕ.
4. ΟΡΓΑΣ ΡΙ ΑΝ ΚΥΠΑΝ ΑΡΙ ΑΝ ΑΥΤΟΛΑΡ.
5. ΣΖΑΙΡΤ ΡΙ ΑΡΙ ΑΝ ΚΑΤ.
6. ΤΑΙΝΙΣ ΑΝ ΚΑΤ, ΑΓΑΡ
7. Ο'ΟΛ ΡΕ ΑΝ ΒΑΙΝΝΕ.

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, *SEASAIMH SUAS*, *SURDE SÍOS*, *SÍN Λ' ΟΛΙΣ*, *ΤΑΔΑΝ* *CEART ΑΓΑΤ*, 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 uncatalogued 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.—EIRIGIM AR MAROM.

1. MUSSGLAIM API MAROM.
2. FOSGLAIM MO FÁILE.
3. EIRIGIM IN MO FUIDE.
4. CUIRIM OJM MO CUIRO ÉADAIG.
5. NIJM MO LÁMHA AGUR M'AGAID.
6. CIARAIM MO CÉANN.

\* \* \* \*

7. DEARCAIM' RA' FGÁCÁN.
8. TUIRLINGIM NA RTAIBHÍ.
9. SIUBLAIM ISTEAC 'RA' PHÁPLUR.
10. SUIRÍM SÍOS AG AN GCLÁR.
11. CAITÍM MO CÉUDPHÍOINN.
12. CUIRIM ORM MO HÁTA.
13. FÁGAIM AN TEAC.
14. BUAILIM RIOR AN TERRÁID.
15. GÁBAIM I GSIONN OIBHE.

## II.—SIUBLAIM SÍOS AN BÓTÁR.

1. CUIRIM ORM MO BAIUPHEU.
2. GÉIBIM MO HÁTA.
3. FOSGLAIM AN DOIRÍ.
4. GÁBAIM AMAC API AN DOIRÍ.
5. DEARCAIM API AN RPÉIT.

\* \* \* \*

6. DEARCAIM RIOR AGUR RIAR.

7. Cíím go bhfuil an aimreapáin go mait.
8. Agur siúilaim ríor an bhréapáin.

### III.—DEARGAIM MO PHÍOPA.

1. Cuirim mo lámh in mo phíopa.
2. Beirim amach mo phíopa.
3. Géibim tobac.
4. Géibim rían.
5. Gearrain an tobac.

\*      \*      \*      \*

6. Suaitim an tobac.
7. Líonaim mo phíopa.
8. Géibim bocra laróis.
9. Buailim laróis.
10. Deargaim mo phíopa, agur
11. Caitim coit.

### IV.—GLANANN NÓRA AN TEAC.

1. N-ÓIRIORDH AM-BHREAC-FHÁRTA :—

1. Cuiríseann Nóra na leaptaí.
2. Glanann rí amach na gceomhlaí leapta.
3. Sguabann rí na húirláir.

4. nícheann rí na roinntse.
5. nícheann rí uirláir na círteanaisce.
- \* \* \* \*
6. glanann rí na fuinneogá.
7. cuireann rí an t-áthairgáin tigé i n-áthairgáin.
8. beireann rí isteach uirlse.
9. cuireann rí mórán ari an teinidh.
10. socruigéann rí a rtáil coir na teineadó,
- agur,
11. suídeann rí síos a' rniomh.

#### V.—ÓLAIM MO CHIÚD BROCHÁIN.

1. gní mairé bhocháin péríodh daon.
2. cuireann rí amach i mbóla é.
3. cuirim riúcta agur im agur bainne ann.
4. measgáim tigé n-a céile é.
5. beirim liom é coir na teineadó.
6. ólaim bolgáin de'n bhocháin.
7. taitnígeann ré go maitiú liom.
8. ólaim mo fáit de.
9. fádgáim an fuigileadó in mo diaidh.
10. Cuirim an bóla ari ari an gcláir.

VI.—CUIREANN MEADÓBA SÍOS PRÉATAÍ FÁ  
COINNE NA DÍNNÉIRE.

1. DUAINNEANN MEADÓBA PRÉATAÍ NUADA.
2. TOMCUIREANN RÍ 'NA' BAILE IAD I GCUILABH.
3. LÍONANN RÍ AMAC I UTOBÁN IAD.
4. CUIREANN RÍ UIRGE 'RA' TOBÁN.
5. NIÑGEANN RÍ NA PRÉATAÍ.

\* \* \* \*

6. CUIRÉANN RÍ SÍOS POTA UIRGE, AGUR.
7. NUASÍR GUILEAS AN T-UIRGE.
8. TÓGÁNN RÍ NA PRÉATAÍ IN A LÁMAIBH, AGUR.
9. CAITÉANN RÍ ISTEAC 'RA' POTA IAD.
10. FÁDÁNN RÍ AG SUIL IAD GO CIÓNNA LEATNAIRÉ.

\* \* \* \*

11. NUASÍR ATÁ NA PRÉATAÍ ÓIRUITTE,
12. TÓGÁNN MEADÓBA AN POTA.
13. TAOMANN RÍ AN T-UIRGE DE NA PRÉATAÍBH.
14. LÍONANN RÍ NA PRÉATAÍ AMAC ÁRI LORAIRO.
15. FÁDÁNN RÍ AN LORAIRO ÁRI AN CLÁR FÁ COINNE  
NA DÍNNÉIRE.

VII.—ÓLAIM MO CUIRÓ TAE.

1. TÍGIM 'NA' BAILE TIRÉTÓNA.
2. DUAINIM DÍOM MO HADA AGUR MO CÓTA MÓR.
3. SUÍDÍM SÍOS COIR NA TEIMEADÓ.
4. LEISGIM MO FGÍRTE.

5. SUÍÓIM ISTEAC ÓUIG AN CLÁIR.
6. LÍONANN TÁIRÉ AMAC CUPÁN TAE TAITH.

\* \* \* \*

7. CUIRIM RIÁCRIA AGUR NUACHTAIR 'RA' TAE.
8. ÉNÍM SEADRAIRÉ Ó'ARLAÍN AGUR Ó'IM.
9. CUIRIM MILREÁN AIR.
10. ITIM AN SEADRAIRÉ.
11. ÓLAIM AN TAE.
12. ÉI ÓLAIM SEADRAIRÉ EILE.
13. ÉI ÓLAIM CUPÁN EILE TAE.

\* \* \* \*

14. CAITÍM AN ÓEIRÍT ACAD.
15. ITÍM MO FÁIT.
16. NUADÍR ATÁ GO LEOR ITTE AGAM,
17. TUSGÁIM ALTUÍGÁD DO ÓIA.
18. TIONNTUÍGÍM TÁRT ÓUIG AN TEINÍD,
19. AGUR TÁIM GO RÁRTA.

## VIII.—RINN GRÁINNE AN BROCAÍN. AREIR.

1. CUIR GRÁINNE RIOR POTA (= COIRCÁIN, COIRÉ)
2. NUADÍR ÓÍ AN T-UIRGÉ AG SUÍL
3. NUADÍR RI MIAR MINE.
4. TÓS RI CLÁIR AN POTA.
5. TÓS RI CHLÁS MINE.

6. *Leig* rí do'n min molcaidh ériu a meairc i'rteac  
'ra' pota.

\* \* \* \*

7. *meass* rí an min ériu an uisce le mara.
8. *Cuir* rí i'rteac crád eile agur crád eile.
9. *meass* rí ariú é.
10. *Leig* rí do ghuil.
11. *Nuair* b'í an bhoicáin bhuicte
12. *Cóis* rí an pota, agur
13. *Lion* rí an bhoicáin amach ari méisir.
14. *Leig* rí do fuaraidh.
15. *Cuir* rí an mhar ari an gcláir.
16. *Siúl* na fir tairis fá'n gcláir.
17. *Cus* Spáinne bainne doibh (doibh), agur
18. *Oit* riad a ruipéar (=réiré).

#### IX.—AG IMIRTE CÁRTAÍ.

1. b'í ceathair agair ann.
2. fuaramar fuireann cártá.
3. Siúldeamar ríor ag cláir.
4. *Lasadh* coinneál d'úinn.
5. *Cuireamár* amach ari gcuimh aifrisio.
6. *Cóisígeamar* ag imirte.

\* \* \* \*

'Sé min le pád :—

7. *Rann* Doimhne na cártá.
8. *Oímir* mire an t-aon òe m'ad.

9. CÁR BUAIL EINNEAC E,
10. AGUR FUAIL MÉ AN CLUIÉCÉ.
11. ÓSOL AN TPIÙR PIÙINN A' FEAPÍ DATH.
12. D'IMREAMAR CLUIÉCÉ EILE.
13. SUÍDEAMAR I SCIONN NA SCÁRTAÍ GO TCI 'N  
DEIC A CLOSG.

\* \* \* \*

14. BÍ OCT ÓPIÙNE DEUG BUAINTE AGAM-RA AN UAIPI  
PIN.
15. D'FÁGAMAR NA CÁRTAÍ I DTAIRESÍD,
16. AGUR D'IMCHÍSEAMAR LINN 'NA' BAILE.

## X.—RAÇAÍD MÉ ÓO LUIGE.

1. TÁ COULAD AG TEACHT OÍRM, AGUR TAIPI RIN TÉ
2. RAÇAÍD MÉ ÓO LUIGE; 'RÉ RIN LE RIAD:—
3. BUAINFÍD MÉ TDIOM MO ÓRÓGÁ.
4. DÉARFÁID MÉ MO CUIRO UIRNEAGTE.
5. LASFÁID MÉ MO COINNEAL.

\* \* \* \*

6. RAÇAÍD MÉ 'UN MO ÓEOMPLA LEAPTA.
7. BUAINFÍD MÉ TDIOM MO CÓTA.
8. NIÙFÍD MÉ MO LÁTHA.
9. GEÓBÁID MÉ TUÙÁILLE,
10. TRIOMBÓCÁID MÉ MO LÁTHA.
11. BUAINFÍD MÉ TDIOM MO CUIRO ÉADAIG.

\* \* \* \*

12. CUIRÍFÍD MÉ OÍRM MO LÉINE LEAPTA.

13. RAÇAÎÓ mé iptimeas 'ra' leabaird.
14. LUIGFÍÓ mé riord inar an leabaird.
15. TARRAINGEOÇAÎÓ mé an t-éadaid leapra  
tarim.
16. SÍNPFÍÓ mé mé féin go fártas.
17. AGUR RAÇAÎÓ mé do cónlaid.

## XI.—DEIRIM URNAIGTE NA MARONE.

1. NUASÍP EIRÍSÍM ARI MAROIDIN,
2. DEIRIM MO CHUIÓ URNAIGTE, 'RE RIN LE PÁD :—
3. FEACAIM MO GLÚNA.
4. COISREACAIM MÉ FÉIN.
5. DEIRIM AN PHÁIDÍR.
6. DEIRIM A' T-ABE MÁIRIA.
7. DEIRIM GUÍOMH CLEIRIDIM.

\* \* \* \*

8. OFFRÁILIM MÉ FÉIN, AGUR MO CHUIÓ GUÍOMH DO  
ÓÍA.
9. TARRAIM CABAIPI ÓÉ.
10. DEIRIM PHÁIDÍR AGUR ABÉ MÁIRIA ARI ANAMNAIS  
NA MARB.
11. GUÍÓIM GRÁRTA ÓÉ FÁ COINNE MO CÁILAD AGUR  
MO ÓDAOINE MUINTEAGHÓA.
12. COISREACAIM MÉ FÉIN ARI.
13. CRÍOCNUÍSÍM MO URNAIGE.
14. EIRÍSÍM IN MO FEARAIN ARI.

## XII.—URNAISÉ AN TIGEARNA.

1. Ár n-áctair ATÁ ari neamh,
2. GO NAOIMHTAR o'ainm;
3. GO TIGIÓ do piogáct;
4. GO n'DEANTAR do tóil ari an talamh
5. Mar SNISTEAR ari neamh.

\* \* \* \*

6. Ár n-árlán Laeteamhail TADAIL TÚINN inoimí,
7. Águr maic TÚINN ari bhráca, mar
8. MAITÍMÍD o'ari bhréimeamhnaibh féin;
9. Águr na LÉIS rinn i gcaithseábh,
10. Aict SAOR rinn ó olc. Amén.

## XIII.—FÁILTE AN AIMSEIL.

1. TÍA DO BHEACÁ, a MUIRE, ATÁ LÁN DO SGRÁRTA;
2. TÁ 'n TIGEARNA LEAT (nó maillé leat);
3. IS BEANNUISTE TÚ TÁIR NA MNÁIBH, ÁGUR
4. IS BEANNUISTE TÓIRÁD DO BRIONN, TÓIRÁ.

\* \* \* \*

5. A NAOIMH MUIRE, a MÁCTAIR TÉ,
6. GUÍÓ OIRAINNE, NA PEACASÍS, ANOIR ÁGUR ARI UAIR  
ARI MBÁIR. Amén.

## XIV.—TÉRÓMÍS 'UN AIFRINN.

1. DIA DOMNAIS REO CUSGAINN.
2. ÉIRÍGMÍS GO LUAT (NÓ GO MOCH).
3. SIUUBLAMAOSÍS GO UCI AN TIRÉAN.
4. FÁSAMAOSÍS CLOÍCHEADA (TICÉADA).
5. TÉRÓMÍS GO LEITLÍCEADHNAIN.

\* \* \* \*

6. FÁSAMAOSÍS AN TIRÉAN.
7. SIUUBLAMAOSÍS RUAR AN TERRÁID.
8. GO SROICIMÍD AN T-ÁRTHU-TEAMPALL.
9. TÉRÓMÍS ÍRTÉADH ANN.
10. CROCHAMAOSÍS ARI HACDAÍ I NÁIRDE.

\* \* \* \*

11. FEACAMAOSÍS ARI NGLEANA.
12. COISREACAMAOSÍS RINN FÉIN.
13. ABRAMAOSÍS ARI GSUIRU UJNAILGE.
14. ÉISTIMÍS AN T-AIRGEADH.
15. ÉISTIMÍS AN TREANMÓIR.
16. ABRAMAOSÍS NA HUJNAILGE BEAGA.
17. TÍGIMÍS ÁMAÍC ARI RT, AGUR
18. FILLIMÍS 'NA' ÓAILE.

## XV.—MAR RAÓCÁINN 'UN AIFRINN DIA DOMNAIS.

1. D'ÉIREOCHÁINN ARI MARÓIN, AGUR
2. CÚIRFÍNN RIOR TEINE, AGUR
3. SGÚABRÁINN AN TEAC.

4. **ÚRUIČFÍNN** ٹڈپାନ ପ୍ରେତାଳି.
5. **ÐEANFRAINN** ଇତ୍ତ ଏ ଫିଲ୍ଟାଥ ନେ ଏ ଚାମାଥ.
6. **CUIRFÍNN** ଫିଲ୍ ଏଣ କୋର୍ ଫା କୋନ୍ନେ ଥିଲାନ ତାଏ  
ଏ ଦେଆନାଥ.

\* \* \* \*

7. **SEOÐDAINN** ଏଣ ପତା-ତାଏ ଏଗୁର ଚିରଫିନ୍ ଉର୍ଜେ  
ତେ ଅନ୍.
8. **CUIRFÍNN** କୁରିଲା ଫରୋନ୍ଦ ତାଏ ଇତ୍ତେଆଚ ଏଗୁର ଫୋ  
ଲେଧ ଉର୍ଜେ.
9. **CUIRFÍNN** ଏଣ ତାଏ ଅମାଚ ଇ ମବ୍ଲାଇଥ, ଏଗୁର
10. **CUIRFÍNN** ଫିଲ୍ଟା ଏଗୁର ନାଚ୍ଚାର ଅର.
11. **TIUÐRAINN** (= ÐEANFRAINN) ଲିଓମ ଅରାନ, ଏଗୁର
12. **SEARFRÍNN** ଏ ଲେ ର୍ଜିଲାନ.
13. **SEOÐDAINN** ଫିଲ୍ଟା ଇମେ ଏଗୁର
14. **O'FÍNÍSFÍNN** ଫାଇନ୍ଚେ (= ଫୁଟା) ଏ.

