Buntús na Gaeilge
Irish for Adult Learners
Cúrsa Samhraidh

Barbara Hillers with Bettina Kimpton

Textbook for Celtic S-132: Introduction to Modern Irish
Harvard Summer School 2013
[for class use and private circulation only]
Some Words and Phrases Frequently Used in Class

Here are a few idioms you will encounter in class:
maidin mhaith good morning
Dia daoibh hello everybody
le chéile all together
anois now
árís again
cuir Gaeilge / Béarla air translate into Irish / English
le do thoil please

I don’t quite follow...
Gabh mo leithscéal Excuse me
An dtuigeann tú? Do you (sg) understand?
An dtuigeann sibh? Do you (pl) understand?
Tuigim I understand
Ní thuigim I don't understand
Ní thuigim focal I don't understand a word
Abair arís é, le do thoil Say that again, please
Cad é sin i nGaeilge/as Gaeilge? What does that mean in Irish?
Cad é sin i mBéarla/as Béarla? What does that mean in English?
Cad é an Ghaeilge atá ar sin? How do you say that in Irish?
Abair i mBéarla/as Béarla é Say it in English

Well done!
Your teacher will lavish praise on you. Here are some of the things you may hear, or see written underneath your homework:
maith thú / sibh well done
go maith good
go hiontach wonderful
an-mhaith (ar fad) very good (entirely)
ar fheabhas excellent
thar barr super
Buntús na Gaeilge

Cúrsa Samhraidh

I d’óige oscail do mheabhair
is bailigh an fhoghlaim leat.

‘Open your mind while you are young
and gather learning as you go.’
<table>
<thead>
<tr>
<th>Réamhrá / Preface</th>
<th>vii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceacht a hAon</td>
<td>1</td>
</tr>
<tr>
<td>An Ceacht Gramadaí</td>
<td>4</td>
</tr>
<tr>
<td>Personal Pronouns (4); The Demonstrative Pronouns <em>seo</em> and <em>sin</em> (4); The Copula (5); Masculine Noun and Adjective (9); Greetings and Introductions (9); The Substantive Verb and the Dependent Pronoun (10); The Intensifying Prefixes <em>an-</em>-, <em>fíor-</em>-, <em>ró-</em>-, and <em>iontach</em> (20); The Particle <em>go</em> (21); Conversational Idioms (21)</td>
<td></td>
</tr>
<tr>
<td>Teanga is Cultúr</td>
<td>36</td>
</tr>
<tr>
<td>Loanwords (37)</td>
<td></td>
</tr>
<tr>
<td>Ceacht a Dó</td>
<td>38</td>
</tr>
<tr>
<td>An Ceacht Gramadaí</td>
<td>43</td>
</tr>
<tr>
<td>Lenition (43); The Article (44); Feminine Noun and Adjective (45); Prepositional Pronouns: the Preposition <em>le</em> (51); Copula Sentences With <em>le</em> (53); The Preposition <em>gan</em> (54)</td>
<td></td>
</tr>
<tr>
<td>Teanga is Cultúr</td>
<td>58</td>
</tr>
<tr>
<td>Ceacht a Trí</td>
<td>59</td>
</tr>
<tr>
<td>An Ceacht Gramadaí</td>
<td>62</td>
</tr>
<tr>
<td>Possessive Pronouns (62); The Copula); Identification Sentences (65); Prefixed Adjectives (66); Colours (67)</td>
<td></td>
</tr>
<tr>
<td>Teanga is Cultúr</td>
<td>70</td>
</tr>
<tr>
<td>Súil Siar (Revision): Ceacht 1 — Ceacht 3</td>
<td>71</td>
</tr>
<tr>
<td>Ceacht a Ceathair</td>
<td>72</td>
</tr>
<tr>
<td>An Ceacht Gramadaí</td>
<td>77</td>
</tr>
<tr>
<td>The Preposition <em>ar</em> (77); Conversational Idioms (81)</td>
<td></td>
</tr>
<tr>
<td>Teanga is Cultúr</td>
<td>83</td>
</tr>
<tr>
<td>Ceacht a Cúig</td>
<td>84</td>
</tr>
<tr>
<td>An Ceacht Gramadaí</td>
<td>90</td>
</tr>
<tr>
<td>The Preposition <em>ag</em> (90); The Preposition <em>i</em> (95); The Weather (96); The Perfect Tense (97)</td>
<td></td>
</tr>
<tr>
<td>Teanga is Cultúr</td>
<td>100</td>
</tr>
<tr>
<td>Ceacht a Sé</td>
<td>103</td>
</tr>
<tr>
<td>An Ceacht Gramadaí</td>
<td>107</td>
</tr>
<tr>
<td>The Past Tense of the Substantive Verb (107); The Dative or Prepositional Case (108); In the House (109); Idioms Using Two Prepositions (110)</td>
<td></td>
</tr>
<tr>
<td>Teanga is Cultúr</td>
<td>119</td>
</tr>
<tr>
<td>Ceacht a Seacht</td>
<td>122</td>
</tr>
</tbody>
</table>
Index of Songs, Proverbs, and Rhymes ........................................ 277
Subject Index ............................................................................ 296
Grammar Index ........................................................................... 297
The Irish Language

Irish is used as a community language in the west of Ireland by about 61,000 speakers, and as a minority language throughout Ireland.\(^1\) It is the first official language of the Republic of Ireland,\(^2\) and is taught in the primary and secondary school system. In the 1996 census 1.43 million people in the Republic of Ireland (43.5% of the population) were returned as Irish speakers, though only about a quarter of that number use the language on a daily basis. In Northern Ireland, Irish has enjoyed increased demographic and political backing in recent years, and official recognition of the language is expected. In the 1991 census, 142,003 people in the North were returned as having some ability to speak the language.\(^3\) Irish is the primary community language in the so-called *Gaeltacht* areas in the west of Ireland, located in counties Cork, Kerry, Galway, Mayo, and Donegal, where an average of 76.3% of residents are Irish speakers (Ó Murchú 1999). There are significant numbers of native speakers living in urban areas, either migrants from *Gaeltacht* areas or those brought up in Irish-speaking households.

Irish is a Celtic language, part of the Indo-European family of languages. It is closely related to Scottish Gaelic, spoken today mainly on the Western Isles of Scotland, and to Manx, the language of the Isle of Man that only recently ceased to be a spoken language. Its relationship to the other two surviving branches of Celtic, Welsh and Breton, and to Cornish, which is spoken as a revived language, is more distant, though all Celtic languages share certain syntactic, phonological, and grammatical features, as well as a common inherited vocabulary. Like other Celtic languages, Irish is a VSO (Verb-Subject-Object) language, possesses conjugated prepositions and boasts a complex system of initial mutations.

About this Book

*Buntús na Gaeilge - Cúrsa Samhraidh* is a slightly modified version of the textbook developed specifically for the year-long Modern Irish course at Harvard University. It is intended for beginners with no previous exposure to the language. Its title, *Buntús na Gaeilge* ‘the basics of Irish’, is programmatic. It aims to give complete beginners a grasp of the operative principles of grammar and syntax and provide them with essential vocabulary and idiom.

This textbook was developed to fulfil a gap in the teaching materials for complete beginners in third-level education. Most adult learner textbooks are designed for what we may think of as the part-time learner, typically within the setting of an evening class, and are not suitable for students in full-time third-level education.\(^4\) *Buntús na Gaeilge* addresses the

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2. Article 8.1 of the Constitution of Ireland (1937) states that ‘the Irish language as the national language is the first official language’; 8.2 adds ‘the English language is recognized as a second official language’. The Irish language, as of January 2007, has been recognized as one of the working languages of the European Union.
3. That many of these were small children in the burgeoning Irish-medium primary school system is evidenced by the much lower number (79,012) returned as being able to read and write, as well as speak, Irish (Ó Murchú 1999).
4. A notable exception is Mícheál Ó Siadhail’s *Learning Irish*, an excellent introduction to Connemara Irish. Its admirable allegiance to the regional dialect in terms of grammar, syntax, lexis and even orthography makes it difficult to use for teachers of any other variety of Irish.
needs of intensive language instruction in an academic environment. The target audience are university students, and the choice of milieu and subject matter, as well as the pace and style of instruction, is geared towards this audience.

The Caighdeán and the Regional Dialects
Modern Irish is closely based on the three living regional dialects - Munster, Connacht, and Ulster - which, at least in principle, enjoy equal status and support. It represents the victory, in the early years of the language revival, of the proponents of the modern vernacular (caint na ndaoine ‘the language of the people’) over those who advocated a return to the highly standardized idiom of Classical literature practiced by the educated elite until the seventeenth century. Unchecked by any literary standard, regionalism flourished in the centuries before the establishment of an independent Irish state. With the shrinking of the Gaeltacht areas, the added problem of increasing geographical isolation of the dialects from each other arose.

When Irish became a literary, high-register language once again after independence, the three main regional dialects, Munster, Connacht, and Ulster Irish, were, at least theoretically, put on an equal footing. Munster Irish held a preeminent position during the formative years of the language revival, even though today it is the dialect with by far the fewest native speakers. Connacht Irish, too, had considerable cachet, since it was the native dialect of the father of modern Irish literature, Pádraic Ó Conaire, and the dialect adopted by such influential political and literary figures as Patrick Pearse. Ulster Irish, represented in the Republic of Ireland by speakers of a single county, Donegal, had for obvious reasons a lower profile in the Irish-language establishment. While the differences between the three regional dialects are relatively minor on the level of grammar and syntax, pronunciation differs markedly between them. The recommendations of An Caighdeán Oifigiúil (1945), which form the basis of Modern Standard Irish, aim to define operative principles of grammar, and to establish a standard orthography rather than pronunciation.

For the learner, an introduction to a consistent regional dialect was thought to be desirable. Ulster Irish has never presented a more viable didactic choice than today. Its prominence on both sides of the border is on the increase and is reflected in the media and educational apparatus. There is much literature written in the dialect, most notably by the Mac Grianna brothers from Rannafast, and a wealth of folklore publications collected in Donegal.

For the past two decade, Oideas Gael has run immersion language programs in a variety of locations in Donegal, offering learners the chance to build on their course work and increase their fluency.

A number of strategies have been adopted to make the book as compatible as possible with other varieties of Irish:

• Wherever two words (or grammatical features) compete in Donegal Irish, the one with the greater regional spread was chosen (e.g. of the two words used to denote ‘girl’ in Donegal,

5 The courageous if problematic guideline of An Caighdeán Oifigiúil suggests ‘as far as possible to avoid any form or rule for which there isn’t sound support in the living language of the Gaeltacht’ and ‘to choose those forms whose use is most widespread in the Gaeltacht’ (chomh fada agus ab fhéidir sin gan glacadh le foirm ná riall nach bhfail údarús maith dí i mbeotheanga na Gaeltachta; rogha a dhéanamh de na leaganacha is forleithne atá in úsáid sa Ghaeltacht, quoted from Gramadach na Gaeilge agus Litriú na Gaeilge: An Caighdeán Oifigiúl, 1958, viii; my translation).

6 For a small sample of literature in, or about, Ulster Irish, see Appendix 1: Cúrsaí Canúna.
cailín and girseach, we chose cailín since it is also found in Munster and Connacht; similarly
the negative particle ní, which is found throughout Ireland, is adopted rather than cha which
is only found in Ulster (as well as Scottish Gaelic); the use of cha is however covered in the
appendix that deals with issues of dialect, Cúrsaí Canúna.)
• All forms not in general currency outside Ulster are clearly marked as Ulster forms by a
superscript U.
• The dialect appendix lists the Ulster dialect features for each chapter and provides their
regional (Connacht or Munster) equivalents.

**Buntús na Gaeilge: Structure and Content**

This book aims to balance the needs for conversational and grammatical competence. The
textbook emphasizes students’ active participation in the learning process: the aim is to
generate speakers of Irish, and the pace and structure of the textbook are designed to
encourage active rather than passive knowledge of the language; it is one thing to understand
a grammar rule, quite another thing to be able to generate it in natural speech. Many of the
drills, games and exercises are designed to improve oral competence. A crucial element in
transforming language learners into language speakers is to provide a relaxed and enjoyable
environment where it is safe to make mistakes, and where the learning process itself becomes
fun. An element of playfulness in the classroom is hugely beneficial, and may be fostered not
only by various interactive games and exercises, but also by the introduction of traditional
songs and rhymes. Every Irish learner remembers such items of traditional lore from their
introduction to the language. Such items not only serve to introduce students to Gaelic
tradition; they are also fun, and are a proven aid to learners by implanting memorable words,
idioms, and syntactic patterns in the student’s mind. I have attempted to harness this resource
and integrate it as closely as possible by selecting items that reflect the grammar and
vocabulary introduced in the corresponding chapter. The fact that children’s lore, including
counting rhymes, songs and riddles, is well represented in the textbook is not coincidental; it
reflects the learner’s gradually expanding vocabulary, and aims to infuse a sense of
playfulness conducive to the learning process.

Each lesson contains:
• an alphabetized vocabulary list (foclóir)
• a dialogue or situational sketch (comhrá)
• a discussion of grammar (an ceacht gramadaí), illustrated with model sentences
• exercises (ceachtanna le déanamh) to practice the new vocabulary, idioms, and
grammar, including both oral exercises designed for classroom use, and exercises specifically
designed as homework (obair bhaile)
• a sample of traditional songs and sayings from Gaelic literature and folk culture
(teanga is cultúr).

In addition, revision exercises encourage students to review the material periodically
(Súil Star: Revision). A dialect appendix (Appendix 1: Cúrsaí Canúna) lists Ulster forms and
their southern equivalents, and discusses Ulster features of grammar and syntax. A second
appendix (Appendix 2: Phonetic Exercises) introduces students to the phonology of Donegal
Irish. The Irish-English and English-Irish glossaries (Foclóir Gaeilge-Bearla and Béarla-
Gaeilge) contain all words used in the lessons. Finally, three separate indices, including a
grammar index and a subject index, help students navigate the book.
**Foclóir (Vocabulary)**
The glossary lists alphabetically all new words to be learnt in each new chapter. Ulster dialect words or idioms are marked by a superscript "U".

**Comhrá (Conversation)**
Our goal was to generate reasonably natural conversation incorporating the new material presented in each lesson. The imaginary characters featured in the dialogues tend to be modelled on our target audience of university students. The students’ urban and academic environment is reflected in the vocabulary, hopefully enabling them to express their own concerns and activities. At the same time, we have attempted to represent the more traditional lifestyles of the Gaeltacht as well, resulting in an uneasy but realistic compromise in which the computer and the cell phone coexist with farmyard terminology.

**An Ceacht Gramadaí (Grammar)**
Our aim was to create a graded grammar of the language, paced fast enough to allow us to cover all the essential components of the language within the compass of the course, but slow enough to allow a gradual process of assimilation, enabling students to master one feature before being confronted with the next.

The teaching of abstract grammar has become somewhat unfashionable in recent years. It is obviously not a prerequisite for successful language acquisition: the world’s most successful group of language learners are infants who succeed splendidly without the crutch of abstract grammar, and indeed without any literacy skills. However, for our target audience of university students, any textbook that eschews an analysis of the underlying rules governing the language was found to be limiting and frustrating. No specialized knowledge of linguistic terminology is required, although an awareness of basic grammatical principles is assumed among the target audience, almost all of whom have studied another foreign language previously.

**Ceachtanna le Déanamh (Practice Exercises)**
These include both exercises for classroom use and for written homework assignments. Classroom exercises include drills, games, and partner work. Homework exercises always include a translation into Irish. Many of the classroom exercises are also suitable as homework assignments.

**Teanga is Cultúr (Language and Culture)**
The traditional rhymes, songs and proverbs featured in Teanga is Cultúr have been assembled from a wide range of sources. I am particularly indebted to two collections of children’s lore, Nicholas Williams’ comprehensive collection Cniogaide Cnagaide (cited as CC), and Roibeard Ó Cathasaigh’s delightful collection Rabhlaí Rabhlaí (RR), which is accompanied by a CD. Another book quoted repeatedly is Leabhar Sheáin Uí Chonaill (LSIC, ed. S. Ó Duilearga), available in translation as Seán Ó Conaill’s Book (SOCB). Traditional songs and proverbs are not generally attributed, although some attractive collections have been listed in the bibliography; most items are ubiquitously found in the oral and the printed record. I have taken certain didactic liberties with the traditional materials, simplifying and occasionally
modifying dialect forms. Unless otherwise noted, all translations are provided by the author.  
I have occasionally provided notes about Irish festivals and seasonal customs, Irish naming practices etc, to introduce American students to aspects of traditional Gaelic culture.

Súil Siar (Revision)
At appropriate intervals, students are invited to revise the material mastered in the previous lessons. Students will find revision exercises as well as a checklist of items they should be able to produce.

Foclóir Béarla-Gaeilge agus Gaeilge-Béarla (English-Irish and Irish-English Glossary)
The glossary lists all vocabulary items learned in individual lessons. The English-Irish glossary contains much additional material. A modern text book should carry the message that Irish is a living language, able to cope with technological advances and societal changes; and a conscious attempt has been made to supply words not readily found in standard dictionaries - words such as ‘CD,’ ‘internet,’ ‘condom’ and ‘divorce.’

Gearrliosta Briathra (Select List of Verbs)
This lists the more important verbs with their principal parts (stem; 1 sg pres; verbal noun).

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7 Copyright permission for printed materials will be sought each time this textbook is made available to students.
I am grateful to my colleagues Tomás Ó Cathasaigh, Patrick Ford, Kate Chadbourne, Donna Wong and Brian Ó Conchubhair with whom I have discussed the teaching of Irish. I am indebted to my co-author, Bettina Kimpton, whose contribution to the conversational dialogues in particular helped to render them more colloquial. She also undertook the arduous task of assembling the glossaries, contributed exercises and drills and gave advice on dialect issues. I am deeply grateful to Matthieu Boyd for his meticulous proofreading, for numerous helpful suggestions, corrections, and additions. All remaining errors of fact or judgement are of course my sole responsibility. I am grateful to my students, who inspired this book, and whose criticism helped to improve it: Meaghan Casey, Will Craig, Nancy Dutton, Caitlín Frame, Aidan Grey, Efren Gutierrez, Natalie Kirschstein, Matthew Knight, Amanda Price, Nate Rogers, Maggie Rossman, Bridget Samuels, Matthieu Boyd, John Dillon, Aled Llion Jones, Molly Hester, Brian Kennedy, Edyta Lehmann-Shriver, Sean Robinson and Brendan Shields. To all of them, as well as to my first Irish teachers, Professor Gearóid Stockman (Queen’s University Belfast) and Danny and Susan Mac Grianna of Teach Áird Aoidh (Rannafast, Donegal), this work is gratefully and affectionately dedicated.
ach but
dáth mór! good luck, good bye
ag at, by
agus / is and
as from
Baile Átha Cliath [blak’ia] Dublin
beag small
bean (f) woman
beannachtáí (pl of beannacht, f) greetings
Béarla (m) English
bocsa' bruscair waste paper basket
buachailli (m), pl: buachaillí boy, lad
cá / cá háit where?
cad é' what?
cailc (f) chalk
cailín (m), pl: cailíní girl
cathaoir (f) chair
cé who?
ceart go leor indeed, right enough
cinnte certain, certainly
clár dubh (m) blackboard
cliste clever, smart
dee/Deas nice
Dia duit Hello (‘God to you’)
Dia is Muire duit Hello (responsive; ‘God and Mary to you’) doras (m) door
é, emphatic eisean he/him
Éireannach, pl Éireannaigh Irish (adj); Irish person
fear (m) man
fosta' also
fuinneog (f) window
Gaeilge (f) Irish language
gasúr (m) small boy
glantóir (m) duster
í, emphatic ise she/her
iad, emphatic iadsan they/them
is (verb) is (3 sg verb ‘to be’)

8 (f) feminine gender; (m) masculine gender; Ulster Irish dialect form (see dialect appendix for standard Irish form).
I. Seán and Máire introduce themselves.
Máire: Dia duit.
Seán: Dia is Muire duit.
Máire: Is mise Máire. Cé tusa?
Seán: Is mise Seán.
Máire: Cá as tú?
Seán: Is as Béal Feirste mé. Agus tú féin?
Máire: Is as Baile Átha Cliath mé.
II. Nóra is waiting with her baby carriage at the bus stop. A young man joins her.
Niall: Dia duit.
Nóra: Dia is Muire duit.
Niall: An cailín é?
Niall: Is gasúr breá é.
Nóra: Is páiste maith é ceart go leor.

III. Máire, the Irish teacher, comes to the classroom early, where she finds a young woman reading a book:
Máire: Is leabhar maith é sin, nach ea?
Aisling: Sea, cinnte.
Máire: An mac léinn nua tú?
Aisling: Sea. Is mise Aisling. Cé tusa? An mac léinn tusa?
Máire: Nó hea. Is múinteoiré mé. Is mise Máire. Cá as tú, a Aisling?
Aisling: Is as Bostún mé. Agus tú féin? An Éireannach tú?
Máire: Sea. Is as Baile Átha Cliath mé.

An Seomra Scoile
§1. Forainmneacha Pearsanta (Personal Pronouns)
There are two sets of personal pronouns in Irish. One set is used only with the conjugated verb (‘dependent pronouns’: see Ceacht 4); the other set is used if a pronoun, whether a subject or an object pronoun, is used independently.

### Independent Pronouns

<table>
<thead>
<tr>
<th>Regular</th>
<th>Emphatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>mé</td>
<td>I (also: me)</td>
</tr>
<tr>
<td>thú/tú</td>
<td>you (sg.)</td>
</tr>
<tr>
<td>é</td>
<td>he (also: him)</td>
</tr>
<tr>
<td>í</td>
<td>she (also: her)</td>
</tr>
<tr>
<td>muid</td>
<td>we (also: us)</td>
</tr>
<tr>
<td>sibh</td>
<td>you (pl.)</td>
</tr>
<tr>
<td>iad</td>
<td>they (also: them)</td>
</tr>
</tbody>
</table>

§1.2 The word *féin* ‘self’ can also be used to emphasize a pronoun:

mé féin  muid féin
tú féin  sibh féin
é féin   iad féin
í féin   

§2. The Demonstrative Pronouns *seo* and *sin*
The demonstrative pronouns *seo* ‘this’ and *sin* ‘that’ can be combined with a noun or pronoun to form a complete sentence:

Seo peann. This (is a) pen.
Sin leabhar. That (is a) book.
Sin é! That’s it, that’s right.
Cad é seo? Seo peann. What is this? This is a pen.

*Seo* can also mean ‘here’, and *sin* ‘there’ (as reflected in the words *anseo* ‘here’, and *ansin* ‘there’):

Seo í. Here she is.
Seo Seán. Here comes Seán.

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* In Connacht and Munster Irish, a pronoun is needed in this construction: *seo é peann.*
§3. An Chopail (The Copula)
There are two verbs of being in Irish, the copula *is* and the substantive verb *tá*. The copula is used to express inalienable qualities, not unlike Spanish *ser*. It is used to classify and identify things. The substantive verb, which we will encounter in Ceacht 4, is used, much like Spanish *estar*, to describe more temporary states and qualities.

The copula has only a single form in the present tense, *is*.\(^\text{10}\) As its name suggests (from Latin ‘link’), the copula serves to join the subject and predicate of a sentence together in a relationship of equivalence:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is peann é.</td>
<td>It is a pen.</td>
</tr>
</tbody>
</table>

The pronoun in the copula sentence generally agrees with the noun in number and gender:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cad é seo? Is leabhar é.</td>
<td>What is this? It’s a book.</td>
</tr>
<tr>
<td>Cad é sin? Is fuinneog í.</td>
<td>What’s that? It’s a window.</td>
</tr>
</tbody>
</table>

The subject can be emphasized through the use of the demonstrative pronouns *seo* ‘this’ and *sin* ‘that’:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is leabhar é seo.</td>
<td>This is a book.</td>
</tr>
</tbody>
</table>

The copula is used to classify or identify people or objects. It also serves to emphasize a word or phrase by ‘fronting’ it. Itself unstressed, the copula thus always introduces the stressed phrase:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is <em>as Bostún</em> mé.</td>
<td>I am from Boston.</td>
</tr>
<tr>
<td>Is <em>maith</em> an bhean í.</td>
<td>She is a good woman.</td>
</tr>
</tbody>
</table>

### The Forms of the Copula

<table>
<thead>
<tr>
<th>Form</th>
<th>Irish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative:</td>
<td><em>is</em></td>
<td>Is peann é.</td>
</tr>
<tr>
<td>Negative:</td>
<td><em>ní</em></td>
<td>Ní peann é.</td>
</tr>
<tr>
<td>Interrogative:</td>
<td><em>an</em></td>
<td>An peann é?</td>
</tr>
<tr>
<td>Neg. interrogative:</td>
<td><em>nach</em></td>
<td>Nach peann é?</td>
</tr>
</tbody>
</table>

§3.1. ‘Yes’ and ‘No’
There is no word for yes or for no in Irish. Instead we respond with a form of the verb used in the question (the ‘responsive’). Since the copula is unstressed and cannot stand on its own, the answer to a copula question includes *is / ní* plus something else, in the case of the copula

\(^{10}\) The copula used to have a full verbal paradigm, but all forms except the 3 sg m *is* fell out of use after the Old Irish period.
sentences so far either *sea* ('it is’) or *ní hea* (‘it is not’):

An múinteoir í? Sea. Is she a teacher? Yes.
An peann é sin? Ní hea. Is peann luaidhe é. Is that a pen? No, it’s a pencil.

Instead of answering in a complete clause, one may use the conjunction *ach* ‘but:’

An peann é sin? Ní hea ach peann luaidhe. Is that a pen? No, it’s a pencil.

§4. Ainmfhocal agus Aidiacht (Masculine Noun and Adjective)

Most adjectives in Irish follow the nouns they modify. Thus ‘a good book’ is expressed as *leabhar maith*:

Is leabhar é seo. This is a book.
Is leabhar maith é seo. This is a good book.

§5. Beannachteá (Greetings and Introductions)

§5.1. Saying hello

Dia duit (daoibh *if to more than one person*)11 God to you
Dia is Muire duit/daoibh God and Mary to you (in response)
Maidin mhaith. Good morning.

§5.2. Introducing yourself

Is mise Máire. I am Mary.
Cé tusa? Who are you?

§5.3. Asking where someone’s from

Cá as tú? Where are you from?
Is as Baile Átha Cliath mé. I am from Dublin.

Béal Feirste Belfast
Doire Derry
Tír Chonaill County Donegal
Gaillimh Galway
Meiriceá America, USA
Bostún Boston
Nua Eabhrac New York

11 The traditional greeting *Dia duit* ‘God to you’ and its responsive *Dia is Muire duit* ‘God and Mary to you’ (short for *Go mbeannaí Dia ... duit* ‘May God ... bless you’), is more rarely used by younger native speakers who increasingly use *haileó* ‘hallo’. Instead of a formal greeting it is also very common to ask the person you meet how s/he is (see below, §9) or to exchange a comment about the weather (see Ceacht 5).
§5.4. Saying goodbye

Slán! (< go dté tú slán)       Bye-bye (literally ‘may you go safely’)
Ádh mór!                     Good luck, good bye
Oíche mhaith!                Good night

§6. The Substantive Verb and the Dependent Pronoun

As we have seen, the copula is used to classify (‘it is a house’) or to identify the subject (‘it is the house’). The substantive verb *tá*, on the other hand, is used to describe the subject:

Tá an teach mór
The house is big.

§6.1. Tá and the Dependent Pronoun

The set of pronouns used with *tá* and any conjugated verb (hence ‘dependent pronouns’) differs slightly from the set we have learned so far, having *sé*, *sí* and *siad* in the third person singular and plural instead of *é*, *í* and *iad*. The second person singular *tú* is never lenited after a conjugated verb. Note that the form of the verb is the same for all persons:

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tá mé</td>
<td>I am</td>
</tr>
<tr>
<td>tá tú</td>
<td>you are</td>
</tr>
<tr>
<td>tá sé</td>
<td>he is</td>
</tr>
<tr>
<td>tá sí</td>
<td>she is</td>
</tr>
<tr>
<td>tá muid</td>
<td>we are</td>
</tr>
<tr>
<td>tá sibh</td>
<td>you are</td>
</tr>
<tr>
<td>tá siad</td>
<td>they are</td>
</tr>
</tbody>
</table>

The relative form of *tá*, which is used in many questions, is *átá*:

Cad é mar atá tú?       How are you?

§6.2. The Dependent Forms of the Substantive Verb

The substantive verb has distinct forms used with the negative and interrogative forms of the verb. These we call the dependent forms.

Negative:     nfl
Interrogative: an bhfuil?
Neg. interrogative: nach bhfuil?
Where is:    cá bhfuil?

---

12 Ulster Irish uses very few synthetic verb forms, i.e. those combining pronoun and verb to form a single word. Synthetic verb forms are much more common in Connacht and particularly in Munster Irish. In these dialects, synthetic verb forms are used in the 1 sg and pl of the present tense: *táim* ‘I am’; *táimid* ‘we are’; *an bhfuilim* ‘am I’; *an bhfuilimid* ‘are we’; *nílim* ‘I am not’; *nílimid* ‘we are not.’ By contrast, in Ulster, the verbal system is analytic, i.e. verb and pronoun are not combined.
Interrogative

<table>
<thead>
<tr>
<th>Question</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>an bhfuil mé?</td>
<td>am I?</td>
</tr>
<tr>
<td>an bhfuil tú?</td>
<td>are you?</td>
</tr>
<tr>
<td>an bhfuil sé?</td>
<td>is he?</td>
</tr>
<tr>
<td>an bhfuil sí?</td>
<td>is she?</td>
</tr>
<tr>
<td>an bhfuil muid</td>
<td>are we?</td>
</tr>
<tr>
<td>an bhfuil sibh</td>
<td>are you?</td>
</tr>
<tr>
<td>an bhfuil siad</td>
<td>are they?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>níl mé</td>
<td>I am not</td>
</tr>
<tr>
<td>níl tú</td>
<td>you are not</td>
</tr>
<tr>
<td>níl sé</td>
<td>he is not</td>
</tr>
<tr>
<td>níl sí</td>
<td>she is not</td>
</tr>
<tr>
<td>níl muid</td>
<td>we are not</td>
</tr>
<tr>
<td>níl sibh</td>
<td>you are not</td>
</tr>
<tr>
<td>níl siad</td>
<td>they are not</td>
</tr>
</tbody>
</table>

Níl mé tuirseach. I am not tired.
An bhfuil an obair críochnaithe? Is the work finished?
Nach bhfuil an fhuinneog briste? Isn't the window broken?
Cá bhfuil mo leabhar? Where is my book?

§6.3. The Predicative Adjective
Note that there is no mutation of the adjective in this context, whether it describes a male or female noun. Here, the adjective is not part of the noun phrase, but functions as its predicate ('predicative adjective'):

Tá an fear mór. The man is tall.
Tá an bhean mór. The woman is tall.

Compare the attributive adjective, where the adjective changes according to the gender and number of the noun it describes (Ceacht 2):

an fear mór the tall man
an bhean mhór the tall woman.

§7. The Intensifying Prefixes an-, fíor-, ró-, and iontach
The intensifiers an ‘very’, fíor ‘truly, really’ and ró ‘too, excessively’ are prefixed to adjectives (and occasionally to nouns), leniting the word they modify (an- is always followed by a hyphen; fíor and ró only if homorganic letters need to be separated, e.g. fíor-réasunta; ró-olc):

an-mhaith very good
fíormhaith truly good, really good
rófhuar too cold

Occasionally they are also prefixed to a noun, particularly in the case of an:
Tá an-ocras orm. I am very hungry.
Tá an-obair déanta ansin. Great work has been done there.
In Ulster Irish, the adjective *iontach* ‘wonderful’ is often used before adjectives to mean ‘very’. Structurally, however, it operates differently: although it precedes the adjective, it is not prefixed to it and hence does not lenite it. It is also never prefixed to a noun:

Tá an léachtoir iontach maith. The lecturer is very good.

§8. The Particle *go*:

The following common adjectives are usually preceded by the particle *go* when used predicatively; note that the particle *go* prefixes *h* to words beginning with a vowel (see ‘Prefixing *h*’, Ceacht 3):

- go hálainn (‘beautiful’)
- go haoibhinn (‘pleasant’)
- go breá (‘lovely’)
- go dona (‘bad’)
- go maith (‘good’)
- go hiontach (‘wonderful’)
- go deas (‘nice’)
- go holc (‘awful’)

Tá mé go maith. I am well.
Tá an aimsir go hálainn inniu. The weather is beautiful today.

*Go* is never used if the adjective is qualified by another adjective, as e.g. after prefixed intensifiers:

Tá sí fíormhaith. She is really good.

§9. Conversational Idioms

§5.1. *Cad é mar atá tú?* ‘How are you?’

The question *Cad é mar atá tú?* meaning ‘How are you?’ may function as an introductory greeting instead of *Dia duit, Haileó* etc. Some possible responses include:

- Tá mé go maith. / Go maith. I am well.
- Tá mé go breá. I am doing great.
- Níl mé go dona. I’m not doing badly.
- Tá mé ceart go leor. I’m all right.
- Tá mé go dona. I am not well.

The following interchange might start any conversation:

Cad é mar atá tú? How are you?
Go maith. Agus tú féin? Well. And you?
Tá mé go breá. I’m fine.

---

13 The use of the particle *go* is optional in this context in Donegal Irish; elsewhere in Ireland it is obligatory. This use of *go* seems an (agrammatical) extension of the normal function of *go*, namely to turn an adjective into an adverb: *Tá sé ag tiomáint go dona* ‘he drives badly’.
CEACHT AAAON / LESSON ONE

CEACHTANNA LE DÉANAMH

1. Look around the classroom. Ask each other the question *cad é sin/seo?* pointing at the objects you know, and make up an answer using *sin/seo*:

_Cad é sin? Sin peann._

**What is that? That’s a pen.**

2. Read the following sentences, and identify their subjects and predicates:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Éireannach mé.</td>
<td>I am Irish.</td>
<td></td>
</tr>
<tr>
<td>Is mac léinn tú.</td>
<td>You are a student.</td>
<td></td>
</tr>
<tr>
<td>Is múinteoir í.</td>
<td>She is a teacher.</td>
<td></td>
</tr>
<tr>
<td>Is leabhar é.</td>
<td>It is a book.</td>
<td></td>
</tr>
<tr>
<td>Is mic léinn muid.</td>
<td>We are students.</td>
<td></td>
</tr>
<tr>
<td>Is Meiriceánaigh síbh.</td>
<td>You (pl) are Americans.</td>
<td></td>
</tr>
<tr>
<td>Is Éireannaigh iad.</td>
<td>They are Irish people.</td>
<td></td>
</tr>
</tbody>
</table>

3.  
   a) Translate:
   1. I am a student.
   2. She is a girl.
   3. He is a teacher.
   4. She is an Irish person.
   5. It is a book.
   6. We are students.
   7. They are teachers.
   8. You (pl) are girls.
   9. I am an American.
   10. It is a book.

   b) Now, convert these sentences into:
   - Negative statements, e.g. I am not a student.
   - Questions, e.g. Am I a student?
   - Negative questions, e.g. Am I not a student?

   The first sentence has been done for you:

   I am a student. _Is mac léinn mé._
   Negative: _Ní mac léinn mé._
   Question: _An mac léinn mé?_
   Negative Question: _Nach mac léinn mé?_

4. Look around the classroom again. Pointing at objects and asking each other *cad é sin/seo?*, now use the construction *is peann é* etc. in the answer. Respond with another question (a very Irish strategy!) using *nach*, then answer first in the affirmative, then in the negative:

   **A:** _Cad é sin?_  **What is that?**
   **B:** _Is peann é._  **It is a pen.**
   **A:** _Nach peann luaidhe é?_  **Is it not a pencil?**
B: Sea. Yes (i.e. it is a pencil rather than a pen).

Ní hea ach peann. No, it’s a pen.

or: Ní hea. Is peann é.

5. Cluiche Cainte (‘Oral Game’): Postanna (‘Jobs’)
Each student is given a card with his or her ‘profession’, and with the profession of a person they have to search for. Students ascertain their partner as quickly as possible by asking everyone in class whether theirs is the right profession:
A: An múinteoir tú?
B: Ní hea. Is mac léinn mé. Agus tú féin?
A: Is banaltra mise.
A (trying again): An múinteoir tú?
C (delighted): Sea. An banaltra tusa?
A (delighted): Sea cinnte!

<table>
<thead>
<tr>
<th>Postanna (Professions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>banaltra (f)</td>
</tr>
<tr>
<td>cócaire (m)</td>
</tr>
<tr>
<td>léachtóir (m)</td>
</tr>
<tr>
<td>ceoltóir (m)</td>
</tr>
<tr>
<td>póbaire (m)</td>
</tr>
<tr>
<td>feirmeoir (m)</td>
</tr>
<tr>
<td>dochtúir (m)</td>
</tr>
<tr>
<td>rúnaí (m)</td>
</tr>
<tr>
<td>freastalaí (m)</td>
</tr>
<tr>
<td>file (m)</td>
</tr>
</tbody>
</table>

6. Add adjectives to the following sentences:
1. An peann é sin?
2. An mac léinn í?
3. Is fear é.
4. Nach leabhar é seo?
5. Ní múinteoir mé.

7. Cuir Gaeilge air (‘Translate into Irish’):
1. He is a little boy.
2. Are you a good student?
3. Isn't she a good teacher?
4. This is not a big book.
5. She is a tall girl.
8. Have a short introductory conversation with one of your classmates. Introduce yourself, and ask who s/he is and where s/he is from. Then introduce your classmate to the rest of the class. Here is an example:
   a) Interview:
   C: Dia duit. Is mise Caitlín. Cé tusa?
   S: Is mise Seán.
   C: Cá as tú?
   S: Is as Nua Eabhrac mé. Agus tú féin?
   C: Is as California mé. An mac léinn tú?
   S: Sea. Agus tusa?
   C: Mise fosta.
   b) Presentation:
   C: Seo Seán. Is mac léinn é. Is as Nua Eabhrac é.
   S: Seo Caitlín. Is as California í. Is mac léinn í fosta.

   **Obair Bhaile**

1. Write a conversation in which two students meet for the first time.

2. Write ten sentences identifying objects in your classroom, using the construction *is cailc í* or *seo/sin cailc*.

3. Cuir Gaeilge air:
   1. It is an interesting book.
   2. She is a good teacher.
   3. We are from Galway.
   4. Is he a good student?
   5. He is a nice man, isn’t he?
   6. She’s a smart girl.
   7. This is a good class.
   8. Are you (pl) students? No.
   9. Aren’t they from Dublin?
   10. This is not a new book.
CEACHT A HÀON / LESSON ONE

TEANGA IS CULTÚR

Ráiteachas (Saying)

Mise agus tusa agus ruball na muice.  You and I and the pig’s tail.
(i.e. all and sundry)

Rann (‘A Rhyme’)

Tá an Deisceart go hálainn  The South is beautiful
Tá an Tuaisceart go breá  The North is fine
Tá an t-Oirthear go séimh  The East is pleasant
Is tá an tItartha thar barr.  And the West is the best.

(CC #285)

Amhrán: Téir Abhaile ’Riú

1. Téir abhaile ’riú, téir abhaile ’riú 1. Go home, go home
   Téir abhaile ’riú, a Mhary,  Go home, Mary,
   Téir abhaile ’riú, is fan sa bhaile  Go home and stay home
   Mar tá do mhargadh déanta.  Because your match is made.

   Curfá:
   Níl mo mhargadh, tá do mhargadh  Refrain:
   Níl mo mhargadh déanta  My match is NOT made — Yes it is —
   Tá do mhargadh, níl mo mhargadh,  My match is NOT made.
   Tá do mhargadh déanta.  Your match is made — No it isn’t —
   Your match is made.

2. Is cuma cé dhein é nó nach dhein 2. It doesn’t matter who made it or who
   Is cuma cé dhein é, a Mhary didn’t
   Is cuma cé dhein é nó nach dhein It doesn’n matter who made it, Mary
   Mar tá do mhargadh déanta. It doesn’t matter who made it or who
   didn’t
   For your match is made.

3. Pós an píobaire, pós an píobaire 3. Marry the piper, marry the piper
   Pós an píobaire, a Mhary  Marry the piper, Mary
   Pós an píobaire i dtús na hóiche Marry the piper in the evening
   Agus beidh sé agat ar maidin. and he’ll be with you in the morning.
Loanwords

Throughout its long history, Irish has borrowed freely from other languages, and loanwords provide us with a revealing cross section of Irish cultural history.

The earliest stratum of major borrowing is from Latin. Christianity was introduced to Ireland in the early fifth century, and apparently received enthusiastically, or at least without the prolonged hostility it received in other parts of pagan northern Europe. Along with the new religion came literacy and a new educational system reflected in the Irish educational vocabulary:

- scoil < schola ‘school’
- cathaoir < cathedra ‘chair’
- cailc < calx ‘chalk, pebble’
- peann < penna ‘feather, quill’
- leabhar < liber ‘book’
- léann < legendum ‘learning’ (as in mac léinn ‘son of learning, student’)
- léacht < lectio ‘lecture’ (cf. also leachtóir ‘lecturer’ [B&I] / ‘professor’ [US]).

Between the ninth and the eleventh century, the Vikings had a significant presence in Ireland (‘they came to raid and stayed to trade’). Linguistic borrowings are mainly in the areas of ship building and trading, one of the trade imports being beoir ‘beer’ (from Old Norse bjórr). Like English, Irish borrowed the word for window from the Vikings:

- fuinneog < vind auga ‘wind eye’

The Anglo-Norman invasion of Ireland in 1169 introduced not only Norman French, spoken by the nobility, but also English, spoken by many of the mercenaries and subordinates. Irish borrowed heavily from Norman French, including sophisticated architectural terms, and terms describing luxury goods:

- seomra < Fr. chambre ‘room’
- tábla < Fr. table ‘table’
- lampa < Fr. lampe ‘lamp’
- páipéar < Middle Engl. ‘paper’

The encroachment of English was not a gradual and inexorable process; in the centuries after the invasion, Irish recovered much of the ground it had lost during the invasion. No concerted effort to repress the Irish language was made before the fourteenth century, and the repressive measures introduced with greater or lesser success in the succeeding centuries had little impact on the spoken language of the common people, being primarily directed against the native aristocracy. It was not until the broad-based educational measures of the nineteenth century, such as the introduction of an English-medium national school system in 1831, that English made rapid inroads on the vernacular. The volume of borrowing from English is massive and the process is ongoing. One example will suffice:

- bocsá (as in bocsá bruscair) < box.
<table>
<thead>
<tr>
<th>Irish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ainmhí (m), pl anmhaithe (3)</td>
<td>animal</td>
</tr>
<tr>
<td>amhrán (m)</td>
<td>song</td>
</tr>
<tr>
<td>anseo</td>
<td>here</td>
</tr>
<tr>
<td>arán (m)</td>
<td>bread</td>
</tr>
<tr>
<td>ard</td>
<td>tall</td>
</tr>
<tr>
<td>bainne (m)</td>
<td>milk</td>
</tr>
<tr>
<td>bán</td>
<td>white</td>
</tr>
<tr>
<td>bia (m)</td>
<td>food</td>
</tr>
<tr>
<td>bó (f)</td>
<td>cow</td>
</tr>
<tr>
<td>breá</td>
<td>lovely</td>
</tr>
<tr>
<td>is breá liom</td>
<td>I like/love</td>
</tr>
<tr>
<td>bunchéimeach</td>
<td>undergraduate</td>
</tr>
<tr>
<td>caife (m)</td>
<td>coffee</td>
</tr>
<tr>
<td>caora (f), pl caoraigh (3)</td>
<td>sheep</td>
</tr>
<tr>
<td>capall (m)</td>
<td>horse</td>
</tr>
<tr>
<td>cat (m)</td>
<td>cat</td>
</tr>
<tr>
<td>cé acu</td>
<td>which one</td>
</tr>
<tr>
<td>cearc (f)</td>
<td>chicken</td>
</tr>
<tr>
<td>ceart go leor</td>
<td>right enough, allright</td>
</tr>
<tr>
<td>ceol (m)</td>
<td>music</td>
</tr>
<tr>
<td>chomh maith</td>
<td>as well</td>
</tr>
<tr>
<td>císte (m)</td>
<td>cake</td>
</tr>
<tr>
<td>cliste</td>
<td>intelligent</td>
</tr>
<tr>
<td>cosúil le</td>
<td>like</td>
</tr>
<tr>
<td>cúrsa, pl cúrsaí (m)</td>
<td>course</td>
</tr>
<tr>
<td>dubh</td>
<td>black</td>
</tr>
<tr>
<td>éan (m)</td>
<td>bird</td>
</tr>
<tr>
<td>eile</td>
<td>other</td>
</tr>
<tr>
<td>fearr (comparative of maith)</td>
<td>better</td>
</tr>
<tr>
<td>feirm (f)</td>
<td>farm</td>
</tr>
<tr>
<td>feoil (f)</td>
<td>meat</td>
</tr>
<tr>
<td>fion (m)</td>
<td>wine</td>
</tr>
<tr>
<td>fionn</td>
<td>blond</td>
</tr>
<tr>
<td>fuath (m)</td>
<td>hate</td>
</tr>
<tr>
<td>gach</td>
<td>every</td>
</tr>
<tr>
<td>gan</td>
<td>without</td>
</tr>
<tr>
<td>glasraí (m pl)</td>
<td>vegetables</td>
</tr>
<tr>
<td>hata</td>
<td>hat</td>
</tr>
<tr>
<td>iarchéimeach</td>
<td>postgraduate</td>
</tr>
<tr>
<td>Indiach</td>
<td>Indian (noun or adjective)</td>
</tr>
</tbody>
</table>
Iodáileach: Italian (noun or adjective)  
is cuma liom: I don’t mind / I don’t care  
is cuimhin liom: I remember  
lá (m): day  
lag: weak  
láidir: strong  
le: with  
léachtóir (m): lecturer (B&I); professor (US)  
madadh (m): dog  
mar sin: therefore, then  
már: dead  
milseán (m), pl: milseáin: candy (sweets)  
muc (f): pig  
ní miste liom: I don’t mind  
nó: or  
obair (f): work  
óg: young  
ollscoil (f): university  
prátaí: roast potatoes  
rince (m): dance  
rud (m): thing  
sa bhaile: at home  
sráid (f): street  
suimiúil: interesting  
tae (m): tea  
tanaí: thin  
uachtar reoite (m): ice cream  
uisce (m): water

**COMHRÁ**

Liam and Síle are planning to have their friends Pádraigín and Donncha over for dinner:
Liam: An maith leat bia Iodáileach? Nó an fearr leat feoil agus prátaí rósta?
Síle: Is cuma liomsa, ach ní maith le Pádraigín bia Iodáileach.
Liam: Is fuath léi pasta, ceart go leor. Feoil is prátaí mar sin, agus glasráí chomh maith. Cé acu is fearr leat, fion bán nó fion dearg?
Síle: Fion dearg. An maith le Donncha uachtar reoite?
Liam: Ní cuimhin liom, ach is maith leis ciste agus milseáin eile, cinnte. Agus is breá liomsa uachtar reoite.
Síle: Is breá liomsa fosta é.... An maith leat an ollscoil, a Liam?
§1. An Seimhiú (Lenition)
In Irish, as in other Celtic languages, certain words prompt a change in the quality of the initial consonant of the following word. This phenomenon, called initial mutation, occurs in a wide variety of contexts, and is typical of all Celtic languages. The most common mutation is the *séimhiú* ‘lenition.’ This mutation (sometimes also called ‘aspiration’) is realized in a majority of the consonants involved as fricatization:

<table>
<thead>
<tr>
<th>Séimhiú (Lenition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lenition affects the voiced plosives ‘b’ ‘d’ ‘g’, the unvoiced plosives ‘p’ ‘t’ ‘c’, the labial ‘m’, and the fricatives ‘f’ and ‘s’. It is marked by inserting ‘h’ after those letters:</td>
</tr>
<tr>
<td>bhean</td>
</tr>
<tr>
<td>dhóras</td>
</tr>
<tr>
<td>ghasúr</td>
</tr>
</tbody>
</table>

Lenition also affects the pronunciation of the liquids ‘l’ ‘n’ ‘r’, but this is not represented in writing. Lenition does not affect vowels or the consonants / consonant clusters h, sc, sp, st, sm.

§1.1 Possessive Pronouns *mo* (my) and *do* (your)

The first and second person singular possessive pronouns *mo* and *do* cause *séimhiú*:

| mo theach | my house |
| do theach | your house |
| mo chara | my friend |
| do chara | your friend |
| mo mháthair | my mother |
| do mháthair | your mother |
| m’athair | my father |
| d’athair | your father |

§2. An tAlt (The Article)
There is no indefinite article in Irish. To say ‘a book’, we simply say *leabhar*; ‘a good book’ is *leabhar maith*.

The definite article, feminine and masculine, is *an* (*na* in the plural):
The definite article can affect the first letter of the noun it modifies.

§2.1. The definite article causes lenition of feminine nouns:
bean a woman
an bhean the woman
fuinneog a window
an fhuinneog the window

If a feminine noun begins with a vowel, there is no change, since vowels cannot be lenited:
an obair the work

If a feminine noun begins with an ‘s’ (including ‘sr’ ‘sn’ or ‘sl’ but NOT ‘sc’ ‘sp’ ‘st’ ‘sm’),
the article will prefix a ‘t’:
sráid a street
an tsráid the street

§2.2. The article causes no change to a masculine noun beginning with a consonant:
an fear the man
an cailín the girl

but it will prefix a ‘t-' to masculine nouns beginning with a vowel:
an t-éan the bird
an t-uisce the water

§3. An tAinmfhocal agus an Aidiacht (Feminine Noun and Adjective)
§3.1. Adjectives following a feminine noun receive séimhiú, whether or not it is preceded by
the article:
maidin mhaith Good morning!
an mhaidin mhaith the good morning
sráid mhór fhada a big long street
an tsráid mhór fhada the big long street

14 Irish orthography uses the hyphen as sparingly as possible; the hyphen is only used if prefixing a letter might
otherwise give rise to ambiguity. For instance, a prefixed ‘h’ needs no hyphen, since ‘h’ is not a normal letter in
the Irish alphabet; similarly the combination ‘ts’ is unambiguous, since it does not occur naturally. If ‘t’ is
prefixed to a vowel, on the other hand, it needs to be hyphenated to disambiguate (an t-each ‘the stallion’ versus
an teach ‘the house’), except when the noun is capitalized (an tÉireannach ‘the Irish person’).
§3.2. Lenition is frequently prevented in a variety of grammatical and semantic contexts where a word ending in ‘n’ (or, less commonly, in ‘d’) precedes a word beginning in a ‘d,’ ‘t’ or ‘s’ (‘homorganic’ or ‘dental rule’). For this reason, lenition of the feminine noun or adjective may be prevented: the definite article, e.g., does not lenite a feminine noun if it starts with ‘d’ or ‘t’; if it starts with an ‘s’, the feminine article prefixes a ‘t’ instead. Similarly, if the feminine noun ends in ‘n’, and the adjective begins with a ‘d’ or ‘t’ or ‘s’, the adjective is not lenited.

**Dental Rule**

Lenition is usually prevented when homorganic consonants, i.e. consonants that are produced in the same area of the mouth, come together. Thus the dental plosives ‘d’ and ‘t’ and the fricative ‘s’ are not lenited after the nasal ‘n’ (Ó Siadhail 1989, §6.2.1(v)):

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>an Dáil</td>
<td>assembly; the Dáil (Irish legislature)</td>
</tr>
<tr>
<td>bean deas</td>
<td>a nice woman</td>
</tr>
<tr>
<td>sean teach</td>
<td>an old house</td>
</tr>
<tr>
<td>gan dabht</td>
<td>without a doubt</td>
</tr>
</tbody>
</table>

Note that this is a descriptive rather than a prescriptive rule, and there is considerable variety of usage even within one dialect. Non-lenition is best regarded as a strong tendency; lenited and non-lenited forms co-exist in all dialects. Ó Siadhail points out that an attributive adjective is more likely to be lenited than a noun (1989, §6.2.1(v)2).

§3.3. Adjectives following a masculine noun remain unchanged:

an fear maith  the good man

§4. **Forainmneacha Réamhfhoclacha: An Réamhfhocail le** (Prepositional Pronouns: the Preposition le ‘with’)

One of the characteristic features of all Celtic languages is their use of so-called ‘prepositional pronouns.’ Prepositional pronouns are, in effect, conjugated prepositions, incorporating in one word a pronoun and a preposition: English ‘with me’ is expressed in a single word liom.
§4.1. Here is the conjugated paradigm of the preposition le ‘with’:

<table>
<thead>
<tr>
<th></th>
<th>le <code>with</code></th>
<th>linn <code>with us</code></th>
</tr>
</thead>
<tbody>
<tr>
<td>liom</td>
<td>with me</td>
<td>linn with us</td>
</tr>
<tr>
<td>leat</td>
<td>with you (sg)</td>
<td>libh with you (pl)</td>
</tr>
<tr>
<td>leis</td>
<td>with him</td>
<td>leo with them</td>
</tr>
<tr>
<td>léi</td>
<td>with her</td>
<td></td>
</tr>
</tbody>
</table>

Like the personal pronoun, the prepositional pronoun also has emphatic forms, with similar endings:

<table>
<thead>
<tr>
<th></th>
<th>liomsa</th>
<th>linne</th>
</tr>
</thead>
<tbody>
<tr>
<td>leatsa</td>
<td>libhse</td>
<td></td>
</tr>
<tr>
<td>leis-sean</td>
<td>leosan</td>
<td></td>
</tr>
<tr>
<td>léise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

§4.2. Liom Féin
If the prepositional pronoun liom (etc) is followed by the word féin ‘self,’ it has the meaning of ‘by myself,’ ‘alone’:

Mise liom féin
I alone, by myself.

§4.3. Prefixing ‘h’
Le does not cause mutation of a following consonant, but will prefix ‘h’ to a word beginning with a vowel:

Is maith le hÁine fíon dearg.
Áine likes red wine.

Prefixing ‘h’
Little words ending in a vowel that neither lenite nor eclipse (see Ceacht 3), prefix ‘h’ to words beginning with a vowel:

<table>
<thead>
<tr>
<th></th>
<th>le hÁine</th>
<th>with Áine</th>
</tr>
</thead>
<tbody>
<tr>
<td>a hathair</td>
<td>her father</td>
<td></td>
</tr>
<tr>
<td>go hálainn</td>
<td>beautiful</td>
<td></td>
</tr>
</tbody>
</table>

§5. Copula Sentences With le
5.1 Ownership
Le can also be used with the copula to express ownership. The emphatic paradigm of the prepositional pronoun is typically used:
Is liomsa é. Is this yours?
An leatsa é seo? It is mine.
Is cara liom í. She is a friend of mine.

§5.2 Other Idioms with le
Le is also used with adjectives in copula sentences to form a number of expressions, mostly to do with likes and dislikes:

Is maith liom tae. I like tea.
Is fearr liom caife. I prefer coffee.
Is fuath le Seán é. Seán hates it.
Is breá linn é. We love it.
Is cuma liom. It is all the same to me, I don’t care.\(^{15}\)
An miste leat? Do you mind?
Ní miste liom. I don’t mind / I don’t care.\(^{16}\)
Is cuimhin liom é. I remember him.

§5.2.1. These sentences can be converted into questions or negative statements by using the interrogative and negative forms of the copula:

An maith leat tae? Do you like tea?
Ní maith léi é seo. She doesn’t like this.
Nach maith leat do dhinnéar? Don’t you like your dinner?

§5.2.2. The answer to a question will include the copula and the adjective/predicate:

An maith leat Bostún? Do you like Boston?
Is maith. / Ní maith. I do. / I don’t.

§5.2.3. Note the use of the conjunctions nó ‘or’ and ná ‘nor:’

An maith leat tae nó caife? Do you like tea or coffee?
Ní maith liom tae ná caife. I like neither tea nor coffee.
Note also the conjunction ná ‘than’ used when comparing two things to each other:

Is fearr liom tae ná caife. I like tea better than coffee / I prefer tea to coffee.

§6. The Preposition gan ‘without’
The preposition gan ‘without’ causes séimhiú:

<table>
<thead>
<tr>
<th>gan bhróg</th>
<th>gan mhaith</th>
</tr>
</thead>
<tbody>
<tr>
<td>without a shoe</td>
<td>useless, without benefit</td>
</tr>
</tbody>
</table>

\(^{15}\) Normally used when one is equally agreeable to two options: ‘An fearr leat tae nó caife?’ ‘Is cuma liom.’ ‘Do you prefer tea or coffee?’ ‘I don’t mind’. When followed by the preposition faoi ‘about’ it means ‘I don’t care for...’: Is cuma liom faoi fhilíocht ‘I don’t care for poetry’, and Is róchuma liom faoi Bhill Clinton ‘I can’t stand Bill Clinton.’

\(^{16}\) More often than not used in the negative rather than the affirmative.
However, if the noun it modifies begins with a d, t, s (or f) there is no séimhiú, since d/t/s resist lenition after ‘n’ (see Ceacht 2 ‘Dental Rule’):

gan dabht without a doubt.

In addition, personal names are not lenited, nor is a noun lenited if it is modified:

gan Mícheál without Michael
gan cuidiú ar bith without any help.

Ceachtanna le Déanamh

1. Write out the following nouns with the article: arán, bean, cailc, doras, fuinneog, leabhar, scoil, obair, cathaoir, páipéar, tábla, sráid, éan.

2a) Incorporate adjectives into the following classification sentences:
   is capall é —> is capall maith é
   is muc í
   is cat é
   is peann é
   is cailc í
   is bean í sin.

2b) Now turn these into questions and provide answers:
   is capall maith é —> an capall maith é? Sea / Ní hea

3. Cluiche: Fiche Ceist
   Play the game of ‘20 Questions’ with your partner. Use words such as beag, mór, maith, deas, cliste, ciúin, ládir, lag:
   A: An ainmhí mór é? B: Ní hea.
   A: An cat é? B: Sea!

4. Cuir Gaeilge air:
   1. We don’t like American food.
   2. Do you (pl) like music? Yes.
   3. She likes tea, but she prefers coffee.
   4. It is not yours, it is Bríd's.
   5. I love strong tea.
   6. Does she like the university?
   7. They hate the food here, but they love the weather.
   8. Don’t you remember that song?
   9. Is that coffee yours?
10. We remember that morning.

5. Suirbhé Beag: An maith leat ...?
Find out from your partner how they feel about some of the items listed below. Then represent their opinions to the class.
1. caife dubh
2. cócaireachtaí (’cooking’)
3. Bostún
4. Starbucks
5. Madonna
6. Éire
7. Daidí na Nollag (’Father Christmas’)
8. Peil Mheiriceáanach (’American Football’)
9. bia Indiach
10. Leabharlann Widener (’Widener Library’)
11. an aimsir i Massachusetts (’the weather in Mass.’)
12. uisce fuar
13. ceol tíre (’Country & Western music’)
14. oinniúin (’onions’)

6. Cé acu is fearr leat?
Ask your partner which of the options below they prefer:
peil / snámh (’football / swimming’)
cócaireachtaí / rince (’cooking / dancing’)
Éire / Meiriceá
tae / caife
caife bán / caife dubh
madadh / capall
fion bán / fion dearg
an amharclann / an phictiúrlann (’the theatre / the cinema’)
Bostún / Nua Eabhrac (’Boston / New York’)
císte / uachtar reoite (’cake / ice cream’)
bia Iodáileach / bia Indiach (’Italian food / Indian food’)
an Ghaeilge / Béarla

Sampla: ’Cé acu is fearr leat, peil nó snámh?’ - ’Is maith liom peil ach is fearr liom snámh. / Is fearr liom peil ná snámh.’

Obair Bhaile

1a) Cuir Béarla air (translate into English):
Seo Niall Ó Dónaill. Is mac léinn ag Ollscoil Harvard é. Is as Nua Eabhrac é. Is Meiriceáenach é, ach is as Éirinn a athair (’his father’). Ní maith leis Bostún; is fearr leis Nua Eabhrac. Is maith leis cócaireacht agus rince. Ní maith leis staídéar ach is breá leis an Ghaeilge agus Béarla. Is maith leis an múinteoir Béarla, ach is fearr leis an múinteoir
1b) Write blurbs about two of the following:
Pierre Victoire (Frainceach / as an Fhrainc)
Enrico de Gamba (Spáinneach / as an Spáinn)
Count Dracula (Rúmáineach / as an Rúmáin)
Giuseppe Verdi (Iodáileach / as an Iodáil)
Máirín Ní Ghallchóir (as an Ghaeltacht / Éireannach / as Éirinn)

2. Make up an identity card about yourself. NB Only reveal things which you don’t mind sharing with the class!
Example:

3. Cuir Gaeilge air seo:
1. I like this new hat.
2. She likes tea, but she prefers coffee.
3. They hate American food.
4. We love the weather here.
5. That good horse is mine.
6. Do you like this university? Yes.
7. Máire doesn't like the cake, but she loves the ice cream.
9. Is this pen yours?
10. Does he remember the song?
CEACHT A DÓ / LESSON TWO

TEANGA IS CULTÚR

Seanfhocail (‘Proverbs’)

Marbh le tae, agus marbh gan é.
Damned if you do, and damned if you don’t.

Is fearr Gaeilge bhriste ná Béarla cliste.
Broken Irish is better than clever English.

Rann (‘Rhyme’)

Is maith liom bainne
I like milk

Is maith liom tae
I like tea

Is maith liom codladh
I like sleep

Ag deireadh an lae.
at the end of the day.

(CC #333)

Amhrán: Nóra Bheag (‘Song: Little Nóra’)

Is maith le Nóra prátaí rósta
Nóra likes roasted potatoes

Is maith le Nóra im leo
Nóra likes butter with them

Is maith le Nóra pis agus pónaire
Nóra likes peas and beans

Is bainne na bó san oíche.
And cow’s milk at night.

(CC #204a)

Seanfhocail Eile (‘More Proverbs’)

The copula is often used to emphasize. If one wants to stress a certain quality in a person or object, one moves the adjective to the front, directly following the copula; is fear maith é becomes is maith an fear é. This construction is very common in traditional idioms and proverbs:

Is maith an t-anlann an t-oíras.
Hunger is a good sauce.

Is trom an t-ualach aineolas.
Ignorance is a heavy burden.

Is trom cearc i bhfadad.
Even a hen is heavy when carried far.

Is mór an rud grá nó eaglach.
Love or fear will move mountains.