\* \* \* \*

15. **CÍFORFÍNN** ମୋ ଚେଅନ୍, ଏଗୁର
16. **NIÐFÍNN** ମ' ଏଗାରି.
17. **CUIRFÍNN** ଓପି ମୋ ଚୁଇଥ ଥିର୍ଦ୍ଦ ଦୋମନାଇଶ.
18. **CUIRFÍNN** ଓପି ମୋ ଚୁଇଥ ଏଥାଇଶ, ଏଗୁର
19. **RAÐAÍNN** 'ନ ଅରିଲିନ.
20. **SHIÐFÍNN** ଓର କୋନ୍ନେ ନା ହାଲ୍ଟରିଲା, ଏଗୁର
21. **ÐEANFRAINN** ମୋ ଚୁଇଥ ଅରିଲାଇଶେ.

## XVI.—ନିଃଶ୍ଵମ ଏଣ ଲେଅନଥ ବେଅଶ.

1. **LÍONAIM** ଫୋରେଆଚ ଲେ ବୋଗ-ଉର୍ଜେ.
2. **FÁÐAÍM** ଏଣ ଫୋରେଆଚ ଫିଲ୍ ଏଣ ଅପିଲାର.

3. FÁSAIM SALLÚNAC AGUR ÉADAIC.
4. BEIRIM AP AN LEANB.
5. SUÍÓIM AP CÁCAOIR ÍRIL LEIR AN LEANB.
6. SÍNIM AN LEANB AP MO GLAÍM.

\* \* \* \*

7. SÁICIM AN LEANB BEAG ÍRTEAC 'RAN MÍRGE,
8. TÓSAIM MÍRGE IN MO LÁIM AGUR FÍLIÚCÁIM AN LEANB GO LEIR.
9. CUIMILIM AN LEANB LE SALLÚNAC.
10. NIJSIM AN SALLÚNAC BE'N LEANB.
11. TUMAIM AN LEANB BEAG 'RAN MÍRGE APIR.

\* \* \* \*

12. TÓSAIM AN LEANB AP AN MÍRGE.
13. CROÍTEANN RÉ A CEANN AGUR A LÁTHA.
14. RÍTEANN AN T-MÍRGE ÓE.
15. TÓSAIM AN T-ÉADAIC AGUR CUIMILIM AN LEANB LEIR.
16. TRÍOMUÍSÍM AN LEANB GO LEIR.
17. TÁ AN LEANB GLAN, NIJSÉ, AGUR CÍRM.
18. PÓSAIM MO LEANB BÁN.

## XVII—MAR NIJSFÍNN AN LEANB.

ÓA MHEÁO LEANB LE NIJSÉ AGAM.

1. SÉOÐAÍNN RÓRA AGUR RRUINIR.
2. SÉOÐAÍNN ÉADAIC LE N-A TRÍOMUÍSÁD.
3. NIJSFÍNN A CEANN, AGUR

- 4. Cúirfinn iptimeas 'fan uisce é, agur
- 5. níl sé inniu ríor é.

\* \* \* \*

- 6. Táigfaínn amach ar an uisce é.
- 7. Táriomóscaínn é nuairi bheadh ré níse.
- 8. Cúirfinn iéine aip ann rín.
- 9. Agur ann rín Cúirfinn fáirgheoidh aip.
- 10. Cúirfinn aip an círto eile de na ceartaileacail.
- 11. Cúirfinn cóna nō mainge aip, agur
- 12. Coimreóscáinn é go galanta.

### XVIII.—AS BLEAGAÍN BÓ.

Árpa mire le Órlíchtí, "Goiadé mar bhlíseá ná ba?"  
"Atá," árpa Órlíchtí.

- 1. Béarfaínn liom canna agur písin, agur
- 2. Raícaínn amach 'na boiteig.
- 3. Táigfaínn an canna amach ar mo láimh.
- 4. Táigfaínn an ríol, agur
- 5. Súiðfinn aip faoi 'n boin.
- 6. Raícaínn a bleagaí ann rín le mo tá láimh.

\* \* \* \*

- 7. Nuairi bheadh ri blíse é agam,
- 8. Béarfaínn an bainne iptimeas 'un tíse.
- 9. Béarfaínn liom an rioltán, agur
- 10. Béarfaínn an bainne a rioltúshad.

## XIX.—ORDUÍSGAÓ LE TAÓDAINT DO SÉASÁN.

1. ÉIRÍGÉADÓ Séasán ari maroin.
2. CUIREADÓ ré aír a chuir éadair.
3. FAÍSGAÓ ré a bhealasfártá.
4. GLACADÓ ré bata i n-a láimh.
5. SÍGÁOILEADÓ ré amach Maoileán.
6. TIOMÁINÉADÓ ré 'un aonair' i.

\*                   \*                   \*                   \*

7. DÍOLADÓ ré i.
8. MÁ'S FÉIDIR leip é,
9. NÁ GLACADÓ ré níor luigfa níppi 'ná deic  
bprúnta, acht
10. NÁ FILLEADÓ ré 'ná' baile leití
11. MA SÉIBHÉADÓ ré an méid rín.

\*                   \*                   \*                   \*

12. CEANNUÍSÉADÓ ré mala min buirde
13. Aghair mairlin plúip.
14. CUIREADÓ ré an min ari éairíte Íarai Óigíse,
15. Aghair BÍODÓ ré 'ra baile pojim an oirde.

## XX.—MAR DÉANTAR CONNRAÓ AR AN AONAC.

1. BEIRTEAR amach bó mochuir.
2. TIOMÁINTEAR go círamach i.
3. SIUBALTAR go rocaí leíte.
4. SROICTEAR an t-aonac fá meathón-lae.
5. CEAPTAIR an bó i gceach i láp an aonair.

\*                   \*                   \*                   \*

6. MA TARRTAIR fíche púnta ari an boin,

7. TÁIRGTEAR caint púnta deug uíri.
8. Ann rín SGÓILTTEAR an teicbhír.
9. BUAILTEAR bára aip, agur
10. DÉANTAR connraigheadh.
11. DÍOLTAIR aip an mbóin, agur
12. OLTAIR deoc mairi gseall aip an gconnraigheadh.

## XXI.—BAISTEADÓ.

1. ADEIR SEAGÁN LIOM—
2. GO RUÍG bean Conchothair ráirthe 01 ÓDE ÓÍA  
nádóine a chuaidh éairí.
3. GO RAIBH bairsteadoch i ngrád Conchothair ÓÍA  
Domhnaig.
4. GUÍR ÓÍA Seumair Ó Cuinn agur Síláinne  
nig aodha a bhlí mairi Cárthair Chlóirt ann.
5. GO NDEACÁIDÓ ÓÍA féin agur Conchothair  
amach leir an ráirthe.
6. GUÍR BAISTEADÓ e ag an tig fobhail.

\* \* \* \* \*

7. GUÍR a bhlí ann, agur
8. BAISTEADÓ Táuig aip mairi ainnm.
9. 'Sé rín ainnm a aitair tóisír.

\* \* \* \* \*

10. ADEIR Seagán go rai b éisinniúiseadh tóir ag  
an bairsteadoch.
11. Go NDEARNADÓ fíleadó tóir dónaibh, agur
12. GUÍR 1C ríaois, agur
13. GUÍR OL ríaois a ráit.

14. **Go Raibh** ríaoth ag fadaíil ceadil, agur
15. Ag tóeanamh ghrinn go dtí an meadhón-oiríche,
16. Agur go n'DEACAILÍO ríaoth 'na' bairle go meádach.

## XXII.—BAISTEADH LEINBH.

1. CUAIDH mé pín agur marúile le leanbh go dtí an tréipéal.
2. CUIREADH rí a déin an trásgairt.
3. TÁINIS an rásairt.
4. D'FÍAFRUI S ré óinn an gáruin ná gíppreac a bhi againn.
5. DUBHÁIRT rinn gur gíppreac a bhi linn.
6. D'FÍAFRUI S ré an t-ainm.
7. DUBHÁIRT rinn Caitlin.

\*      \*      \*      \*

8. FUAIR ré ola agur uirge, agur
9. LAS ré coinneal.
10. CÉISTÍS ré an leanbh.
11. TUGAMAR fheaghrá ari ron an leinb.
12. LÉIS ré oifig an bairtití i Lairdin.
13. TUG ré Caitlin mar a ainm ari an leanbh.
14. CUIR ré ola ari an leanbh.
15. DÓIRT ré uirge ari a céann.

\*      \*      \*      \*

16. Agur DUBHÁIRT ré
17. BAISTEADH tó i n-ainm an ótar agur an mic agur an Spioradach Naoimh.

18. CÚIR FÍNN ARI N-AINMNEADA I LEABHAR,
19. AGÚR TÁINIS FÍNN 'NA' BAILE.

### XXIII.—BÓSÁD.

Coicteigír ó fóim.

1. ÓÍ FÍNN RÁRTA ARI BÉAUSDARÍ MÓR.
2. Ó'LIARR RÉ A INGEAN ARI CONALL ÓUIRDE.
3. TUS CONALL A INGEAN TU.
4. RINNEADA CLEAMHNAF EATCOPRA.
5. SEALL CONALL RÉ CÍNN ÉALAIS MÁRI RPRLÉ LE N-A INGSIN.
6. ÓÍ BÉAUSDARÍ RÁRTA LEIR FÍN.

\* \* \* \*

MÁRI FÍN DE

7. CRUINNÍS RÍADU BAINÍR MÓR.
8. CUAIÓ RÍADU GO DTÍ AN TIG ÓBÚIL DIA DOMNAIGS.
9. BÓSÁD RÍADU.
10. Ó'FÍLL RÍADU 'NA' BAILE ARI.

\* \* \* \*

11. ÓÍ DINNÉIRÍ GALÁNTA RÉIDU (NO ULLAMH) FÁ N-A GSCINNE.
12. Ó'ÍT RÍADU AGÚR D'ÓL RÍADU A RÁIT.

\* \* \* \*

13. ÓÍ AN PIODAIRE MÓR I LÁTÁIR.
14. TÓISÍS RÍADU A' DÁMRAD,
15. AGÚR AG GÁBHÁIL CÉOIL.

16. ÓÍ a látna ghrinn aca.
17. T'fán ríad ann rín go dtí 'n mbairdin.

#### XXIV.—FAIRE AGUS TÓRRADÓ.

An tsealácthaí ro éuairí tairt.

1. FUAIR Tóirídealbais Tuaistil bár.
2. CRUIMNIS na comhphána iptimeas an oiréidhe rín, agur.
3. ÓÍ faire ann go mairdin.
4. CÁIT ríad tobac.
5. D'ÓL ríad tae.
6. DUÍDAIRT ríad an phairíon rámhptead.

\*                    \*                    \*                    \*

7. Lá ari n-a bárasc Táinis tóileam eile.
8. SUÍD ríad ag faire an oiréidhe rín ariúr.
9. Aír an oírtír ÓÍ tórradó ann.
10. CUIREADÓ Tóirídealbais iptimeas 'ra' comhra.
11. DRUIDEADÓ ríor an cláir aír.
12. D'IONCUIR na comhphána an coppaí go dtí an róisínis.
13. Táinis an rásairt.
14. DUÍDAIRT ré na pairíeadá.
15. Beannais ré an ché.
16. CUIREADÓ an comhra 'ran uais.
17. CUIREADÓ an chéadbhs aír, agur.
18. U'É rín deiríeadó Tóirídealbais ari an traoisal ríeo.

## XXV.—TÉRÓMÍS GO DTÍ AN T-OIREACHTAS.

Áitír Conchothair liom féin :—

1. TÉRÓMÍS GO DTÍ AN T-OIREACHTAS,
2. 'SÉ RÍN LE RIÁD :—
3. ÉIRÍGÍMÍS GO LUADT (nó GO MOCH).
4. SIUUBLAMAÓIS GO POINT AN ÓBÚALAIGH IARLATHA.
5. CEANNUÍGÍMÍS CLOÍCÉADHA.
6. TÉRÓMÍS ÁRI AN T-RIALTA.

\* \* \* \*

7. BÍOÓ TOIT AGDAINN 'RA' T-RIALTA,
8. AGUR BÍMÍS GO RÁRTA GO DTÍ GO
9. SROICFIMÍO ÓBÁILE-ÁLTÁ-CLÍAÍT.
10. TUIRLINGÍMÍS AG SRIARÓ ÁMIEN.
11. BÍOÓ BÉILE BÍÓ AGDAINN.

\* \* \* \*

12. ÓBLAMAÓIS GLOINE LEANNA.
13. SIUUBLAMAÓIS LINN GO DTÍ 'N ROTUNDA,
14. AGUR FEICIMÍS AN T-OIREACHTAS.

## XXVI.—TÉRÓMÍO GO DTÍ AN T-AMHARCLANN.

1. ARSA MÁIRE LIOM FÉIN :
2. TÉRÓMÍS GO DTÍ AN T-AMHARCLANN.
3. ARSA MÍRE, TÁITÍ RÁRTA. MÁRI RÍN. DÉ,
4. CÓIRÍGÍMÍO RÍNN FÉIN.

5. CUIRIMÍO oírláinn ari hataí agus ari gceataí.
6. FÁGAMAOÍO an teac.

\* \* \* \* \*

7. SIUUBLAMAOÍO ríor an t-riáid.
8. CÉIÓMÍO ari an gcairbhadh coitcinn.
9. SROIÓCEAMAOÍO an éataip.
10. TUIRLINGMÍO ó'n éairbhadh.
11. CEANNUIGMÍO cloicheada.
12. SIUUBLAMAOÍO iarrteac 'r an amharclann.

\* \* \* \* \*

13. SUÍÓMÍO ríor ari fhiúdeacán.
14. EÍSTIMÍO leir an gceol.
15. PEUÍAMAOÍO ari an dráma.
16. GníomhíO gáipe leir an tsgriath.
17. AGUR nuair AICÉD an dráma criochnaingté.
18. FÁGAMAOÍO an t-amharclann, agus
19. FILIMÍO 'na' báile.

## XXVII.—RÁCÁINN AG TARGAIREACHT.

1. TPLAT BÍOS in mo Órlain BÍ.
2. BÍNN ag feiteamh le lámhliuic.
3. A DÉANFADH tuile inír an aibainn.
4. Go RÁCÁINN ag targaireacht, 'ré rín le pád:
5. GÉIBÍNN pláit targaireachta agus doirnse.
6. CÉANGLAINN dá bhean ari an doirnse.

\* \* \* \* \*

7. CÚARTUÍGMHINN cuitheoga (nó cnuimh) mar baoite.

8. CÚIRINN cuiteois ari gac tuiscean.
9. TÉRDEADÓ Seagán Coimhdealaibhig liom ag iarrgairneadó.
10. TÉRDMÍS go dtí an abhairn.
11. SEASAMAOIS ari bhrúac na haithe.
12. CAITIMÍS na tuisceáin iarrteas 'fan uirge.

\* \* \* \* \*

13. TÍGEADÓ bhréas ag coisaint na gcuimhne.
14. MÓTUSÍGÍNN an bhréas ag tarrainnt ari an doruise.
15. TARRAINNÍNN an tríat.
16. TÓGAINN an bhréas amach ari an mbhrúac.
17. CÚIRINN an bhréas ari gao.
18. NUAIPI BÉADÓ lán fáid bhréas gairte agam.
19. O'FÍLLÍNN 'na' baile.

XXVIII.—AG BUAINTE SEAMROG.

TRÁCHNÓNA DIA SATAIRN.

1. GLUAIS mé féin i fó mo chéile ag buaint seamrogs.
2. SÍUUBLAMAR linn gur capad tuisceáin páipe galar.
3. CUADÓMAR iarrteas innti.
4. CUARTÍGEAMAR seamrogs.
5. BÍODÓAR ag fár go tuisce.
6. BUAMEAMAR beart aca.

\* \* \* \* \*

7. O'FÍILLEAMAR 'na' baile antrí.

8. **DO PILOCAMAR** (nó tosgamair) na reamhróga a b'fearr.
9. **CUIREAMAR** i mbocraíocht iad.
10. **CLÚDAIGEAMAR** na bocraí le pháipéadair.
11. **SGRÍOBAMAR** reolaí ari gacá ceann aca.
12. **RUGAMAR** go dtí tis an phuirt iad.

\* \* \* \*

13. **CUIREAMAR** na bocraí tair leap go dtí cairpo fá doinne Lá Féile Phádraig.
14. **SHROIČEADAR** na cairpo de rin gan moill.

### XXIX.—AS DUIL AS OBAIL (1).

1. **EIRIGEANN** Seagáin ari mairdin.
2. **CUIREANN** ré air a cuiro éadaí.
3. **DEIR** ré a cuiro aimpaisce.
4. **ITEANN** ré a bheacraí.
5. **BEIREANN** ré leir gráid (nó rán).
6. **TEIRDEANN** ré go dtí Seumair Mór as obair.

\* \* \* \*

7. **ÓRDUIIGEANN** Seumair do duil a buaint phréataí.
8. **SIUBHLANN** ré go dtí an cuithréann (nó goirt).
9. **BUAIMEANN** ré phréataí ríte an lae.
10. **SHNÍ** ré an ríte ceutona an daonna lá.
11. **SHNÍ** ré an ríte ceutona ari feadó feachtáine.

\* \* \* \*

12. 1 n-a óiríodh rin **CUIREANN** Seumair e as coir-iusgáid an tise.

13. CÓIRÍSÉANN RÉ AN TEAC, AGUR
14. BUAILÉANN RÉ ARIÚAÍ, AGUR
15. BUAILÉANN RÉ MAIRTEADAÓ.
16. SÍNÍ RÉ MÓRÁN TÍMTÍREADAÉTA FÁN TÍS.

### XXX.—AS TUIL AS OBÁIR (2).

1. TÁ MÁIPE 'NA CAILÍN AIMPRÍPE.
2. EIRÍSÉANN RÍ ARI MÁRÓIN GO LUAT (NO GO MOCH).
3. CUIREANN RÍ RIOR TEINE.
4. SÍNÍ RÍ AN BRIEACFARTRA.
5. NIÉSÉANN RÍ NA RÓTÍSÉ, AGUR
6. GLANANN RÍ AN TEAC.

\* \* \* \*

7. BULÍSÉANN RÍ NA BA.
8. SGAOILEANN RÍ NA BA AMAC 'NA RÁIPCE.
9. TUÍSÁNN RÍ BAINNE DO NA GAMHNAIBH.
10. TUÍSÁNN RÍ A GCUÍD BÍD DO NA MUCAIB AGUR  
DO NA CEARPACAIB.
11. BEIRREANN RÍ IRTÉAC UIRGE AGUR MÓIN.
12. CUIREANN RÍ TUÍLLEADÓ MÓNA ARI AN TEINÍD.

\* \* \* \*

13. DÉANANN RÍ AN DÍNNÉIR.
14. GLANANN RÍ AN CLÁIR AGUR AN TEAC ARIÍR.
15. SGUABANN RÍ AN TEAC.
16. BUAILÉANN RÍ MAIRTEADAÓ, AGUR
17. TÓSÁNN RÍ AN T-IM.
18. NUAIPI ÓÍOS GAC UILE ÚNUO DÉANTA AICÍ

19. TÉRDEANN RÍ THÓ LUISE, AGUR
20. COOLANN RÍ THÓ RÁITH THÓ MATHÚIN.

XXXI.—AS TUIL AS OBÁIR (3).

1. EIRÍSÍM ARI MATHÚIN.
2. CÓIRÍSÍM MÉ REIN.
3. CAITÍM MO ÓIREACFARTRA.
4. FÁGÁIM AN TEAC.
5. GÁBÁIM ARI CAIRBHA COITDEANN.
6. SROICÍM AN OIFÍS AS A TEICÉ A CLOÍ.

\* \* \* \*

7. CUIRÍM M' AINM I LEABHAR.
8. TÉRÓIM I GSCIONN OIBHE.
9. 'SÉ RIN LE PÁD :—
10. GSEIBÍM LEABHRA LE N-A RSGRÚDÚHGÁU.

\* \* \* \*

11. GSEIBÍM PEANN AGUR TUIB.
12. GSEIBÍM PHÁIPÉAR RÉIGTE.
13. SGGRÚDÚIÍSÍM NA LEABHRA, AGUR
14. MIONSGGRÚDÚIÍSÍM IAD.
15. MA GSEIBÍM LOCT NÓ ÉAPPALÁT 10NNTA,
16. SGRIÓBÁIM CAIRAOIR, AGUR
17. CEARTUÍSÍM NA LEABHRA.
18. FILÍLIM 'NA' ÓAILE TRÁTHNÓNA.

## XXXII.—AS sealgairneacht.

1. mbaileas.

1. RAÇAÍD ña ñaoine uaire le as sealgairneacht,  
're rin le rath:—
2. ÙEARFAD ñiad leod a ngnnaid.
3. CUIRFID ñiad rathair asur min-fileirí ionnta.
4. SGAIKTFID ñiad ari a ngnáthair.
5. ÙEARFAD ñiad leod a ngiollaí, asur
6. SIUÐALFAD ñiad 'un trleibhe.

\* \* \* \*

7. MA CASTAR ceapca ñiadiois oírla,
8. SGAOILFID ñiad ña gnnaid leod.
9. MUIRBHFID ñiad cuio asa.
10. IMTEOCÁID ña gáthair, asur
11. IOMCUIREOCAID ñiad ña ceapca marbh go  
dtí ña sealgairí.

\* \* \* \*

12. SIUÐALFAD na sealgairí leod gnotta eile.
13. EIREOCAID gnearffiató.
14. LAMHOCÁID feair asa an gnearffiató.
15. RAÇAÍD maradh fá n-a ñéin.

\* \* \* \*

16. ÑEANFAD ñiad amhlairiù ñit an lae.
17. ÑILLFID ñiad 'na' ñaile tráthnóna.
18. ÑEIRID cuirpre torr oírla.
19. RAÇAÍD ñiad ño lusige.
20. COOLOCÁID ñiad go ñam go marbh.

## XXXIII.—CUALAMAR 'UN AONAIŚ.

1. ARSA MÁIRE LIOM FÉIN :
2. RAÇAMAOÍO 'UN AONAIŚ.
3. TÁIM RÁRTA, APPA MIRE ; MARI RINN TE—
4. SLEASAMAR RINN FÉIN.
5. UJMUIIGEADÓ AN CAPALL GOÍRM.
6. CUIREADÓ 'RA' SCAPPÍ É.
7. CUALAMAR API AN SCAPPÍ.

\* \* \* \*

8. TÁINIS AN BUACAILL LINN AG TIOMÁINT.
9. BUAILÍ RÉ AN CAPALL LEIR AN LARG.
10. D'EIRÍS AN CAPALL I N-ÁIRDE, AGUR D'IMCÍS LEIR API CORPANAÍRVE.
11. COÍSÍS AN BUACAILL É LEIR AN RÍMAN.
12. SOCRIÚSÍS AN CAPALL API RODAR.

\* \* \* \*

13. TRIALLAMAR LINN SO UTCI SO PIABAMAR AG TÍS SÍRÁINNE NI CIAPÁIN.
14. TEAC ÓRDA IS EAÓ TEAC SÍRÁINNE.
15. CUIRLINGEAMAR ÓN SCAPPÍ.
16. BUAILEAMAR ÍRTEAC 'UN TÍSE.
17. SGÁIRTEAS API TÍRÍ SLOINÍB BIOTÁILLE.
18. O'GLAMAR AN BIOTÁILLE.
19. ÓÍOLAS API A RON.
20. CUALAMAR API AN SCAPPÍ AFIÍR.
21. TIOMÁINEAMAR LINN 'UN AONAIŚ.

XXXIV.—ÓÍOL SEUMAS A CHUIRO EALLAIS AR  
AONAC MÍN-A'-LEICE.

TÍA CÉADAOINE REO CHUAIRT TÁIT.

1. **CHÚS** Seumair leir ceitíre builgá a gúir bealaísc  
go haonac Mín-a'-Leice.
2. **CASADÓ** ceannairde air ag 'n lirteas 'n  
aonais ó.
3. **O'FIARFRUÍS** ré de Seumair cá meudo a bí ré  
o'íarfruaiti air an eallaí.
4. **O'LIARR** Seumair náoi brúnta an ceann oírla.
5. **CAIRG** an ceannairde reacbt brúnta 'ra' deic  
a' ceann tu oírla.
6. **CÁ GLACFADÓ** Seumair an meudo a bí an  
ceannairde a cairgírintu ó.

\* \* \* \* \*

7. **AÉT OIBAIRT** ré go rísoiltear a bhi an teicbhír  
a bhi eatorra.
8. **CHÚS** an ceannairde lirteas go mbéadó ríad  
aige air an airmseadó ríin.
9. **Agúir CHÚS** ré brúnta éarlaír ó.
10. **CHUIR** ríad an t-eallaí lirteas i bróna.
11. **ÓÍOL** an ceannairde Seumair air ron a chuiro  
eallaísc.
12. **CHÚS** Seumair leatc' ríoin air air tu air 'a' aon  
ceann aca.
13. **O'ÓL** ríad leatc'-gloine uirge beatha 'a' aon  
túine aca, agúir
14. **O'IMCHÍS** ríad 'na' baile.

## XXXV.—AN SPEALADÓIR.

Innóé.

1. O'ÁRDOUÍS micheál a rpeal ari a gualainn.
2. O'IMTÍS ré ríor an misodáin (nó an leuna, nó an mórínfeári).
3. DO LEAS ré an rpeal tá gualainn.
4. RUÍS ré ari an cloic rpeile.
5. DO CUIR ré faobhar ari an rpeil.
6. Agur do TÓISÍS ré a' buaint.
- \* \* \* \*
7. DO BUAIN ré rírait ó cláidé go cláidé.
8. DO ÓIRÍS ré a óruim.
9. DO SIUBAIL ré ari aif.
10. DO TÓISÍS ré ari buaint aifír.
11. DO BUAIL ré nead bealc leir an rpeil.
- \* \* \* \*
12. O'ÉIRÍS na beacá.
13. O'ÉITILL ríao tairt timchioll aif.
14. DO CUIR ceann aca dealg (nó gáit, nó colg) ann.
15. DO CUIR ríao tairt aif.
15. DO TEIT micheál, agur
16. O'IMTÍS ré leir 'na' baile.

XXXVI.—CUIR TOIRDEALBÁC A CUIR GABÁISTE  
DIA HAONÉ SO CUAID TART—

1. CÉANNUÍS Tóirdealbác ceitíre céu  
bhainnua gabairtúe ari an mairgad.
2. O'ÍOMCUIR ré 'na' baile ari a óruim iad, agur  
lá ari n-a bárac—

3. ROMHÁR ré an gárraíodh ó cinnne go cinnne.
4. ÓRÍS ré an iúr le cùl a páine.
5. ÓUAIN ré puill inír an iúr leascthrois ag  
doimhne.
6. Ó'FÁS ré tá eisíos eisíri na pollaid.

\* \* \* \*

7. CUIR ré gár gábháirve in gáec poll.
8. Ó'ÍOMCHUIR ré aoileadach o'n éagán aoileadach,
9. Agur CUIR ré lán gáibhle 'o' aoileadach le gáec  
gár.
10. CLÚDAIGH ré cop gáec fáir le cíniadó.
11. ÓRÚIGH ré an círe riór fá'n gár.
12. SEASAIMH ré ari an gáimair le n-a tá cír  
gur Óaingnigh ré i.

\* \* \* \*

13. FUAIM ré roiteacach uirge,
14. Agur ÓBIRTE ré ríteall uirge ari gáec gár.
15. TÍMHÍNIGH ré an iúr ariúr.
16. IS maoi rím a CUIR Toirtheadhach a cír  
gábháirve.

### XXXVII.—míse agus mo bhuachaill.

1. EIRÍGIM ari matain.
2. TARRAIM cabair Óé.
3. NIJSIM mo láma agur m'agair.
4. SGAIRTAIM ari mo matadó.
5. MUSSLAIM an buachaill aimpriúe.
6. TEÍÓMHO amach i gcuimheadach a céile.

\* \* \* \*

7. TAÚRAMAOIR fíar do na ba.

8. TÁBHRAMAOIDÉ féarán agus aráidír do na capallait.
9. IOMCHRAMAOIDÉ uifse do na beathacáid go léir.
10. TÉANAMADAOIDÉ ari mbheacsfarta.
11. UÍSMISÍGMIODA ná capaill,
12. Agus CUIRIMIODA 'ra' treirpilis iad (nó 'ra' ceuict).
13. TOISÍGMIODA ag treachas.
14. TREABHAMAOIDÉ linn go dtí 'n oíche.
15. CAITÍMFIODA an lá ag obair agus ag fábail cheoil.
16. FILÍLIMFIODA 'na' baile tmaistíona.
17. CÓLAMADAOIDÉ go rám 'ran oíche.

### XXXVIII.—AG FUASGÁIL CHAIPÉ.

AREIR.

1. CUAIDH mé i gteach in mo fheomra leapta.
2. RUÍG mé liom mo chárás Ó Domhnaill.
3. TÁINISGH mé i bhfuil go dtí an teine.
4. TÓO LAS mé an coinnéal.
5. TÓO SHUÍDH mé ari rtáil coir na teineadó.
6. Agus do ÓEARAISG mé mo phíopa.

\* \* \* \*

7. FUASIR mé gnáth agus gnáthas.
8. FUASIR mé chaipé in mo phóca.
9. TOISÍSGH mé a fuasgáil, 'fírín le pád:—

10. CUIR mé an gnáth tóiríodh ná gnáthair.
11. Cár mé an gnáth.
12. DO LEAT mé an cárthas ari mo ghlúin.

\* \* \* \* \*

13. DO SOCRIOS mé an cnáipe ari an éadaí.
14. DO SÁIC mé an trnáthair ariodh tóiríodh poll.
15. DO SÁIC mé an trnáthair riorthóir tóiríodh poll eile.
16. O'FÁISG mé an gnáth.
17. RINN' mé an riúd ceannála fíche uair.
18. DO COCRUIOS mé an gnáth taistí fá'n cnáipe.
19. CUIR mé faic no thír 'ran éadaí.
20. Agur do SGEARR mé an gnáth.

### XXXIX.—AII DOISÍ LE LITIR DO SGRIODAÍ.

DA N-IARRFAIDH DUINE OÍRM LITIR DO RGRIODAÍ CÁD  
DO DÉANFAIMH?

1. SGEODAIMH páipéar, peann agur tuis.
2. TARRAINGEOCAIMH mo chéadóir 'na' cláir.
3. O'FOSGILÓCAIMH an páipéar.
4. LEATRAIMH amach é.
5. TUMFAIMH an peann inír an tuis.
6. CEISTEOCAIMH an feair carthair teaghsuis uair.