Is buaine clú ná saol.
Fame is more lasting than life.
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>aín (m)</td>
<td>name</td>
</tr>
<tr>
<td>áthair (m)</td>
<td>father</td>
</tr>
<tr>
<td>béal (m)</td>
<td>mouth</td>
</tr>
<tr>
<td>bean chéile (f)</td>
<td>wife</td>
</tr>
<tr>
<td>bocht</td>
<td>poor</td>
</tr>
<tr>
<td>bolg (m)</td>
<td>stomach</td>
</tr>
<tr>
<td>bóthar (m)</td>
<td>road</td>
</tr>
<tr>
<td>bríste (m)</td>
<td>trousers</td>
</tr>
<tr>
<td>buí (m. noun and adj)</td>
<td>yellow</td>
</tr>
<tr>
<td>cailiúil</td>
<td>famous</td>
</tr>
<tr>
<td>cara (m)</td>
<td>friend</td>
</tr>
<tr>
<td>ceann (m)</td>
<td>head</td>
</tr>
<tr>
<td>céile (m); see fear céile; bean chéile</td>
<td>companion</td>
</tr>
<tr>
<td>ceoltóir (m)</td>
<td>musician</td>
</tr>
<tr>
<td>clann (f)</td>
<td>children</td>
</tr>
<tr>
<td>cluas (f)</td>
<td>ear</td>
</tr>
<tr>
<td>cos (f)</td>
<td>foot</td>
</tr>
<tr>
<td>croí (m)</td>
<td>heart</td>
</tr>
<tr>
<td>dath (m), pl dathanna</td>
<td>colour</td>
</tr>
<tr>
<td>deartháir (m)</td>
<td>brother</td>
</tr>
<tr>
<td>deirfiúr (f)</td>
<td>sister</td>
</tr>
<tr>
<td>dlíodóir (m)</td>
<td>lawyer</td>
</tr>
<tr>
<td>dochtúir (m)</td>
<td>doctor</td>
</tr>
<tr>
<td>donn (m. noun and adj)</td>
<td>brown</td>
</tr>
<tr>
<td>dorcha</td>
<td>dark</td>
</tr>
<tr>
<td>droch- (prefix)</td>
<td>bad</td>
</tr>
<tr>
<td>duine (m)</td>
<td>person</td>
</tr>
<tr>
<td>fear céile (m)</td>
<td>husband</td>
</tr>
<tr>
<td>feirmneoir (m)</td>
<td>farmer</td>
</tr>
<tr>
<td>geansaí (m)</td>
<td>jumper (B&amp;I) / sweater (US)</td>
</tr>
<tr>
<td>glás (m. noun and adj)</td>
<td>green (as in vegetation); also grey/blue</td>
</tr>
<tr>
<td>glúin (f)</td>
<td>knee</td>
</tr>
<tr>
<td>gorm (m. noun and adj)</td>
<td>blue</td>
</tr>
<tr>
<td>hata (m)</td>
<td>hat</td>
</tr>
<tr>
<td>inbón (f)</td>
<td>daughter</td>
</tr>
<tr>
<td>is trua é, is trua sin</td>
<td>it’s a pity, that’s a pity</td>
</tr>
<tr>
<td>lámh (f)</td>
<td>hand</td>
</tr>
<tr>
<td>leanbh (m)</td>
<td>child</td>
</tr>
<tr>
<td>liath (m. noun and adj)</td>
<td>grey, grey-haired</td>
</tr>
</tbody>
</table>
COMHRÁ

Liam and Síle are looking at photographs from home:
Síle: Seo mo thuismitheoirí. Is feirmeoír íad, agus is é seo ár dteach. Sin m'athair, agus sin mo mháthair, agus is é sin mo dheirfiúr. Bhuel, sin a lámh agus a cos!
Liam: An é sin do dheartháir?
Síle: Is é.
Liam: An mac léinn é fosta?
Síle: Ní hea. Is ceoltóir é.
Liam: Agus do dheirfiúr?
Síle: Is dochtúir í. Seo í lena17 fear céile. Is fear deas é. Agus seo a gclann: Séamus agus Caitlín agus Cormac. Is é Séamus an duine is sine, agus is é Cormac an leanbh.
Liam: Agus cad é sin?
Síle: Sin an stábla. Agus seo ár n-anmhaithe: bó, agus caoirigh, agus seo Tiarnán, ár madadh.
Liam: Is madadh álaimn é. Cé leis é? An leatsa é?

AN CEACHT GRAMADAÍ

§1. Possessive Pronouns

<table>
<thead>
<tr>
<th>mo</th>
<th>my</th>
<th>ár</th>
<th>our</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>your (sg)</td>
<td>bhur</td>
<td>your (pl)</td>
</tr>
<tr>
<td>a</td>
<td>his</td>
<td>a</td>
<td>their</td>
</tr>
<tr>
<td>a</td>
<td>her</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The possessive pronoun causes three distinct types of mutation to the noun it modifies:

17 lena < prep le ‘with’ + 3sg f poss pron a ‘her’.
§1.1 Séimhiú (Lenition)
The first and second singular and the third singular masculine possessive pronouns cause séimhiú:
mo theach  my house
do theach  your house
a theach  his house

§1.2 Prefixing ‘h’
The third singular feminine possessive pronoun does not cause séimhiú, but will prefix h to a noun beginning with a vowel (see Ceacht 2):
a teach  her house
a hiníon  her daughter

§1.3 Urú (Eclipsis)
The plural possessive pronouns all cause a mutation called urú ‘eclipsis’.

<table>
<thead>
<tr>
<th>Urú (‘Eclipsis’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eclipsis (urú) affects essentially the same set of letters as lenition (séimhiú), except that the letters ‘m’ and ‘s’ are not affected. The term eclipse refers to the sound of a letter being ‘eclipsed’ by a prefixed letter. Phonologically, eclipse covers two mechanisms:</td>
</tr>
<tr>
<td>1) The voiced plosives ‘b’ ‘d’ ‘g’, and all vowels, are nasalized to the point of being eclipsed by nasals:</td>
</tr>
<tr>
<td>ár mbeán [m]  ár ngasúr [ng/n]</td>
</tr>
<tr>
<td>ár ndochtúir [n]  ár n-athair [n]</td>
</tr>
<tr>
<td>2) The unvoiced plosives ‘p’ ‘t’ ‘c’ and the fricative ‘f’ are voiced:</td>
</tr>
<tr>
<td>ár bpeann [b]  ár gceann [g]</td>
</tr>
<tr>
<td>ár dteach [d]  ár bhfuinneog [w/v]</td>
</tr>
</tbody>
</table>

Some examples:

<table>
<thead>
<tr>
<th>mother</th>
<th>father</th>
<th>problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>mo mháthair</td>
<td>m’athair</td>
<td>m’fhadhb</td>
</tr>
<tr>
<td>do mháthair</td>
<td>d’athair</td>
<td>d’fhadhb</td>
</tr>
<tr>
<td>a mháthair</td>
<td>a athair</td>
<td>a fhadhb</td>
</tr>
<tr>
<td>a máthair</td>
<td>a hathair</td>
<td>a fadhb</td>
</tr>
<tr>
<td>ár máthair</td>
<td>ár n-athair</td>
<td>ár bhfadhb</td>
</tr>
<tr>
<td>bhur máthair</td>
<td>bhur n-athair</td>
<td>bhur bhfadhb</td>
</tr>
<tr>
<td>a máthair</td>
<td>a n-athair</td>
<td>a bhfadhb</td>
</tr>
</tbody>
</table>
Note that the only distinction between the third person possessive pronouns ‘her’ ‘his’ ‘their’ is in their effect upon the following word:

- a teach her house
- a theach his house
- a dteach their house

§1.4. Possessive Pronoun + féin
Féin after the possessive pronoun means ‘own:
- mo theach féin my own house

§2. An Chopail (The Copula): Identification Sentences
So far we have looked at copula sentences that classify nouns (‘classification sentences’):

- Is mac léinn í She is a student (she belongs to the class of persons called students)

In the classification sentence, the predicate directly follows the copula, and the pronoun is in final position. The predicate in this type of sentence is always indefinite.

If we want to identify a thing or person, the structure is different: the copula is followed by the pronoun, and the noun is definite (i.e. it is preceded by the article, a possessive pronoun, or it is a personal name or place name).

§2.1. The Emphatic Pronoun
The emphatic pronoun rather than the simple pronoun is commonly used:

- Is eisean an múinteoir. He is the teacher.
- An ise an rúnaí? Ní hí ach an léachtóir. Is she the secretary? No, the lecturer.
- An tusa Seán? Are you Seán?18

§2.2. The Third Person Copula Sentence
The treatment of the third person (he, she, they) identification sentence offers further complexity.

§2.2.1. With the demonstrative pronoun sin /seo:
- Is í sin an múinteoir. An í sin an múinteoir?
- Is é seo an peann. An é seo an peann?
- Is é sin m'athair. An é sin m'athair?

§2.2.2. Simple Structure: Seo an peann
In the affirmative only, the following simple structure can be used, which dispenses with the copula and pronoun:

18 But note if the emphasis is on the predicate rather than the subject pronoun, the simple rather than the emphatic pronoun may be used: An tú Seán? ‘Are you Seán?’
Sin an múinteoir. That is the teacher.
Seo an peann. This is the pen.
Sin m’athair. That’s my father.

§2.2.3. In the absence of an emphatic or demonstrative pronoun, an identification sentence in the third person has an additional ‘echoing’ pronoun:

Is é an múinteoir é. He is the teacher.
Is í an léachtóir í. She is the lecturer.
Is iad mo thuismitheoirí iad. They are my parents.

§2.2.4. If the subject is a proper noun (e.g. a name), the syntax is different: instead of an ‘echoing’ pronoun at the end of the sentence, we have a ‘proleptic’ pronoun at the beginning, i.e. a pronoun that anticipates the proper noun:

Is é Séamus an múinteoir. Séamus is the teacher.
Is í Síle an léachtóir. Síle is the lecturer.
Is iad Áine agus Aoife mo dheirfiúracha. Áine and Aoife are my sisters.

§2.3. The responsive always echoes the pronoun used in the question. The simple, non-emphatic pronoun is used even if the emphatic is used in the question:


§3. The Prefixed Adjectives sean- and droch-
Droch- ‘bad’ and, when used attributively, sean- ‘old’ are prefixed to the noun they modify and lenite it:

seanbhhean an old woman
drochmhuínteoir a bad teacher
drochscéal a bad story; bad news.

Since it ends in ‘n’, sean does not lenite ‘d’ ‘t’ or ‘s’ (see Ceacht 2, §2 ‘Dental Rule’):

seantábla an old table
seanduine an old man.
If the last letter of the adjective and the first letter of the noun are the same (or "homo-organic"), a hyphen is inserted between them:

sean-nós    an old custom (used to describe traditional style of singing)
droch-chapall a bad horse

§4. Na Dathanna (Colours)
Colours can be used as nouns or adjectives. With the exception of uaine, all colours are masculine. If used as nouns, they often take the definite article:

Is maith liom An Dearg is an Dubh le Stendhal.  I like Stendhal’s *Le rouge et le noir*.

<table>
<thead>
<tr>
<th>Na Dathanna (Colours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bán</td>
</tr>
<tr>
<td>bándearg</td>
</tr>
<tr>
<td>buí</td>
</tr>
<tr>
<td>corcra</td>
</tr>
<tr>
<td>dearg</td>
</tr>
<tr>
<td>donn</td>
</tr>
<tr>
<td>dubh</td>
</tr>
<tr>
<td>flannbhuí</td>
</tr>
<tr>
<td>glas</td>
</tr>
<tr>
<td>gorm</td>
</tr>
<tr>
<td>liath</td>
</tr>
<tr>
<td>uaine</td>
</tr>
</tbody>
</table>

CEACHTANNA LE DÉANAMH

1. Translate the following phrases, and then write out the full paradigm for each:
1. *my house* (your house, his house, her house, our house, your house, their house)
2. their sister
3. our father
4. his horse
5. her foot
6. his eye
7. my ear
8. their parents
9. her name
10. our dog

2. Cuir Gaeilge air:
1. My head; the head.
2. My eye; the eye.
3. My window; the window.
4. My nose; the nose.
5. My bread; the bread.
3.
a) Translate and simplify the following sentences, according to the model:

*Is é sin an múinteoir. 'That is the teacher.' —> Sin an múinteoir.*

1. Is í seo m’iníon.
2. Is é seo ár dteach nua.
3. Is í seo mo láthair.
4. Is é sin a múinteoir.
5. Is í seo a máthair.

b) Now use the complex structure: *Sin an dochtúir. —> Is é sin an dochtúir.*

1. Seo m’fhear céile.
2. Sin a hathair.
4. Seo an ceoltóir calliúil.
5. Sin a theach.

4. Cluiche Cainte: Cé mise?

Each student is given an animal identity and has to impersonate that animal by gesture or sound; the others have to guess.

Mac léinn A (‘Student A’): Cé mise?
An rang (‘the class’): An tusa an bhó?
Mac léinn A: Is mé / Ní mé.

5. Change the following classification sentences to identification sentences, according to the model:

*An leabhar é sin? —> An é sin an leabhar?*

1. An bó í seo?
2. An múinteoir tú?
3. An mac léinn nua tú?
4. Is éan beag é sin.
5. Is cara maith í.
6. Is bean í.
8. Is leabhar móir suimiúil é.
9. An ceoltóir tú?
10. Nach máthair mhaith í sin?

6. Cluiche Cainte: Seo mo theaghlach ‘This is my family’

Pretend the other students are all members of your family whom you are introducing to someone. Identify them each by name and state your relationship. If you like, you can also show off their profession!

7. Cuir Gaeilge air:

A bad story; an old woman; an old man; an old house; a bad house; a bad mother; grandfather (literally ‘old father’); grandmother (literally ‘old mother’).
8. Incorporate a prefixed adjective into the following sentences:

is capall é —> is seanchapall é
1. is muc í
2. is cat é
3. is peann é
4. is caile í
5. is bean í sin.

9. Add colour terms of your choice to the following sentences, and translate:
1. An peann é sin?
2. Is maith liom cailc.
3. Is geansaí é.
4. Nach leabhar é seo?
5. Is liomsa an capall.

Obair Bhaile

1. Write a paragraph on your colour preferences, and your preferred choice of colours in clothes.
Example: Is maith liom an dearg is an buí, agus is breá liom corcra chomh maith. Ní miste liom an gorm ach is fuath liom an donn agus an dubh. Ní maith liom dathanna dorcha. Is maith liom bríste corcra agus geansaí bándearg, agus is breá liom hata dearg leis!

2. Make up noun phrases (consisting of the definite article, noun, and adjective) for each of the pictures below:
CEACHT A TRÍ / LESSON THREE

3. Cuir Gaeilge air:
1. He is not my brother.
2. I am your mother.
3. Her father is the professor.
4. Do you remember her name? I do. She is an old friend of mine (liom; see #2,§3.1).
5. He doesn't like his new job.
6. That man is their father.
7. Do you own this old dog? Yes. He is a smart dog.
8. Cáit is not my sister; she's my mother!
9. They love the new house; I prefer the old house.
10. Their son is a doctor.

TEANGA IS CULTÚR

Amhrán: Bean Pháidín

Is é an trua ghéar nach mise, nach mise
Is é an trua ghéar nach mise bean Pháidín.
Is é an trua ghéar nach mise, nach mise,
Is an bhean atá aige bheith caillte.

Go mbristear do chosa, do chosa
Go mbristear do chosa, a bhean Pháidín
Go mbristear do chosa, do chosa
Go mbristear do chosa is do chnámha.

It’s a great pity that I’m not, I’m not
It’s a great pity that I’m not Páidín’s wife.
It’s a great pity I’m not, I’m not —
and that his wife isn’t dead!

May you break your legs, your legs,
May you break your legs, wife of Páidín.
May you break your legs, your legs,
May you break your legs and your bones.

Seanfhocail

Is fearr rith maith ná drochsheasamh. A good run is better than a bad stand.

Drochubh, drochéan. You’ll get a bad bird from a bad egg.

Rann

Na cait a bhí ag Fionn Mac Cumhaill:
Seangchat, Seanchat
Ramhachat, Marbhchat
Sáchat, Dúchat,
Liathchat, Fiachat
Piscín bliana agus meathlóir.

These are the cats of Fionn Mac Cumhail:
Lean Cat, Old Cat
Fat Cat, Dead Cat
Fairy Cat, Evil Cat
Grey Cat, Wild Cat
Year-Old Kitten and Coward.
Can you say the following things? If you can’t, or you’re not quite sure, go back to the lesson and paragraph indicated after each item:

- say ‘I / you / he / she / we / you / they’ (§1.1)
- say ‘this is a book’ (§1.2)
- say ‘it is a book’ (§1.3)
- say ‘it is a good book’ (§1.4)
- say that you are a student, that Liam is a teacher, and that Nóra is a good poet (§1.3)
- say who you are, know how to greet someone and ask them how they are; wish them good-bye (§1.5)
- say ‘the woman / the window / the chalk / the bread’ (§2.1)
- say ‘the good woman / the nice woman’ (§2.2)
- say ‘with me / you / him / her / us / you / them’ (§2.3)
- say ‘I like / hate / love Irish’ (§2.3)
- say ‘without a pen / a doubt’ (§2.4)
- say ‘my / your / his / her / our / your / their house’ (§3.1)
- say ‘an old woman’; ‘an old house’; ‘a bad man’ (§3.3)
- say ‘it is a red / green / blue / yellow / pink / orange / brown sweater’ (§3.4)

**Revision Exercises**

You should by now be able to translate the following sentences:

1. Is he a student? No, he is a teacher.
2. Is she a lecturer? Yes. She is a good lecturer.
3. I like my teacher. He is a good teacher.
4. It is a beautiful name.
5. That horse belongs to Máirín. It’s a very strong horse.
6. Séamus is an Irish teacher. He is a famous (cailiúil) poet.
7. These are our parents. They are from Gleann Fhinne.
8. It's a little old house, but it's her own house, and she loves it.
9. This is your breakfast. - I don't like it. It is bad food.
10. Are you a poet? No. I am a musician.
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>vocative marker</td>
</tr>
<tr>
<td>anseo</td>
<td>here</td>
</tr>
<tr>
<td>ansin</td>
<td>there</td>
</tr>
<tr>
<td>ar fad</td>
<td>altogether, very</td>
</tr>
<tr>
<td>ar chor ar bith</td>
<td>at all</td>
</tr>
<tr>
<td>áthas (m)</td>
<td>happiness</td>
</tr>
<tr>
<td>bhuel!</td>
<td>well!</td>
</tr>
<tr>
<td>briste</td>
<td>broken</td>
</tr>
<tr>
<td>brón (m)</td>
<td>sorrow</td>
</tr>
<tr>
<td>bronntanas (m)</td>
<td>present</td>
</tr>
<tr>
<td>an ceann seo (m)</td>
<td>this one</td>
</tr>
<tr>
<td>ciúin</td>
<td>quiet</td>
</tr>
<tr>
<td>críochnaithe</td>
<td>finished</td>
</tr>
<tr>
<td>cíota (m)</td>
<td>coat</td>
</tr>
<tr>
<td>dathúil</td>
<td>handsome, beautiful</td>
</tr>
<tr>
<td>deacair</td>
<td>difficult</td>
</tr>
<tr>
<td>doiligh</td>
<td>difficult</td>
</tr>
<tr>
<td>déanta</td>
<td>done</td>
</tr>
<tr>
<td>deifir (f)</td>
<td>hurry</td>
</tr>
<tr>
<td>díomá (f)</td>
<td>disappointment</td>
</tr>
<tr>
<td>druidte_U</td>
<td>closed</td>
</tr>
<tr>
<td>eagla (f)</td>
<td>fear</td>
</tr>
<tr>
<td>fada</td>
<td>long</td>
</tr>
<tr>
<td>fearg (f)</td>
<td>anger</td>
</tr>
<tr>
<td>foscaílte_U</td>
<td>open</td>
</tr>
<tr>
<td>an Fhrainc (f)</td>
<td>France</td>
</tr>
<tr>
<td>fuar</td>
<td>cold</td>
</tr>
<tr>
<td>gléasta</td>
<td>dressed</td>
</tr>
<tr>
<td>gairid</td>
<td>short</td>
</tr>
<tr>
<td>go raibh maith agat</td>
<td>thank you</td>
</tr>
<tr>
<td>ínní (f)</td>
<td>anxiety, worry</td>
</tr>
<tr>
<td>iontach</td>
<td>wonderful; <em>as intensifier:</em> very_U</td>
</tr>
<tr>
<td>iontas (m)</td>
<td>surprise, wonder</td>
</tr>
<tr>
<td>náire (f)</td>
<td>shame</td>
</tr>
<tr>
<td>nimhnéach</td>
<td>sore</td>
</tr>
<tr>
<td>ocras (m)</td>
<td>hunger</td>
</tr>
<tr>
<td>olc</td>
<td>bad</td>
</tr>
<tr>
<td>Páras</td>
<td>Paris</td>
</tr>
<tr>
<td>píosa (m)</td>
<td>a piece</td>
</tr>
<tr>
<td>ramhar</td>
<td>fat</td>
</tr>
</tbody>
</table>

---

36
CEACHT A CEATHAIR / LESSON FOUR

<table>
<thead>
<tr>
<th>Irish Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sásta</td>
<td>content</td>
</tr>
<tr>
<td>sona</td>
<td>happy</td>
</tr>
<tr>
<td>spéirbhean</td>
<td>dream woman</td>
</tr>
<tr>
<td>tanaí</td>
<td>thin</td>
</tr>
<tr>
<td>tart (m)</td>
<td>thirst</td>
</tr>
<tr>
<td>te</td>
<td>hot</td>
</tr>
<tr>
<td>thall ansin</td>
<td>over there</td>
</tr>
<tr>
<td>tinn</td>
<td>sick</td>
</tr>
<tr>
<td>tinneas cinn (m)</td>
<td>headache</td>
</tr>
<tr>
<td>tinneas fiacaile (m)</td>
<td>toothache</td>
</tr>
<tr>
<td>trua (f)</td>
<td>pity</td>
</tr>
<tr>
<td>tuirse (f)</td>
<td>fatigue, tiredness</td>
</tr>
<tr>
<td>tuirseach</td>
<td>tired</td>
</tr>
</tbody>
</table>

COMHRÁ

Aisling is having something to eat in the student cafeteria. Síle joins her.

Síle: Cad é mar atá tú, a Aisling?
Aisling: Tá mé go maith. Agus tú féin?
Síle: Tá mé ceart go leor.
Aisling: Níl cuma mhaith ort ar chor ar bith. Cad é atá cearr leat?
Síle: Tá slaghdán orm, agus tá mé beagán tuirseach, ach níl mé go dona. — Tá tusa gléasta go deas inniu. Is maith liom an geansaí atá ort - tá sé go hálainn.
Aisling: Go raibh maith agat. Is bronntanas ó mo dheirfiúr é. Is as Páras é — tá sí sa Fhrainc i mbliana.
Síle: Oh là là, très chic. Tá sé an-deas ar fad.
Aisling: An maith leat císte? Tá an ceann seo fíormhaith. Seo píosa beag duit.
Aisling: Nach bhfuil?
Síle: A Aisling, cé hé an buachaill thall ansin? An é sin an mac léinn nua?
Aisling: Is é.
Síle: C'ainm atá áir?
Aisling: Seán atá áir. Is as Gaillimh é.
Síle: Tá sé an-dathuil, nach bhfuil?
Aisling: Níl sé go dona ar chor ar bith. Ach tá brón orm - níl an t-ádh ort. Seo í a spéirbhean thall ansin. Áine atá uirthi.

AN CEACHT GRAMADAÍ

§1. The Preposition *ar*
§1.1. The preposition *ar* lenites the following noun:
ar Mháire

on Mary

The preposition *ar* is used in many idiomatic expressions. Clothing and some other aspects of someone’s appearance, including physical and even intellectual features, are conceptualized as being ‘on’ a person:

Tá hata ar Mháire. Máire is wearing a hat.
Tá cuma mhaith ar Shíle. Síle is looking well.
Tá gruaig dhubh ar Shéamus. Séamus has black hair.
Tá ceann maith ar Aisling. Aisling is clever.
Tá an t-ádh ar Sheán. Seán is in luck.

<table>
<thead>
<tr>
<th><strong>AR ‘on’</strong></th>
<th><strong>regular</strong></th>
<th><strong>emphatic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ormsa</td>
<td><em>orm</em></td>
<td><em>on me</em></td>
</tr>
<tr>
<td>ortsa</td>
<td><em>ort</em></td>
<td><em>on you</em></td>
</tr>
<tr>
<td>airsean</td>
<td><em>air</em></td>
<td><em>on him</em></td>
</tr>
<tr>
<td>uirthise</td>
<td><em>uirthi</em></td>
<td><em>on her</em></td>
</tr>
<tr>
<td>orainne</td>
<td><em>orain</em></td>
<td><em>on us</em></td>
</tr>
<tr>
<td>oraibhse</td>
<td><em>oraibh</em></td>
<td><em>on you</em></td>
</tr>
<tr>
<td>orthusan</td>
<td><em>orthu</em></td>
<td><em>on them</em></td>
</tr>
</tbody>
</table>

The same construction is used to express a variety of feelings, states of being and physical conditions, particularly of the unpleasant sort, such as diseases:

<table>
<thead>
<tr>
<th>Tá ... <em>orm</em>: Idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tá fearg orm.</td>
</tr>
<tr>
<td>Tá brón orm.</td>
</tr>
<tr>
<td>Tá eagla orm.</td>
</tr>
<tr>
<td>Tá inní orm.</td>
</tr>
<tr>
<td>Tá náire orm.</td>
</tr>
<tr>
<td>Tá deifir orm.</td>
</tr>
<tr>
<td>Tá áthas orm.</td>
</tr>
<tr>
<td>Tá díomá orm.</td>
</tr>
<tr>
<td>Tá tart orm.</td>
</tr>
<tr>
<td>Tá ocras orm.</td>
</tr>
<tr>
<td>Tá tuirse orm.</td>
</tr>
<tr>
<td>Tá tinneas cinn orm.</td>
</tr>
<tr>
<td>Tá slaghdán orm.</td>
</tr>
</tbody>
</table>
If you want to say that you are very angry etc., you add *mór* after the noun:

Tá fearg mhóir orm. I am very angry.
Tá brón móir orm. I am very sorry.

§2. Conversational Idioms

§2.1. *Cad é atá cearr leat?* ‘What’s wrong with you?’

If someone’s response to *Cad é mar atá tú?* sounds less than cheerful, you can follow up by asking:

Cad é atá cearr leat? What’s wrong with you?
Cad é atá ort? What’s wrong with you?

You might hear the following answer:

Tá mé tinn. I am sick.
Tá mé tuirseach. I am tired.
Tá tuirse orm. I feel fatigued / tired.
Tá slaghdán orm. I have a cold.
Tá tinneas cinn orm. I have a headache.
Tá tinneas fiacaile orm. I have a toothache.

You can use the same construction for other illnesses, e.g. *fiabhras* (‘fever’), *ailse* (‘cancer’), *an flú* (‘the ’flu’), and *tinneas goile* (‘stomach ache’).

§2.2. *C'ainm atá ort?* ‘What’s your name?’

The normal way of asking someone to identify themselves is to ask what a person’s name is (literally, what name is ‘on’ them): *C'ainm atá ort?* or *Cad é an t-ainm atá ort?* It is less abrupt than asking *Cé tusa?* ‘Who are you?’ In response, one can say, for example:

Seán atá orm. My name is Seán.

*Or simply:*

Mise Seán. I am Seán.

§2.3. *Cad é an chuma atá air?* ‘What does he look like?’

If you want someone to describe a person to you, you ask

Cad é an chuma atá air/uirthi? What does he/she look like?

You use the same idiom if you want to say that someone is — or isn’t — looking well:
Tá cuma mhaith uirthi. She is looking well.
Níl cuma rómhaith air. He isn’t looking too well.
Tá cuma bhrónach orthu. They look sad.

CEACHTANNA LE DÉANAMH

1. Practice the difference between the attributive and predicative adjective by translating the following pairs of sentences:
   1. The window is big. The big window is open.
   2. The woman is quiet. The quiet woman is here.
   3. Is the pig smart? Is the smart pig sick?
   4. Is the work difficult? Is the difficult work finished?
   5. The night is long. The long night is quiet.

2. Practice the forms of the prepositional pronoun *ar* by expressing the sentences in the idiom box in §2.2 in all persons. Then, practice the forms of the substantive verb by converting the sentences into questions, negative statements, and negative questions.

3. Chaindrill
   Translate into Irish, making the necessary substitutions (the first phrases are done for you):
   I am happy - she - disappointed - very sorry - they - thirsty - hungry - he - very happy - tired - I - very angry - have a headache. (*Tá áthas orm - tá áthas uirthi - tá díoma uirthi...*)

4. Intensify the following adjectives, according to the model: *Maith* —> *an-mhaith* (nó *iontach maith*) —> *fiormhaith* —> *rómhaith*
   1. fuar
   2. te
   3. láidir
   4. ciúin
   5. blasta

5. Obair Bheirte: Cad é mar atá tú?
   Pair up with another student. Pretend you’re meeting in the street, and talk about how terribly ill you both feel. Then have another round, but this time you both feel fabulous.

6. Cluiche Cainte: *Cé hé / hí?*
   Describe one of the students in your class; your classmates must guess who it is you are describing.
   Tusa: *Is í / Ní hí.*
Obair Bhaile

1. Cuir Gaeilge air:
1. Séamus has a headache today; he has a cold and is very tired.
2. She looks tired; is she all right?
3. It's very cold. Is the door open?
4. Is the big window broken?
5. Their father is very sick; he has cancer.
6. He's wearing a black coat and a red hat.
7. Isn't the brown bread very tasty?
8. That interesting work is finished.
9. Aren't they ashamed?
10. Are you (pl) in a hurry? No, but we're very tired.

2. Write a blurb about your spéirbhean / spéirfhear, the woman or man of your dreams. Strict adherence to the truth is not necessary in this exercise.

Teanga is Cultúr

Tomhas (‘Riddle’)

Níl sé amuigh ort
Níl sé istigh ort,
Tá sé ort
Is ní trom é.
(CC #445)

It’s not on your outside
It’s not inside you
It’s on you
And it’s no weight to you.
5

CEACHT A CÚIG

FOCLÓIR

ag amharc (ar) looking, watching
ag amharc ar an teilifís watching TV
tag caint (le) talking
tag canadh singing
tag cócaireacht cooking
tag cur báistí raining
tag cur sneachta snowing
tag damhsa dancing
tag déanamh doing
tag dul going
tag éisteacht (le) listening (to)
tag éirf rising, getting up, becoming
ntag fanacht (le) waiting (for); staying
ntag foghlaim learning
tag gáire laughing
tag iarraidh (ar) trying; wanting, asking (for)
tag ithe eating
ntag labhairt (le) speaking
ntag léamh reading
ntag obair working
ntag ól drinking
ntag rince dancing
ntag rith running
ntag scríobh writing
ntag súil walking
ntag snámh swimming
ntag soilsíú shining
ntag teacht coming
anois now
arís again
báite drowned
Béarla (m) English
Breatainí (m) Welsh
Briotáinis (f) Breton
buíochas le Dia! thank God!
codladh (m) sleep
cónaí (m) dwelling, living place
dúiseacht (f) waking state
duit to you (sg)
Eilvéis, an (f) Switzerland
COMHRÁ

Síle has a piece of gossip for Aisling about their friend Pádraigín.

Síle: A Aisling, tá scéal agam duit. Tá buachaill ag Pádraigín!
Aisling: An bhfuil anois? An bhfuil sé deas? Cad é an chuma atá air?
Aisling: Cá as é?
Síle: Is as an Eilvéis é, agus tá Fraincis agus Gearmáinis líofa aige.
Aisling: An bhfuil Gaeilge aige go fóill?
Síle: Níl móráin, ach tá sé ag foghlaim.
Aisling: C'ainm atá air?
Síle: Henri atá air.
Aisling: An bhfuil a fhios agat cá bhfuil sé ag fanacht?
Síle: Tá sé ina chónaí i mBaile Átha Cliath. Tá sé ag stáidéar ag an ollscoil.

AN CEACHT GRAMADAÍ

§1. The Preposition ag ‘at, by’

The preposition ag ‘at, by’ does not cause any mutation to the following noun:

ag Máire  at/by Máire.
§1.1. The Present Progressive Tense

The present progressive (‘I am working’) is formed by combining the substantive verb *tá* with the preposition *ag* and the verbal noun (the verbal noun is a non-inflected form comparable to the English gerund, ‘working’):

Tá Aisling ag caint. Aisling is talking.
Cad é atá Tomás ag rá? What is Tomás saying?
Níl an madadh ag ithe. The dog isn’t eating.
An bhfuil tú ag staidéar? Are you studying?
Nach bhfuil tú ag ól? Aren’t you drinking?

§1.2. The Prepositional Pronoun

<table>
<thead>
<tr>
<th>AG ‘at, by’</th>
<th>regular</th>
<th>emphatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>agam</td>
<td>at me</td>
<td>agamsa</td>
</tr>
<tr>
<td>agat</td>
<td>at you</td>
<td>agatsa</td>
</tr>
<tr>
<td>aige</td>
<td>at him</td>
<td>aigesean</td>
</tr>
<tr>
<td>aici</td>
<td>at her</td>
<td>aicise</td>
</tr>
<tr>
<td>againn</td>
<td>at us</td>
<td>againne</td>
</tr>
<tr>
<td>agaibh</td>
<td>at you</td>
<td>agaibhse</td>
</tr>
<tr>
<td>acu</td>
<td>at them</td>
<td>acusan</td>
</tr>
</tbody>
</table>

§1.3. Possessions: How to Express Capitalist Notions

There is no verb ‘to have’ in Irish. Two constructions serve to express the notion of possession. One we know already:

Is liomsa an peann. The pen is mine.

The more usual (‘unmarked’) way to express possession uses the preposition *ag*:

Tá airgead agam. I have money.
An bhfuil gluaisteán agat? Do you have a car?

The Irish for ‘thank you’ is really a blessing, ‘May there be good at you’; it is often used with a numeric hyperbole:

Go raibh céad / míle maith agat! A hundred / thousand thanks!

The negative *níl*, combined with *ach* ‘but’, expresses the notion ‘only’:

Níl ach leabhar amhán agam. I have only one book.

§1.4. Possession of Knowledge / Abilities
The same idiom *tá ... agam* is also used to express possession of knowledge — including knowledge of a language — and ability:

Níl a fhios agam cá as é. I don't know where he is from.
An bhfuil Gaeilge agat? Do you speak Irish?
Níl Fraincis ar bith ag Seán. Seán doesn't speak any French.
An bhfuil tiomáint aige? Can he drive?
Tá ceol aici. She can sing.

§2. The Preposition *i* and the Use of *ann*

Like other prepositions, *i* ‘in’ has a full conjugated paradigm (see Ceacht 7), but for now we are only concerned with the third person singular *ann*. Although formally masculine, it is best thought of as a neuter, impersonal ‘in it’, which may in some contexts be translated as ‘there’, in others not translated at all:

An bhfuil mórán daoine ann? Are there many people?
Níl duine ar bith ann. There’s no one there.
Tá lá deas ann. It’s a nice day.
Níl ann ach báisteach. It’s only a shower.

§3. Stative Expressions I

With a limited set of expressions (seven in all), the preposition *i* is used in combination with the possessive pronoun to express states of being. Note that the possessive pronoun mutates the following verbal noun:

Tá sí ina suí. She is sitting (‘She is in her sitting’).

<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live here.</td>
<td>Tá mé i mo chónaí anseo.</td>
</tr>
<tr>
<td>You are up (sitting).</td>
<td>Tá tú i do shuí.</td>
</tr>
<tr>
<td>He is silent.</td>
<td>Tá sé ina thost.</td>
</tr>
<tr>
<td>She is sleeping.</td>
<td>Tá sí ina codladh.</td>
</tr>
<tr>
<td>We are standing.</td>
<td>Tá muid inár seasamh.</td>
</tr>
<tr>
<td>You are awake.</td>
<td>Tá sibh in bhur ndúiseacht.</td>
</tr>
<tr>
<td>They are in bed (lying down).</td>
<td>Tá siad ina luí.</td>
</tr>
</tbody>
</table>

§4. An Aimsir (The Weather)

The weather is an inexhaustible source of conversation in Ireland; as the proverb has it, *is maith an scéalaí an aimsir* ‘the weather is a good conversationalist’. When meeting someone in the street, Irish speakers frequently pass a comment on the weather as well as, or indeed instead of, a formal greeting:
‘Tá lá breá ann inniu.’
‘Nice day today.’

‘Tá cinnte, buíochas le Dia.’
‘It is indeed, thank God.’

Essential weather expressions:

Tá lá deas ann inniu
It’s a nice day today

Tá drochlá ann
It’s a bad day

Tá an aimsir... The weather is ...

- go maith good
- go hálainn / go breá beautiful / fine
- go haoibhinn / go deas pleasant / nice
- go dona / go holc bad / ditto

Tá sé te / fuar
It is hot / cold

Tá sé fliuch / tirim
It is wet / dry

Tá sé griannmhar / scamallach
It is sunny / cloudy

Tá sé ag cur báistí / Tá sé ag cur
It is raining

Tá mé flíuch báite
I am drenched

Tá sé ag cur sneachta
It is snowing

Tá an ghrian ag soilsiú.
The sun is shining.

§4. An Foirfe (The Perfect Tense)
The perfect tense in Irish is a composite tense, made up of the substantive verb tá and a past participle of the verb. The past participle is often used simply as an adjective, both predicatively (tá an fhuinneog briste) and attributively (an fhuinneog bhriste). But the past participle always implies a past activity: the window is now broken because someone broke it in the past. The agent of the activity is indicated by the pronoun ag:

Tá an obair déanta agam. I have finished the work.
An bhfuil do dhinnéar ite agat? Have you eaten your dinner?
Tá a hata caillte ag Seán. Seán has lost his hat.

The past participle is generally formed by adding -te / -the to a slender stem and -ta / -tha to a broad stem. There are rules governing which particular form of ending a verb will take, but it may be easiest just to learn the most common participles:

báite drowned, drenched
briste broken
cailtte lost
caiette spent, consumed, worn out
críochnaithe finished
curtha put
déanta done, made
dóite burned
druidte\textsuperscript{U} \hspace{1cm} closed
glanta \hspace{1cm} cleaned
ite \hspace{1cm} eaten
léite \hspace{1cm} read
millte \hspace{1cm} spoilt
nite \hspace{1cm} washed
ólta \hspace{1cm} drunk
scríofa \hspace{1cm} written
stróicthe \hspace{1cm} torn

**CEACHTANNA LE DÉANAMH**

1. Cuir Gaeilge air:
1. Séamus is running.
2. The teacher is laughing.
3. Are you (pl) going home?
4. He is not eating.
5. We are not listening to you (sg).

2. Cuir Gaeilge air:
1. She has a book.
2. We have a cat.
3. Do you (pl) have money?
4. They don't have a house.
5. Does he have a car?
6. Can you (sg) sing? (literally: Do you have music?)
7. I speak French. (literally: I have French.)
8. I can't drive. (literally: I don't have driving.)
9. Do you have time?
10. I don't know.

3. Cluiche Cainte: Cé hé an gadaí?
‘An bhfuil a fhios agat cé hé an gadaí?’ Everyone has 5 minutes to describe one person in class to the bleachtaire, the detective.

4. Cuir Gaeilge air:
1. It’s a good day.
2. There are people there.
3. It’s only wine.
4. There is a book there now.
5. It’s a bad day.

5. Cuir Gaeilge air:
1. The little child is asleep.
2. We live in Dublin.
3. They are not awake.
4. Are you (pl) up (i.e. standing)?
5. Their father is silent.
6. She is sitting.
7. He lives in Ireland now.
8. Máirín is still in bed (i.e lying).
9. Is she still asleep?
10. We are lying down (i.e. in bed).

6. Chain Drill
Tá mé i mo sheasamh - sí - muid - codladh - tusá - sibhse - tost - Seán - suí - a bhean chèile - mé - sise.

7. Cluiche: Tá mé i mo chodladh...
Students adopt stative positions; the teacher asks arbitrary questions about their own, or other students’ position, which students must answer truthfully.

8. Cuir Gaeilge air;
1. Have you (sg) finished the homework? Yes.
2. Has he broken the window again?
3. I haven't eaten my dinner yet.
4. They have drunk the coffee.
5. She has read the book.

Obair Bhaile

1. Cuir Gaeilge air:
   1. Do you speak Irish? Yes.
   2. She speaks good German.
   3. I have a sister.
   4. Do you (pl) have a car? No.
   5. Do they have time? No; they're in a hurry.
   6. Are you (pl) working?
   7. The sun is shining.
   8. They are not coming with us.
   9. That red-haired woman is looking at (on) us.

2. Cad é mar atá an aimsir inniu?
Write a paragraph about the weather today. How does it compare to the kind of weather you like?
CEACHT A CÚIG / LESSON FIVE

TEANGA IS CULTÚR

Seanfhocail (‘Proverbs’)

Is binn béal ina thost. A silent mouth is sweet.
Is maith an scéalaí an aimsir. The weather is a good conversationalist.

Casfhocal (‘Tongue Twister’)

Tá sicín ina seasamh sa sneachta lá seaca. A chicken is sitting in the snow one frosty day.

Ranna Beaga (‘Short Rhymes’)

Tá capall ag Seáinín, hup, hup, hup! Johnny has a horse, hop, hop, hop!
Tá ba ag Páidín, sup, sup, sup! Paddy has cows, sup, sup, sup!
Tá gamhna ag Máirín, suc, suc, suc! Maureen has calves, suc, suc, suc!
Tá cearca ag Áine, tiuc, tiuc, tiuc! Annie has hens, chuck, chuck, chuck!

Tá capall is cairt ag Seán Ó hAirt; Seán Ó hAirt has a horse and cart;
Tá bó agus lao ag Seán Ó Sé; Seán Ó Sé has a cow and calf;
Tá peata uain ag Seán Ó Cluain; Seán Ó Cluain has a pet lamb;
Is sin é an fáth nach bhfuil orthu buairt. And that’s why they have no worries.

Ag iarraidh dul a chodladh, Trying to go to sleep
A chodladh, a chodladh to sleep, to sleep,
Ag iarraidh dul a chodladh a táimse. I am trying to go to sleep.
Ag iarraidh dul a chodladh, Trying to go to sleep,
in airde ar an lochta,
In áitín shocair shásta. Up in the loft,

(RR 3)

(RR 14, p.17)

(RR 15, p.18)
Dán: Bliain Tar Éis Imeachta
le Nuala Ní Dhomhnaill (Teanga Bheo, 47)

The leaves are falling,
the large leaves of the plane tree,
falling on your footsteps
where you walked towards me one afternoon.

The snow is falling
in big white flakes
falling on your footsteps
where you came to offer me love

The rain is falling,
a loud torrential clatter
falling on your footsteps
where you turned to take my hand.

The rays of the sun are falling
through the large plane leaves
and there is no trace of your footsteps
left before me after one year.
Amhrán: Tá Mé i Mo Shuí

Tá mé i mo shuí ó d’éirigh an ghealach ar éirí
Ag cur tine síos gan scíth, is á fadú go géar;
Tá bunadh an tí ina luí is tá mise liom féin;
Tá na coiligh ag glaoch is an saol ina gcodladh
ach mé.

I am up since the moon rose last night
Lighting a fire and setting it ablaze
The household is asleep and I am alone;
The cocks are crowing and everyone’s asleep but me.

Amhrán: Níl Sé ina Lá (I)

Níl sé ina lá, níl, a ghrá
Níl sé ina lá, is ní bheidh go maidin
Níl sé ina lá, is ní bheidh go fóill
Solas ard atá sa ghealaigh.

It’s not day yet, love
It’s not day yet and won’t be till morning
It’s not day yet, love
The moon is shining brightly.
Ceacht a Sé

Foclóir

'achanU (<gach aon) every
ag ceannach buying
ag cluinstin hearing
ag díol selling
ag fáil getting
ag feiceáil seeing
ag glanadh cleaning
ag rá saying
ag siopadóireacht shopping
ag staidéar studying
aithe (f) giving
amharclann (f) acquaintance, knowledge of person
anocht theatre
anuraidh tomorrow
aréir; arú aréir last week
ar fad tonight
ar eall last year
ar aithne (f) last night; the night before last
ar fad complete(ly), entire(ly)
bialann (f) restaurant
cad chuige?U why?
caife (m) café / coffee
cathair (f) city
ceantar (m) area
cóisir (f) party
cúrsaí (pl of cúrsa ‘course’) matters, things
cuid mhór a lot, much
dubh dóite sick and tired
duine (m) person
earrach (m) spring
eolas (m) knowledge (of a place)
faoin tuath in the country side
farraige (f) sea
fómhar (m) fall
géimhreadh (m) winter
grá (m) love
inné yesterday
le chéile together
leaba (f) bed
léacht (f) lecture
Liam and Aisling meet in front of the library.
Aisling: Maidin mhaith, a Liam. Cad é mar atá cúrsaí?
Liam: Níl siad go dona. Cad chuige nach raibh tú ag an chóisir aréir?
Aisling: Bhí mé ag obair sa bhialann. An raibh cuid mhór daoine ann?
Liam: Bhí. Bhí an áit pacáilte plódaithe. Bhí ceol maith ann, agus bhí 'achan duine ag damhsa.
Aisling: An raibh Henri agus Pádraigin ann?
Liam: Bhí! Bhí siad ag damhsa le chéile an oíche ar fad.
Aisling: Nach breá an rud é an grá! Cad chuige nach raibh tú sa rang inniu?
Liam: Bhí mé róthuirseach! Agus tá mé dubh dóite leis an chúrsa sin. An tseachtain seo caite bhí mé i mo chodladh sa léacht — bhí sé chomh leadránach sin. Cad é mar a bhí sé inniu?
Aisling: Ní raibh sé chomh dona sin. Bhí sé ceart go leor.

AN CEACHT GRAMADAÍ

§1. The Past Tense of the Substantive Verb
In the past tense, tá becomes bhí, níl becomes ní raibh:

<table>
<thead>
<tr>
<th></th>
<th>was</th>
<th>wasn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>bhí mé</td>
<td>I was</td>
<td>ní raibh mé</td>
</tr>
<tr>
<td>bhí tú</td>
<td>you were</td>
<td>ní raibh tú</td>
</tr>
<tr>
<td>bhí sé</td>
<td>he was</td>
<td>ní raibh sé</td>
</tr>
<tr>
<td>bhí sí</td>
<td>she was</td>
<td>ní raibh sí</td>
</tr>
<tr>
<td>bhí muid</td>
<td>we were</td>
<td>ní raibh muid</td>
</tr>
<tr>
<td>bhí sibh</td>
<td>you were</td>
<td>ní raibh sibh</td>
</tr>
<tr>
<td>bhí siad</td>
<td>they were</td>
<td>ní raibh siad</td>
</tr>
</tbody>
</table>
The dependent form is *raibh*:

Negative:  
ní raibh.

Interrogative:  
an raibh?

Neg. interrogative:  
nach raibh?

Where was?  
cá raibh?

§2. An Tuiseal Tabharthach (The Dative or Prepositional Case)

§2.1. An tAinmfhocal (Nouns)

In Modern Irish, the noun in the dative case generally has the same form as in the nominative. Only a handful of nouns have a separate dative form; these include the word Ireland, and the words for ‘hand’ and ‘foot’:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Dative Case Form</th>
<th>Irish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Éire</td>
<td>in Éirinn</td>
<td>in Ireland</td>
<td></td>
</tr>
<tr>
<td>cos</td>
<td>cos ar chois</td>
<td>step by step</td>
<td></td>
</tr>
<tr>
<td>lámh</td>
<td>lámh ar láimh</td>
<td>hand in hand</td>
<td></td>
</tr>
</tbody>
</table>

Distinct dative forms are common in literature, and also survive in certain idioms, such as *sa ló* ‘during the day’ (from *lá* ‘day’) and petrified expressions.

Except in such expressions as *um Nollag* ‘at Christmas time’ (from *am* ‘time’), *cois farráige* / *cois tine* ‘by the seaside / by the fireside’ (from *cos* ‘foot’), and in *Dé Luain, Dé Máirt* etc ‘on Monday, on Tuesday’, nouns in the dative case are preceded by a preposition, and it is therefore also referred to as the ‘Prepositional Case.’

§2.2 An Réamhfhocal (Prepositions)

Prepositions ending in a consonant generally cause no mutation to the following noun:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Dative Case Form</th>
<th>Irish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ag</td>
<td>ag bean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>as</td>
<td>as teach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preposition *ar*, and most prepositions ending in a vowel, cause *séimhiú*:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Dative Case Form</th>
<th>Irish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>do bhean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>de</td>
<td>d’fhéar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ar</td>
<td>ar theach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>faoi</td>
<td>faoi thábla</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ó</td>
<td>ó theach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The prepositions *i* ‘in’ and *le* ‘with’ are exceptional. *I* causes eclipsis and becomes *in* before vowels. *Le* does not cause lenition, but it prefixes *h* to words beginning with a vowel:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Dative Case Form</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>i mBostún</td>
<td></td>
</tr>
<tr>
<td>le</td>
<td>le hÁine</td>
<td></td>
</tr>
</tbody>
</table>

§2.3. Prepositions and the Singular Definite Article
In Ulster Irish, the initial consonant of a noun is lenited after a preposition plus article:

Tá Gaeilge mhaith ag an chailín sin. That girl has good Irish.
Tá tinneas cinn ar an mhúinteoir. The teacher has a headache.

Some prepositions ending in a vowel combine with the article:
ó + an —> ón
do + an —> don
de + an —> den
faoi + an —> faoin

The preposition i becomes sa (san before vowels and ‘fh’+ vowel) when joined to the article:
i + an —> sa
sa chuisneoir in the refrigerator
san fhómhar in the autumn.

The preposition le becomes leis before the article:
le + an —> leis an
leis an bhuachaill with the boy

Nouns beginning with a ‘d’ ‘t’ or ‘s’ are never lenited after the definite article (‘Dental Rule’, Ceacht 2):
ag an doras at the door
ón teach from the house
sa siopa in the shop

§2.4. Prepositions and the Plural Definite Article
If a preposition is followed by the plural definite na, there is no mutation of the following noun:
do na buachaillí for the boys

do + na —> do na ag + na —> ag na
de + na —> de na ar + na —> ar na

The preposition i becomes sna before the plural definite article, and le becomes leis:
sna coláistí in the colleges
leis na buachaillí with the boys

§3. Sa Teach (In the House)
teach (m), sa teach house
arasán (m), san arasán flat (B&I) / apartment (US)
seomra (m), sa seomra room
urlár (m), ar an urlár floor
leaba (f), sa leaba
an chistin (f), sa chistin
an seomra suí /suite
an seomra codlata /leapa
an seomra folchta
an leithreas (m), sa leithreas
an halla (m), sa halla
an staighre (m), ar an staighre
an gairdín (m), sa ghairdín

bed
the kitchen
the sitting room
the bedroom
the bathroom
the toilet
the hall
the stairs
the garden

§4. Idioms Using Two Prepositions
Certain idiomatic constructions use more than one preposition:
Tá grá aici ar an chailín sin. She is fond of that girl.
Níl meas acu ar an mhúinteoir. They have no respect for the teacher.

Irish distinguishes between three kinds of knowledge: knowledge of a fact (fíos),
of a person (aithne), and of a place (eolas). Note the use of the preposition ar
with aithne and eolas but not with fíos:

Tá a fhíos agam sin. I know that (fact).
Tá aithne agam ar Chaitlín. I know Caitlín.
Tá eolas agam ar an chathair. I know the city.

CEACHTANNA LE DÉANAMH

1. Translate the following sentences; then put them into the past tense:
1. Isn't the weather beautiful? Yes.
2. Are you hungry? No, but I'm thirsty.
3. They have a big house.
4. The little boy is sick, and his mother is worried (buartha).
5. We are happy. Are you (pl) happy?
6. That tall man is not listening to us.
7. I know that woman.
8. Is Séamus waiting for you (sg)?
9. That book is very interesting.
10. Are you (sg) asleep? No.
2. Obair Bheirte: Cá raibh tú aréir?
Pair up with another student and ask each other where you were yesterday (last night, last weekend), and what you were doing. Here are some possible responses:

<table>
<thead>
<tr>
<th>Gaeilge</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sa bhaile</td>
<td>at home</td>
</tr>
<tr>
<td>sa bhialann</td>
<td>in the restaurant</td>
</tr>
<tr>
<td>sa teach tábhairne</td>
<td>in the pub</td>
</tr>
<tr>
<td>sa leabharlann</td>
<td>in the library</td>
</tr>
<tr>
<td>sa chaife</td>
<td>in the café</td>
</tr>
<tr>
<td>sa phictiúrlann</td>
<td>at the cinema</td>
</tr>
<tr>
<td>san amharclann</td>
<td>in the theatre</td>
</tr>
<tr>
<td>sa leaba</td>
<td>in bed</td>
</tr>
<tr>
<td>ar scoil</td>
<td>at school</td>
</tr>
<tr>
<td>ar an trá</td>
<td>on the beach</td>
</tr>
<tr>
<td>faoin tuath</td>
<td>in the countryside</td>
</tr>
</tbody>
</table>

3. Cuir Gaeilge air:

a)
1. at a door
2. on a chair
3. from a teacher
4. to a woman
5. out of a house
6. in a house
7. out of a town
8. in a tree
9. with a man
10. under a table.

b)
1. at the woman
2. on the tree
3. on the door
4. with the teacher
5. at the girl
6. at the house
7. at the window
8. at the door
9. on the chair
10. on the table.
c)
1. on the teachers
2. at the girls
3. with the boys
4. to the teachers
5. from the students

4. Cluiche: Cé bhfuil sé?
One person is blindfolded; an object is ‘hidden’ and the person has to ask questions to ascertain where it is. The others may help by saying Tá sin te / fuar ‘you’re hot / cold’.

5. Cluiche Cainte: An Dúnmharú (‘The Murder’)
The detective (an bleachtaire) has to find out who committed the murder by interviewing all participants about their alibi. Students pick slips with their identity and alibi; one (the ‘murderer’) has been given a false alibi:
bleachtaire: Cé tusa? (‘Who are you?’
tusa: ....
bleachtaire: Cá raibh tú nuair a tharla an dúnmharú? (‘Where were you when the murder happened?’)
tusa: ....
bleachtaire: Cad é a bhí tú ag déanamh? (‘What were you doing?’)

6. Cuir Gaeilge air:
1. She knows him.
2. He knows her.
3. I don’t know Paris.
4. Seán is fond of her.
5. She has no respect for him.

7. Read the poem ‘Fear an Phoist’ in Teanga is Cultúr and answer the following questions:
1. Cé atá sa bhaile?
2. Cá bhfuil Mamaí?
3. Cá bhfuil an teilifís?
4. Cá bhfuil fear an phoist?
5. Cá bhfuil Mamaí agus fear an phoist ag dul anois?
6. Cá bhfuil a mbróga?
7. Cá bhfuil Dadaí?
8. Cá bhfuil Mamaí anois? Agus fear an phoist?

Obair Bhaile

1. Draw a floorplan of your apartment, labelling the rooms. Try to furnish the apartment.
2. Cuir Gaeilge air:
1. We were shopping in the city last week.
2. They were in Italy in the summer.
3. Were you at the party last night? Yes.
4. Was the teacher angry? No.
5. Why wasn’t she swimming yesterday? Did she have a cold?
6. Seán was studying in the library yesterday.
7. What were you doing yesterday?
8. We are from Germany, we lived in France last year, and we live in Dublin now.
9. Do you know Seán? Yes.
10. The student had respect for the lecturer.

TEANGA IS CULTÚR

Amhrán: Nóra Bheag (II)

‘A Nóra bheag, cá raibh tú aréir?’
Is é dúirt mo Mhamaí liomsa
‘I gcúl an tí ag tobar an uisce
Ag foghlaim coiscéim damhsa.’

Curfá:
Agus iomba Nóra Nóra Nóra
Agus iomba is tú mo ghrá geal,
Gus iomba Nóra is tú mo stóirín
Tá mise dúnta i ngrá leat.

Refrain:
And iomba Nóra Nóra Nóra
And iomba you are my fair love
And iomba Nóra you are my darling
I’m locked in love with you.

Is maith le Nóra pis agus pónaire
Is maith le Nóra brandy
Is maith le Nóra prátaí rósta
Is itheann Nóra an t-im leo.

Nóra likes peas and beans
Nóra likes brandy
Nóra likes roast potatoes
And she eats butter with them.

‘A Nóra bheag, cá raibh tú aréir?’
‘Bhí mé i gcúl an gharraf.’
‘Cé bhí agat féin ansin?’
‘An píobaire beag is a mhálaí.’

Little Nóra where were you last night?’
My mother asked me.
‘At the back of the house, by the well
Learning a new dance step.’

‘Little Nóra where were you last night?’
‘I was at the back of the garden’
‘Who was there with you?’
‘The little piper and his pipes.’
Casfhocail ‘Tongue Twisters’

Bhí náire ar Mháire mar bhí sí ag gáire ag faire i nDoire.

Máire was ashamed because she was laughing at a wake in Derry.

Bhí banjo ag Joe agus bhí banjo ag bean Joe.
B’fhearr Joe ar an bhanjo Ná bean Joe ar an bhanjo go deo.

Joe had a banjo and Joe’s wife had a banjo too.
Joe played far better on the banjo than Joe’s wife ever did.
Fear an Phoist
Tadhg Mac Dhonnagáin19

Tá Mamaí sa chistin, tá Mamaí sa chistin
Tá Mamaí ag déanamh an dinnéir
Níl Daidí sa bhaile
Níl Daidí sa bhaile
Tá Mamaí sa chistin léi fein.

Tá Mamaí sa seomra suite,
Tá Mamaí sa seomra suite
Tá Mamaí ag féachaint ar an teilifís
Tá duine éigin ag an doras
Cnag cnag a haon a dó a trí.

Anois tá Mamaí sa halla,
Anois tá Mamaí sa halla,
Osclaíonn sí an doras go mall
Tá fear an phoist ag an doras
Fear an phoist ag an doras
‘Fáilte’ arsa Mamaí ‘tar isteach.’

Tá Mamaí sa seomra leapan
Tá Mamaí sa seomra leapan
Tá fear an phoist ann chomh maith
Bróg bróg eile a haon a dó
Bróg bróg eile a haon a dó
Ag titim ar an urlár.

Tá Daidí ar an staighre
Tá fear an phoist sa chófra
Tá Mamaí istigh faoin leaba
Ag éisteacht
Beidh báisteach ann amárach
Báisteach ann amárach
Arsa an fear ar an teilifís
Sa seomra suite.

fear an phoist ‘the postman’; ag déanamh an dinnéir ‘making dinner’ (dinnéir = genitive case of dinnéar); lèi féin ‘by herself’; duine éigin ‘someone’; cnag ‘knock’; osclaíonn sí ‘she opens’; go mall ‘slowly’; fáilte ‘welcome’; arsa ‘says, said’; tar isteach ‘come in’; ag titim ‘falling’; cófra ‘closet’; beidh future tense of tá; báisteach ‘rain shower.’

19 From Tadhg Mac Donnagáin’s CD Imíonn an tAm (2004); for lyrics and translation see www.futafata.com.
7

CEACHT A SEACHT

FOCLÓIR

ag cur       putting
ag fágáil    leaving something behind
ag imeacht   leaving i.e. going away
ag súil       hoping
ag súil go mór le looking forward to
ag taisteal  travelling
aintín (f)    aunt
aisteoir (m)  actor
áit ar bith eile anywhere else
amárch       tomorrow
an bhliain seo chugainn next year
an mhí seo chugainn next month
bainistéoir (m) manager
an tseachtain seo chugainn next week
anocht       tonight
ar ball      soon
arís         again
banaltra (f) nurse
bláth (m)    flower
buartha      worried
carraig (f)  rock
céanna       same
cócaire (m)  cook
crann (m)    tree
dochtúir (m)  doctor
duine fásta (m), pl daoine fásta adult, grown-up
féar (m)      grass
frestálaí (m) attendant, waiter
gaineamh (m)  sand
gan mhoill   soon
géal         bright
gnóthach     busy
grianmhar    sunny
in aice le    near
litir (f)     letter
 go measartha fairly, moderately
níos déanaí / níos moille later
oíche Shathairn Saturday night
rúnaí (m)     secretary
saor          free
Liam and Aisling discuss plans for the weekend and for next summer; Liam is looking at a job offer in Holland.

Liam: An mbeidh sibh ag dul amach oíche Shathairm?
Aisling: Beidh cinnte. Beidh cóisir ar siúl toigh Henri. Tá mé ag súil go mór leis. An mbeidh sibhse ag dul áit ar bith?
Liam: Beidh muid ag dul go dtí an teach tábhairne. Níl mé cinnte an mbeidh muid ag dul áit ar bith eile ina dhiaidh sin. Beidh mé ag dul a chodladh go measartha luath; beidh mé ag obair sa bhialann arís Dé Domhnaigh.
Aisling: Cad é an litir seo, a Liam?
Liam: Seo litir as an Ísiltír. Beidh mé ag obair in Amsterdam i mbliana.
Aisling: Cad é a bheidh tú ag déanamh?
Liam: Beidh mé i mo mhúinteoir ar chúrsa do dhaoine atá ag foghlaim Béarla.
Aisling: An mbeidh tú ag taisteal?
Liam: Beidh mé féin agus cúpla cara ag taisteal san Eoraip ina dhiaidh sin.
Aisling: Cá mbeidh sibh ag dul?
Liam: Beidh muid ag fanacht sa Fhrainc cúpla cara ag fanacht ina dhiaidh sin, agus beidh sibhse ina dhiaidh sin.
Aisling: Cad é a bhí beidh bheag ag déanamh sa samhradh? An mbeidh tú ag fanacht anseo?
Aisling: Ní bheidh. Beidh mé ag dul go Tír Chonaill. Beidh mé ag fanacht ag teach m’aintín. Tá sí ina cónaí cois fharraige. Beidh mé i mo luí ar an trá, ag léamh agus ag éisteacht leis an fharraige!

AN CEACHT GRAMADAÍ

§1. The Future Tense of the Substantive Verb

Tá becomes beidh in the future tense:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Future Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>beidh mé</td>
<td>I will be</td>
</tr>
<tr>
<td>beidh tú</td>
<td>you will be</td>
</tr>
<tr>
<td>beidh sé</td>
<td>he will be</td>
</tr>
<tr>
<td>beidh sí</td>
<td>she will be</td>
</tr>
<tr>
<td>beidh muid</td>
<td>we will be</td>
</tr>
<tr>
<td>beidh sibh</td>
<td>you will be</td>
</tr>
<tr>
<td>beidh siad</td>
<td>they will be</td>
</tr>
</tbody>
</table>
Negative: ní bheidh
Interrogative: an mbeidh?
Neg. interrogative: nach mbeidh?
Where: cá mbeidh?

§2. Stative Expressions II: Occupations
The stative construction (tá mé i mo ...) also functions as a way of expressing one’s current occupation:

Tá sé ina mhúinteoir. He is a teacher.

In contradistinction to the copula, this stative construction is primarily used for achievable states, rather than, e.g., inalienable characteristics:

Tá sé ina mhúinteoir anois. He is a teacher now.
Is ceoltóir maith é. He is a good musician.