\* \* \* \* \*

7. COISEOCAIMH ari rgriodhaí, agur
8. SGRIODFAIMH liom
9. TÓ SGRIFOCHNÓCAIMH an litir.
10. TRIOMÓCAIMH le páipéar rúiscte 1.

11. CÓIMHÍLLFÍNN AN UICIR, AGUR
12. CUIRFÍNN I SCUMHÓAC Í.

\* \* \*

13. ÓRUIOFÍNN AN CUMHÓAC, AGUR
14. SGRÍOBHAINN AN FEOLASÁD AIR.
15. ÓEARFHAINN AN UICIR DO'N FEALR.
16. ÓLÁNHFAINN MO PHÉANN, AGUR
17. ÓFUÍSFÍNN NA PHÚDA I ÓTAIRGHTÓ AIRÍR.

#### XL.—CUIRIM PREATAÍ.

1. ROMHRAIM AN TALAMH A' CHÉAD UAIR (= AIR ÓTÁIR).
2. NUAIR A BHÍOF AN TALAMH RIOMHRAIRTE (= RIOMHRAIRTE).
3. PUÍRSÍGHIM AN TALAMH.
4. ÓEARIM NIOM THÓRUS AGUR RPÁID (= RÁIN).
5. ÓEANAIM IOMAIRÍ.
6. NUAIR ATÁ NA HIOMAIRÍ ÓEANTA
7. SCAIRTAIM AIR AN GCAIBEALTAIRDE.
8. TÍG AN CAIBEALTAIRDE LEIR NA RGÓILTEADAIN (= RGÓILTEADAIN).

\* \* \*

9. ÓEANAIM PUILL LEIR A' RPÁID.
10. RÁGAIM LEATHTROÍS EIRÍRÍ DÁC AON POLL.
11. ÓEANAIM POLL ÓIR AGUR
12. CAITÍM AN CHÉAFÓG AIR AN RGÓILTEÁN ATÁ 'RA' POLL EILE.

\* \* \* \*

13. NUAIR A BHÍOF IOMAIRÍE CUIRTEA AGAM
14. TÉRÓIM AIR AIR AGUR SÍNIM AN CHÉAFÓG COMHTRÉOM LEIR A' RPÁID (RÁIN).

15. CUIRIM an caibedlairde a coinne tuillidh  
rsoilteán.
16. CUIRIM an cuitheann uisig mara rín.

#### XLI.—MAR BUAINFINN PRÉATAÍ.

1. RACAINN amach ar marain.
2. ÓEARFAINN uiom gráidh (nó rán).
3. ÓEARFAINN uiom baileseadha agus cliaibh.
4. RACAINN amach 'ra' cuitheann (= goirt).
5. RACAINN go bun iomairé.
6. BUAINFINN pheadh, agus
7. CIONNTÓCAINN amach na pheataí.

\* \* \* \*

8. Muiri (muna) TBÉADÓ tálteoiri agam,
9. CÁITFÍNN na pheataí ar uacstaí leir a' grád.
10. Nuair a tioicfaidh an tálteoiri,
11. TÓGFAÓ ré na pheataí i gceadach i mbairisead.
12. Nuair a béaladh an bailesead láin
13. CUIRFEADÓ ré i gcliaibh iad.

\* \* \* \*

14. Nuair a béaladh an cliaibh láin
15. RACAINN agus ÓEARFAINN poll,
16. Agus CUIRFINN na pheataí 'ra' poll.
17. Nuair a TIOICFAÓ an t-riatharóna
18. BUAINFINN ríspáta, agus
19. CUIRFINN na ríspáta ar na pheatais.
20. CUIRTHÓCAINN an poll le cneafðis.

XLII.—*treabuig* seaġán an párca mór.  
1 mbliadána.

1. CUALAIDH Seán agus an t-áit i gceannas a ghearradh.
2. Tá sé leis a' treirriúil (nó an ceann) go dtí 'n cheart.
3. Tá sé agus an gáthá oibhítear.
4. Tá sé agus an gáthá oibhítear.
5. CUALAIDH a' ghearradh.
6. CUALAIDH a' ghearradh.

• • • •

7. CUAIDH RÉ AMAC 'NA' CUIDHINN LEÓ, AGUR
8. CUIR 'RA' TREABHUISS IAÓ.
9. TREABHUISS RÉ FÓD Ó BUN GO BAIFI NA RÁIPCE.
10. TREABHUISS RÉ FÓD EILE Ó BAIFI GO BUN.
11. TREABHUISS RÉ IOMAIRE AGUR IOMAIRE EILE.
12. TREABHUISS RÉ AN RÁIPC GO LEIR.

• • • •

13. Ήναίρ α βί αν ράιρς τρεαίστε αις
14. Ό' ΦΙΛΙΣΙΣ γέ i, αγαρ
15. Σιιρ γέ εορνα ινντι, αγαρ
16. Τά δαρη ματ εορνα ινντι ανοιρ.

XLIII.—*Quail william a curio corice.  
in de.*

1. CÚIR WILLIAM CRUAD COIRCE I NA PÍOSÍODA.
2. TOSÍSÍS RÉ PÉIN AGUR A BHACAILL AIMPRÍTE A' BUALADH NA COIRCE.

3. CÚIR RIAD CLÁP BHUAILTE ÁRI UIRLÁR A' RSIODÓIL.

4. SOCRIÚS RIAD ROPÓS ÁRI AN CLÁP BHUAILTE.

5. RUAIR 'AC AON FEARÍ ACA RÚIRTE.

\* \* \* \*

6. RUÍS RIAD GRÉIM ÁRI NA LÁTHCRAINNADAI.

7. SEASAILÍS RIAD ÓR COINNE A CÉILE, AGUR AN TRÓPÓS EATÓIRÍA.

8. TÚS RIAD NA RÚIRTE CHART CHÁRA N-A GCEANNADAI.

9. BHUAIL RIAD 'AC' AON CHÁRNA BHUILLE GO RIADH AN TRÓPÓS BHUAILTE.

10. TÓS RIAD AN COCÁN, AGUR

11. D'FÁS AN CHÓIRCE 'NA LUISE ÁRI AN UIRLÁR.

12. RIMN' RIAD CHATALLA TE'N CHOCÁN.

\* \* \* \*

13. AGUR RÍDEALUÍS RIAD AN CHÓIRCE.

14. CHÁTÁIS (= GLAN) RIAD AN CHÓIRCE.

15. CÚIR RIAD AN CHÓIRCE I MÁLAIBH,

16. AGUR TÚS 'NA' MUILINN É.

17. RIMN' AN MUILLTEADH A MHÉLT 'NA THIN.

#### XLIV.—BUAINT THÓNA.

GOITÉ TARÍ BHUAINEADH MUINTEADH ÓRNISSDE A GCUÍD THÓNA.

1. LOMAÐ RIAD (NO GLANADAÐ RIAD) AN ROPÍAS  
ÁRI OTÚR.

2. GLANADAÐ RIAD AN CHÁRTA R' ACA FÉIN.

3. CRUIMNIÚSEADH RIAD CHÍ NO CEITHE RI ÓR  
AN CHIÚR BHUAÍAILL R' ACA FÉIN.

4. **Geitheadó** riad óa pleagán agur ceitíre bárraí.

5. **Téitheadó** tráiní feair cuit 'ac aon pleagán.

6. **Téitheadó** feair i gceann an trileagán agur feair 'ra' bpolí agur feair i gceann na mbárraí.

\* \* \* \*

7. **Úsáideadó** riad leó go ham dinnéire,

8. Agur ó am dinnéire go hoirdé

9. Nuairi a bhoí an mórán úsáinte aca

10. **Téitheadó** na cailíní 'na' phortait, agur

11. **Spréitheadó** riad an mórán ari na baictaib.

12. **Tionntuigheadó** riad i lá eile.

\* \* \* \*

13. **Lá eile** cuitreadó riad i gcluigheáinai, agur

14. **Óéanadó** riad earráidíseána ói.

15. **Cuitreadó** riad na fóirí mórna i gclampaib, agur

16. **Tábhraadó** riad leó bealtait if captaíca agur tairbheingeadó riad leó 'na' baile iao.

### XLV.—AG 1ASGAIREADCT.

A mórán, goiote marí óéanadó o'acair iargairteadct?

1. Óa gnádaí leir beit ag 1argairteadct 'ac aon tráthraí.

2. **Téitheadó** ré 'un Úinín Óig agur céan-nuigheadó ré uáinín an cnáibe go scácaileadh ré an bád.

3. **Geitheadó** ré beagán de tairri fuaír.

4. ÓIRREADÓ ré anall é agur CUIREADÓ ré riop  
teine agur ÓRUITEADÓ ré é i bpróta.

5. CUIREADÓ ré rgeala fá coinne raoiri bád go  
SCUIRFEADÓ ré doisg ari an bád.

\* \* \* \* \*

6. Nuair a ÓÍODÓ doisg ari an bád CUIREADÓ ré  
amach 'ra' tlaocád é.

7. CRUINNÍSHEADÓ ré a círo compádai le tul  
ag 1aifdairleadt leir.

8. TÉRDEADÓ riad 'na' tlaetha agur SEIBHEADÓ  
riad rliogdáin bádha agur dojmán rliogdáin.

9. 1 n-amannaib SEIBHEADÓ riad dojmán earrcon.

10. 1 n-amannaib eile SEIBHEADÓ riad beagán  
raifidán.

\* \* \* \* \*

11. fá coinne a SCALÍTTE táit 'ran faiinne.

12. fá coinne an t-1aifdair le SEIBHEADÓ táit  
fáin bád.

13. CÁITTEADÓ riad amach an rúaim agur a' baoite.

14. SEIBHEADÓ riad balláin agur gárrána.

15. SEIBHEADÓ 'ac' aon duine cípla tuisín 'ra' lá.

#### XLVI.—AG 1ASGAIRNEADCT SGADÁN. AREIR.

1. CUAIDÓ fuipeann báid amach ag 1asgaireadt  
rsgadán.

2. ÓÍ cainsear aca ann.

3. **leas** riad a n-eangacha 'fan fáirfeadh.
4. **GO** nioeacaird na ríadaíin ionnta.
5. **gáthair** na ríadaíin inr na tuislaib.
6. **CARRAING** na hiairgáiní iirtead ná n-eangacha.
7. **Seir** Údairi riad na ríadaíin airta.

\* \* \* \*

8. **teilg** riad na ríadaíin i urodin an báir.
9. **Cuir** riad na h-eangacha amach ariur.
10. **GO RUÍG** riad ari tuisleadh ríadaín.
11. **RINN** riad an ríu ceutona ariur agur ariur.
12. **GO RAIBH** an bád lionta le ríadaíin (ríadaíin-ai).

\* \* \* \*

13. **OÍOMAIR** riad go uci an calabóirt.
14. **STIÚRUIG** riad an bád 'na céide.
15. **ceangail** riad an bád do'n céid.
16. **OÍOL** riad an lárta ríadaín le ceannairte ríadaín
17. Ari cúnig ríillingué a lán cléide.
18. **CUÍG** riad leb cliaib.
19. **CÓMAIS** riad na ríadaíin leide, agur.
20. **OÍOMCUIR** riad na ríadaíin ari tír inr an gcliaib.

## XLVII.—AIS SAILLEADH SÍADAÍN.

An Samhradh ro éuairí tairt.

1. **ceannúig** Seumair Mac Suibhne fíche lárta ríadaín.

2. CRUINNISG ré meiteal bain le n-a nglanaidh agus a failleadh.
3. FUAIRIÉ RÉ CEURO BAIILLE.
4. CEANNUISG RÉ DÁ CONNA RALAINN.
5. CUIREADH NA BAIILLEACH AGUS AN RALANN RIÓR 'NA CALAIDH.
6. CUAIDH NA MNÁ RIÓR FÓR.

\* \* \* \*

7. ÓÍ RÍGIANA LEÓ.
8. CRÓM RIÁD AÍR GLANADH NA RÍGADÁIN.
9. SEARR RIÁD A RÍDÓRNÍDA AGUS ÓIRN NA RÍTÓDHA ÁRCA.
10. CUIIMIL RIÁD RALANN OÍRPA.
11. SÍLÉAS RIÁD ÍRTÉADH I MBAIILLEACH ÍADH I N-A RIÁITÍB.
12. CRÓIT RIÁD SEAPRÍ-CUAIDH RALAINN ÓR CIONN SÁC RIÁITÉ.
13. LEAN RIÁD TE RÍN GO RIÁIDH NA BAIILLE LÍONTA.

\* \* \* \*

14. TÁINISG AN RAORI BAIILLE GUÍR CUIR RÉ AN CLÁIR AÍR SÁC BAIILLE.
15. FÁGADH NA BAIILLE MARI RÍN GO RAÓD NA RÍGADÁIN GUÍRTAILTE, AGUS
16. CUIREADH TÁIR LEAP ÍADH GO UÍ AN SEAPRÍDÁIN AGUS GO HADMÉRIODA.

## XLVIII.—TÓGÁR TEAC.

1. GLANTÁR amach áit an tigé.
2. CRUINNÍSTEAR clocha.
3. DÓISTEAR aol.
4. TARRAINGSTEAR gáinimh.
5. MEASGÁR an t-aol leir an ngsainimh.

\* \* \* \*

6. CUIRTEAR fá óein raoi gcloch.
7. CUMTÁR na ballaí.
8. TÓGÁR na ballaí uile.
9. DÉANTÁR fuinneoga agus róipre,
10. Agus CUIRTEAR iptimeac iad.

\* \* \* \*

11. CUIRTEAR iptimeac locta (táilleog).
12. Géibtear rála agus cleatá.
13. BUAINTEAR rígráta.
14. CUIRTEAR ceann ari an tigé.
15. CUIRTEAR riog ari tuigéadair,
16. Agus GLEASTÁR cionn an tigé le tuigé.
17. IS anlaiond TÓGÁR teac.

## XLIX.—CNUITEAIL STOCARDE (4).

Seo é an t-áit a bhíonn róipre i gtoicardé?

1. LOMBÁINN (nó Lombainn) na caoiliúis ari  
otáir.
2. ÓIRFINN liom an ollann agus ní fíonn i.
3. O'FÍNÍSFINN amuig i gceannamh.

4. **Uisáir** **Uéadó** **rí** **típm**
5. **Þiocfainn** (nó **ðealoscainn**) **an** **olann** **gárló**  
**ar** **an** **olann** **mín.**
6. **Uéarfainn** **uom** **i**, **agur**
7. **Cuirfínn** **ola** **mílir** **uipri.**

\* \* \* \*

8. **Uéarfainn** **uom** **i**, **agur**
9. **ðéanfainn** **rollóga** **ó.**
10. **Uéarfainn** **uom** **an** **túlne** **annrin**, **agur**
11. **Cuirfínn** **ruar** **i.**
12. **Sníomhainn** **uom** **go** **mhéadó** **lán** **feair-**  
**raide** **de'n** **trnáit** **tuar.**

\* \* \* \*

13. **Uisáirfínn** **anuas** **ó'n** **feairfáid** **é,**
14. **Agur** **Cuirfínn** **ruar** **ar** **cípín** **eile** **é.**
15. **Go** **uicí** **go** **n-ðéanfainn** **ruar** **i** **n-a** **ðeirctlin** **é.**

#### L.—Cnitheáil stocairde (b).

1. **Geoðainn** **na** **ðealsgáin** **ann** **rin.**
2. **Cuirfínn** **ruar** **béal** **fá** **coinne** **gíorán** **a**  
**ðeanaid.**
3. **Cuirfínn** **ruar** **oict** **lúb** **is** **riice** **ar** **'ac** **aon**  
**ðealsgán.**
4. **'A** **mhéadó** (= **oá** **mhéadó**) **an** **rnáit** **caol,**
5. **'A** **mhéadó** **an** **rnáit** **peamhar.**

6. **ÓÉANFADÓ** ceitíre lúb i fíde an gnáithe (= gnó).