§3. The Preposition i ‘in’ and the construction Múinteoir atá ionam
We have already encountered the 3rd sg prepositional pronoun of i, ann ‘in it’. Here is the complete paradigm:

<table>
<thead>
<tr>
<th>I ‘in’</th>
<th></th>
<th>in me</th>
<th>in us</th>
</tr>
</thead>
<tbody>
<tr>
<td>ionam</td>
<td>ionainn</td>
<td>in me</td>
<td>in us</td>
</tr>
<tr>
<td>ionat</td>
<td>ionaibh</td>
<td>in you</td>
<td>in you</td>
</tr>
<tr>
<td>ann</td>
<td>inti</td>
<td>in him</td>
<td>in them</td>
</tr>
<tr>
<td>inti</td>
<td>in her</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This prepositional paradigm is used in the context of one particular construction, which in Donegal tends to be used instead of the regular copula classification sentence:

Peann atá ann It’s a pen.

This is also really a copula structure, combined with a paraphrastic construction using the relative of the substantive verb atá (literally, ‘it is a pen which is in it’). The copula does not appear in the affirmative (‘zero copula’), but it emerges in the negative and interrogative, where the (negative/interrogative) copula resurfaces:

Ní peann atá ann. It’s not a pen.
An peann atá ann? Sea. Is it a pen? Yes.

This construction is used in Donegal wherever one might use the regular classification
sentence; it may be used e.g. to express occupations or characteristics:

Múinteoir atá ionam. I am a teacher.
Nach banaltra áta intí? Ní hea. Isn’t she a nurse? No.
Ceoltóir maith atá ann. He’s a good musician.

§4. Tíortha (Countries)
Most names of countries are used with the article (compare French la France). However, the countries traditionally of greatest importance to Irish speakers, namely Ireland, England, Scotland and America, are not used with the article:20

Is maith liom an Fhrainc. I like France.
Is fearr liomsa Éire. I prefer Ireland.

<table>
<thead>
<tr>
<th>Tíortha (Countries)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Éire in Éirinn</td>
</tr>
<tr>
<td>Albain in Albain</td>
</tr>
<tr>
<td>Sasana i Sasana</td>
</tr>
<tr>
<td>Meiriceá i Meiriceá</td>
</tr>
<tr>
<td>an Fhrainc sa Fhrainc</td>
</tr>
<tr>
<td>an Iodáil san Iodáil</td>
</tr>
<tr>
<td>an Ghearmáin sa Ghearmáin</td>
</tr>
<tr>
<td>an Spáinn sa Spáinn</td>
</tr>
<tr>
<td>an Ísiltír san Ísiltír</td>
</tr>
<tr>
<td>an Eoraip san Eoraip</td>
</tr>
<tr>
<td>an Áise san Áise</td>
</tr>
<tr>
<td>an Astráil san Astráil</td>
</tr>
</tbody>
</table>

§5. Cúpla ‘a couple, a few’
The word cúpla ‘a couple, a few’ is followed by the nominative singular of the noun; there is no mutation:

cúpla focal a few words
cúpla rud a few things
cúpla peann a few pens.

§6. An tSeachtain (The Week)
There are two sets of forms for the days of the week, depending on whether the day functions

20 The definite article is however used in the genitive case (muintir na hÉireann/na hAlban ‘the people of Ireland/Scotland’).
as a subject or an adverb. As the subject of the sentence it is in the nominative case; if used adverbially, it is preceded by the element Dé ‘day’ (or Oíche ‘night’) and is in the genitive case (‘on the day of Monday’). The adverbial set is used in answer to the question ‘when’, and whenever one could use the preposition ‘on’ in English:

Inniu an Luan. Today is Monday.
Ní bheidh mé anseo Dé Luain. I won’t be there on Monday.
Bhí an Mháirt flíuch. Tuesday was wet.
Bhí sé iontaigh flíuch Dé Máirt. It was very wet on Tuesday.

<table>
<thead>
<tr>
<th>An tSeachtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>an Luan</td>
</tr>
<tr>
<td>an Mháirt</td>
</tr>
<tr>
<td>an Chéadaoin</td>
</tr>
<tr>
<td>an Déardaoin</td>
</tr>
<tr>
<td>an Aoine</td>
</tr>
<tr>
<td>an Satharn</td>
</tr>
<tr>
<td>an Domhnach</td>
</tr>
</tbody>
</table>

Cén lá atá ann inniu? What day is today?
Cá huair a bheidh tú ann? When will you be there?
Cén lá a bheidh tú ann? What day will you be there?
ag an deireadh seachtaine on the weekend
maidin inniú this morning
maidin amárach tomorrow morning
maidin inné yesterday morning
maidin Dé Máirt Tuesday morning
tráthnóta Dé hAoine Friday afternoon

**CEACHTANNA LE DÉANAMH**

1. Put the translation sentences from Ceacht 6, Ceachtanna #1, into the future tense:

2. Obair Bheirte
   Cad é a bheidh tú ag déanamh nuair a bheidh tú críochnaithe leis an ollscoil? Interview your partner, then report to the class.
   Here are some possible responses:
   Beidh mé i mo mhúinteoir.
Beidh mé i mo mhac léinn iarchéimeach
Beidh mé i mo léachtóir
Beidh mé i mo cheoltóir
Beidh mé i mo dhochtúir etc

3. Chain Drill

4. Cuir Gaeilge air:
   a) Use stative expressions.
      1. She is a doctor.
      2. He is not a musician.
      3. Are you a teacher? Yes.
      4. I am an actor.
      5. His mother is a lecturer.
   b) Use the paraphrastic construction with *ionam* etc popular in Donegal.

5. Obair Bheirte: Cá mbeidh tú Dé Luain?
   *Cad é a bheidh tú a dhéanamh an tseachtain seo chugainn?* Ask your partner about his/her week and say what you’ll be doing each day: *Dé Luain, beidh mé*....

6. Count Dracula & Co
Remember our friends from Ceacht 2? Make up a blurb about one of the following individuals, stating where they’re from, where they live now, what languages they speak. Say something about their likes and dislikes, too:


Niall Ó Dónaill (Meiriceánach / i Meiriceá / Béarla)
Leah Müller (Gearmáineach / as an Ghearmáin / Gearmáinis agus Béarla)
Pierre Victoire (Frainceach / as an Fhrainc / Fraincis)
Giuseppe Verdi (Iodáileach / as an Iodáil / Iodáilis)
Máirín Ní Ghallchóir (as an Ghaeltacht / Éireannach / as Éirinn / Gaeilge agus Béarla)

**Obair Bhaile**

1. Cuir Gaeilge air:
   1. Will you be there tomorrow? Yes.
   2. I'm sorry, but I won't be free on Tuesday. I will have time next week.
   3. We were working last night, and we'll be working again tonight.
   4. Why don't you have a hat on? You'll have a cold tomorrow.
5. They aren't hungry now, but they'll be very hungry later.
6. They'll know next week.
7. Will Séamus be there on Monday? No; he'll be studying.
8. They won't be working; they'll be eating and drinking.
9. Won't he be disappointed?
10. Will she be worried?

2. Cuir Gaeilge air:
1. Sunday will be wet, but I don't care. I will be in Aruba!
2. Will you (sg) be here on Sunday?
3. The shop will be too crowded on Saturday.
4. Today is Saturday, and I'm not working. I love Saturday.
5. We will have a meeting on Wednesday. Will they be there? No.
6. I'll be studying on Friday.
7. She's leaving on Monday.
8. There will be a movie on Thursday.
9. They won't be here on Tuesday.
10. Friday will be bright and sunny.
The seven-day week was introduced to Ireland by the Christian missionaries. The words for the days of the week reflect this origin; some are borrowed from the Imperial Roman calendar (with correspondences in all Romance languages), some reflect Christian practice.

The calendar of Republican Rome did not recognize a seven-day week. However, like elsewhere in the ancient world, the phases of the moon were observed in Roman tradition, and each day was believed to be under the control of one of the planets. When Emperor Constantine in the year 321 introduced the Judeo-Christian week as a calendar unit as part of his effort to make Christianity the state religion, the Latin names of the week days reflected this astrological identification:

<table>
<thead>
<tr>
<th>Latin</th>
<th>French</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>dies solis</td>
<td>sun</td>
<td>an Domhnach</td>
</tr>
<tr>
<td>dominicus</td>
<td>dimanche</td>
<td>Sunday</td>
</tr>
<tr>
<td>dies lunae</td>
<td>lundi</td>
<td>an Luan</td>
</tr>
<tr>
<td>dies Martis</td>
<td>mardi</td>
<td>an Mháirt</td>
</tr>
<tr>
<td>dies Mercurii</td>
<td>mercredi</td>
<td>an Chéadaoin</td>
</tr>
<tr>
<td>dies Jovis</td>
<td>jeudi</td>
<td>an Déardaoin</td>
</tr>
<tr>
<td>dies Veneris</td>
<td>vendredi</td>
<td>an Aoine</td>
</tr>
<tr>
<td>dies Saturni</td>
<td>samedi</td>
<td>an Satharn</td>
</tr>
</tbody>
</table>

Since Christians called Sunday ‘the Lord’s day’ (*dominicus*), the Irish for Sunday, *an Domhnach*, is a borrowing from *dominicus* (just as French *dimanche*, Spanish *domingo* and Italian *domenica*).

Wednesday through Friday, finally, reflect Christian practice of having a pattern of weekly fasting in commemoration of the events of Holy Week. Friday, the day of Christ’s death, is the main fast, Wednesday is a semi-fast:

| an Chéadaoin | ‘the first fast’ |
| an Déardaoin | ‘day between the fasts’ (< dia idir aoine) |
| an Aoine     | ‘the fast’.      |

**Rann**

Dónall ar meisce  
a bhean ag ól uisce  
is na páistí ag caoineadh  
ó Luan go Luan.

Dónall on the drink  
his wife drinking water  
and the children crying  
from one Monday to the next.
Rann: An tSeachtain

Inniu an Domhnach Beidh muid ag foghlaim. Today is Sunday We’ll be studying.

Inniu an Luan Beidh muid ciúin. Today is Monday We’ll be quiet.

Inniu an Mháirt beidh muid i bpáírt. Today is Tuesday We’ll be friends.

Inniu an Chéadaoin Beidh muid ag ól dó. Today is Wednesday We’ll be having a drink.

Inniu an Déardaoin Beidh muid dímhaoin. Today is Thursday We’ll be poor.

Inniu an Aoine Beidh muid ag caoineadh. Today is Friday We’ll be weeping.

Inniu an Satharn beidh muid ag achrann: Today is Saturday We’ll be fighting:
Cad é a bheidh eadráin? What will come between us?
Cat agus madadh. A cat and a dog.

(CC #232)

Capaillín Spágach (‘Clumsy-footed Horse’)

Ha amach, ha amach, capaillín spágach, Hayho, hayho, little clumsy horse,
Beimid sa Daingean an taca seo amárach, We’ll be in Dingle this time tomorrow
Deinse an crú is déanfadsa an tairne, You do the shoe and I’ll do the nail
Is beimid sa Daingean an taca seo amárach. We’ll be in Dingle this time tomorrow

(RR 2)
SÚIL SIAR (REVISION): CEACHT 4 — CEACHT 7

Can you say the following things? If you can’t, or you’re not quite sure, go back to the lesson and paragraph indicated after each item:

• say ‘I am (not) / I was (not) / I will (not) be’ (§4.1; §6.1; §7.1)
• say ‘on me, on you, on him, on her, on us, on you, on them’ (§4.2)
• say that you are very angry (§4.2)
• say that the house is very big (two options in Donegal); really big; too big (§4.3)
• say that Áine is beautiful (§4.4)
• say ‘How are you; what is your name; what does he look like?’ (§4.5)
• say ‘I am (not) working’ (§5.1)
• say ‘at me, at you, at him, at her, at us, at you, at them’ (§5.1)
• say ‘I have no money; I speak Irish; I can swim’ (§5.1)
• say ‘I am asleep; he is standing; she is asleep; they are sitting down’ (§5.2)
• say that the weather is beautiful / bad; say that it’s a nice day (§5.3)
• say that you have broken the window and have not yet written the letter (§5.4)
• say that the book is on a chair / on the chair / on a table / under the table / in the library / in the house (§6.2)
• say where you were last night (§6.3)
• say what kind of rooms there are in your house (§6.4)
• say that you will be a teacher / postgraduate student / actor (§7.2&3)
• say ‘in me, in you, in him, in her, in us, in you, in them’ (§7.3)
• say where you went on holidays last summer (§7.4)
• say ‘today is Monday /Tuesday / Wednesday’ etc; say that you will be in school on Monday, Tuesday etc (§7.5)

Revision Exercises

1. Cuir Gaeilge air:
   1. The man does not have a house.
   2. The woman is wearing a hat.
   3. The girl has a headache.
   4. The student had a car.
   5. The book is on the table.
   6. Do they speak Spanish? No, but they speak Italian and Greek.
   7. We don't have money, but we don't care.
   8. She has long blonde hair and brown eyes.
   9. Síle was dancing, and Nuala was reading.
   10. I am not tired, I am hungry!

2. Transpose the following sentences into the past and future tense. The first sentence is done for you:
   An bhfuil tú ceart go leor? Tá. ‘Are you all right? Yes.’ / An raibh tú ceart go leor? Bhf. /
An mbeidh tú ceart go leor? Beidh.
1. An bhfuil tú ceart go leor? Tá.
2. Níl fearg ar a mháthair.
3. Tá an páiste ina chodladh.
5. Ní bheidh mé tuirseach.
8. Ní raibh bia ar bith sa chuisneoir.
10. Tá áthas ar an chailín.
## 8

**CEACHT A HOCHT**

**FOCLÓIR**

<table>
<thead>
<tr>
<th>Irish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>abair²¹</td>
<td>say</td>
</tr>
<tr>
<td>ábalta</td>
<td>able</td>
</tr>
<tr>
<td>amach</td>
<td>out</td>
</tr>
<tr>
<td>bain</td>
<td>take</td>
</tr>
<tr>
<td>bain de</td>
<td>take off (clothes)</td>
</tr>
<tr>
<td>bí</td>
<td>be</td>
</tr>
<tr>
<td>bris</td>
<td>break</td>
</tr>
<tr>
<td>caithfidh</td>
<td>must</td>
</tr>
<tr>
<td>cantalach</td>
<td>grumpy</td>
</tr>
<tr>
<td>ceannaigh</td>
<td>buy</td>
</tr>
<tr>
<td>cuir</td>
<td>put</td>
</tr>
<tr>
<td>cuir ar</td>
<td>put on (clothes)</td>
</tr>
<tr>
<td>cuisneoir (m)</td>
<td>fridge</td>
</tr>
<tr>
<td>cúpla</td>
<td>a couple, a few</td>
</tr>
<tr>
<td>cúpla uair</td>
<td>a few times</td>
</tr>
<tr>
<td>de (dío, díot, de, di, dínn, díbh, díobh)</td>
<td>from (from me, from you ...)</td>
</tr>
<tr>
<td>déan</td>
<td>do</td>
</tr>
<tr>
<td>déan deifir</td>
<td>hurry up</td>
</tr>
<tr>
<td>do (dom, duit, dó, di, dúinn, daoibh, dóibh)</td>
<td>to, for</td>
</tr>
<tr>
<td>druid²¹</td>
<td>close</td>
</tr>
<tr>
<td>éist</td>
<td>listen</td>
</tr>
<tr>
<td>faigh</td>
<td>get</td>
</tr>
<tr>
<td>fáilte romhat/romhaibh!</td>
<td>welcome; you (sg/pl) are welcome</td>
</tr>
<tr>
<td>fan</td>
<td>wait</td>
</tr>
<tr>
<td>foghlaim</td>
<td>learn</td>
</tr>
<tr>
<td>foscail,³ oscail</td>
<td>open</td>
</tr>
<tr>
<td>glac</td>
<td>take</td>
</tr>
<tr>
<td>glan</td>
<td>clean</td>
</tr>
<tr>
<td>goitse ³</td>
<td>come here</td>
</tr>
<tr>
<td>go raibh maith agat/agaibh</td>
<td>thank you (sg/pl)</td>
</tr>
<tr>
<td>i geceann tamaill</td>
<td>in a little while</td>
</tr>
<tr>
<td>is féidir le X</td>
<td>X is able, X can</td>
</tr>
<tr>
<td>isteach</td>
<td>in</td>
</tr>
<tr>
<td>ith</td>
<td>eat</td>
</tr>
<tr>
<td>le do thoil / le bhur dtoil</td>
<td>please (sg/pl)</td>
</tr>
<tr>
<td>labhair</td>
<td>speak</td>
</tr>
<tr>
<td>léigh</td>
<td>read</td>
</tr>
<tr>
<td>lig do scíth</td>
<td>relax</td>
</tr>
</tbody>
</table>

²¹ All verbs are listed in the 2 sg imperative, the so-called ‘dictionary form.’
mar a deir siad as they say
ná do not
ná bí buartha don’t worry
ná déan dearmad ar X don’t forget X
ná habair é don’t mention it; you’re welcome
obair, f. gen. na hoibre work
ól drink
rith run
rud thing
saoiste (m) boss
scriobh write
síos down
siúl walk
stad stop
suas up
suigh sit
tabhair give
tar come
téigh go
uair hour, time

COMHRÁ

Síle comes home exhausted from her first day of work temping as a secretary; Pádraigín pampers her.

Síle: Dia duit, a Phádraigín.
Síle: Tá mé rud beag tuirseach ceart go leor.
Pádraigín: Suigh síos anseo agus lig do scíth. Seo duit cupán tae.
Síle: Go raibh céad maith agat.
Pádraigín: Ná habair é. An bhfuil ocras ort? Ta bia sa chuisneoir. Glac rud éigin le hithe!
Síle: Tá mé ceart go leor, go raibh maith agat. Beidh mé ag ithe i gceann tamaill.
Pádraigín: Bhuel, a chailín, cad é mar atá do phost nua ag dul?
Pádraigín: An bhfuil an t-airgead go maith?
Síle: Tá. Tá sé an-réasúnta.
Pádraigín: Ah bhuel. ‘Is é an bia capall na hoibre,’ mar a deir siad.
§1. An Modh Ordaitheach (The Imperative)
The imperative is used with close friends and family members, and when giving directions (more polite commands or requests are expressed by the conditional).
The second person singular imperative has the same form as the verbal stem. This is the so-called ‘dictionary form’, i.e. the form under which any given verb will be listed in a dictionary, because it is identical with the stem of the verb:

Glan an t-urlár! Clean the floor!

For the second person plural, the ending -(a)igí is normally (see below for minor modifications) added to the stem:

Cuirigí na leabhair ar an tábla! Put the books on the table!
Déanaigí an obair bhaile! Do the homework!

The second person singular and plural are the forms most commonly used, but third singular (‘let him/her do’) and first person plural (‘let us do’) are also occasionally used. Here is the full paradigm:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>glán</td>
<td>‘clean’</td>
<td>ceannaigh</td>
</tr>
<tr>
<td>glanaím</td>
<td>‘let me clean’</td>
<td>ceannaím</td>
</tr>
<tr>
<td>glán</td>
<td>‘let you (sg) clean’</td>
<td>ceannaigh</td>
</tr>
<tr>
<td>glanadh sé/sí</td>
<td>‘let him/her clean’</td>
<td>ceannaíodh sé/sí</td>
</tr>
<tr>
<td>glanaím</td>
<td>‘let us clean’</td>
<td>ceannaímis</td>
</tr>
<tr>
<td>glanaigí</td>
<td>‘let you (pl) clean’</td>
<td>ceannaígí</td>
</tr>
<tr>
<td>glanaídís</td>
<td>‘let them clean’</td>
<td>ceannaídís</td>
</tr>
</tbody>
</table>

The negative particle is ná, which causes no mutation, but prefixes ‘h’ to a vowel:

Ná brisigí an fhluinneog! Don’t break the window (pl)!
Ná habair é! Don’t mention it (sg)!

§1.1 First Conjugation Verbs
There are two two conjugations of verbs in Irish; the first conjugation is comprised mostly of monosyllabic stems (i.e. the so-called dictionary form has one syllable only), but also has some verbs with a polysyllabic stem (more than one syllable). The second conjugation contains only polysyllabic verbs. The difference between the two conjugations is not very marked in the case of the imperative, but for future reference it is as well to discuss and learn the verbs according to the conjugation they belong to.

§1.1A. Monosyllabic Verb Stems
To form the second person plural imperative, first-conjugation verbs add -igí to stems which end in a slender vowel (e.g. cuir), and -aigí to stems which end in a broad vowel (e.g. fan). Verbs ending in a slender consonant. The verbs in the list below should be treated as vocabulary items and mastered:
Verbs ending in a broad consonant:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bain</td>
<td>bainigí</td>
<td>ag baint</td>
</tr>
<tr>
<td>cuir</td>
<td>cuirigí</td>
<td>ag cur</td>
</tr>
<tr>
<td>siúil</td>
<td>siúiligí</td>
<td>ag siúl</td>
</tr>
<tr>
<td>rith</td>
<td>rithígí</td>
<td>ag rith</td>
</tr>
<tr>
<td>bris</td>
<td>brisigí</td>
<td>ag briseadh</td>
</tr>
<tr>
<td>éist</td>
<td>éistígí</td>
<td>ag éisteacht</td>
</tr>
<tr>
<td>druid</td>
<td>druidígí</td>
<td>ag druidim</td>
</tr>
<tr>
<td>tit</td>
<td>titígí</td>
<td>ag titim</td>
</tr>
<tr>
<td>tuig</td>
<td>tuígígí</td>
<td>ag tuigbheáil</td>
</tr>
</tbody>
</table>

Monosyllabic Stems in -igh

Monosyllabic verb stems ending in -igh used to add -ígí just like the verbs above, but the spelling reform of the mid-twentieth century simplified the spelling -ighígí [pronounced i:gi] to -ígí:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>seas</td>
<td>seasaigí</td>
<td>ag seasamh</td>
</tr>
<tr>
<td>fan</td>
<td>fanaigí</td>
<td>ag fanacht</td>
</tr>
<tr>
<td>ól</td>
<td>ólaigí</td>
<td>ag ól</td>
</tr>
<tr>
<td>stad</td>
<td>stadaigí</td>
<td>ag stad</td>
</tr>
<tr>
<td>tóg</td>
<td>tógaigí</td>
<td>ag tógáil</td>
</tr>
<tr>
<td>féach</td>
<td>féachaigí</td>
<td>ag féachaint</td>
</tr>
<tr>
<td>scriobh</td>
<td>scriobhaigí</td>
<td>ag scriobh</td>
</tr>
<tr>
<td>glan</td>
<td>glanaigí</td>
<td>ag glanadh</td>
</tr>
<tr>
<td>scuab</td>
<td>scuabaigí</td>
<td>ag scuabadh</td>
</tr>
<tr>
<td>gabh</td>
<td>ghabhaigí</td>
<td>ag gabháil</td>
</tr>
<tr>
<td>goitse</td>
<td>goitsigí</td>
<td>[ - ]</td>
</tr>
<tr>
<td>póg</td>
<td>pógaigí</td>
<td>ag pógadh</td>
</tr>
<tr>
<td>pós</td>
<td>pósaigní</td>
<td>ag pósadh</td>
</tr>
<tr>
<td>iarr (ar)</td>
<td>iarraigí (ar)</td>
<td>ag iarraidh</td>
</tr>
<tr>
<td>gearr</td>
<td>gearraigí</td>
<td>ag gearradh</td>
</tr>
</tbody>
</table>

As usual with spelling reforms there were some hitches. In some cases the -ighi- became reduced to simple i rather than í, in order to prevent a proliferation of sínte fada:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>léigh</td>
<td>léigí</td>
<td>ag léamh</td>
</tr>
</tbody>
</table>

\textsuperscript{22} In the south, the verb \textit{dún} (dúnaigí; ag dúnaidh) is used instead of \textit{druid}.

\textsuperscript{23} This is not really a verb at all, but a contraction of \textit{gabh anseo}. The plural form \textit{goitsigí} is thus historically spurious, but demonstrates the creative process at work in a living language.
Most slender polysyllabic first-conjugation verbs are de-palatalized (made broad) to add the plural ending:

sábháil sábhálaigí ag sábháil save
vótáil vótálaigí ag vótáil vote
taispeáin taispeánaigí ag taispeáint show

Some slender stems, however, are not de-palatalized:
tiomáin tiomáinigí ag tiomáint drive

There are also a few verbal stems which are broad:
teagasc teagascaigí ag teagasc teach.

§1.2. Second Conjugation Verbs
§1.2A. Polysyllabic Stems in -igh
By far the largest group of verbs in the second conjugation end in -(a)igh. Before the spelling reform, these used to add -igí to the stem to form the imperative plural, but, as with the first-declamation verbs in -igh, the spelling -ighigí was reduced to -ígí:
deisigh formerly deisighigí —> now deisígí
deisigh deisígí ag deisiú mend
imigh imígí ag imeacht leave
bailigh bailígí ag bailiú gather, collect
dúisigh dúisígí ag dúiseacht wake up

Verbs ending in igh:

éirigh éirígí ag éirí get up
deisigh deisígí ag deisiú mend
imigh imígí ag imeacht leave
bailigh bailígí ag bailiú gather, collect
dúisigh dúisígí ag dúiseacht wake up

Verbs ending in aigh:

ceannaigh ceannaígí ag ceannach buy
crióchnaigh crióchnaígí ag crióchnú finish

§1.2B. Syncopated Stems
Disyllabic verbs ending in a consonant (rather than -igh) add the plural imperative ending to the stem, resulting in a multisyllabic verbform. There is a tendency in Irish to ‘syncopate’ such polysyllabic forms by dropping an internal vowel or vowels:

foscaiU fosclaigíU ag foscladhU open24
imir imrigí ag imirt play
labhair labhraigí ag labhairt speak

§1.2C. Stems That Resist Syncopation
Not all second-declamation verbs are amendable to syncopation; syncope is not an option when the vowel in question is long, or in cases where the loss of a vowel would lead to

24 Outside Donegal, the form oscail (osclaígí, ag oscailt) is used.
unpronounceable consonant clustering. In such cases the plural imperative ending is simply added to the stem:

- **foghlaim** → **foghlaimígí** → ag foghlaim (learn)
- **tarraing** → **tarraingígí** → ag tarraingt (pull)

§1.3. Irregular Verbs

There is a small group of verbs that do not conform to either of the two conjugations in all of their forms. These eleven verbs are called ‘irregular.’ The formation of the imperative is not irregular in all irregular verbs, but with a few of the irregular verbs, different parts of the verb, such as the singular and the plural imperative (as well as, in some cases, the verbal noun) are derived from different (‘suppletive’) roots.

- **bí** → **bígí** → [bheith] → be
- **feic** → **feicígí** → ag feiceáil → see
- **cluin** → **cluinígí** → ag cluinstin → hear
- **déan** → **déanaigí** → ag déanamh → do
- **téigh** → **téigí** → ag dul → go
- **faigh** → **faighigí** → ag fáil → get
- **abair** → **abraigí** → ag rá → say
- **tabhair** → **tugaigí** → ag tabhairt → give
- **tar** → **taraigí/tagaigí** → ag teacht → come
- **beir (ar)** → **beirígí (ar)** → ag breith → catch
- **ith** → **ithigí** → ag ithe → eat

§2. An Tuiseal Gairmeach (The Vocative Case)

The vocative case is used when addressing a person, and is preceded by the vocative particle *a*, which causes séimhiú:

- **Síle** → **Sheila** → a Shíle
- **cara** → **friend** → a chara
- **Donncha** → **Donncha** → a Dhonncha

Men’s names and other masculine nouns ending in a broad consonant (i.e. belonging to the first declension) have this consonant palatalized in the vocative:

- **Seán** → **John** → a Sheáin
- **Séamus** → **James** → a Shéamuis
- **amadán** → **fool** → a amadáin
- **mac** → **son** → a mhic

---

25 NB The verbal noun of the substantive verb, *bheith*, is not used with *tá*, and is never preceded by *ag*.
26 Éistéistigí tends to be used instead of *cluin/ cluinígí*. 
NB A couple of men’s names ending in a broad consonant are NOT inflected: *a Liam, a Phroinsias*.

§2.1. Terms of Endearment
Terms of endearment are used in a wide range of contexts in Irish. Aside from their use in romantic situations, they are commonly used by adults talking to children; women of any age group use them frequently when addressing each other. Men tend to use them rather less among themselves; *a mhic* (‘son, boy, dude’) while not strictly a term of endearment, is used affectionately between men.

Terms of endearment are not usually palatalized, even if, like *stór, rún or leanbh*, they belong to the first declension:

- a stór — treasure
- a rún — darling (literally ‘desire’)
- a leanbh — child
- a chroí — heart
- a ghrá — love
- a chuid — treasure (literally ‘share’)
- a thaisce — treasure
- a chuisle — darling (literally ‘vein’)
- a mhuiirmín — darling

In romantic contexts the endearments may become more elaborate:

- a ghrá ghil mo chroí — bright love of my heart
- a mhile grá — my thousand love
- a stór mo chroí — treasure of my heart

Imperatives are frequently accompanied by terms of endearment in the vocative case:

- Foscail an doras, a stór! — Open the door, darling!
- Ith do dhinnéar, a thaisce! — Eat your dinner, pet!

§2.2. An Aidiacht (Adjectives)
An adjective following a noun or personal name in the vocative singular is also lenited; an adjective following a masculine first-declension noun or personal name is both lenited and palatalized:

- cara dil — a chara dhil
- Síle Bheag — a Shile Bheag
- Seán Mór — a Shéain Mhóir

§2.3. Writing a Letter
*How to Open a Letter:*
- a dhuine uasail — dear Sir (a bhean uasal, a dhaoine uaisle, a mhná uaisle)
a chara / a chairde friend / friends (dear Sir / To Whom it May Concern)
a chara liom dear friend
a sheanchara dhil dear old friend
a Dhaid, a Dhaidí Dad, Daddy
a Mham, a Mhamaí Mum, Mummy
a Sheáin dhil dear Seán
a Sheáin, a chara dear Seán
a Mháire dhil dear Máire
a Róisín, a stór darling Róisín

How to Close a Letter:
tabhair aire duit féin take care
slán agus beannacht best wishes (‘good-bye and a blessing’)
beir bua (agus beannacht) be well / best wishes (‘gain victory’)
is mise le meas I remain respectfully
le grá ó ... with love from ...
grá mór much love
póg is barróg a kiss and a hug

§3. Na Réamhfhocail ‘do’ agus ‘de’ agus a bhForainmneacha Réamhfhoclacha (The Prepositions do and de)

<table>
<thead>
<tr>
<th>DO ‘to, for’</th>
<th>DE ‘from, of’</th>
</tr>
</thead>
<tbody>
<tr>
<td>dom, domh</td>
<td>to me</td>
</tr>
<tr>
<td>duit</td>
<td>to you</td>
</tr>
<tr>
<td>dó</td>
<td>to him</td>
</tr>
<tr>
<td>di</td>
<td>to her</td>
</tr>
<tr>
<td>dúinn</td>
<td>to us</td>
</tr>
<tr>
<td>daoibh</td>
<td>to you</td>
</tr>
<tr>
<td>dóibh</td>
<td>to them</td>
</tr>
<tr>
<td>díom</td>
<td>from me</td>
</tr>
<tr>
<td>díot</td>
<td>from you</td>
</tr>
<tr>
<td>de</td>
<td>from him</td>
</tr>
<tr>
<td>di</td>
<td>from her</td>
</tr>
<tr>
<td>dínín</td>
<td>from us</td>
</tr>
<tr>
<td>díbh</td>
<td>from you</td>
</tr>
<tr>
<td>díobh</td>
<td>from them</td>
</tr>
</tbody>
</table>

Note that in many areas of Donegal, the prepositional pronouns dom, duit, dó etc are always used instead of díom, díot, de etc (Ó Baoill 1996, 95; Hughes 1994, 658). In writing, however, the distinction between the two sets of prepositions is always maintained. The form dom is lenited in most dialects of Donegal (it is often written domh), and pronounced [du:].

§4. In and Out, Up and Down: Aspect and Direction
§4.1. In and Out
Irish distinguishes between *going* in/out (direction) and *being* in/out (position):

- *gabh isteach agus fan istigh!* Go in and stay inside!
- *gabh amach agus fan amuigh!* Go out and stay outside!

- *isteach* amach
- *istigh* amuigh

§4.1.1. Going home and being home
Note also the distinction between ‘*going* home’ and ‘*being* home:’

- *abhaile* ‘homewards’
- *sa bhaile* ‘at home’

§4.2. Up and Down

- *thuas*

- *suas* anuas
- *síos* aníos

- *tíos*

- *éirigh suas!* get up
- *dúisigh anuas!* wake up
- *an braon anuas* the rain (‘the drop from above’)
- *seas suas!* sit up
- *suigh síos!* sit down
- *suas an staighre* up the stairs
- *síos an bóthar* down the road
suas an tsráid up the street

CEACHTANNA LE DÉANAMH

1. Cuir Gaeilge air seo:
1. dear John
2. dear Dad
3. o friend
4. o friends
5. o big fool
6. dear Mum
7. ladies and gentlemen
8. o son / hey dude
9. o noble teacher
10. dear friend

2. You are addressing the following people (by the Irish forms of their names):
John, Bridget, James, Kevin, Brian, George, Christopher, Kate, Paul, Patrick.

3. Litir do do spéirbhean / spéirfhear
You like someone a LOT. Write him/her a letter, making good use of your terms of endearments!

4. Translate the following sentences, using first the 2sg then the 2pl imperative:
1. Listen to him!
2. Call me (put a call on me) tomorrow. I'll be at home in the evening.
3. Don't leave now. It's too early.
4. Don't eat that!
5. Don't worry (don't be worried).
6. Don't break it!
7. Give me the cup, please.
8. Do the homework.
9. Come with me.
10. Don't say that.

5. Cuir Gaeilge air:
1. Get up, Seán, and come down.
2. Go out, Síle, and don't come back in!
3. Come in and sit down.
4. Don't go outside today.
5. The water is coming down on us.
6. He is walking up the stairs.
7. Is Aisling in? No, she's not home. She’s outside.
8. Are you coming home?
9. Go home and stay home!
10. Are you upstairs? Come down!

**TEANGA IS CULTÚR**

**Rainn do Pháistí**

Cnag ar an doras
Is féach isteach
Bain diót do hata
Agus siúil isteach
Suigh ar an stól
Is bí ag ól
Is conas tá tú ar maidín?
(RR 5)

Inis scéal,
Cum bréag
Nó bí amuigh!
(CC #338)

Dhá éinín bheaga thuas ar an chrann,
Sin é Peadar, sin é Pól.
Imigh uaim a Pheadair
Imigh uaim a Phóil.
Tar ar ais a Pheadair
Tar ar ais a Phóil!
(CC #6b)

Aon, dó, trí,
Fathach mór buí.
Rith isteach, rith amach,
Rith anónn is rith anall
Nó rith isteach i bpoll -
Tá an fathach ar do thí:
Amach leat, amach leat!
(RR 27; *cluiche folach biog*)

Knock on the door
And look inside
Take off your hat
And walk inside
Sit on the stool
And have a drink:
How are you doing this morning?

Tell a story,
Make up a lie,
Or you’re out!

Two little birds up on the tree
That is Peadar, that is Pól.
Go away, Peadar
Go away, Pól
Come again Peadar
Come again Pól.

One, two, three
A big ugly giant.
Run inside, run outside
Run over there and back again
Or run into a hole -
The giant’s going to get you:
Out with you! Out with you!
(*game of hide and seek*)
Amhrán do Leanbh

Let’s throw him up and up
Let’s throw the child up
Let’s throw him up and up
And he’ll come down tomorrow.

Rann

In your youth open your mind
and gather learning as you go.

Seanfhocail

What’s right for the gander is right for the goose.
Don’t make a law and don’t break a law.
Food is a good workhorse.
There is no such thing as high and low,
only up for a while, and down for a while.

Amhrán: Fill a Rún

Turn back, turn back my darling
Return my darling and don’t leave me
Turn back to me, my love my treasure
You’ll see the glory when you return.

I travelled everywhere
In Móta Ghráinne Óige I was born
But I never yet saw such a marvel
As Father Ó Dónaill turned minister.

You denied Peter and Paul
For the sake of gold and silver
You denied the Queen of Glory
And you donned the minister’s coat.
Some Irish first names have become popular throughout the entire English-speaking world; many people may not even be aware that names such as Brendan, Brian, Neil, Oscar or even Kevin are Irish in origin.

Many traditional names still used today are attested already in the earliest written records (from the seventh century onwards) and appear to be native. These include, for women: Áine, Ailbhe, Aoife, Bríd, Deirdre, Eithne, Gráinne, Síle, Sorcha, Úna; and for men:

- Art (a Airt)
- Breandán, Brendan (a Bhreandáin)
- Brian (a Bhriain)
- Caoimhín, Kevin (a Chaoimhín)
- Conall, Conall (a Chonaill)
- Cormac, Cormac (a Chormaic)
- Dónall, Donald (a Dhónaill)
- Éamonn, Edmund (a Éamoinn)
- Eoghan, Owen (a Eoghain)
- Fearghus, Fergus (a Fhearghuis)
- Niall, Neil/Neal (a Néill)
- Oisín, Ossian (a Oisín)
- Oscar, Oscar (a Oscair)
- Rónán, Ronan (a Rónáin)
- Ruairí, Rory (a Ruairí)
- Tadhg, Thaddeus (a Thaidhg)

Irish naming practices did not change radically during the first centuries of Christianization, though Latinate names and Irish names reflecting religious practice make an appearance in the written sources, especially for churchmen: Colmcille ‘the dove of the church’; Máel Muire ‘devotee of Saint Mary.’ The name of the Virgin Mary, Muire, appears in early sources, but there is no indication that it was used as a girl’s name.

As elsewhere in Europe, naming practices changed drastically with the church reforms of the twelfth century. The custom of naming children after popular Christian saints brought about the spread of a more or less uniform set of names throughout Europe. Many of the most commonly used Irish names were introduced to Ireland at this juncture or in the course of the subsequent centuries. Some of the most common saints’ names for women are:

- Bairbre, Barbara (a Bhairbre)
- Cáit, Kate (a Cháit)
- Cáitlín, Kathleen (a Chaitlín)
- Eibhlín, Evelyn (a Eibhlín)
- Éilís, Elizabeth (a Éilís)
- Máire, Mary (a Mháire)
- Nóra, Honora (a Nóra)
Some common Christian names for men are:

<table>
<thead>
<tr>
<th>Name</th>
<th>English Name</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Críostóir</td>
<td>Christopher</td>
<td>(a Críostóir)</td>
</tr>
<tr>
<td>Labhrás</td>
<td>Laurence</td>
<td>(a Labhrás)</td>
</tr>
<tr>
<td>Liam</td>
<td>William</td>
<td>(a Liam)</td>
</tr>
<tr>
<td>Mícheál</td>
<td>Michael</td>
<td>(a Mhícheál)</td>
</tr>
<tr>
<td>Muiris</td>
<td>Maurice</td>
<td>(a Muiris)</td>
</tr>
<tr>
<td>Pádraig</td>
<td>Patrick</td>
<td>(a Phádraig)</td>
</tr>
<tr>
<td>Peadar</td>
<td>Peter</td>
<td>(a Pheadair)</td>
</tr>
<tr>
<td>Pól</td>
<td>Paul</td>
<td>(a Phóil)</td>
</tr>
<tr>
<td>Proinsias</td>
<td>Francis</td>
<td>(a Phroinsias)</td>
</tr>
<tr>
<td>Seán</td>
<td>John</td>
<td>(a Sheán)</td>
</tr>
<tr>
<td>Séamus</td>
<td>James</td>
<td>(a Shéamuis)</td>
</tr>
<tr>
<td>Seoirse</td>
<td>George</td>
<td>(a Sheoirse)</td>
</tr>
<tr>
<td>Stiofáin</td>
<td>Stephen</td>
<td>(a Stiofáin)</td>
</tr>
<tr>
<td>Tomás</td>
<td>Thomas</td>
<td>(a Thomáis)</td>
</tr>
</tbody>
</table>

In the course of the Celtic Revival around the turn of the nineteenth century, the names of Irish heroes and heroines from the medieval sagas started to become fashionable among English speakers. Names such as Connor (Conchobhor) and Fergus, Deirdre, Emer, Niamh and Maeve (Méabh) from the Ulster cycle of tales, Fionn, Dermot (Diarmuid), Oisín and Gráinne from the Fenian cycle, and Cormac and Éadaoin from the historical cycle started to be used again after declining in use after the medieval period. The name Emer is a case in point: It is often pronounced [I:mer] today, whereas its medieval pronunciation was [ever]. Another relatively modern innovation is the name Aisling; the word aisling appears in literature from the earliest period to describe a dream vision, typically a vision of a beautiful woman, but it was not generally used as a name for a girl until the twentieth century.28

Girls’ names based on Irish place names, such as Erin (Ireland), Shannon (the river), and Tara (the seat of the Irish high kings in Irish myth), may first have gained currency among Irish emigrants as a symbol of identification with their ethnic homeland; apart from ‘Tara’ they are infrequently used in Ireland.

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27 In the south, the form a Mhíchíl is used in the vocative.
28 The aisling or dream vision of a beautiful woman became a central motif in seventeenth-century political aisling poetry, where the woman in the vision is typically a personification of Ireland. Such personifications of Ireland (often given names such as Dark Rosaleen, Kathleen Ni Hoolihan etc) had a great appeal to the cultural nationalist imagination.
9

CEACHT A NAOI

FOCLÓIR

ag bualadh le X meetings
ag moladh
ag réiteach le chéile
ag troid
aintín (f)
an Lá Altaithe (m) Thanksgiving Day
anuas; le cúpla bliain anuas upwards, for; for a couple of years
aon, amháin
arasán (m) apartment
ar dtús at first, in the beginning
ar dóigh great, excellent
athair mór, seanathair (m) grandfather
bean chéile (f) wife
beirt (f) two people
an bheirt acu the two of them
bus (m) bus
bain sult as! enjoy!
barraíocht (f) too much
blista tasty
cá háit a ndeachaigh tú? where did you go?
cad é a tharla? what happened?
ceathair, ceithre four
chuig
clann (f) children
chuid
cúig
carr (m) car
col ceathair (m) cousin
colscartha
colscaradh (m) divorce
cuir glao ar X call X (on the phone)
dall
déan dearmad
dea-scéal (m)
drochscéal (m)
droch-chuideachta (f)
dech
dó, dhá
dean dearmad forget
déan déarmad
dean scéal good news

dean drochscéal bad news

dean drochscéala bad company
doun
dán
dó, dhá two

dean scéala good news

dean drochscéala bad news

dean scéala good news

29 The forms dea-scéala and drochscéala are also used; scéala functions as a collective noun with the meaning ‘news, tidings, message.’
Sara and Seán, who are studying Irish in Boston, discuss their Thanksgiving experiences.

Sara: Dia duit a Sheáin. Cad é mar atá tú?
Sara: Chuaigh mé abhaile go Nua Eabhrac don Lá Altaithe.
Seán: Cad é mar a bhí sé?
Sara: Bhí sé go hiontach. Bhí sé an-deas gach aon duine a fheiceáil.
Seán: Cá a bhí ann?
Sara: Bhí mo mhuintir uilig ann: m’athair agus mo mháthair, mo dheartháir agus a bhean chéile, agus a gclann: tá beirt níos agam agus neacht.
Seán: An raibh do dheirfiúr Máire ann chomh maith?
Sara: Bhí. Bhí Máire ann lena fear céile.
Seán: An bhfuil sí pósta? Ní raibh a fhios agam sin.
Sara: Tá, le cúpla bliain anuas, go bhfóire Dia uirthi!
Seán: Cad chuige? Cad é atá cearr?
Sara: Níl siad ag réiteach róimheach le chéile. Bhí siad ag trod an oíche ar fad, agus mise i mo shuí ag an tábhacht idir an bheirt. Bhí sé uafásach. - Agus tú féin? An ndeachaigh tú abhaile?
Seán: Chuaigh. Tháinig mé ar ais díreach inniu.
Sara: Ar bhain tú sult as?
Seán: Bhain; bhí sé ar dóigh. Bhí gach aon duine toigh mo sheanmháthair mar de ghnáth. Ach níl mé cinnte go mbeidh muid ag dul ann arís.
Sara: Cad chuige?
Seán: Tá mo sheanmháthair ag éirí sean, agus tá sí rud beag dall. Is cócaire réasúnta í, ach ní raibh an bia róthlaigh an t-am seo. An bhean bhocht! Bhí an turcaí dóite go dona, bhí na glasraí róbruite, agus ní raibh na prátaí róstra go leor. Bhí gach aon duine ag rá go raibh an bia go galánta ar ndóigh! Bhí milseog dheas ag an t-áirí go luath; rinne mo mháthair toirtín úll a bhí iontach blasta, agus cheannaigh mo dheartháir uachtar reoite.
Sara: Fuair tusa an drochbia agus mise an droch-chuideachta mar sin.
Seán: Fuair. Níl mé cinnte cé acu is fearr.

**AN CEACHT GRAMADAÍ**

§1. An Aimsir Chaite (The Past Tense)

§1.1. Regular Verbs

The past tense of regular verbs, both first- and second-conjugation, is formed by leniting the initial consonant of the stem:

Bhris sé a chuid spéacáil. He broke his glasses.
Chriochnaigh mé an obair. I finished the work.

Stems beginning with a vowel (or a lenited ‘f’) are prefixed by d’:

D’ith mé mo bhricfeasta ar a naoi a chlog. I ate breakfast at nine o’clock.
D’han mé leis. I waited for him.
D’fhreagair sé mé. He answered me.

Negative: *níor* Níor ith mé go fóill. I did not eat yet.
Interrog.: *ar* Ar dhruid tú an doras? Did you close the door?
Neg. int.: *nár* Nár bhain tú sult as an lá? Didn't you enjoy the day?
§1.2. Irregular Verbs

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bhí</td>
<td>ní raibh</td>
<td>an raibh</td>
</tr>
<tr>
<td>chonaic</td>
<td>ní fhaca</td>
<td>an bhfaca</td>
</tr>
<tr>
<td>rinne</td>
<td>ní dhearna</td>
<td>an ndearna</td>
</tr>
<tr>
<td>chuaigh</td>
<td>ní dheachaigh</td>
<td>an ndeachaigh</td>
</tr>
<tr>
<td>fuair</td>
<td>ní bhfuair</td>
<td>an bhfuair</td>
</tr>
<tr>
<td>dúirt</td>
<td>ní dúirt</td>
<td>an ndúirt</td>
</tr>
<tr>
<td>chuala</td>
<td>níor chuala</td>
<td>ar chuala</td>
</tr>
<tr>
<td>thug</td>
<td>níor thug</td>
<td>ar thug</td>
</tr>
<tr>
<td>tháinig</td>
<td>níor tháinig</td>
<td>ar tháinig</td>
</tr>
<tr>
<td>rug (ar)</td>
<td>níor rug (ar)</td>
<td>ar rug (ar)</td>
</tr>
<tr>
<td>d’íth</td>
<td>níor íth</td>
<td>ar íth</td>
</tr>
</tbody>
</table>

Comhrá Breise

Pádraigín: Cá raibh tú, a Aisling?
Aisling: Bhí mé ar laethanta saoire.
Pádraigín: Cá háit a ndeachaigh tú?
Pádraigín: An ndeachaigh tú i d’aonar?
Aisling: Ní dheachaigh. Tháinig mo chara Áine liom.
Pádraigín: Cad é a rinne sibh i bPáras?
Aisling: Ní dhearna muid móran. Chuaigh muid go dtí an Louvre agus iarsmalanna eile ar ndóigh, agus d’íth muid bia galanta.
Pádraigín: An bhfaca sibh an Túr Eiffel?
Aisling: Chonaic cinnte.
Pádraigín: An bhfuair sibh óstán réasúnta? Nach raibh sé daor?

§2. Na hUimhreacha 1-10 (The Numbers 1-10)

§2.1. Numbers Standing Alone

a haon      | one     |
-------------|---------|
a dó         | two     |
a trí        | three   |
a ceathair   | four    |
a cúig       | five    |
a sé         | six     |
a seacht     | seven   |
a hucht      | eight   |
a naoi       | nine    |
CEACHT A NAOI / LESSON NINE

a deich ten
neamhní / náid zero

These numbers are used for:
§2.1.1 Basic arithmetic:
a cúig póinte a trí (5.3)
a haon is a haon sin a dó (1 + 1 = 2)
a ceathair lúide a dó sin a dó (4 - 2 = 2)

§2.1.2. Giving your telephone number:
a ceathair a naoi a cúig a haon a dó neamhní a hocht (495-1208)

§2.1.3. Playing cards:
an dó spéireata the two of spades
an t-aon hart the one of hearts
an ceathair triuf the four of clubs
an seacht muileata the seven of diamonds

§2.1.4. Telling time (vide next chapter):
tá sé a haon a chlog it's one o'clock

§2.1.5. And all other contexts where numbers stand on their own:
a haon a dó a trí a-one, a-two, a-three
bus a dó bus number two
seomra a cúig room number five
Éilís a Dó Elizabeth II

§2.2. Numbers Followed by Nouns (Counting Objects)
Generally, the singular rather than plural form of the noun is used with numerals (but note the important exceptions below). When counting objects, a different form of the numerals ‘one,’ ‘two’ and ‘four’ is used. Amháin, ‘one’ follows the noun:

madadh amháin one dog

All other numbers precede the noun. The numbers 2-6 cause séimhiú:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dá</td>
<td>madadh mhadadh two dogs</td>
</tr>
<tr>
<td>trí</td>
<td>chat</td>
</tr>
<tr>
<td>ceithre</td>
<td>bhláth four flowers</td>
</tr>
<tr>
<td>cúig</td>
<td>bhláth</td>
</tr>
<tr>
<td>sé</td>
<td>bhuidéal</td>
</tr>
</tbody>
</table>

30 Amháin means ‘only’; it was initially presumably added for emphasis. The form aon is found in the construction aon mhadadh amháin ‘one dog only’ but madadh amháin has become the unmarked form.
The numbers 7-10 cause *urú*:

- *seacht mbuidéal* seven bottles
- *ocht n-éan* eight birds
- *naoi gcapall* nine horses
- *deich bpeann* ten pens

### Counting Objects

<table>
<thead>
<tr>
<th>Capall (plural)</th>
<th>Ull (singular)</th>
</tr>
</thead>
<tbody>
<tr>
<td>capall amhán</td>
<td>úll amhán</td>
</tr>
<tr>
<td>dhá chapall</td>
<td>dhá úll</td>
</tr>
<tr>
<td>trí chapall</td>
<td>trí úll</td>
</tr>
<tr>
<td>ceithre chapall</td>
<td>ceithre úll</td>
</tr>
<tr>
<td>cúig chapall</td>
<td>cúig úll</td>
</tr>
<tr>
<td>sé chapall</td>
<td>sé úll</td>
</tr>
<tr>
<td>seacht gcapall</td>
<td>seacht n-úll</td>
</tr>
<tr>
<td>ocht gcapall</td>
<td>ocht n-úll</td>
</tr>
<tr>
<td>naoi gcapall</td>
<td>naoi n-úll</td>
</tr>
<tr>
<td>deich gcapall</td>
<td>deich n-úll</td>
</tr>
<tr>
<td>capall ar bith</td>
<td>úll ar bith</td>
</tr>
</tbody>
</table>

§3. Cá háit a ndeachaigh tú? ‘Where did you go?’ (*chuíg; go; go dtí*)

### §3.1. *chuíg*

Used when you’re talking about going to an event or to see a person. *Chuíg* causes no mutation; when followed by the article *an* it causes *seimhiú*:

- Chuaigh Nóra chuíg dráma. Nóra went to a play.
- Chuaigh Laim chuíg an cheolchoirm. Liam went to the concert.
- Chuaigh sí chuíg an dochtúir. She went to the doctor.
- Chuaigh sí chuíg a deirfiúr. She went to her sister.

### CHUIG ‘to’

<table>
<thead>
<tr>
<th>Chugam</th>
<th>Chugat</th>
<th>Chuige</th>
<th>Chuici</th>
</tr>
</thead>
<tbody>
<tr>
<td>to me</td>
<td>to you</td>
<td>to him</td>
<td>to her</td>
</tr>
<tr>
<td>to us</td>
<td>to you</td>
<td>chucu</td>
<td>to them</td>
</tr>
<tr>
<td>Chuagain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

§3.2. *go*

Used before placenames which are NOT preceded by the definite article (cities; certain
countries, incl. Ireland; US states). Go prefixes ‘h’ to words beginning with a vowel:

Chuaigh mé go Baile Átha Cliath. I went to Dublin.
Chuaigh muid go hArd Mhacha. We went to Armagh.
Tá Seán ag dul go hÉirinn. Seán is going to Ireland.
Tá mé ag dul go Michigan. I am going to Michigan.

§3.3. go dtí
Used before placenames and any other nouns that are preceded by the article; does not affect them in any way.31

Chuaigh sé go dtí an Fhrainc. He went to France.
Tháinig sé go dtí an siopa. He came to the shop.

CEAHTANNA LE DÉANAMH

1. Form affirmative statements in the past tense from the following verbal stems, and then convert these statements into questions and negative responses. Translate the verb stem.
   Example: fan: ‘stay;’ d’fhan; ar fhan? níor fhan.
   1. fág
   2. éist
   3. scriobh
   4. ceannaigh
   5. cuir
   6. éirigh
   7. suigh
   8. críochnaigh
   9. freagair
   10. foghlaim

2. Translate the following sentences. Turn them into questions and answer them:
   D’ól sí an bainne. ‘She drank the milk.’ - Ar ól sí an bainne? D’ól.
   1. Ghlan sé an t-urlár.
   2. Bhris an páiste an fhuinneog.
   3. D’fhon sí liom.
   4. D’fhoscail muid an doras.
   5. Cheannaigh mé buidéal uisce.
   6. Chuaigh sé abhaile.
   7. Tháinig Máire linn.
   8. Thug mé leabhar dó.

31 Go dtí is not a preposition though it acts like one; it is originally a verbal phrase in the subjunctive ‘until you come (to).’
10. Rinne mé an obair.

3. Convert the following affirmative sentences into questions and negative responses, according to the model:
2. Chuala sé í.
3. Rinne siad é.
4. Chuaigh muid ann.
5. Thug sé leis é.
6. Dúirt tú sin.
7. Tháinig sibh anseo.
8. Fuair tú é.
10. Rug mé air.

4. Translate the following questions into English and answer them, first in the affirmative, then in the negative:
1. Ar thug tú bia don chat?
   1. Yes. It was great!
2. An raibh do dheirfiúr sa bhaile?
   2. No. What happened?
3. An ndeachaigh tú go dtí an scannán?
   3. Yes.
4. Ar chuala tú an scéal sin?
   4. No.
5. Ar ith tú do dhinnéar?
   5. Yes.
6. An bhfaca tú mo mhadadh?
   6. No.
7. An ndéarna tú d’obair bhaile?
   7. Yes.
8. An dúirt sé an fhírinne?
   8. No.
9. An bhfuair tú bronntanas?
   9. Yes.
10. Ar rug an cat ar an luch?
   10. No.
11. Ar tháinig Liam abhaile go fóill?

5. Cuir Gaeilge air seo:
1. Did you see that movie? Yes. It was great!
2. Did you hear the good news? No. What happened?
3. Did they go home last week? Yes.
5. Did he do the homework already? Yes.
6. Did she get the job? No.
7. Did the dog catch the cat? No.
8. Did your sister come home on Thanksgiving Day? Yes.

6. Cuir Gaeilge air:
1. five books
2. eight apples
3. two bottles
4. nine nights
5. six cats
6. seven oranges
7. three glasses
8. four cars
9. ten windows
10. one class

7. Cluiche: Tá Mála Mór Agam
You are going off to Hawai (or any place of your choice), and you need to pack a few things into your travel bag. Start with the formula Tá mé ag dul go Hawai amárach. Tá mála mór agam agus trí bhuidéal fion ann. The person next to you repeats that formula, but has to add an item of his/her own: ... trí bhuidéal fion agus seacht leabhar Gaeilge ann. NB The suitcase can accommodate practically anything!

8. Cluiche: Sé Ghé
Each student says a number from one to ten plus a noun (whoever repeats a noun must pay a forfeit). However, sé (6) is always followed by gé ‘goose’.

9. Obair Ranga: Rang Mataimaitic as Gaeilge
Each student writes out a couple of simple equations on a piece of paper (in numbers not words!). Students then take turns at the blackboard, writing out the equations dictated to them by their peers. One student is nominated teacher and has to verify that both arithmetic and orthography is correct!

10. Scríobh amach na huimhreacha seo a leanas (‘Write out the following numbers’) as Gaeilge:
1. 617-495-1000
2. 724-694-5353
3. 4+5=9
4. 6+4=10
5. 5.63
6. 7-5=2

11. Obair Bheirte: Laethanta Saoire: Cá raibh tú anuraidh?
Pair up with another student and ask each other where you were on holidays last year. Ask each other whether you ever were in a certain country, which countries you like etc.

12. Write about either
a) your trip home for Thanksgiving OR
b) the Thanksgiving from hell.
Describe the people who were there, say what you did and talked about, and what you ate and drank.
A haon is a dó
caora is bó.
A trí is a ceathair,
bróga leathair.
A cúig is a sé
cupán tae.
A seacht is a hocht
 seanbhean bhocht
A naoi is a deich
gabh i leith
Suigh síos
is lig do scíth.
(CC #220)

Ráblaí Rabhláí (#8, p.9) has a slightly
different version:
Aon, dó, muc is bó,
Trí, ceathair, bróga leathair,
Cúig, sé, cupa tè,
Seacht, ocht, seanbhean bhocht,
Naoi, deich, císte te.

Rann do Pháistí

Chuaigh an mhuicín seo ar an aonach;
D’fhan an mhuicín seo ag baile;
Fuair an mhuicín seo arán is im;
Ní bhfuair an mhuicín seo dada;
‘Bhíoc, bhíoc, bhíoc,’ arsa an bainbhín,
‘Tá ocras ormsa.’
(RR 8)

This little pig went to market;
This little pig stayed home;
This little pig got bread and butter;
This little pig got nothing;
‘Oink, oink, oink,’ said the piglet,
‘I’m hungry.’

Rann: Nuair a Bhí Mé Óg

Nuair a bhí mé óg agus mé gan chéill,
Cheannaigh mé fidil ar scilling is réal.
Seo é an port a bhí ar casadh:
‘Os cionn an chnoic is i bhfad ó bhaile’
(CC #300)

When I was young and foolish
I bought myself a fiddle for a shilling and a sixpence
The tune it was playing was
‘Over the hills and far from home.’
Amhrán: Tá mo Chleamhnas Déanta

Ó d’éirigh mé ar maidín dhaí uair roimh an lá
Agus fuair mise litir ó mo mhíle grá;
Chuala mé an smolach is an lon dubh a rá
Gur éalaigh mo ghrá thar sáile.

Since I got up this morning two hours before daybreak
And I got a letter from my own love
I have heard the lark and the blackbird sing
That my love has gone across the ocean.

Amhrán: Níl Sé ina Lá (II)

1.
Chuaigh mé isteach i dteach aréir
Is d’iarr mé cáirt ar bhean an leanna;
Is é dúirt sí liom: Ní bhfaigheidh tú deor,
Buail an bóthar is gabh ’na bhaile.

CURFÁ:
Níl sé ina lá, nil a ghrá
Níl sé ina lá, is ní bheidh go maidin
Níl sé ina lá, is ní bheidh go fóill
Solas ard atá sa ghealaigh.

Refrain
It’s not day yet, it isn’t, love,
It’s not day yet, and it won’t be till morning
It’s not day yet, and it won’t be for a while
The moon is very bright.

2.
Chuir mé féin mo lámh i mo phóca
Is d’iarr mé briseadh coróin uirthi,
Is é dúirt sí liom: ‘Buail an bord
Is bí ag ól anseo go maidin.’

2.
I went into a (ale)house last night
and asked the bar woman for credit
This is what she said: ‘You won’t get a drop
Hit the road and go home.’

3.
Éirigh i do shuí, a fhir an tí
Cuir ort do bhríste is do hata
Go gcoinní tú ceol leis an duine cóir
A bheas ag ól anseo go maidin.

3.
‘Get up, Man of the House
Put on your trousers and your hat
Keep this good man company
Who will be drinking here until morning.’

4.
Nach mise féin an fear gan chéill
A d’fhág mo chios i mo scornigh
D’fhág mé leán orm féin
Is d’fhág mé séan ar dhaoine eile.

4.
Am I not a fool
I left my rent in my throat
I left sorrow for myself
and I left prosperity to others.
10

CEACHT A DEICH

FOCLÓIR

an t-am ar fad
bomaite (m)
brathim uaim thú/sibh
bricfeasta (m)
ceathrú (f), ceathrú uair a’chloig
ceirtlis (f)
ceol clasaiceach
ceol traidisiúnta
ceolchoirm (f)
a chlog
cluiche (m)
de ghnáth
deforeadh seachtaine
dinnéar (m)
dráma (m)
dul ag iascaireacht
foireann (f)
gach lá
go dtí

go hannamh

go minic
i gcónaí
i ndiaidh
idir
imirt
léacht (f)
leadóg (f)
leann (f)
leann dubh
leath
leathuair
lón (m)
luath, go luath
ó am go ham
peil (f)
péinteáil
píopa (m)
popcheol (m)
rac-cheol (m)
scannán (m)

all the time
minute
I miss you
breakfast
quarter, quarter of an hour
cider (alcoholic)
classical music
traditional music
concert
o'clock
game
usually
weekend
dinner
drama
go fishing
team, crew
every day
to, upto, until
seldom
often
always
after
between
play (a sport)
lecture
tennis
beer, ale
stout, porter
half
half hour
lunch
early
from time to time
soccer
painting
pipe
pop music
rockmusic
movie
CEACHT A DEICH / LESSON TEN

snagcheol (m)      jazz
téim a chodladh / a leaba   I go to sleep / to bed
tobac (m)      tobacco
toitín (m), pl toitíní   cigarette
uair (f), pl uaireanta  hour, time
uair sa tseachtain  once a week
uaireanta       sometimes
uisce beatha (m)   whiskey

LITIR ABHAILE

A Mhamaí,
Go raibh maith agat as do litir. D’iarr tú orm insint duit faoi chúrsaí an lae anseo. Seo anois iad. Téim chuig ranganna gach maidin ar a naoi nó ar a deich, agus críochnaím ar a cúig. Déanaim staidéar idir a hocht agus meán oíche. Uair sa tseachtain imrím leadóg leis an fhoireann; oibrím sa leabharlann ar an deireadh seachtaine. Anois is arís, téim amach le mo chairde san oíche, ach de ghnáth, bím róthuirseach agus fanaim sa bhaile. Téim a chodladh ag mean oíche.