\* \* \* \*

7. **ÓÉANFAINN** óá lúib fíleannán agus i lúb tionntuigte.

8. **CNÍTEÁILFÍNN** liom aon rím go dtí 50 mbéadó ré ag an tráil.

9. **ÓÉANFAINN** an tráil.

10. **ÓÉANFAINN** leat-éromusgád ná níor mór.

11. **ÓRUÍOFÍNN** an tráil.

12. **ÓÉANFAINN** an giallfá (= taoibh ná fáile).

\* \* \* \*

13. **CUIRÍFÍNN** cumhanglaí go dtí 50

14. **measfínn** nácl mbéadó aict oíreád lúb i fíde an tráil an bhród fáilfing go leor.

15. **CNÍTEÁILFÍNN** liom aon rím go dtí 50 mbéadó éromusgád go leicteanáda agam.

16. **RÁCÁINN** a' Óruíof (= Óruíofim) na bhróise.

17. **CUIRÍFÍNN** cumhanglaí ari a ntúir agus a oíreád dealgán.

18. **ÓÉANFAINN** trí cuairt eisírl 'aibh aon cumhanglaí.

19. **ÓRUÍOFÍNN** bárr na bhróise.

20. **ÓRÍSFÍNN** an rnat agus tairisíneodáinn trín 'aibh aon lúb é.

21. **Ó'OLBREODCÁINN** ríor an rnat go dtí bárr na bhróise.

## LI.—LOMAÐ CAORAÐ.

IMDE.

1. LOM Seagán Mór a chuir caorac.
2. CUAIDH ré amach 'na' chnuic.
3. ÚÐ a mhaodadh leigir, agus
4. CRUIHMHÍS ré iarrasach a chuir caorac.
5. O'IMMHÍS ré agus fuailear ré deimhearr ari iarrasct.
6. RUÍS Seagán Mór ghléim ari óeann te na caoimhín.
7. LEAS ré an caorla ari an talaith.
8. CÉANASAIL ré truiúr te n-a chuir cor le céile.
9. RUÍS ré ari an deimhearr i n-a láimh ñeir.
10. LOM ré muineál agus uct na caorla.
11. LOM ré leatctaois na caorla.
12. CIONNNTUÍS ré an caorla agus LOM ré an taois eile.
13. SÍAOIL ré cora na caorac.
14. O'ÉIRÍS an caorla 'na gealramh.
15. Ann rím LOM ré ñuairim na caorla, agus a neartball.
16. Nuair a ÚÐ ré ñeirð (= críochnuiscte) le lomað na caorac,
17. TUS ré leir ioc-ñirge agus cum ré an caorla ann, agus
18. CUIR ré comhartha tártha ari a leatctaois a geall ari ñan i ñailltear.

## LII.—BUAINN DOMHNALL LEAS-FAIRRGE.

## 1. N-URAIÓ.

1. D'ÉIRÍS Domhnall go luat ari mairdin.
2. Muusgáil re a ceatphari mac.
3. Cuaidh riad riord 'na' cuain.
4. Cuir riad amach an bád.
5. Cuir riad iptimeas a gcuimh oifneáir (= uifleáir),
6. 'Sé rin le pád :—

\* \* \* \* \*

7. Ráma agur reolta agur coifíán móri leir a' leatád a buaint.
8. Cuaidh ceitíre mic Domhnall ag iomparáid,
9. Agur Cuaidh Domhnall ari a' rítiúir.
10. Nuair Cuaidh riad giota ruairi riad cibír.
11. Tárrainn riad iptimeas a gcuimh páimái, agur
12. Cuir riad ruair reol.

\* \* \* \* \*

13. STIÚIR (no STIÚRUI) Domhnall an bád go dtí 'n áit a pád an leatád.
14. Buainn re anuair a feol agur cùir amach an coifíán móri.
15. TÓISÍS re a' buaint an leatáis,
16. Agur TÓISÍS na mic a' tairbheant an leatáis iptimeas inr a' bád
17. Go dtí GO RABH Láfta aca.
18. Mar nAIC RABH cibír aca,
19. B'ÉIGIN DÓIBHTE (= DÓIBH) iomparáid 'na' báile.
20. Nuair TÁRMÍS riad iptimeas 'na' cuain
21. Cuir riad amach an Láfta ari an séidh.
22. Nuair a ÓÍ an Láfta ari an séidh aca
23. TUS (RÚS) 'aé aon feair aca leir cliaib.

24. D'IOIMCUIR riad an leatac ari chuiúiseann  
preataí.

25. Spriéir riad an leatac ari na hiomairleadaí.

### SUBJECTIVE SENTENCES.

I.—Eirt liom. Táim ag éirteast. Mait an buachaill tú! Eirt liom, a carlin. Táim ag éirteast. Mait an carlin tú! Eirtigíodh liom. Támaoid ag éirteast. So mait, go mait! An tchuigeanann tú rín? An tchuigeanann tú me? Cuigim. Cuigimíodh. Ní cuigim. Ní cuigimíodh. Ní cuigimíodh tú. Eirt liom aonair. Abair e. Abair ariú e. Abair an ceast aonair. Lean leat ari an gceast. Abair a tuisleadh é. Labhair gusair. Labhair dhrágo. Labhair níor dhrágo. Labhair dhrágo iriodh. Labhair go híriodh. Labhair go ciúin. Labhair go rocair. Labhair go mall. Ná labhair go mall. Ír feairri òuit labhairt go sárta (nó go tapair). Ní feairri òamh. Ír feairri liom labhairt go rocair. Ír feairri leat, acht ní feairri òuit.

II.—Óis òuit. Óis òaois. Óis ír Muire òuit (òaois). Óis ír Muire ír pháirtaig òuit (òaois). So mbeannuisíodh Óis òuit. Óis òuit ari an obair.

An ӯfhuil ríb ullamh aноір? Éirtigíodh liom, maireadó! Aðaír leir an ñaillín rín éirtseadct liom! Tá rí ag éirtseadct leat. Tá go maist. Éirtigíodh uile liom. Suíodh ríor. Suíodh ríor, má 'r é do thoil é. Suíodh ríor aðir. Suíodh aði an rctol r eo. Suíodh aði an gcaitheadoir. Suíodh ríor ag an teinidh. Oidhce fuair! Oidhce fuair, go deafrúcta. Ír eadó, go deimhín. Tá mé fuair. Tá fuairt oírm. Tá rlaighdán oírm. Ír oile liom rín. Ni maist liom rín. Ír dóna an suíodh rlaighdán.

III.—Tád do ñeann, a Caithilín, agus r feusé oírm. Sin a' uisig! Aðaír an focal ro! Aðaír na focla ro. Cá dtig liom. Feusé leir! Maist tū! Tá tū ag dul aði agsaith go ceart! Caoi deir tū? Deirim go ӯfhuil tū ag dul aði agsaith go ceart. Measraim go ӯfhuil. Saoilim go ӯfhuil. Ni ñaoilim go ӯfhuil. Ni' l cuimhne agam aði an gceadct aноір; aðaír aðir é. Táðaír aithe tarj rín. Táðraigíodh áitro oírm, maireadó. Ír maist liom ñeit ag éirtseadct leat. Ñ'fealjur liom ñeit ag éirtseadct le ceol. Ni fealjur liomra. Ni 'oo ñeart ann rín. Ñigíodh in ñuill ñtorga. Ná b' ag caint. Ná b' ag togháil calláin, aðct éirtigíodh liomra. Slán leat. Slán lið aноір. Ño ñtéríodh tū ríán. Slán ñeas leat. Ño n-éirtigíodh do ñdtaír leat. Ño roinibhigíodh Ñia ñuit. Ná bac leir; ñeiríodh mé maist go leorí ann rúd. Táðaír aithe ñuit fén. Ñeannaict leat. Ñeannaict Ñé leat.

IV.—Abair leir an gcaillín rín gan a bheith ag caint. Ná bí ag caint, a cailín. Ní'l ri ag caint, acht tá ri ag gáimíodh. Ná bí ag gáimíodh, a cailín, acht éirt leir an tóin teoirí. Sin a' thíos. Tá an ceapáit agat. Tá tú ceapáit go leorí. An bhfuil Seagán ann rín? Tá ré ann ro. An gcuimh tú mé, a Seagáin? Cuimh tú maití go leorí. Abair an ceaict, mairseadó. Tá mbéadó ré agam, neáfraíonn é. Tá dtuiscintí an ceaict, bhéinn rárta. Tuigseann Sóisí an ceaict, acht ní thíos leictí a riadó (nó a cónaodó), feusé leir ariú! Seapairí ruairí anoirí. Seapairí ruairí, a mhlícht! Ní thíos liom. Béir ari mo láimh, agur tós mé, má 'ré do choil é. Táim in mo feapairí anoirí. Neáfric ari na cailínibh ro; táirí in a feapairí. Ir bheagáis na cailíní iad, plán a bheag ríadó. So mbuú fada plán iad.

V.—Cé rín ag an doirlín? Tá Órlíghíod. Forgnail an doirlín agur leisg iptimeas Órlíghíod. So mbeannuigíod Órlíghíod, a Órlíghíod. Gáibh a leit ann ro, agur ruairí i bhfuir ag an teinidh. Tá tú caillte leir an bhuaict. Ná bac liom; ní baoisgal dámh. Lean leat ari an gceacáit. Béiridh mé ag éirteacáit leat. Tá go maití. A bhuacáillí, éirteagáis liom. A phéarlaí, abair tura an ceathair chuithe de'n ceaict. Sin a' thíos! fán! fán! Tá tú ari ceapairí anoirí! Tá tú ag dul amuigá! Tá tú ari fealchrán. Tá an rgeal tré n-a céile agat. Tá ré bun-óir-cionn agat. Éirt liomra! Abairí

anoir é! Ní ceart rím. Ní'l an ceart agat. Ní'l tú ceart go fóil. Inniúr tú, a Nolla! Tá an ceart agat anoir! Sin a' dónig.

VI.—Beir a mac buí gcuim leabhar, agus buí gcuim peann lúaithe. Sgríobh ríor an ceacht. Sgríobh ríor an méid ro. Cá dtig liom. Feuč leir! Ófán iarrácht airi! Feuč mar atá peadar agá ríomhaint! Ír mait an buascáill peadar. Ní mait; ír fearrí Sile. Tá Sile 'na cailín mait. Ná bí 'mo buairíoread! Tá mé tuigreach ag eirteadct leat. Ófán mánad oírt! Óéairíodh mire oírt eirteadct liom! Ní féidir duine. Ír féidirí dhám. Ár óibairt Siúbán na focla úd go fóil. Cá dhúibairt; é a rath rí iartig an uairí rím. Cá chuala rí na focla. Ói na focla rím aici ceana féin.

VII.—Cím go bhfuil ríb ag feictear liom. Támaoí: Ói Seagán agus Máire ag riúnne ann ro rul a dtáinig tú. Ba mairt a riún ríad rím. Ár éaitin an riúnne leat, a Máire. Mairead, go dearrbha, éaitin. Níor mireodh do dhúine riúnne beirt aige. Abair é! Tá 'n ceart agat! Ír mitriú dhúinn rul i gcionn oibre

anoir. Is fióir éuit rín. Abair na focla in mo Ólárló-re. Sin a' d'óig. Tá ríad agair ari feabhar aonach. Tá ríb ag viriusgad gád lá. Is mo a támairíod ag viriusgad gád oíordé. Tá tú ceart go leor. Is é an fáid atá leir rín go mbíonn ranga agairn gád oíordé. Óimíod ag foinsíum Gaeilge gád uile lá is gád uile oíordé. Sin a' d'óig. Mol an óige is tiocfaidh rí. Ní baogal daonib. Labhairfidh ríb Gaeilge go fóil.

VIII.—Tá an teine ag dul ar, a Íáthraig, cuij fóth móna uirgá. Ní feicim an tóin: Lá ar an róil, a Úriúis. Ní 'l láráin agam. So éuit ceann agur bí go dárta. Sin a' d'óig! Tá róil go leor agairn aonair. Dá mbéad cipín giumhaire agairn, fadócaidh ré an teine. Fág na builg, a Séagán, agur réin an teine. Mairt an buaileall tū: tá do fáotar ag éigise leat 'ra' deirleas. Saoil mé go luibh an teine ar acht tá ríplanc inní go fóil. Ní baogal dí. Suibh éairíte aonair agur béríod reancair agairn. Caidé mara óubairt tú na focla deirleannasá? Ní luibh tú ag tábairt ailtí oírt. An fállraict atá oírt. Náct dear an buaileall tū!

IX.—Leanamhaoir de 'n séacht! Ábhrad an t-ármha  
feair é. Ósiodh ré mar rinn. Ceirt agam ort, a ghiolla  
úr, an fearr leat beirt ag amairc éart 'ná ag éirteacht  
liom-ra. Ní fearr liom; ír fearr liom beirt ag  
foghlaim Gaeilge. So mait, so mait, o'fheagair tú  
mé so han-mait. Fheagair mé a cailín, cíaca ír  
fearr leat-ra beirt ag foghlaim Gaeilge ná ag  
fínnce? Ó'fearr liom beirt ag fínnce. Mo ndáiré  
tú, A Siubán, b'feirfeadh túit an Gaeilge. Ír teair  
liom an fínnce. Ír teair liom fén fínnce, acht ír  
teirfí liom an Gaeilge. Caitírimis túl ari agair  
leir an obair aonair. Dári a leabhar, ír mitíos túit rinn.



## F O C L O I R.

---

Αθά, Αθάινη, *f.*, river ; *gen.* Αιθνε.

Αθαίη, *v. sing.*, Αθηαίη, I say.

Αθέ Μάρια, *Ave Maria*, Hail Mary

Αξάιθ, *m.*, face.

Αιθλεός. *f.*, a live coal.

Αιφρεάνη, *m.*, Mass ; *gen.* Αιφρινη.

Αιμρεάρ (I.) *f.*, time ; *gen.* Αιμριρε. Κατίν Αιμριρε=a hired girl.

Αιμρεάρ (II.) *f.*, weather.

Αινγεάτ, *m.*, angel ; *gen.* Αινγιλ.

Αινη, *m.*, name ; *plu.* Αινηνεάδα.

Αιτησ, *f.*, heed, attention.

Αιτησε, *f.*, in phrase, ι η-Αιτησε, on high.

Αιτησ, heed, attention.

Αιτησεάτ, *m.*, money ; *gen.* Αιτησιο.

Αιτ, *f.*, place, room.

Αιτόιη, *f.*, altar ; *gen.* Αιτόρα.

Αιτυζαό, praise, thanksgiving.

Αιτησ, act of looking.

Αιτησιάνη, *m.*, theatre.

Αμερικα, America.

Αιτησιάρο, alike, similar.

Αμυζα, wrong, astray. Συιτή ρί απ τεατέ αμυζα=she upset the house.

Αιταλ, hither, from the other side.

Αιταμ, soul ; *dat. plu.* Αιτηναιδ.

Αιτιορ, up (from below).

Αιτησιρ, down (from above).

Αιτησιάς, *m.*, dung. Σαρη-Αιτησιάς=dunghill, midden.

Αιτι, *m.*, lime.

Αιτ, one; the ace at cards.

Αιτας, *m.*, a fair ; *gen.* Αιταις.

Αη αιτ, back, back again.

Αηθαη, *m.*, corn.