Braithim uaim síbh go léir, agus tá mé ag súil go mór leis na laethanta saoire.
Le grá,
Síle

AN CEACHT GRAMADAÍ

§1. An Aimsir Láithreach (The Present Tense)
In Irish, as in English, the present continuous (tá mé ag dul / I am going) has expanded at the expense of the present tense (téim / I go), with the result that the use of the present tense has become relatively restricted. It is used mainly in the following three contexts:

a) With verbs of sensation and perception, and verbs of opinion:
feicim       I see
cluinim      I hear
braithim     I perceive, feel
mothaím      I feel, sense
tuigim       I understand
sílim        I think
ceapaim      I think
aontaím      I agree
deirim       I say
b) For habitual activities:
éíirm go luath gach lá. I get up early every day.
téim abhaile ar a cúig. I go home at five.

c) For gnomic statements:
Déanann sparán trom croí éadrom. A heavy purse makes for a light heart.
Molann an obair an fear. The work praises its maker.

There are two conjugations of regular verbs in Irish.

§1.1. An Chéad Réimníú / First Conjugation
We can divide the first conjugation into verbs with monosyllabic stems (1A) and those with polysyllabic stems (1B/1C).

1A  brís ‘break’ / glán ‘clean’
1B  sábháil ‘save’
1C  tiomáin ‘drive.’

§1.1A. Monosyllabic Stems

<table>
<thead>
<tr>
<th>stem</th>
<th>1sg</th>
<th>3sg</th>
<th>1pl</th>
<th>vn</th>
</tr>
</thead>
<tbody>
<tr>
<td>dóigh</td>
<td>dóim</td>
<td>dónn sé</td>
<td>dóimid</td>
<td>ag dó</td>
</tr>
<tr>
<td>báigh</td>
<td>báim</td>
<td>báinn sé</td>
<td>báimid</td>
<td>ag bá</td>
</tr>
<tr>
<td>bruigh</td>
<td>brúim</td>
<td>brúinn sé</td>
<td>brúimid</td>
<td>ag brú</td>
</tr>
<tr>
<td>léigh</td>
<td>léim</td>
<td>léinn sé</td>
<td>léimid</td>
<td>ag léamh</td>
</tr>
<tr>
<td>luigh</td>
<td>luím</td>
<td>luíonn sé</td>
<td>luímid</td>
<td>ag luí</td>
</tr>
<tr>
<td>suigh</td>
<td>suígh</td>
<td>suíonn sé</td>
<td>suímid</td>
<td>ag suí</td>
</tr>
<tr>
<td>nígh</td>
<td>ním</td>
<td>níonn sé</td>
<td>nímid</td>
<td>ag ní</td>
</tr>
</tbody>
</table>

Monosyllabic verbs ending in -igh have basically the same endings but show some fluctuation in spelling and are best learned individually:
§1.1B. Polysyllabic Stems
Most polysyllabic verbs take the second conjugation, as we shall see, but some disyllabic verbs take the first conjugation, including all verbs ending in -áil (bácáil ‘bake’; cníotáil ‘knit’; liostáil ‘list’; marcáil ‘mark’; priontáil ‘print’; sábháil ‘save’; spáráil ‘save up, spare’; robáil ‘rob’; vótáil, ‘vote’). First conjugation polysyllables are never syncopated; thus a disyllabic stem will have a trisyllabic inflected form. Some of these polysyllabic stems are depalatalized and treated like a broad stem.

<table>
<thead>
<tr>
<th>Stems in -áil:</th>
<th>Other depalatalized stems:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sábháil, sábhálaim, sábhálann sé, ag sábháil</td>
<td>taispeáin, taispeánaim, taispeánann sé, ag taispeáint</td>
</tr>
<tr>
<td></td>
<td>gearáin, gearánaim, gearánann sé, ag gearán</td>
</tr>
<tr>
<td></td>
<td>céiliúir, céiliúramaí, céiliúrann sé, ag céiliúradh</td>
</tr>
</tbody>
</table>

Stems that preserve the stem’s palatal inflection:

<table>
<thead>
<tr>
<th>tiomáin, tiomáinim, tiomáineann sé, ag tiomáint</th>
<th>Broad stems:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>teagasc, teagascaim, teagascann sé, ag teagasc</td>
</tr>
</tbody>
</table>

§1.2. An Dara Réimníú / The Second Conjugation
§1.2A. Stems in -(a)igh
The second conjugation contains polysyllabic verbs only. The first and by far the largest group of verbs end in -(a)igh (2A). In the inflected forms, the final consonant is lost so that the inflected verb has the same number of syllables as the stem.

<table>
<thead>
<tr>
<th>éirigh ‘get up’</th>
<th>ceannaigh ‘buy’</th>
</tr>
</thead>
<tbody>
<tr>
<td>éirí</td>
<td>ceannaím</td>
</tr>
<tr>
<td>éiríonn tú</td>
<td>ceannaíonn tú</td>
</tr>
<tr>
<td>éiríonn sé/sí</td>
<td>ceannaíonn sé/sí</td>
</tr>
<tr>
<td>éiríonn muid(^0)/ éirímid</td>
<td>ceannaíonn muid(^0)/ ceannaímid</td>
</tr>
<tr>
<td>éiríonn sibh</td>
<td>ceannaíonn sibh</td>
</tr>
<tr>
<td>éiríonn siad</td>
<td>ceannaíonn siad</td>
</tr>
</tbody>
</table>

\(^{32}\) Usually disyllabic, but there are a handful of trisyllabic verbal stems, e.g. comhairlígh ‘counsel’ and dúnmharaígh ‘murder.’
§1.2B. Syncopated Stems
Verbal stems ending in -in, -il, -ir and -is are in some (but not all) contexts syncopated, so that the inflected form has the same number of syllables as the stem:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Affirmative</th>
<th>Inflected Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>aithin</td>
<td>aithním</td>
<td>aithníonn sé</td>
<td>recognize</td>
</tr>
<tr>
<td>codail</td>
<td>codlaím</td>
<td>codlaíonn sé</td>
<td>sleep</td>
</tr>
<tr>
<td>foscaíl</td>
<td>fosclaím</td>
<td>fosclaíonn sé</td>
<td>open</td>
</tr>
<tr>
<td>freagraír</td>
<td>freagraím</td>
<td>freagraíonn sé</td>
<td>opening</td>
</tr>
<tr>
<td>imrír</td>
<td>imrím</td>
<td>imríonn sé</td>
<td>play</td>
</tr>
<tr>
<td>inís</td>
<td>insím</td>
<td>insíonn sé</td>
<td>tell</td>
</tr>
<tr>
<td>labhráír</td>
<td>labhraím</td>
<td>labhraíonn sé</td>
<td>speak</td>
</tr>
<tr>
<td>múscail</td>
<td>músclaím</td>
<td>músclaíonn sé</td>
<td>wake</td>
</tr>
</tbody>
</table>

§1.2C. Stems That Resist Syncopation
The remaining - very small - group of second conjugation verbs resist syncopation, so that a disyllabic verbal stem will produce a trisyllabic inflected form:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Affirmative</th>
<th>Inflected Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>foghlaim</td>
<td>foghlaimím</td>
<td>foghlaimíonn sé</td>
<td>learn</td>
</tr>
<tr>
<td>tarraing</td>
<td>tarraingím</td>
<td>tarraingiónn sé</td>
<td>pull</td>
</tr>
<tr>
<td>taistil</td>
<td>taistealaím</td>
<td>taistealaíonn sé</td>
<td>travel</td>
</tr>
<tr>
<td>freastail</td>
<td>freastalaím</td>
<td>freastalaíonn sé</td>
<td>attend</td>
</tr>
</tbody>
</table>

§1.3 The Irregular Verbs

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>féicim</td>
<td>ní féicim</td>
<td>an bhfeiceann tú?</td>
</tr>
<tr>
<td>déanaim</td>
<td>ní dhéanaim</td>
<td>an ndéanann tú?</td>
</tr>
<tr>
<td>téim</td>
<td>ní théim</td>
<td>an dtéann tú?</td>
</tr>
<tr>
<td>faighim</td>
<td>ní faighim</td>
<td>an bhfaigheann tú?</td>
</tr>
<tr>
<td>deirim</td>
<td>ní deirim</td>
<td>an deir tú / an deireann tú?</td>
</tr>
<tr>
<td>cluinim</td>
<td>ní cluinim</td>
<td>an gcluineann tú?</td>
</tr>
<tr>
<td>tugaim</td>
<td>ní tugaim</td>
<td>an dtugann tú?</td>
</tr>
<tr>
<td>tagaim</td>
<td>ní thagaim</td>
<td>an dtagann tú?</td>
</tr>
<tr>
<td>beirim ar</td>
<td>ní beirim ar</td>
<td>an mbeireann tú ar?</td>
</tr>
<tr>
<td>ithim</td>
<td>ní ithim</td>
<td>an itheann tú?</td>
</tr>
</tbody>
</table>
§1.4. Negative and Interrogative

negative: Ní cheannaím milseáin. I do not buy sweets.
interrog.: An gceannaíonn tú milseáin? Do you buy sweets?
neg. int.: Nach gceannaíonn sé milseáin? Doesn't he buy sweets?

Ní éirím go luath. I don’t get up early.
An éiríonn tú go luath? Do you get up early?
Nach n-éiríonn tú go luath? Don’t you get up early?

Responses to questions are constructed by repeating the verb:
An dtuigeann tú an léacht? Do you understand the lecture?
Tuigim. / Ní thuigim. Yes. / No.

§2. An Aimsir Ghnáthláithreach (The Present Habitual)
The substantive verb has a special form used to express habitual action in the present:

\[
\begin{array}{c|c}
\text{bím} & \text{I am habitually} \\
\text{bíonn tú} & \text{you are habitually} \\
\text{bíonn sé/sí} & \text{he/she is habitually} \\
\text{bíonn muid'/bímid} & \text{we are habitually} \\
\text{bíonn sibh} & \text{you are habitually} \\
\text{bíonn siad} & \text{they are habitually} \\
\end{array}
\]

negative: ní bhíonn tú
interrogative: an mbíonn tú?
neg. interrogative: nach mbíonn tú?
where: cá mbíonn tú?

Bíonn sé tinn go minic. He is sick often.

§3. An t-Am (Time)

a haon a seacht
a dó a hocht
a trí a naoi
a ceathair a deich
a cúig a haon déag
a sé a dó dhéag

Cad é an t-am / Cén t-am atá sé? What time is it?

33 Note that the interrogative particle an does not prefix an ‘n’ to a verb beginning with a vowel.
Talking about Daily Activities

Cén t-am a éiríonn tú ar maidin? What time do you get up in the morning?
Cá huair a éiríonn tú ar maidin? What time do you get up in the morning?
Eirím de ghnáth ar a hocht. I usually get up at eight.
Ithim mo bhricfeasta ar a naoi. I eat breakfast at nine.

CEACHTANNA LE DÉANAMH

1. Freagair na ceisteanna seo:
   1. An éiríonn tú go luath ar maidin?
   2. An itheann tú bricfeasta mór ar maidin?
   3. An ólann tú tae nó caife?
   4. An nglacann tú bainne nó an ólann tú tae/caife dubh?
   5. An éisteann tú leis an raidió ar maidin?
   6. An siúlann tú nó an dtéann tú ar an bhus?
   7. An léann tú san oíche?
   8. An ndéanann tú do dhinnéar féin?
   9. An dtéann tú amach san oíche?
  10. An ólann tú fion nó uisce beatha?

2. Obair Ranga: Agallamh le Réaltóg
Tá agallamh agat le réaltóg chailiúil. Conduct an interview with your partner (the famous star) along the lines of:

Bia
An itheann tú: feoil      glasraí      bia mara (‘seafood’)?

bia Francach / Iodáileach / Spáinneach / Indiach / Síneach?
Deoch
An ólann tú: uisce fíon uisce beatha ceirtlis?
leann dubh tae caife?

Tobac
An gcaitheann tú: tobac toitíní píopa?

Ceol
An éisteann tú le: ceol traidisiúnta ceol clasaiceach?
snagcheol popcheol rac-cheol?

San Oíche
An dtéann tú go dtí: an teach tábhairne an amharclann an phictiúrlann?

3. Put the following sentences into the present tense, then turn them into questions, and give a negative response:
1. Ghlan sé an t-urlár.
2. Bhris an páiste an fhuinneog.
3. D'fhan sí liom.
4. D'fhoscail muid an litir.
5. Cheannaigh mé uisce.
6. Chuaigh sé abhaile.
7. Tháinig Máire linn.
8. Thug mé leabhar dó.
10. Rinne mé dearmad.

Obair Bhaile

1. Cuir Gaeilge air seo:
1. I go to sleep at nine o'clock every night.
2. She eats breakfast at five thirty every morning.
3. Do you take milk? No.
5. He doesn't come here too often.
6. They buy vegetables here every day.
7. She runs two miles every day.
8. He studies all the time.
9. Do you play soccer? Yes.
10. Do you eat meat? No.

2. What do you do every day? Every weekend? Write a schedule of your activities.

3. Imagine you're an anthropologist doing field work on Mars. What are regular activities of the locals?
Seanfhocail

Déanann neart ceart. Might is right.
Déanann sparán trom croí éadrom. A full purse makes for a light heart.
Molann an obair an fear. The work praises its maker.
Aithníonn ciaróg ciaróg eile. It takes one beetle to recognize another.
Giorraíonn beirt bóthar. Company shortens the road.
Tarraingíonn scéal scéal eile. One story draws out another.
Bíonn an fhírinne searbh. Truth is bitter.
Bíonn gach tosach lag. Every beginning is weak.
Bíonn siúlach scéalach. A traveller is full of tales.
Nuair a bhíonn an braon istigh, When a drop has been taken,
bíonn an chiall amuigh. sense goes out the door.

Tomhas

Cad é a théann suas nuair a thagann an fhearthainn anuas?

What goes up when the rain comes down?

Rann do Pháistí

Gugaláí-gug, mo chircín dubh, Gugaláí-gug, my little black hen,
Suíonn sí sios is beireann sí ubh: Sits down and lays an egg:
Ubh inné is ubh inniu, One egg yesterday and one egg today,
Gugaláí-gug mo chircín dubh. Gugaláí-gug, my little black hen.
(RR 4)
CEACHT A DEICH / LESSON TEN

Rann: An t-Am ‘Telling Time’

Tic, toc an gcloiseann tú mé?
Is mise an clog, is seanchlog mé.
Buailim a haon is buailim a dó
Ní chloiseann tú mé chomh luath sa ló.
Buailim a trí, a ceathair is a cúig;
Muintir an tí go fóill i suan.
Buailim a sé is buailim a seacht;
Éirigh a Róis, is réitigh an teach.
Buailim a hocht; tá an bricfeasta réidh.
Suígí síos is ólagaí bhur gcuid tae.
Buailim a naoi go hard is go binn;
Bígí ag triall ar scoil le bhur linn.
Buailim a deich is a haon déag a chlog;
Gach duine ag obair ag saothrú a chuid.
Buailim a dó dhéag ag meán lae
Fáilte an Aingil is abraigí é.

Tick, tock, do you hear me?
I’m the clock — I’m an old clock.
I strike one and I strike two
You don’t hear me so early in the day.
I strike three, four and five
The household is still asleep.
I strike six and I strike seven;
Get up, Rose, and get the house in order.
I strike eight; breakfast is ready.
Sit down and drink your tea.
I strike nine, loud and melodious
Set out for school at this time.
I strike ten and I strike eleven
Everyone working earning a living.
I strike twelve at noon
for you to recite the Angelus.

(CC #227)
FEADHA NÓS

an samhradh seo chugainn next summer
an tseachtain seo chugainn next week
an mhí seo chugainn next month
ar ais back
cad é atá ann? what is it?
a choíche ever, never (future events)
daor expensive
déan gar dom do me a favor
de dhíth (ar dhuine) needed (by someone)
éigin (rud éigin, am éigin, lá éigin) some (something, sometime, some day)
fiafraigh de, ag fiafraí de ask
fregair, ag freagairt answer
gan mhoill soon
glaoch (m) call
go raibh míle maith agat thank you very much
goa raibh cáil maith agat thank you very much
iarr, ag iarraidh request, want
iarr (ar dhuine) ask (someone)
i gceann tamaill in a while, later
i mbliana this year
in am in time
inis, ag insint tell
laethanta saoire vacation
le déanamh to do
meán lae mid-day, noon
níos déanaí later
né dhoí
ó (uaim, uait, uaidh, from (from me, from you, etc)
uaithi, uainn, uaibh, uathu)
roimh (romham, romhat, roimh,
roimpi, romhainn, romhaibh, rompu)
sula
saoire (f)
tuillte
úrscéal (m)

COMHRÁ

I ndiaidh an ranga...
Áine: Fan bomaite, a Mháirín, tá rud éigin agam duit. Ar eagla nach bhfeicfidh mé amárach
thú, seo bronntanas beag duit. Breithlá sona duit, a chroí!
Máirín: Go raibh mífle maith agat. Tá tú iontach cineálta. (Ag breith air) An bhfosclóidh mé anois é? Hmm. Cad é atá ann?
Áine: Ná foscaí! Nó déarfaidh mé leat cad é atá ann! Caithfidh tú fanacht!
Máirín: Ceart go leor, nó fhosclóidh! Go raibh maith agat arís.
Áine: Tá fáilte romhat.
Máirín: Cad é a dhéanfaidh tú ar na laethanta saoire, a Áine?
Áine: Ní dheanfaidh móran. Beidh mé sa bhaile an chuid is mó den am. Ach rachaidh mé go San Francisco le seachtain - tabharfaidh mé cuairt ar mo dhearhar atá thíos ansin i mbliana. - Agus tú féin? Cad é a dhéanfaidh tusa?
Áine: Bainfidh, cinnte. Tá saoire tuilleadh againn. Bhí muid ag obair go crua ag an chúrsa samhradh seo! - O, an ndéanfaidh tú gar domh, a Mháirín?
Máirín: Déanfaidh. Cad é atá de dhith ort?
Áine: Nach bhfeicfidh tú Pádraigín anois?
Máirín: Tífidh.
Áine: Buailfidh mé léi i gCaffé Roma i gceann tamaill. An féidir leat rá léi go mbeidh mé ann baegáinín níos déanaí?
Máirín: Is féidir, cinnte. Slán anois, agus go raibh maith agat arís as an bhronntanas.
Áine: Tá fáilte romhat. Slán.

AN CEACHT GRAMADAÍ

§1. An Aimsir Fháistineach (The Future Tense)
The difference between the two conjugations is more marked in the future tense than in the present.

§1.1. First Conjugation Verbs
The future tense of first conjugation verbs is formed by adding the ending -f(a)idh to the stem:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Future Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>cuirfadh mé</td>
<td>I will put</td>
</tr>
<tr>
<td>cuirfadh tú</td>
<td>you will put</td>
</tr>
<tr>
<td>cuirfadh sé/sí</td>
<td>he/she will put</td>
</tr>
<tr>
<td>cuirfadh muid</td>
<td>we will put</td>
</tr>
<tr>
<td>cuirfadh sibh</td>
<td>you will put</td>
</tr>
<tr>
<td>cuirfadh siad</td>
<td>they will put</td>
</tr>
<tr>
<td>glacfadh mé</td>
<td>I will take</td>
</tr>
<tr>
<td>glacfadh tú</td>
<td>you will take</td>
</tr>
<tr>
<td>glacfadh sé/sí</td>
<td>he/she will take</td>
</tr>
<tr>
<td>glacfadh muid</td>
<td>we will take</td>
</tr>
<tr>
<td>glacfadh sibh</td>
<td>you will take</td>
</tr>
<tr>
<td>glacfadh siad</td>
<td>they will take</td>
</tr>
</tbody>
</table>

The ‘f’ of the future tense stem is pronounced as an ‘h’ in Ulster Irish (Ó Baoill 1996, 22),
except for the future of chí ‘see,’ as in the frequently heard parting words:

Chífidh mé tú/thú! I’ll be seeing you!

Monosyllabic verbs in -igh lose their stem ending before adding the future ending:

<table>
<thead>
<tr>
<th>-faidh</th>
<th>-fidh</th>
</tr>
</thead>
<tbody>
<tr>
<td>dóigh ‘burn’</td>
<td>dófaidh</td>
</tr>
<tr>
<td>nígh ‘wash’</td>
<td>nífidh</td>
</tr>
<tr>
<td>báigh ‘drown’</td>
<td>báfaidh</td>
</tr>
<tr>
<td>luigh ‘lie’</td>
<td>luífidh</td>
</tr>
<tr>
<td>brúigh ‘press’</td>
<td>brúfaidh</td>
</tr>
<tr>
<td>suigh ‘sit’</td>
<td>suífidh</td>
</tr>
<tr>
<td>buaigh ‘win’</td>
<td>buaafaidh</td>
</tr>
</tbody>
</table>

§1.1B. Polysyllabic Stems
Polysyllabic stems tend to be de-palatalized and take a broad -faidh, but there are exceptions:

<table>
<thead>
<tr>
<th>-faidh</th>
<th>-fidh</th>
</tr>
</thead>
<tbody>
<tr>
<td>taispeáin ‘show’</td>
<td>taispeánfaidh</td>
</tr>
<tr>
<td>tiomáin ‘drive’</td>
<td>tiomáinfidh</td>
</tr>
<tr>
<td>ceiliúir ‘celebrate’</td>
<td>ceiliúrfaidh</td>
</tr>
<tr>
<td>sábháil ‘save’</td>
<td>sábhálfaidh</td>
</tr>
<tr>
<td>vótáil ‘vote’</td>
<td>vótálfaidh</td>
</tr>
</tbody>
</table>

§1.2. Second Conjugation Verbs
The future tense of second-conjugation verbs is formed by adding the ending -óidh / -eoidh to broad / slender stems respectively.

§1.2A. Most second-conjugation verbs end in -(a)igh, an ending which is lost in the future tense:

<table>
<thead>
<tr>
<th>ceannaigh</th>
<th>imigh</th>
</tr>
</thead>
<tbody>
<tr>
<td>ceannóidh mé</td>
<td>imeoidh mé</td>
</tr>
<tr>
<td>you will buy</td>
<td>you will leave</td>
</tr>
<tr>
<td>ceannóidh tú</td>
<td>imeoidh tú</td>
</tr>
<tr>
<td>ceannóidh sé/sí</td>
<td>imeoidh sé/sí</td>
</tr>
<tr>
<td>he/she will buy</td>
<td>he/she will leave</td>
</tr>
<tr>
<td>ceannóimid</td>
<td>imeoidh we will leave</td>
</tr>
<tr>
<td>we will buy</td>
<td>imeoidh sibh</td>
</tr>
<tr>
<td>ceannóidh sibh</td>
<td>you will leave</td>
</tr>
<tr>
<td>ceannóidh siad</td>
<td>imeoidh siad</td>
</tr>
<tr>
<td>they will buy</td>
<td>they will leave</td>
</tr>
</tbody>
</table>
§1.2B. Syncopated Stems
Other second-conjugation verbs add the future ending to the stem. Often the stem is syncopated in the process, so that the inflected form has the same number of syllables as the stem:

<table>
<thead>
<tr>
<th>-óidh</th>
<th>-eoidh</th>
</tr>
</thead>
<tbody>
<tr>
<td>codail ‘sleep’</td>
<td>codlóidh</td>
</tr>
<tr>
<td>foscaíl ‘open’</td>
<td>fosclóidh</td>
</tr>
<tr>
<td>freagair ‘answer’</td>
<td>freagróidh</td>
</tr>
<tr>
<td>labhair ‘talk’</td>
<td>labhróidh</td>
</tr>
<tr>
<td>múscail ‘wake’</td>
<td>músclóidh</td>
</tr>
<tr>
<td>imir ‘play’</td>
<td>imreoidh</td>
</tr>
<tr>
<td>inis ‘tell’</td>
<td>inseoidh</td>
</tr>
</tbody>
</table>

§1.2C. Stems that Resist Syncopation
Some few second-conjugation verbs resist syncopation, so that a disyllabic stem will produce a trisyllabic inflected form:

<table>
<thead>
<tr>
<th>-óidh</th>
<th>-eoidh</th>
</tr>
</thead>
<tbody>
<tr>
<td>freastail ‘attend’</td>
<td>freastalóidh</td>
</tr>
<tr>
<td>taistil ‘travel’</td>
<td>taistealóidh</td>
</tr>
<tr>
<td>foghlaim ‘learn’</td>
<td>foghlaimeoidh</td>
</tr>
<tr>
<td>tarraing ‘pull’</td>
<td>tarraingeoidh</td>
</tr>
</tbody>
</table>

In Ulster Irish, the second conjugation future ending is disyllabic (see Ó Baoill 1996, 24). It is pronounced as if it were written:

- ceannóchaídh mé, tú, sí, muid, sí, siad [k’añohi]
- imeochoaidh mé, tú, sí, muid, sí, siad [im’ohi]

Negative: ní (causes séimhiú) ní chuirtídh mé
Interrogative: an (causes urú) an ólfaidh tú
Neg. int.: nach (causes urú) nach nglacfaidh tú
Before: sula (causes urú) sula n-imeoidh mé

Samplaí
Cuirfidh mé an cupán ansin. I will put the cup there.
Freagróidh sé gan mhoill. He will answer soon.
Ní thógfaidh sé teach sa bhaile seo. He will not build a house in this town.
Ní chodlóidh sé anseo. He won’t sleep here.
An nglanfaidh sé an teach? Will he clean the house?
An éireoidh tú ag a seacht amárách? Will you get up at seven tomorrow?
Nach gceannóidh tú bronntanas dó? Won’t you buy a present for him?

34 As in the present tense, the interrogative particle does not prefix ‘n’ to verbs beginning with a vowel.
§1.3. The Irregular Verbs
The irregular verbs have the following future tense forms:

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>beidh</td>
<td>ní bheidh</td>
<td>an mbeidh</td>
<td>be</td>
</tr>
<tr>
<td>feicfidh</td>
<td>ní fhéicfidh</td>
<td>an bhfeicfidh</td>
<td>see</td>
</tr>
<tr>
<td>cluinfidh</td>
<td>ní chluinfidh</td>
<td>an gcluinfidh</td>
<td>hear</td>
</tr>
<tr>
<td>déanfaidh</td>
<td>ní dhéanfaidh</td>
<td>an ndéanfaidh</td>
<td>do</td>
</tr>
<tr>
<td>tabharfaidh</td>
<td>ní thabharfaidh</td>
<td>an dtabharfaidh</td>
<td>give</td>
</tr>
<tr>
<td>tiocfaidh</td>
<td>ní thiocfaidh</td>
<td>an dtiocfaidh</td>
<td>come</td>
</tr>
<tr>
<td>béarfaidh</td>
<td>ní bhéarfaidh</td>
<td>an mbéarfaidh</td>
<td>catch, hold</td>
</tr>
<tr>
<td>gheobhaidh</td>
<td>ní bhfeobhaidh</td>
<td>an bhfeobhaidh</td>
<td>get, find</td>
</tr>
<tr>
<td>fósfaidh</td>
<td>ní fósfaidh</td>
<td>an fósfaidh</td>
<td>eat</td>
</tr>
<tr>
<td>déarfaidh</td>
<td>ní déarfaidh</td>
<td>an ndéarfaidh</td>
<td>say</td>
</tr>
<tr>
<td>rachaidh</td>
<td>ní rachaidh</td>
<td>an rachaidh</td>
<td>go</td>
</tr>
</tbody>
</table>

§2. The Prepositions ó and roimh and their Prepositional Pronouns

<table>
<thead>
<tr>
<th>Ó ‘from’</th>
<th>ROIMH ‘before’</th>
</tr>
</thead>
<tbody>
<tr>
<td>uaim</td>
<td>romham</td>
</tr>
<tr>
<td>uait</td>
<td>romhat</td>
</tr>
<tr>
<td>uaidh</td>
<td>roimh</td>
</tr>
<tr>
<td>uaiithi</td>
<td>roimpi</td>
</tr>
<tr>
<td>uainn</td>
<td>romhainn</td>
</tr>
<tr>
<td>uaihb</td>
<td>romhaibh</td>
</tr>
<tr>
<td>uathu</td>
<td>rompu</td>
</tr>
</tbody>
</table>

CEACHTANNA LE DÉANAMH

1. Future Tense, First Conjugation
Cuir Gaeilge air seo:
1. I will write a letter.
2. She will close the door.
3. You will take a drink, won’t you?
4. Will you put the milk here?
5. He won’t wait for her.
6. She will sweep the floor.
7. I will enjoy the night.
8. Won’t they drink milk?
9. We will listen to him.
10. I shall run to the shop.

2. Future Tense, Second Conjugation
Cuir Gaeilge air seo:
1. She will finish her homework now.
2. We will sleep well tonight.
3. I will open the window.
4. Will he answer my question?
5. Shall we tell him the good news?
6. He will not leave his daughter.
7. He will collect stories. (scéalta)
8. The children will not play together.
9. Will you buy a coat there?
10. I will help the woman of the house. (bean an tí)

3. Cuir Gaeilge air seo:
1. I will go home later.
2. Will they eat meat? I don’t know.
3. I’ll see you tomorrow!
4. They won’t see you.
5. Will you finish it in time? No.
6. She’ll get a great job.
7. I’ll get up at five o’clock tomorrow morning, but I won’t do anything until nine.
8. Won’t they come back tomorrow? No, they’ll never come back.
9. Will he listen to me? Yes.
10. I won’t buy anything there. It’s too expensive.
11. He won’t get a call from me today!

4. Plan your summer holidays. What will you do? Where will you travel? When will you return?

5. You are planning a three-day fieldtrip. Write out a detailed plan for the participants, listing speakers and their transportation, speaking times, accommodation, meals, and entertainment. Write out your plans using the future tense.
CEACHT A HAON-DÉAG / LESSON ELEVEN

TEANGA IS CULTÚR

Casfhocal ‘Tongue Twister’

Ní thuigfidh mise as Toraigh is ní thuigfidh fear as Toraigh mé.

I won’t understand a man from Tory (Island), and a man from Tory won’t understand me.

Seanfhocail ‘Proverbs’

Mol an óige agus tiocfaidh sí.

Praise the young and they will get there.

Béarfaidh bó éígin lao éígin lá éígin.

Some cow will have some calf some day.

Cuidigh féin leat is cuideoidh Dia leat!