Αηάν, *m.*, bread.

Δήνο, high, tall; *comp.* Διήνοε. In phrase οὗτος ἀήνος=aloud.

Δηνουίζειν, *v.*, raise; Δηνουίζειμ, I raise.

Δηνέιη, last night.

Δη, out, out of him, out of it.

Δέδαιρος *m.*, father; *gen.* Δέδαιρος.

Δέδαιρος μόρος, grandfather.

Δεινός, *v.*, hinder, interfere with.

Δεινός, *f.*, armful.

Δείντα, a bank of turf.

Δείλη, *f.*, blessing.

Δείλε, *m.*, a town, home. 'Να' Δείλε (=έκυμ αν δείλε), to or towards home.

Δείλε-Δέδα-Κλιάτ, Dublin.

Δείνη, milk.

Δείνηρ, *f.*, a wedding.

Δείνηλε, a barrel; *plu.* Δείνηλει.

Δείνηνθο, *m.*, a cap.

Δείρο, *v.*, baptize; Δείροιμ, I baptize.

Δείροεάδη, *m.*, christening; *gen.* Δείρωιδη.

Δείργεάνη, *m.*, basket; *plu.* Δείργεάνα.

Δείλα, a wall; *plu.* Δείλαι.

Δείλαν, a sort of fish; *plu.* Δείλαιν.

Δεούσατ, *m.*, danger.

Δεοίτε, a bait.

Δέρηας, morrow; ι μέρηας, to-morrow.

Δέρη (I.) *m.*, top, head.

Δέρη, *m.*, (II.) crops.

Δερηία, a barrow; *plu.* Δερηίδαι.

Δεταλή, a "battle," "bottle," or bundle of straw.

Δέρη, *m.*, death; *gen.* Δέρη.

Δέρη, palm of the hand; *plu.* Δέρη.

Δετά, stick, staff

Δεαέ, a bee; *gen.* and *plu.* Δεαέα.

Δέαδη, *v.*, would be, conditional of τά.

Δέαλ, *m.*, mouth.

Δεαν, *f.*, a woman; *gen.* μηά; *dat.* μηαοι; *nom.* *plu.* μηά; *gen.* μηαοι; *plu.* Δεαν; *dat.* *plu.* μηαίοι.

Δεαν-α'-τιζε, housewife.

Δεανναέτ, *f.*, blessing.

Δεαννουίζειν, *v.*, bless; Δεαννουίζειμ, I bless.

Þeannusigðte, blessed.  
 Þearfæ, *f.*, a heifer; also spelled þioarfæ.  
 Þearfæ, a bundle, parcel.  
 Þeatða, life.  
 Þeatðað, *m.*, a beast; *dat. plu.* Þeatðaðað.  
 Þeile, a meal.  
 Þeimr, *f.*, two persons; two of anything.  
 Þeimr, *v.*, take hold of, seize; *þeimim*, I seize; *p. t.* 115.  
 Þiað, *m.*, food; *gen. bító.*  
 Þiotvalle, spirits, strong drink; also þiotvalte.  
 Þiðusigðað, act of improving, interest.  
 Þleagðan, act of milking.  
 Þliaðaðin, *f.*, a year; *gen. bliaðona*; *imbliðona*, this year.  
 Þlið, *v.*, milk; *þliðim*, I milk.  
 Þliðte, milked.  
 Þó, *f.*, a cow; *plu.* þa.  
 Þocra, a box.  
 Þog-úiðze, lukewarm water.  
 Þoiteð, *m.*, a lyre; *gen. boitíðe.*  
 Þóla, a bowl.  
 Þolgðam, a sup, a mouthful.  
 Þótað, *m.*, a road.  
 Þótaði ræðaðin, a railway.  
 Þrason, a drop.  
 Þreðað, a trout.  
 Þreðarfærtæ, breakfast.  
 Þriðan Óð, young Brian, but applied to any young man.  
 Þriðið, *f.*, a woman's name; *gen. Þriðoe.*  
 Þriðr, *v.*, break; *þriðim*, I break.  
 Þroðán, *m.*, porridge; *gen. þroðáin.*  
 Þroðán ríetó, gruel.  
 Þróð, *f.*, a shoe, boot; *gen. þróðe*; *plu.* Þróða; also applied to the "foot" of a stocking or sock.  
 Þróð, *f.*, womb; *gen. þróðon.*  
 Þruðað, *m.*, brink, verge.  
 Þruðið, *v.*, bruise, squeeze; *þruðiðim*, I bruise, squeeze.  
 Þruðt, *v.*, cook, boil; *þruðtím*, I cook, boil.  
 Þruðte, cooked.  
 Þuaðaðið, *m.*, boy.  
 Þuaðiðheðað, act of bothering, troubling.  
 Þuaðl, *v.*, strike, thresh, churn, etc.; *þuaðlím*, I strike, etc.  
 Þuaðlað, act of striking, etc.

Buain, *v.*, pertain, interfere, dig, reap, mow, take, as in phrase take off my clothes, etc. ; buainim, I pertain, etc. ; also spelled bain. Buainte, dug, reaped, etc., also gained.

Buiré, yellow.

Buile, bellows.

Buille, *m.*, a blow.

Bulós, a bullock.

Bun, foundation, beginning.

Bun beag, place name ; *gen.* **Buin Óig.**

Bun-órpionn, topsy turvey.

Cá, no = ní.

Cabair, *f.*, help, assistance.

Cabairte, cabáirtre, cabbage.

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

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

Cailín, a girl ; *plu.* cailíní.

Cailte, lost.

Cáimhealra Críort, a sponsor ; *plu.* cáimhealra Críort.

Cait (I) *v.*, consume, eat, drink, wear, etc. ; caitim, I consume.

Cait (II) *v.*, throw ; caitim, I throw.

Caitlin, Kathleen.

Calair, *m.*, the seaboard, the strand ; *gen.* calair.

Calairbórt, landing-stage, port.

Callán, *m.*, noise, uproar ; *gen.* calláin.

Can, *v.*, say, sing ; canam, I say, sing.

Canna, a can.

Caol, slender, thin.

Caora, *f.*, a sheep ; *plu.* caoileadh ; *gen.* *plu.* caorach.

Capall, *m.*, a horse.

Cáiria, a friend ; *plu.* cáirte ; *gen.* *plu.* cáirte.

Cáirbheas, *m.*, a carriage ; cáirbheas coitcinn, a common or public car ; a tramcar.

Cáirn, *m.*, a car.

Cáirta, a card ; *plu.* cáirtaí.

Cáirt, a cart ; *plu.* cártacha.

Cáir, *v.*, turn, twist ; cairim, I turn, twist.

Cáiraois, *f.*, complaint.

Cáirós, *f.*, a coat.

Cáitaois, *f.*, a chair.

Caéusíğ, *v.*, winnow; caéusíğim, I winnow.

Caéaír, *f.*, a city.

Caéusádó, temptation.

Cé, who.

Ceaéct, *m.*, a lesson.

Céana, already, beforehand; usually followed by péin = céana péin.

Ceangáil, *v.*, tie; ceangláim, I tie.

Ceann, *m.*, head, roof of house, number of anything, as tá céann eallair; *gen.* and *plu.* cinn.

Ceannadóe, *m.*, a purchaser, merchant.

Ceannusíğ, *v.*, buy; ceannusíğim, I buy.

Cead, *v.*, turn back; ceadait, I turn back.

Ceadraíne, a piece of bread and butter.

Ceadhac, *f.*, a hen.

Ceadhroáca, a smithy; *gen.* ceadhroácan; *dat.* ceadhroácain.

Ceadhá, ári ceadhá, wrong.

Ceadháit, right, just.

Ceadháisíğ, *v.*, correct; ceadháisíğim, I correct.

Ceadháraí, four persons; four of anything.

Céitó, *f.*, quay; *gen.* céitóe.

Céile, partner, husband or wife.

Ceirtlín, a clew or ball of yarn.

Ceirtleácaíb, *dat. p!*, tatters, small clothes.

Ceirt, *f.*, a question.

Ceirtíğ, *v.*, question; ceirtíğim, I question.

Ceól, *m.*, music; *gen.* ceóil.

Ceuáct, a plough.

Ceuo, a hundred.

Ceuona, the same.

Ceuorþroíonn, *f.*, first meal, breakfast.

Cí, *v.*, see; cím, I see; *past tense* cónnac.

Cíaca, which.

Cionn, in phrase, go cionn, during, or to the end of. Takes *genitive* of following noun.

Cíor, *v.*, comb, card; cíormáim, I comb, card.

Cípín, a little stick.

Círteanaí, kitchen; *gen.* círteanaíse.

Cíaróe, fence, earthen wall.

Cíampa, a small stack of turf.

Cíári (I.), *m.*, a board.

Cíári (II.), *m.*, a lid.

Cíári (III.), *m.*, a table.

Cláir busalte, a threshing board.

Cleamháir, a match.

Cleat, a wattle; *plu.* cleácta.

Cláib, *f.*, a creel, a basket; *plu.* cléibé.

Cloch, *f.*, a stone; *plu.* clochá.

Cloc-rpeile, a scythe stone, sharpening stone.

Cloichead, a ticket, passport; *plu.* cloicheadá.

Clog, clock, bell.

Cluiche, a game.

Cluin, *v.*, hear; cluinim, I hear.

Clúoairí, *v.*, cover, wrap; clúoairím, I cover, wrap.

Cnáib, *f.*, hemp, tow; *gen.* cnáibe.

Cnáipe, a button.

Cníteáil, act of knitting.

Cníteáil, *v.* knit; cníteáilim, I knit.

Cnoc, *m.*, a hill; *gen.* cnuic.

Cnuim, a worm; *plu.* cnuima.

Cocán, *m.*, straw.

Coolaó, sleep.

Coolaí, *v.*, sleep; coolaím, I sleep.

Cogáint, act of chewing.

Coicéidí, *f.*, a fortnight.

Cóimhfil, *v.*, fold; cóimhfilim, I fold.

Comhionn, partnership.

Comhne, in phrase, *rá* comhne, for sake of, for service of. Takes *gen.* of following noun. Ór comhne, in front of, opposite to.

Comheal, *f.*, a candle.

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

Comhce, oats.

Comhe, kettle, cauldron.

Cóimh, *v.*, dress, adjust, arrange, mend; cóimhím, I dress, etc.

Comh, beside, near.

Comhceáim, *f.*, a footstep, a pace.

Comhreac, *v.*, bless; comhreacaim, I bless.

Comhád, comrade; *plu.* comhádá.

Comháit, a mark, a sign.

Comhá, a coffin; *gen.* comhán.

Comháom, even, level.

Comhára, a neighbour; *plu.* comhára.

Conaill, a man's name; *gen.* Conaill.

Concobaí, a man's name; *gen.* Concobaí.

Connlaó, *m.*, bargain, covenant.

Coimcán, a pot.  
 Coimráin, a corpse.  
 Coimráin, a reaping-hook.  
 Coimseáilne, galloping.  
 Coir, *f.*, foot, stem.  
 Coirg, *v.*, check, restrain; coirgim, I check, restrain.  
 Cótá, a coat.  
 Cnád, a handful.  
 Cnád, clay, earth; *dat.* cnádaió.  
 Cnádfog, *f.*, clay, earth.  
 Cnáitseáin, *m.*, faith; *gen.* cnáitseáin.  
 Cnáitseáinéig, *v.*, finish, complete; cnáitseáinéigim, I finish, complete.  
 Cnáitseáinéigé, finished, completed.  
 Cnád, eye of an needle.  
 Cnád, *v.*, hang; cnádaim, I hang.  
 Cnáitseán, a "footing" of turf; a few turf standing on end.  
 Cnáit, *v.*, shake; cnáitim, I shake.  
 Cnáom, *v.*, stoop; cnáomaim, I stoop. Applied to the act of doing anything, as cnáom ré ari obair=he began to work.  
 Cnáomusádó or cnáomadó, a finger length.  
 Cnáudá, stack, rick.  
 Cnáinniúasádó, gathering, assembly.  
 Cnáinniúig, *v.*, collect, gather; cnáinniúigim, I collect.  
 Cnáid, *v.*, went.  
 Cnáin, *m.*, a harbour; *gen.*, cnáin.  
 Cnáimírt, *f.*, a visit, a circle.  
 Cnáimírt, *v.*, search; cnáimírtim, I search.  
 Cnáinn, towards us.  
 Cnáimheáinn, a field or division of land.  
 Cnáio, *f.*, share.  
 Cnáimheáct, company.  
 Cnáis, to, towards.  
 Cnáiseam, five persons, five of anything.  
 Cnáimil, *v.*, rub; cnáimilim, I rub.  
 Cnáinne, corner.  
 Cnáir, *v.*, put, place, plant, set, etc.; cnáirim, I put, etc.  
 Cnáiteág, *f.*, a worm; *gen.* and *plu.*, cnáiteágá.  
 Cnáil, back.  
 Cnáim, *v.*, shape, design, build; cnáimaim, I shape, etc.  
 Cnáimseáil, narrowing, a narrow part.  
 Cnáimheáct, *m.*, cover, envelope. Cnáimheáctán is perhaps better for envelope.

Κύρια, a couple.

Κύριακή, careful.

Κύπαν, a cup.

Κύρια, put, planted.

Ταύτατό, a dance; also ταύτατη.

Τάρη, by (in swearing).

Τάρινα, second.

Ταύτης, a sting.

Ταύτην, a knitting-needle.

Ταύτιση, *v.*, separate, select; ταύτισμα, I separate, etc.

Τάσαν, *v.*, do, make; τάσαντι, I do, make, *past tense* τιννε.

Ταύτης, real, true; γο ταύτητα, certainly.

Ταύτης, *v.*, look, see; ταύτισμα, I look, see.

Ταύτης, *v.*, redder; ταύτισμα, I redder, light (as a pipe).

Ταύτης, pretty, *comp.*, ταύτη.

Ταύτητας, shears (for shearing sheep).

Ταύτην, certain; γο ταύτην, certainly.

Τάσιν, in phrase, τά σάιν, to or towards, for (to fetch).

Ταύτης, *v.*, say; ταύτισμα, I say; *p. t.*, ταύτισμα.

Ταύτισμα, end.

Ταύτισμα, last; *phu.*, ταύτισμα.

Ταύτης, right (hand).

Ταύτητης, difference, odds.

Ταύτης, *f.*, drink.

Τάια, *m.*, God; *gen.*, Τάι.

Τάια Σέανδοινε, Wednesday.

Τάια Τούμπατης, Sunday.

Τάια Ηδοίνε, Friday.

Τάιατό, in phrases, ι πάιατό, ιν μο τάιατό, etc., after.

Τάινετης, *f.*, dinner; *gen.*, τάινετης.

Τάιολ (I.), *v.*, sell; τάιολιμ, I sell.

Τάιολ (II.), *v.*, pay; τάιολιμ, I pay.

Τάιρις, *v.*, straighten; τάιρισμα, I straighten.

Ταύτης, *m.*, loss, hurt, harm.

Τάιρις (I.), way, means, repairs; τιν α' τάιρις, an approving phrase.

Τάιρις (II.), *v.*, burn; τάιρισμα, I burn.

Ταύτην, depth.

Τάιριτης, *v.*, pour, spill; τάιριτιμ, I pour, spill.

Ταύτην, *m.*, Sunday, Sabbath; *gen.*, Ταύτην.

Ταύτηναλλ, *m.*, a man's name.

Ταύτη, unfortunate.

Τοιράρ, *m.*, door; *plu.*, τοιράρε.

Τόρηνάν, a handful.

Τοιρυζ, τοιρυζά, a line, a fishing line.

Τράμα, drama.

Τρεατ, *f.*, company, body.

Τρυπιο, *v.*, shut, close, approach; τρυποιμ, I shut, etc.

Τρυπιομ, the back.

Τυθ, ink.

Τυθαιτ, *v.*, said.

Τυθάν, hook for catching fish.

Τυνε, *m.*, a person; *plu.*, τυνεινε.

Τυτρίν, a dozen.

Τυτ, a loop, a noose; *dat. plu.*, τυταιθ.

Έανας, *m.*, clothes, clothing; *gen.*, έαναις.

Εαλλάς, *m.*, cattle; *gen.*, εαλλαις.

Εαρηβατ, *m.*, tail (pronounced μυβατ in Ulster and Connacht).

Εαρημάτιο, error.

Εαρηναιτ, έαρηναιτ, earnest penny.

Εαρηνας, *m.*, spring; *gen.*, εαρηναις.

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

Εαργύ, an eel; *gen.*, εαργον.

Ειγιν, necessary, necessity.

Ειννεας, *m.*, anyone.

Ειριξ, *v.*, rise, arise, succeed (in phrase ζο η-έιριξιό το θόδοτην λεατ  
etc.); έιριξιμ, I arise, etc.

Ειτιοττ, *v.*, fly; ειτιοτταιμ, I fly.

Ειρτ, *v.*, listen; ειρτιμ, I listen.

Εόρηνα, barley.

Φάγ; *v.*, leave; φάγαιμ, I leave.

Φαλλράχτ, laziness.

Φάτ, reason, cause.

Φαίс, a stitch.

Φάілтe, welcome, salutation.

Φаілтe, a wake.

Φаіллe, *f.*, the sea.

Φаіллe, wide, roomy.

Φаірз, *v.*, press, tighten; φаірзим, I press, tighten.

Φаірзeоір, binder (not in spoken usage).

Φан, *v.*, stay, wait; φанайм, I stay, wait.

Φeаnаr, excellence; αη φeаnаr, excellent.

Φeаc, *v.*, bend, as the knees; φeаcайм, I bend.

peas, in phrase, *ar* peas, during.

peas, *m.*, grass, hay; *gen.*, *peas*.

peas, *m.*, a man; *gen.*, *peas*.

peas, *peas*, better; *and b'peas*=which were better.

peasants, *f.*, rain; *gen.*, *peasants*.

peasants, *f.*, a spindle; *gen.*, *peasants*.

peas, *v.*, see; *peas*, I see.

peasants, *dat. pl.*, debtors, trespassers.

peas, possible.

peas, feast, festival; contracted to 'éile and 'le, as lá 'éile  
páirc.

peasants, waiting for, state of expectancy.

peas, see; *peas*, I see; means *try* in phrase *peas* *leis*!

peas, debts, trespasses.

peasants, *v.*, ask, inquire; *peas*, I ask, inquire.

peas, twenty.

peas, *v.*, return; *peas*, I return; *peas* in Donegal.

peas, knowledge; *gen.*, *peas*; *cuimh* *peas* *ar* *an* *peas*=*send* for the  
priest.

peas, *f.*, feast.

peas, *v.*, wet; *peas*, I wet.

peas, wet.

peas, *m.*, word; *peas*, *peas*.

peas, act of learning.

peas, in phrase, *go* *peas*, yet, still.

peas, sod, furrow.

peas, desire.

peas, also; often *peas* in Donegal.

peas, *v.*, open; *peas*, I open.

peas, *m.*, heather; *gen.*, *peas*; *ceairc* *peas*, grouse.

peasants, *v.*, reply; *peas*, I reply.

peasants, reply; *peas*, *peas*.

peas, *m.*, cold.

peas, act of sewing.

peas, *v.*, found, got.

peas, act of cooling.

peas, leavings, dregs.

peas, I would leave; *condl.* of *peas*.

peasants, *f.*, window, *plu.*, *peasants*.

peasants, *f.*, company, boat's crew; *peasants* *láimh*, pack of cards.

peas, *v.*, harrow; *peas*, I harrow.

peas, in phrase, *ar* *peas*, hither, on this side.

Гаð, *v.*, go ; гаðаим, I go.

Гаðа, *m.*, a blacksmith.

Гаðаіл, in phrase, гаðаіл ծеóіl, singing.

Гаðаірое, cabáiroe, cabbage.

Гаðаіl, a fork, graip ; *gen.*, гаðаіle.

Гаð, a with.

Гаðаіm, *m.*, dog, hound ; *plu.*, гаðаіm or гаðаіma ; *dat. plu.*, гаðаіmаіð

Гаðаіte, caught.

Гаініm, *f.*, sand.

Гаіріое, act of laughing.

Гаіре, a laugh.

Гаlаntа, grand.

Гаllúnač, soap.

Гаmаn, *m.*, a calf ; *dat. plu.*, гаmаnаіð.

Гаmі, rough.

Гаmіán, a species of fish ; *plu.*, гаmіána.

Гаmіtа, гаmіtаіt, garden.

Гаr, a stalk.

Гаrса, quick, active ; *comp.*, гаrіrе.

Гаrуn, *m.*, a boy-child, a lad.

Геalас, *f.*, the moon ; *gen.*, геalасіе.

Геall, *v.*, promise ; геallаim, I promise ; a геall (=mаr геall), because, in order, mаr геall, because, on account.

Геарmáin, Germany.

Геарm (I), *v.*, cut ; геарmаim, I cut.

Геарm (II.), short, also medium, as геарm-čačlin, a growing girl.  
Геарm-čučio, a fair share.

Геарmіač, a hare.

Геiš, *v.*, get ; геišim, I get ; *p. t.*, геišim ; *fut.*, геoðaіo.

Гіolla, *m.*, gilly, servant ; *plu.*, гіollaі.

Гіорáн, a sock ; *plu.*, гіорáin.

Гіота, a bit.

Гірреаč, *f.*, a girl-child, a little girl.

Гіумáim, *f.*, fir ; *gen.*, гіумáіre.

Гіac, *v.*, take ; гіacаim, I take.

Гіan, *v.*, clean ; гіanаim, I clean.

Гіéař, dress, adjust, arrange ; гіéařаim, I dress, etc.

Гіoine, glass.

Гluasіr, *v.*, go, repair ; гluasіrim, I go, repair.

Гlán, *f.*, knee ; *plu.*, гlánа.

Гnáčač, usual, customary.

Гní, *v.*, do, make ; гním, I do, make.

Συιό, *v.*, pray; Συιόιμ, I pray.

Σνιόμ, act.

Σνό, work, business; *plu.*, Σνότα (Σνάτε is the form of the word used in the north).

Σορτ, *m.*, a field.

Σηάιννε, female name.

Σηάरτα, grace.

Σηεάনн, *m.*, amusement; *gen.*, Σηιনн.

Σηειм, *f.*, a bite, a hold.

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

Σηαլа, *f.*, shoulder; *gen.*, Σηаլаnn; *dut.*, Σηаլаnnn.

Σηіл, *v.*, boil; Σηілім, I boil.

Σηірт, salty, preserved.

Σηунна, a gun; *plu.*, Σηуннаі.

ιαրի, *v.*, ask; ιαրիаім, I ask.

ιαրիаէт, *m.*, an effort.

ιαրաէт, act of lending or borrowing; loan.

ιαրձարիаէт, act of fishing; *gen.*, ιαրձարիаէтa.

ιири, *v.*, play; ιириім, I play.

ιириտ, act of playing.

ιицааէт, act of departure.

ιициչ, *v.*, depart; ιициչім, I depart.

ιиօé, yesterday.

ιиօú, to-day.

ιиշean, *f.*, daughter.

ιиոи, *v.*, tell, relate; ιиоиім, I tell, relate.

ιомаіи, a ridge; *plu.*, ιомаіі.

ιомէսі, *v.*, carry, bear; ιомէсіиіім, ιомէсіаім, I carry, bear.

ιомբаіи, *v.*, row, sail; ιомբаііім, I row, sail.

ιօс-սիշ, healing liquid, sheep-dip.

ιօг, Jesus.

ιреаլ, low, lowly.

ιէ, *v.*, eat; changed to ιօг—in future and conditional.

ιէте, eaten.

ιէи, surface of land; arable soil.

ιаնаіи, *v.*, speak; ιаնիаім, I speak.

ιаеіеаմаі, daily.

ιаіօи, *f.*, Latin.

ιам, *f.*, hand; *plu.*, ιама.

Láthair, *v.*, shoot ; Láthairgim, I shoot.

Láthairann, handle of a flail ; *dat. plu.*, Láthairannait.

Lán (I.), full.

Lán (II.), *n.*, a full complement, as a lán ghrinn, meaning much amusement.

Lári, middle, midst,

Lári, *v.*, light ; Láriam, I light.

Lárián, Láriog, a match.

Lártá, a boat-load.

Lártá, a whip.

Láthair, in phrase, i Láthair, present.

Leaba, Leabair, bed ; *gen.*, Leapcta ; *plu.*, Leapctaca.

Leabhar, *m.*, a book.

Leas, *v.*, throw down, cast ; Leasaim, I throw, cast.

Lean, *v.*, follow, pursue ; Leanaim, I follow, pursue.

Leanb, *m.*, a child ; *gen.*, Leinb.

Leas, the sea.

Leas, welfare, improvement ; Leas-faithigse, seaweed used as manure

Leat, *v.*, spread ; Leataim, I spread.

Leatá, *m.*, a species of seaweed ; *gen.*, Leatáis.

Leat-éoróin, a half-crown.

Leatctaoibh, *f.*, one side.

Leatcteoibh, a half-foot.

Leatctuair, *f.*, a half-hour ; *gen.*, Leatctuair.

Léig, *v.*, read ; Léigim, I read.

Léig, *v.*, let, allow ; Léigim, I let, allow.

Léine, a shirt.

Léir, in phrase, go Léir, all.

Leit, in phrase, a Leit, apart, hither.

Leiticeannain, Letterkenny.

Leóir, in phrase, go Leóir, enough.

Lion, *v.*, fill ; Lionaim, I fill ; Lionaim amach, I pour out.

Lionn, ale, beer ; *gen.*, Leanna.

Lionta, filled.

Litir, *f.*, a letter.

Locht, a fault.

Lochtá, a loft.

Lom, *v.*, make bare, pare, shear (as sheep) ; Lomaim, I make bare. etc.

Lomáit, act of making bare, shearing, etc.

Lorair, *f.*, a basket in which potatoes are served at dinner.

Lusair, *f.*, lead ; *gen.*, Lusairóe ; peann Lusairóe = a lead pencil.

luaistíneadó, ashes (collectively).

luat, in phrase, go luat, early.

lúb, a loop, a stitch.

luig, less.

luig, v., lie; luigim, I lie.

luigé, act of lying.

mac, m., son; gen., mic; plu., mic or meic.

mádó, the trump at cards.

maodó, m., a dog.

maoie, a stick.

maiorin, f., morning; gen., marone.

mála, a bag; málin, a little bag, poke.

mainte, a dress.

máire, Mary.

maireadó (=má ríadó), if it be, well then.

mairtíneadó, a churning.

mais, v., forgive; maiúim, I forgive.

maoileig, f., a hornless cow.

mais, m., a dead person; plu., maiúas.

mais, v., kill; maiúasim, I kill; becomes muíis—in future and conditional.

maisgádó, m., market.

máthair, f., mother.

meadóba, female name.

meadóon-lae, midday, noon.

meadóon-oróche, midnight.

mear, v., think, judge, esteem; meáratim, I think, etc.

mearj, v., mix, stir; meárgasim, I mix, stir.

méir, amount, quantity.

meirínead, merry, elated.

meilt, act of grinding.

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

meuv, amount; cá meuv? how much?

meuv, finger.

mid, f., a dish.

micéal, Michael; gen., micil.

milpeán, sweets, jam.

milip, sweet to taste.

min, f., meal; gen., mine.

Mín, fine.

Mín-a'-Leice, place name.

Mírroe, worse.

Mírro, fit time, due time.

Moč, go moč, early.

Močuir, springing, in calf.

Moill, delay.

Móin, turf (collectively); *gen.*, móna.

Mol, *v.*, praise; molaim, I praise.

Móráin, much, many.

Močuig, *v.*, notice, feel, perceive; močuigim, I notice, etc.

Muc, *f.*, a pig; *dat. plu.*, mucail.

Muileann, *m.*, mill; *gen.*, muilenn.

Muilleoir, *m.*, miller.

Muineál, a neck.

Muintearáid, friendly, related.

Máinteoír, *m.*, a teacher.

Muire, *f.*, the Virgin Mary.

Múnaid, instruction, education, breeding.

Murgail, *v.*, awake; murgailim, I awake.

Naoimh, *v.*, make holy, hallow; naoimhaim, I hallow.

Náirfe, shame.

Neas, a nest.

Neamh, *f.*, heaven.

Niág, *v.*, wash; niágim, I wash.

Niágte, washed.

Oibrit, *f.*, work; *gen.*, oibrité.

Oibritig, *v.*, work; oibritigim, I work.

Oiróche, *f.*, night.

Oisge, youth.

Oireadctar, *m.*, assembly, convention, the annual literary festival of the Gaelic League.

Oireadn, amount, as much as.

Oirnéisir, oirnéisir, implements of any kind.

Oirtear, the day following to-morrow.

Oifig, office.

Ól, *v.*, drink; ólaim, I drink.

Ólann, *f.*, wool; *gen.*, olna.

Olc, evil.

οιλα, oil.

ορθουεξαό, order, ordering, arrangement.

ορθουεξ, *v.*, order, command ; ορθουεξιμ, I order, command.

ρασα, a pack (of cards).

ραινοί, vulgar form of ράνηαις.

ραινοίρ, *pater*, prayer ; *plu.*, ραινηεαά.

ραινοίρ ράιτεαά, the Rosary ; called also Κοχόιν θυηρε.

ράιρέαή, *m.*, paper.

ράιηс, *f.*, a grass field ; *gen.*, ράιηс.

ράιροε, *m.*, a child.

ράηιειρ, a parlour, room.

ραητάή, a crab.

ρεасаа, *m.*, a sinner ; *plu.*, ρεасаи.

ρεауаи, Peter.

ρеаи, *m.*, pen.

ρеирие, a pair.

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

ρиgинн, *f.*, a penny ; *gen.* and *plu.*, ρиgнe.

ρиléи, a bullet ; миn-ρиléи, small-shot.

ρиobаиie, *m.*, piper.

ρиoc, *v.*, pick, select ; ρиocаиm, I pick, select.

ρиopa, a pipe.

ρиannаа, a plant.

ρиáи, flour ; *gen.*, ρиáи.

ρоbaи, public, congregation ; hence τeаά ρоbuи, a church or chapel.

ρоcаа, pocket.

ρоll, *m.*, hole ; *gen.* and *plu.*, pull ; *dat.* *plu.*, pollаиb.

ρоll-veataiг, smoke-hole, chimney.

ρоnаа, pound (for cattle).

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

ρоntaа, a bog in which turf are cut ; *gen.*, ρоntaи.

ρór, *v.*, marry ; ρórаиm, I marry.

ρórао, marriage ; *gen.*, ρórta.

ρоrт, post, post office ; *gen.*, ρuиrт.

ρоtaа, a pot.

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

ρиeаtaа, potatoe ; *plu.*, ρиeаtaа.

ρуoаи, *m.*, powder.

ρunta, a pound, pounds.

ρuтóз, *f.*, a pudding, entrail ; *plu.*, ρuтóзa.

Rácaidó, *v.*, will go.

Rádó, *v.*, to say.

Rám or maroe rám, an oar; *plu.*, rámá.

Rán, a spade; *gen.*, ráine.

Rang, *m.*, a class.

Réidó, finished, completed, ready.

Reamáir, thick, stout.

Rideáilis, *v.*, riddle, sift.

Rinnce, act of dancing.

Rinne, *v.*, did, made.

Riád, act of running; ríád an t-áe = during the day.

Róilis, *f.*, a graveyard.

Rollág, *f.*, "rowin" of wool; wool rolled up for spinning; *plu.*, róillágá.

Rómáir, *v.*, delve; rómáim, I delve.

Rómáirte, rómáirte, delved.

Ruaim, a fishing line.

Ruo, a thing; *plu.*, ruas.

Rug, *v.*, bore, gave birth to.

Sagart, *m.*, a priest.

Sailleádó, act of salting, preserving.

Sallte, salted, cured.

Sáit (I.), satiety, sufficiency.

Sáit (II.), *v.*, thrust; ráitím, I thrust.

Sál (I.), *f.*, the heel; *gen.*, rála.

Sál (II.), a beam; *plu.*, rála.

Sálann, salt.

Sárm, peaceful, quiet.

Sármádó, *m.*, summer.

Saoísal, *m.*, the world, life.

Saoí (I.), *v.*, free; ráoim, I free, liberate.

Saoí (II.), *m.*, an artizan, as ráoí báv, ráoí cloch, etc.

Saoítar, *m.*, labour, effort.

Sártá, satisfied.

Sealáin, straying.

Seacátmáin, *f.*, week; *gen.*, seacátmáine.

Seadó, it is.

Seagán, John.

Sealgsairneacht, hunting.

Sealgsairne, *m.*, a hunter.

Seamhró, shamrock ; *gen.* and *plu.*, *reamhró*.

Seancár, conversation.

Seannmóir, *f.*, a sermon.

Searfáim or *rearfáid*, *v.*, stand ; *rearfáidim*, I stand (*rearf* and *rearfáim* are also in use).

Searfáim, act of standing.

Séir, *v.*, blow ; *réirim*, I blow.

Séipéal, a chapel.

Séipre, supper.

Seirmeadá, a plough.

Seól, *m.*, a sail ; *plu.*, *reólta*.

Seólao, address, superscription.

Seomra, a room ; *plu.*, *reomraí*.

Seumas, James.

Sgairt, *v.*, call, shout ; *rgairtím*, I call, shout.

Sgárdán, *m.*, a herring ; *gen.* and *plu.*, *rgárdán*.

Sgáin, cloud, mist.

Sgaoil, *v.*, loosen, untie ; *rgaoiltím*, I loosen, etc.

Sgáir, *v.*, scatter, disperse ; *rgárim*, I scatter, disperse.

Sgáchan, *m.*, a looking-glass.

Sgéala, tidings, a message.

Sgian, *f.*, a knife ; *plu.*, *rgseana*.

Sgilling, *f.*, a shilling ; *gen.*, *rgillinge*.

Sgioból, a barn ; *gen.*, *rgiobóil*.

Sgoilt, *v.*, split, crack ; *rgoiltím*, I split, etc.

Sgoilteán, a split potatoe for planting ; *plu.*, *rgoilteán*.

Sgórnaid, the windpipe ; *plu.*, *rgórnaid*.

Sgrát, the grassy surface of soil pared off thin for roofing houses, covering potatoes, etc. ; *plu.*, *rgráid*.

Sgríbhint, *rgriobda*, act of writing.

Sgríobh, *v.*, write ; *rgriobdaim*, I write.

Sgrúthiúid, *v.*, examine ; *rgrúthiúidim*, I examine ; *miomhrgrúthiúidim*. I examine closely.

Sguab, *v.*, sweep, brush ; *rguabaim*, I sweep, etc.

Síle, woman's name.

Sín, *v.*, stretch ; *réim*, I stretch.

Siolcaó, act of straining, sifting.

Siolcán, a strainer.

Síubal, *v.*, a walk ; *riúbaim*, I walk.

Síubal, act of walking.

Síubán, Susan.

Síúcra, sugar.

Σλαξόν, a cold.

Σλάν, well, healthy.

Σλατ, *f.*, a rod.

Σλεάξαν, *m.*, a turf spade ; *gen.*, τρεάξαν.

Σλεάμαν, smooth, plane.

Σλιάθ, *m.*, a mountain ; *gen.*, τρέιθε.

Σλιοζάν, a shell-fish ; *plu.*, τριοζάν.

Σλυγαč, slugs.

Σμυτ, a protuberance, a bit.

Σνάτ, thread.

Σνάταν, *f.*, a needle.

Σνιομ, *v.*, spin ; τριομάιμ, I spin.

Σνιομ, act of spinning.

Σοατή, quiet, gentle.

Σορτιάξ, *v.*, settle, adjust, arrange ; τροτιάξιμ, I settle, adjust.

Σονάη, act of trotting.

Σοιηθίξ, *v.*, prosper ; τροιηθίξιμ, I prosper.

Σοιτεαč, a vessel ; *gen.* and *plu.*, τροιτίζε.

Σον, in phrase, απ τον, for sake of, in lieu of.

Σόρα, soap.

Σορόξ, a wisp, a sheaf.

Σοηέδα, a woman's name.

Σπάιο, a spade.

Σπάν, τρονόξ, a spoon.

Σπελ, *f.*, a scythe ; *gen.*, τρειλε ; *dat.*, τρειλ.

Σπελανόη, *m.*, a mower.

Σπέλη, the sky.

Σπιοηανο ιαοή, the Holy Ghost ; *gen.*, Σπιοηανο ιαοιμ.

Σπλαν, a lighted ember.

Σπηέ, a dowry.

Σπηέιό, *v.*, spread ; τρηέιθιμ, I spread.

Σπυνη, a sponge.

Σηάιο, *f.*, a street.

Σηατή, *f.*, a swathe, a layer ; *gen.*, τρηατή.

Σηαν, a bridle, rein.

Σηοιč, *v.*, reach, arrive at ; τρηοιτιμ, I reach.

Σταύρη, a stair ; *plu.*, τραιόηι.

Στεαλ, a "pour" of any liquid.

Στιύη, the rudder of a boat.

Στιύηιξ, *v.*, steer, guide, direct ; τριέηηιξιμ, I steer, etc. (τριέηηη and τριέηηιμ are also used).

Στοκατέ, stockings.

Suaist, *v.*, mix, tease ; rúsaistim, I mix, tease.

Suit, *v.*, sit ; rúsit, I sit.

Suité, act of sitting.

Suitéasán, a seat.

Súil, *f.*, an eye ; plu., rúile.

Supper.

Súipte, a flail.

Sul, before.

Taibhlár, *v.*, give ; taibhláim, I give : *past tense*, tuig.

Taobh, man's name.

Tae, tea ; also spelled téa.

Táinig, *v.* came.

Tairis, *v.*, offer ; tairisim, I offer.

Tairisint, tairisirin, act of offering.

Tairse, in phrase, i ntairse, aside (to put) away.

Táiteoirí, *m.*, a potatoe picker.

Taitin, taitníg, *v.* suit, please ; taitnígim, I suit, please.

Talam, *m.*, ground, land.

Taoibh, *f.*, side.

Taom, *v.*, pour, "teem" ; taomáim, I pour.

Táram, quick, active.

Tárim, over me.

Tárr, tar.

Tárraing, *v.*, draw, pull ; tárraingim, I draw, pull.

Tárraingt, act of drawing.

Tárrt, thirst.

Tárrt, round about.

Teadc, *m.*, a house.

Tearlaic, *m.*, a hearth.

Tearpoll, *m.*, a church ; Átho-tearpoll, a cathedral.

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

Téirb, *v.*, go ; téirbim, I go ; *past tense* cuaibh ; *dependent past*, teacairbh ; *future*, rúacairb.

Téig, *v.*, throw, cast down ; téigim, I throw, etc.

Téine, *f.*, fire ; *gen.*, téineasó ; *dat.*, téiniró.

Tear, *v.*, flee, retreat ; téairim, I flee, retreat.

Tí, in phrase, go ótí, unto, until.

Tig. *v.*, come ; tigim, I come ; *past tense*, táinig ; *future*, tioctairb.

Τίχεαρίνα, *m.*, a lord.

Τιμέατ, about or around.

Τιμήιμεατ, service, small turns of work; *gen.*, τιμήιμεατα

Τιομάν, *v.*, drive; τιομάνιμ, I drive.

Τιοντυιξ, *v.*, turn; τιοντυιξιμ, I turn.

Τιοντυιξέ, turned, twisted.

Τιυξ, thick, plentiful.

Τοβακ, tobacco.

Τοβάν, a tub.

Τοέματ, *v.*, wind; τοέματιμ, I wind.

Τοξ, *v.*, choose, select; τοξαίμ, I choose, select.

Τόξ, τόιξ, *v.*, lift, raise, erect; τόξαίμ, I lift, etc.

Τόξθάιλ, act of lifting, etc.

Τοίλ, *f.*, will; *gen.*, τοίλα.

Τόιν, *f.*, bottom.

Τόιη, *f.*, pursuit, chase.

Τοιηδεατβαć, man's name.

Τοιηξ, *v.*, begin, commence; τοιηξιμ, I begin, commence.

Τοιτ, *f.*, smoke, a smoke.

Τομάτ, *v.*, measure; τομάτιμ, I measure.

Τοννα, a ton.

Τόμαт, a funeral.

Τομаћ, fruit.

Τορъ, silence.

Τραен, train.

Τηλάїξ, *f.*, a strand.

Τραоčаќ, the ebb tide, the sea.

Τрјат, time, occasion.

Τрјатнона, evening.

Τрједаћ, *v.*, plough; τрједајим, I plough (τрједиξ and τрједиξим also used).

Τрједаћаќ, act of ploughing.

Τрједаћте, ploughed.

Τрје т-а сеите, through one and other, topsy turvy.

Τрјомуиξ, *v.*, dry; τрјомиξим, I dry.

Τрјомуиќаќ, act of drying.

Τрјиáр, *m.*, three persons; three of anything.

Τрјоиξ, *f.*, a foot, twelve inches.

Τрјутзан, goods, chattels, furniture.

Τуатал, man's name; *gen.*, Τуатайл.

Τубаїле, a towel.

Τүз, *v.*, gave.

Ταῖσ, *v.*, understand ; ταῖσιμ, I understand.

Ταῖσε, thatch.

Ταῖστεόιη, *m.*, a thatcher.

Ταῖλε, a flood.

Ταῖλεαν, more, a further number or quantity.

Ταῖπλινη, *v.*, descend, alight ; ταῖπλινηιμ, I descend, alight.

Τάιπη, a spinning-wheel.

Ταῖρη, weariness, fatigue.

Ταῖρεας, wearied, tired.

Ταῖμ, *v.*, dip ; ταῖμαιμ, I dip.

Τάιρ, αἱ οτάρ, beginning.

Μαέται (I.), *m.* the surface, the top.

Μαέται (II.), *m.*, cream.

Μαῖξ, *f.*, a grave.

Μαῖη, *f.*, an hour.

Μαρτ, noble ; *plu.*, Μαίρτε.

Μάτ, the breast.

Μάταιμ, *v.*, harness ; Μάταιμ, Μάταιξιμ, I harness.

Μάταιμ, *m.*, harness.

Μάτει, all (= μάτε).

Μάτηνέι (properly ούμετέι), implements of any kind.

Μάτζε, *m.*, water.

Μάτζε-βεατά, whiskey.

Μάτιαμ, ready, prepared.

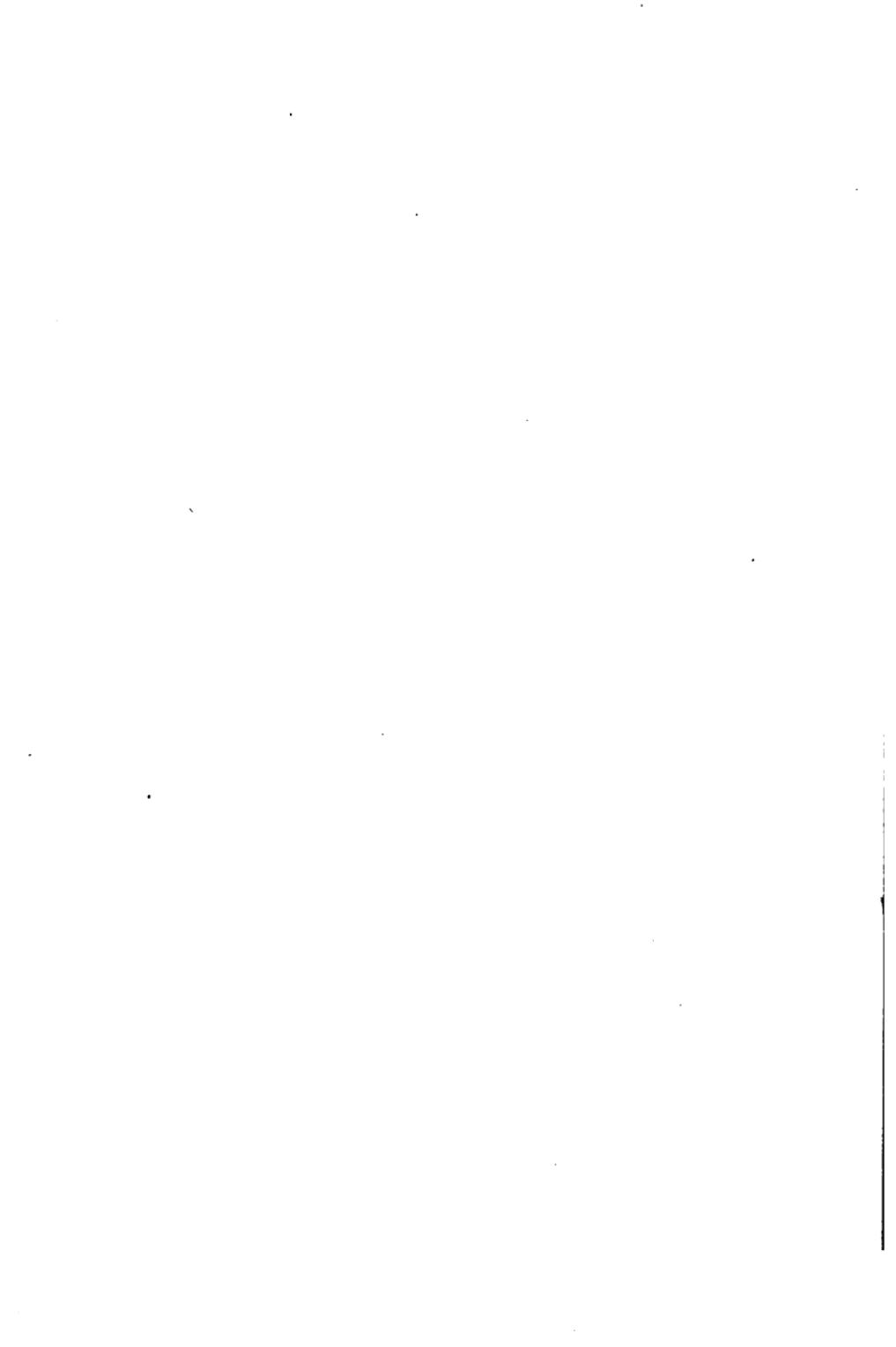
Μάτ, a contraction for άτιμ or οατιμ, to or towards. Μάτ, like άτιμ, always takes the noun following in the genitive.

Μάτλαμ, *m.*, floor ; *plu.*, Μάτλαμ.

Μάτναιξε, prayer ; *plu.*, Μάτναιξτε.

Μάτναιξε, act of praying.

### CRÍOC.





3 2044 051 107 399

WIDENER

JUL 03 2001

BOOK DUE

WIDENER LIBRARY

JUL 10 2001