Help yourself and God will help you!
SÚIL SIAR (REVISON): CEACHT 8 — CEACHT 11

Can you say the following things? If you can’t, or you’re not quite sure, go back to the lesson and paragraph indicated after each item:

• tell first first one person, then two, to listen, to clean the house, to get up, to leave, to buy coffee, to open the door, to speak Irish, to sit down, to be quiet, to come here, and to go there (§8.1).
• now tell them NOT to do any of the above-mentioned (§8.1).
• address the following people: Cáit, Donncha, Pádraign, Seán, Séamus, Máire (§8.2).
• know at least six different terms of endearment to address your true love (§8.2.1).
• say ‘give me a kiss, NN [insert personal name], love of my heart’ (§8.2.1).
• address a letter to NN conveying similar sentiments, and closing with appropriate greetings (§8.2.3).
• say ‘to me, to you, to him, to her, to us, to you, to them’ (§8.3).
• say ‘from me, from you, from him, from her, from us, from you, from them’ (§8.3).
• say ‘give me the book’; ‘take off your hat’; ‘put on your coat’; ‘buy me an ice cream’; ‘tell me’ to first one person, then two (§8.1/§8.3)
• tell first one person, then two, to come in; go out; go downstairs; come upstairs; sit down and get up again (§8.4).
• say ‘I got up, I washed myself, I put on my trousers, I ate my breakfast, I ran outside, I got the bus, I went to university, I came into the classroom, I sat down, I listened to the teacher, I fell asleep (§9.1).
• now say that you didn’t do any of the above (§9.1).
• now ask Síle whether she did any of the above yesterday (§9.1).
• say the numbers from 1-10 (§9.2).
• say ‘1 + 1 = 2; 8 - 2 = 6’ (§9.1.1).
• say your telephone number (§9.1.2).
• count Fionn Mac Cumhail’s 10 cats (one cat, two cats, three cats etc; §9.2.2)
• say that you went to a concert; to the doctor; to your sister’s; to Dublin; to Alaska; to France; to the library (§9.3).
• say what you do every day (§10.1).
• ask Seán whether he does any of these things; as it turns out, he doesn’t: report what he doesn’t do (§10.1.3).
• say ‘I am (habitually), you are (habitually), he is (habitually), etc (§10.2).
• say what time it is (§10.3).
• describe what you will do tomorrow.
• say ‘I will clean; I will drink; I will buy; I will leave; I will sleep’ (§11.1).
• say that you will not, in fact, do the above (§11.1).
• say ‘from me, from you, from him, from her, from us, from you, from them’ (§11.2).
APPENDIX 1
CÚRSAÍ CANÚNA

1

ULSTER IRISH       MUNSTER AND/OR CONNACHT IRISH
bocsa            bosca           box
cad é (also spelt caidé, goidé)     cad           what
fosta            freisin       also
muidinne       sinne         we/us (emphatic form)
ruball         eireaball     tail
tábla            bord          table

The Copula
In some dialects of Ulster Irish, the distinctive negative form cha/chan is used rather than ní, not only in the context of the copula, but as the negative particle with any verb. Cha/chan is the regular negative form in Scottish Gaelic, and its occurrence in Ulster Irish has sparked a scholarly controversy; should we regard the use of cha in Ulster Irish as a relatively recent import from Scotland, as T. F. O’Rahilly claimed in Irish Dialects Past and Present, or as a native development from Old Irish nicon, parallel to its development in Scottish Gaelic?35

Examples of cha/chan as negative copula:

Chan geal atá sé ach liath. It is not white but gray.
Cha m(h)aith liom é. I don't like it.

2

ULSTER IRISH MUNSTER AND/OR CONNACHT IRISH
madadh            madra         dog

The Prepositional Pronoun of le
A number of the prepositional pronouns have slightly different forms in Donegal Irish; the 3 sg f and 3 plu in particular tend to have a different form:

3 sg f
léithe            léi          with her

3 plu
leo and leofa leo with them

3

Identification Copula
In the context of the copula, the phenomenon of the proleptic (i.e. anticipatory) or the echoing pronoun is a relatively innovative feature in Irish, and there is some dialect variation in its use. In Donegal Irish, the pronoun tends to be used more sparingly than elsewhere; e.g. it is not used with the demonstrative pronouns sin and seo:

ULSTER IRISH MUNSTER AND/OR CONNACHT IRISH
Seo an peann. Seo é an peann.
Sin an fear. Sin é an fear.

4

There is much variation between dialects in their use of interrogative pronouns, as illustrated e.g. by the interrogatives ‘what’ and ‘how’:

ULSTER IRISH MUNSTER AND/OR CONNACHT IRISH
cad é / caidé cad what
cad é mar cén chaoi / conas how

Dialectal variation is therefore particularly noticeable in interrogative idioms. Thus ‘how are you?’ is expressed as cad é mar atá tú? in Donegal Irish, cén chaoi bhfuil tú? in Connemara, and conas atá tú? in Kerry. If you ask for someone’s name you say c’ainm atá ort? / Cad é an t-ainm atá ort? in Donegal; elsewhere, you will hear cad is ainm duit?

In some cases, semantic dialect variation is more a question of preference rather than exclusive use. Thus, in Donegal Irish, gairid is the preferred word for ‘short’, rather than gearr, and doiligh rather than deacair is used for ‘difficult.’

The Substantive Verb
In some Ulster dialects, níl can be expressed as chan fhuil:


In some areas in which cha is less commonly used, eg. SW Donegal, chan fhuil can express an emphatic negative response:

Níl tú tinn, an bhfuil? - O, chan fhuil. You aren’t sick, are you? - No, I’m not.
The Particle \textit{go}

In Donegal Irish, the particle \textit{go} is used much less often in this context, in Connacht and Munster it is obligatory:

\begin{verbatim}
Tá sé deas.       It is nice.
Tá sé go deas.    It is nice.
\end{verbatim}

\section*{Ulster Irish Munster and/or Connacht Irish}

<table>
<thead>
<tr>
<th>druidte</th>
<th>dúnta</th>
<th>closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>foscaíte</td>
<td>oscailte</td>
<td>open</td>
</tr>
<tr>
<td>ag cluinstin</td>
<td>ag cloisteáil /ag cluinstin</td>
<td>hearing</td>
</tr>
</tbody>
</table>

\textit{Cluinstin} (which is also found elsewhere in Ireland) is used in Ulster rather than \textit{cloisteáil}.

Note that \textit{amharc} is pronounced \textit{[ank]} in some parts of western Donegal; elsewhere it is pronounced \textit{[ork]}.

\section*{Ulster Irish Munster and/or Connacht Irish}

<table>
<thead>
<tr>
<th>cad chuige</th>
<th>cén fáth</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>’achan (gach aon)</td>
<td>chuile (gach uile)</td>
<td>every</td>
</tr>
</tbody>
</table>

\section*{The Substantive Verb}

In areas where the negative particle \textit{cha} is used rather than \textit{ní}, the negative of the past tense of the substantive verb is \textit{cha raibh}:

\begin{verbatim}
An raibh tú ann aréir? - Cha raibh. Where you there last night? - No.
\end{verbatim}

\section*{Initial Mutations of the Noun in the Dative Case}

In Ulster Irish, all prepositions followed by the definite article cause lenition of the noun in the dative. This represents a drastic simplification of a historically complex situation, and the southern dialects preserve some of this historical complexity. In Connacht Irish, prepositions followed by the article cause eclipsis, except \textit{do} and \textit{de}, which cause lenition. The situation in Munster Irish is similar, with most prepositions causing eclipsis, and the prepositions \textit{do}, \textit{de}, \textit{and} \textit{sa} causing lenition.

\section*{The Zero Copula and the Prepositional Pronoun \textit{i}}
Note that the alternative copula construction *fear deas atá ann* (rather than *is fear deas é*) has become the preferred way of expressing a classification sentence and is extremely common:

Lá deas atá ann. Nice day today.
Múinteoir atá ionam. I’m a teacher.
The Prepositional Pronouns of *de* and *do*

In Connacht and Munster Irish, the distinction between the pronominal forms of the prepositions *do* and *de* is strictly maintained. In some dialects of Donegal Irish, particularly South Donegal (Teelin) it is also maintained; Hughes gives the following forms for *de* (1994, 658):

<table>
<thead>
<tr>
<th>Sg</th>
<th>1</th>
<th>díom</th>
<th>díom</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>díd</td>
<td>díot</td>
<td></td>
</tr>
<tr>
<td>3m</td>
<td>de</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3f</td>
<td>dítí</td>
<td>di</td>
<td></td>
</tr>
<tr>
<td>Pl</td>
<td>1</td>
<td>dín</td>
<td>dín</td>
</tr>
<tr>
<td>2</td>
<td>d(h)íbh</td>
<td>díbh</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>dófa</td>
<td>dóibh</td>
<td></td>
</tr>
</tbody>
</table>

Note the following Donegal forms of *do* (Hughes 1994, 658; Ó Baoill 1996, 95):

<table>
<thead>
<tr>
<th>Sg</th>
<th>1</th>
<th>domh</th>
<th>dom</th>
</tr>
</thead>
<tbody>
<tr>
<td>3f</td>
<td>daoithe</td>
<td>di</td>
<td>to her</td>
</tr>
<tr>
<td>Pl</td>
<td>3</td>
<td>daofa, dófa</td>
<td>dóibh</td>
</tr>
</tbody>
</table>
CÚRSAÍ CANÚNA: NOTES ON DIALECT VARIATION

tabhair ‘give’: an dtug ní thug cha dtug

the ‘come’: an dtáinig ní tháinig cha dtáinig
téigh ‘go’: an dteachaigh ní theachaigh cha dteachaigh

abair ‘say’ ar dhúirt níor dhúirt char dhúirt

feic ‘see’: chan fhaca

cluin ‘hear’: char chuala

faigh ‘get’: chan fhuaire

The Prepositional Pronoun of chuig

The preposition chuig ‘to’ is pronounced [uig] or [eig]; in the pronominal forms, the initial ‘ch’ is reduced to a [h], and the medial ‘g’ is often elided in the 1 and 2 sg (Hughes 1994, 658):

<table>
<thead>
<tr>
<th></th>
<th>Sg</th>
<th>Pl</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>hogem / hu:m</td>
<td>hogiN</td>
</tr>
<tr>
<td>2</td>
<td>hogad / hu:d</td>
<td>hogif</td>
</tr>
<tr>
<td>3</td>
<td>heg’e</td>
<td>hoku</td>
</tr>
<tr>
<td></td>
<td>he’ki</td>
<td></td>
</tr>
</tbody>
</table>

10

Telling the Time

ULSTER IRISH | MUNSTER AND/OR CONNACHT IRISH

bomaite | nóiméad | minute

i ndiaidh | tar éis | after

tá sé trí bhomaite i ndiaidh a dó | tá sé trí nóiméad tar éis a dó | it’s 2.03

go dtí | chun | to

tá sé trí bhomaite go dtí a dó | tá sé trí nóiméad chun a dó | it’s 1.57

Cha and the Present Tense Verb

cha bhíonn sé | He isn’t (habitually)

chan fheicim | I don’t see

cha chluineann sé | He doesn’t hear

11

chífidh mé thú [t’ifi] | feicfidh mé thú | see you later

inteacht | éigin | some, a certain

tá sé de dhíth orm | tá sé uaim | I need it

The Future Tense

In Ulster Irish, the ‘f’ in the future tense ending -f(a)idh is regularly pronounced [h], except in Teelin (On the development -f- -> [h] see O’Rahilly Irish Dialects Past and Present (1932, 222), Ó Buachalla ‘The f-future in Modern Irish: a re-assessment,’ Proceedings of the Royal Irish Academy 85 C (1985, 1-36), Ó Dochartaigh Dialects of Ulster Irish (1987, 166-8) and
Hughes ‘Gaeilge Uladh’ (1994, 644). A notable exception is the idiom chífidh mé t(h)ú, where it is generally pronounced [f] (Hughes 1994, 644 and Ó Baoill 1996, 47). The situation in other dialects is more complex; the ‘f’ is generally pronounced [f] in Munster Irish; it is sometimes pronounced [f] in Connacht.

In dialects of Ulster Irish where cha is used, the negative future is expressed by cha plus the present tense:
chan fheicim I will not see.
cha dtéid sé He will not go.

The Prepositional Pronouns of ó and roimh
The 3 plu of the preposition ó has the -fa ending we are familiar with from leofa and daofa:
uafa uathu from them

In the 3 sg f and 3 plu of the preposition roimh, the ‘m’ is dropped in Donegal Irish:
3 sg f
roipi (also róithe) roimpi before her
3 plu
ropu rompu before them

Further Reading on Ulster Irish
Ó Grianna, Séamus [‘Máire’]. 1976. Caisleáin Óir. Baile Átha Cliath. [available on tape, read by Áine Nic Giolla Bhridé, Raidió na Gaeltachta, as part of the Focal ar Fhocal series; a study guide by Pól de Bhál, Caisleáin Óir (Nótaí) helps with the idioms.]
Ó Searcaigh, Cathal. 1993. An Bealach ’na Bhaile / Homecoming. Cló Iar-Chonnachta [a selection from the work can be found on a cassette of the same title, issued by Cló Iar-Chonnachta in 1991].
APPENDIX 2
PHONETIC EXERCISES (DONEGAL IRISH)

Vowels

a

<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
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<tbody>
<tr>
<td>teach</td>
<td>house</td>
</tr>
<tr>
<td>fear</td>
<td>man</td>
</tr>
<tr>
<td>aisteach</td>
<td>strange</td>
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a:

<table>
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<th>Irish</th>
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<tbody>
<tr>
<td>Seán</td>
<td>John</td>
</tr>
<tr>
<td>níos fearr</td>
<td>better</td>
</tr>
<tr>
<td>ama</td>
<td>time (Gen.)</td>
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</table>

a:

<table>
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<tbody>
<tr>
<td>tá</td>
<td>is</td>
</tr>
<tr>
<td>barr</td>
<td>top</td>
</tr>
<tr>
<td>tharla</td>
<td>happened</td>
</tr>
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</table>

e

<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>eile</td>
<td>other</td>
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<tr>
<td>seic</td>
<td>check</td>
</tr>
<tr>
<td>meigeall</td>
<td>goatee</td>
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<table>
<thead>
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<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Séamus</td>
<td>James</td>
</tr>
<tr>
<td>bréag</td>
<td>lie</td>
</tr>
<tr>
<td>féar</td>
<td>grass</td>
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<table>
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<th>Irish</th>
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<tbody>
<tr>
<td>Dé</td>
<td>day</td>
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<tr>
<td>beir</td>
<td>catch</td>
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<td>te</td>
<td>hot</td>
</tr>
</tbody>
</table>

i

<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>sin</td>
<td>that</td>
</tr>
<tr>
<td>fios</td>
<td>knowledge</td>
</tr>
<tr>
<td>cistin</td>
<td>kitchen</td>
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</tbody>
</table>

i:

<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
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</thead>
<tbody>
<tr>
<td>mín</td>
<td>smooth</td>
</tr>
<tr>
<td>naoi</td>
<td>nine</td>
</tr>
<tr>
<td>Síle</td>
<td>Sheila</td>
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o

<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
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</thead>
<tbody>
<tr>
<td>doras</td>
<td>door</td>
</tr>
<tr>
<td>ocht</td>
<td>eight</td>
</tr>
<tr>
<td>ocras</td>
<td>hunger</td>
</tr>
</tbody>
</table>

: o:

<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>ór</td>
<td>gold</td>
</tr>
<tr>
<td>go deo</td>
<td>forever</td>
</tr>
<tr>
<td>ag ól</td>
<td>drinking</td>
</tr>
</tbody>
</table>

o:

<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>srón</td>
<td>nose</td>
</tr>
<tr>
<td>comhrá</td>
<td>conversation</td>
</tr>
<tr>
<td>leabhar</td>
<td>book</td>
</tr>
<tr>
<td>bóthar</td>
<td>road</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
</tr>
</thead>
<tbody>
<tr>
<td>muc</td>
<td>pig</td>
</tr>
<tr>
<td>thug</td>
<td>gave</td>
</tr>
<tr>
<td>cur</td>
<td>putting</td>
</tr>
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</table>
# Phonetic Exercises

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<th>u:</th>
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</thead>
<tbody>
<tr>
<td>guth</td>
<td>voice</td>
</tr>
<tr>
<td>briseadh</td>
<td>breaking</td>
</tr>
<tr>
<td>gasúr</td>
<td>boy</td>
</tr>
<tr>
<td>cú</td>
<td>hound</td>
</tr>
<tr>
<td>údar</td>
<td>author</td>
</tr>
<tr>
<td>scrúdú</td>
<td>exam</td>
</tr>
</tbody>
</table>

## Diphthongs

### ia
Dia  God
siad  they
liath  grey

### ua
suas  up
trua  pity
fuar  cold

eabhrais  Hebrew
cadhla  coil, rope
cabhsa  path

## Consonants

<table>
<thead>
<tr>
<th>p</th>
<th>p’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pádraig</td>
<td>Patrick</td>
</tr>
<tr>
<td>póg</td>
<td>kiss</td>
</tr>
<tr>
<td>stop</td>
<td>stop, stay</td>
</tr>
<tr>
<td>cupa</td>
<td>cup</td>
</tr>
<tr>
<td>píosa</td>
<td>piece</td>
</tr>
<tr>
<td>corp</td>
<td>body</td>
</tr>
<tr>
<td>cipín</td>
<td>matches</td>
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</tbody>
</table>

<table>
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<tr>
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<th>b’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Báire</td>
<td>match, contest</td>
</tr>
<tr>
<td>bos</td>
<td>palm of hand</td>
</tr>
<tr>
<td>gob</td>
<td>beak, mouth</td>
</tr>
<tr>
<td>i bpáirc</td>
<td>in a field</td>
</tr>
<tr>
<td>béic</td>
<td>scream</td>
</tr>
<tr>
<td>bris</td>
<td>break</td>
</tr>
<tr>
<td>ribe</td>
<td>hair of strand</td>
</tr>
<tr>
<td>i bpian</td>
<td>in pain</td>
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</table>
**PHONETIC EXERCISES**

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<tr>
<th><strong>m</strong></th>
<th><strong>m’</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Máire</td>
<td>Mary</td>
</tr>
<tr>
<td>am</td>
<td>time</td>
</tr>
<tr>
<td>i mbróg</td>
<td>in a shoe</td>
</tr>
<tr>
<td>m’ire</td>
<td>merriment</td>
</tr>
<tr>
<td>imirt</td>
<td>playing</td>
</tr>
<tr>
<td>im</td>
<td>butter</td>
</tr>
<tr>
<td>i mbríste</td>
<td>in trousers</td>
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<table>
<thead>
<tr>
<th><strong>f</strong></th>
<th><strong>f’</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>fan</td>
<td>wait!</td>
</tr>
<tr>
<td>phós</td>
<td>married</td>
</tr>
<tr>
<td>scriofa</td>
<td>written</td>
</tr>
<tr>
<td>fear</td>
<td>man</td>
</tr>
<tr>
<td>feoil</td>
<td>meat</td>
</tr>
<tr>
<td>feic</td>
<td>see!</td>
</tr>
<tr>
<td>caife</td>
<td>coffee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>w</strong></th>
<th><strong>v’</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a Mháire</td>
<td>o Mary</td>
</tr>
<tr>
<td>bhuail</td>
<td>hit</td>
</tr>
<tr>
<td>an bhfuil?</td>
<td>is there?</td>
</tr>
<tr>
<td>bhí</td>
<td>was</td>
</tr>
<tr>
<td>an bhfeiceann tú?</td>
<td>do you see?</td>
</tr>
<tr>
<td>bhris</td>
<td>broke</td>
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<tr>
<td>seilbh</td>
<td>property</td>
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<tr>
<th><strong>t</strong></th>
<th><strong>t’</strong></th>
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<tbody>
<tr>
<td>tá</td>
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<td>cat</td>
<td>cat</td>
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<td>te</td>
<td>hot</td>
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<tr>
<td>caint</td>
<td>talk</td>
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<table>
<thead>
<tr>
<th><strong>d</strong></th>
<th><strong>d’</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>to, for</td>
</tr>
<tr>
<td>ard</td>
<td>high</td>
</tr>
<tr>
<td>fada</td>
<td>long</td>
</tr>
<tr>
<td>an dtugann</td>
<td>do (you) take?</td>
</tr>
<tr>
<td>deas</td>
<td>nice</td>
</tr>
<tr>
<td>in airde</td>
<td>up high</td>
</tr>
<tr>
<td>séid</td>
<td>blow</td>
</tr>
<tr>
<td>an dtéann?</td>
<td>do (you) go?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>n</strong></th>
<th><strong>n’</strong></th>
</tr>
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<tbody>
<tr>
<td>nóta</td>
<td>note</td>
</tr>
<tr>
<td>náire</td>
<td>shame</td>
</tr>
<tr>
<td>canna</td>
<td>can</td>
</tr>
<tr>
<td>rann</td>
<td>poem</td>
</tr>
<tr>
<td>mo náire</td>
<td>my shame</td>
</tr>
<tr>
<td>ceannach</td>
<td>buying</td>
</tr>
<tr>
<td>bean</td>
<td>woman</td>
</tr>
<tr>
<td>anuraidh</td>
<td>last year</td>
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<tr>
<td><strong>Phonetic Exercises</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>ſí</td>
<td>neamart</td>
</tr>
<tr>
<td>ſí</td>
<td>inné</td>
</tr>
<tr>
<td>ſí</td>
<td>roinn</td>
</tr>
<tr>
<td>an ndéanfaidh?</td>
<td>will (you) do?</td>
</tr>
<tr>
<td><strong>h</strong></td>
<td>thua</td>
</tr>
<tr>
<td></td>
<td>mhothaigh</td>
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<tr>
<td></td>
<td>shásaigh</td>
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<td></td>
<td>sheas</td>
</tr>
<tr>
<td>dhá</td>
<td>two</td>
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<td>mo dhorn</td>
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<td>sa ghluaisteán</td>
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<td><strong>y</strong></td>
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<td>mo dheirfiúr</td>
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**PHONETIC EXERCISES**

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<td>stretch out!</td>
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<td>day</td>
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<tr>
<td>urlár</td>
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<td>noise, clamour</td>
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<td>geall</td>
<td>promise</td>
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<td>mo lá</td>
<td>my day</td>
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<td>I talked</td>
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<td>mála</td>
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<tr>
<td>snag</td>
<td>a catch, halt</td>
</tr>
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<td>ar gcara</td>
<td>our friend</td>
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<td>gé</td>
<td>goose</td>
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<td>aige</td>
<td>at him</td>
</tr>
<tr>
<td>lig</td>
<td>let</td>
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<td>i gceann</td>
<td>in a head</td>
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BIBLIOGRAPHY


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<td>3rd person poss. pronoun</td>
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<td>a (before a noun)</td>
<td>to</td>
</tr>
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<td>a (before a verbal noun)</td>
<td>say</td>
</tr>
<tr>
<td>abair</td>
<td>able</td>
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<tr>
<td>ábalta\textsuperscript{U}</td>
<td>subject</td>
</tr>
<tr>
<td>ábhar (m)</td>
<td>but; (with negative) only</td>
</tr>
<tr>
<td>ach</td>
<td>every</td>
</tr>
<tr>
<td>’achan\textsuperscript{U} (&lt;gach aon)</td>
<td>luck</td>
</tr>
<tr>
<td>ádh (m)</td>
<td>good luck, good bye</td>
</tr>
<tr>
<td>ádh mór!\textsuperscript{U}</td>
<td>Africa</td>
</tr>
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<td>an Afraic (f)</td>
<td>at, by</td>
</tr>
<tr>
<td>ag</td>
<td>face</td>
</tr>
<tr>
<td>aghaidh (f)</td>
<td>and</td>
</tr>
<tr>
<td>agus</td>
<td>name</td>
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<tr>
<td>ainm (m)</td>
<td>animal</td>
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<td>ainmhí (m)</td>
<td>aunt</td>
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<td>aintín (f)</td>
<td>strange</td>
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<td>aisteach</td>
<td>actor</td>
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<td>acquaintance</td>
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<td>aithne (f)</td>
<td>a lot</td>
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<td>a lán</td>
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<td>amach</td>
<td>tomorrow</td>
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<td>amárach</td>
<td>looking, watching</td>
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<td>amharc (ar), ag amharc (ar)</td>
<td>theatre</td>
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<tr>
<td>amharclann (f)</td>
<td>song</td>
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<tr>
<td>amhrán (m)</td>
<td>tonight</td>
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<td>anocht</td>
<td>now</td>
</tr>
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<td>anois</td>
<td>here</td>
</tr>
<tr>
<td>anseo</td>
<td>there</td>
</tr>
<tr>
<td>ansin</td>
<td>last year</td>
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<tr>
<td>anuraidh</td>
<td>age</td>
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<td>aois (f)</td>
<td>one</td>
</tr>
<tr>
<td>aon</td>
<td>on, about</td>
</tr>
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<td>ar (+ lenition)</td>
<td>soon</td>
</tr>
<tr>
<td>ar ball</td>
<td>at all</td>
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<td>ar bith</td>
<td>angry</td>
</tr>
<tr>
<td>ar buile</td>
<td>at all</td>
</tr>
<tr>
<td>ar chor ar bith\textsuperscript{U}</td>
<td>in the back</td>
</tr>
<tr>
<td>ar chúl</td>
<td>complete(ly), entire(ly)</td>
</tr>
<tr>
<td>ar fad</td>
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</table>

\textsuperscript{36} (n) noun; (gen) genitive case; (pl) plural; (vb) verb; (adj) adjective; (f) feminine and (m) masculine gender; superscript \textsuperscript{U} Ulster dialect forms (ditto \textsuperscript{CM} for Connacht/Munster).
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<td>ard</td>
<td>tall</td>
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<td>aréir</td>
<td>last night</td>
</tr>
<tr>
<td>arís</td>
<td>again</td>
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<td>arú aréir</td>
<td>night before last</td>
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<tr>
<td>as</td>
<td>from</td>
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<td>father</td>
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<td>athair (m) mór</td>
<td>grandfather</td>
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<td>áthas (m)</td>
<td>happiness</td>
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**B**

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<td>baile (m)</td>
<td>village</td>
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<td>baile (m) mór, sa bhaile mhór</td>
<td>town, in town</td>
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<td>abhaile, `na bhaile (&lt; chun an bhaile)</td>
<td>home, homewards</td>
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<td>as baile</td>
<td>out of town</td>
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<tr>
<td>sa bhaile</td>
<td>at home</td>
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<td>bain sult as, ag baint suilt as</td>
<td>enjoy</td>
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<td>bainisteoir (m)</td>
<td>manager</td>
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<td>bainne (m)</td>
<td>milk</td>
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<td>bairín breac (m)</td>
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<td>nurse</td>
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<td>barr (m)</td>
<td>top</td>
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<td>barraíocht &lt; chun an bhaile</td>
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<td>beag</td>
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<td>blessing, greeting</td>
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<td>b’fhéidir</td>
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<td>bheith</td>
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<td>bí</td>
<td>be</td>
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<td>year</td>
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<tr>
<td>an bhliain seo chugainn</td>
<td>next year</td>
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</table>
bó (f) cow
bocht poor
bocsa bruscaí waste paper basket
bolg (m) stomach
bomaite (m) minute
bóthar (m) road
breá lovely
an Bhreatain Bheag (f) Wales
an Bhreatain Mhór (f) Britain
Breatnach (n and adj) Welsh person or thing
Breatnais (f) Welsh language
bricfeasta (m) breakfast
briosca (m), brioscá (pl) cookie
Briotanach (n and adj) breakfast
an Bhriotáin (f) Brittany
Briotánach (n and adj) Briton, British
Briotáinis (f) Breton language
bris, ag briseadh break
bris isteach break into
bríste (m), pl: brístí pants
bróg (f) shoe
brón (m) sorrow
bronntanas (m) present
brú (m) hostel
buachaill (m), buachaí (pl) boy, lad
buail, ag bualadh strike, hit
buail le, ag bualadh le meet
buartha worried
buí yellow
buíochas (m) thanks
buíochas le Dia! thank God!
bun (m) bottom, basis
bunchéimeach undergraduate
bus (m) bus

C
cá where?
cad chuige why?
cad é / caide what?
caife (m) coffee, café
cailc (f) chalk
cailín (m), cailíní (pl) girl
caint (f) talk (n)
ag caint faoi
talking about
caith, ag caitheamh
spend, consume, throw
caithfidh
must
cantalach
grumpy
cora (f)
sheep
capall (m)
horse
cara (m)
friend
carr (m)
car
carraig (f)
rock
cas ar a chéile
meet each other
cat (m)
cathair (f)
city
cathaoir (f)
chair
cé
who?
ceann (m)
this one
an ceann seo (m)
same
céanna
céannaigh, ag ceannach
buy
centar (m)
area
ceap, ag ceapadh
think, invent
ceapaire (m)
sandwich
cearc (f)
chicken
céart
right, proper
céart go leor
right enough, allright
céart
four
céart
music
céar (m)
concert
ceol (m)
classical music
ceseol (m) clasaiceach
traditional music
celtic (m) traidisiúnta
celchoirm (f)
concert
celoír (m)
musician
a chlog
do’ o’ clock
chomh...le
as...as (in comparison)
chomh maith
as well
chuig
to
cileagram
kilogram,
cineál (m)
kind, sort
cineálta
kind (adj)
cinnte
certain
cionn is go
because
císte (m)
cake
cistin (f)
kitchen
ciúin
quiet
ciúin
children
ciúin
children
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<tr>
<td>cliste</td>
<td>intelligent, clever</td>
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<td>ear</td>
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<td>saucer game</td>
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<td>cluin, ag cluinstín</td>
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<td>nut, nuts</td>
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<td>cousin</td>
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<td>home</td>
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<td>cosúil, is cosúil</td>
<td>likely, it is likely</td>
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<td>críochnaigh, ag críochnú</td>
<td>finish</td>
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<td>heart, darling</td>
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<td>portion</td>
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<td>a lot</td>
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<td>five</td>
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<td>remember</td>
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<td>is cuimhin le</td>
<td>put</td>
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<td>fridge</td>
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<td>I don’t mind, I don’t care</td>
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<td>a couple</td>
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<td>snowing</td>
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<td>ag cur sneachta</td>
<td>course</td>
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<td>the fairies</td>
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<td>colour</td>
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<td>de</td>
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<td>difficult</td>
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<td>do</td>
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<td>hurry up</td>
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<td>déan deifir</td>
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déan dearmad (ar rud) forget (something)
ag déanamh staidéir ar studying
déanta done
deartháir (m) brother
deas nice
dea-scéala good news
deach ten
deifir (f) hurry
deireadh (m) seachtaine weekend
deirfiúr (f) sister
deoch (f) drink
dhá, an dá two (adj)
día (m) god
Dia duit Hello (‘God to you’)
Dia is Muire duit (response) Hello (‘God and Mary to you’)
dinnéar (m) dinner
ag díol selling
dióma (f) disappointment
dlíodóir (m) lawyer
do (+ lenition) to, for
dó two (number)
dochtúir (m) doctor
dóite burned
donn brown
doras (m) door
dorcha dark
dráma (m) drama
droch- (prefix) bad
drochscéal (m) bad news
druid, ag druidim U
druide U closed
dubh
dubh dóite sick and tired
duine (m) person, man
duíseacht (f) waking state
duit to you (sg)
ag dul going
dul ag iascaireacht go fishing
E
e, eisean he
eagla (f) fear
eán (m) bird
<table>
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<td>earrach (m)</td>
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<tr>
<td>eile</td>
</tr>
<tr>
<td>Eílvéis, an (f)</td>
</tr>
<tr>
<td>Éire (f)</td>
</tr>
<tr>
<td>Éireannach</td>
</tr>
<tr>
<td>éirigh, ag éirí</td>
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<tr>
<td>éiríonn le (impersonal)</td>
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<tr>
<td>éist, ag éisteacht (le)</td>
</tr>
<tr>
<td>eitleán (m)</td>
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<td>eolas (m)</td>
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<td>F</td>
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<tr>
<td>fada</td>
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<tr>
<td>fadhb (f)</td>
</tr>
<tr>
<td>faigh, ag fáil</td>
</tr>
<tr>
<td>fáilte romhat!</td>
</tr>
<tr>
<td>tá fáilte romhat</td>
</tr>
<tr>
<td>falsa</td>
</tr>
<tr>
<td>fan, ag fanacht (le)</td>
</tr>
<tr>
<td>faoi (+ lenition)</td>
</tr>
<tr>
<td>faoin tuath</td>
</tr>
<tr>
<td>farraige (f)</td>
</tr>
<tr>
<td>fear (m)</td>
</tr>
<tr>
<td>fear (m) céile</td>
</tr>
<tr>
<td>féar (m)</td>
</tr>
<tr>
<td>fearg (f)</td>
</tr>
<tr>
<td>fearr (comparative of maith)</td>
</tr>
<tr>
<td>feic, ag feiceáil</td>
</tr>
<tr>
<td>is féidir liom</td>
</tr>
<tr>
<td>feirm (f)</td>
</tr>
<tr>
<td>feirmoír (m)</td>
</tr>
<tr>
<td>feith, ag feitheamh</td>
</tr>
<tr>
<td>feoil (f)</td>
</tr>
<tr>
<td>fidil (f)</td>
</tr>
<tr>
<td>fión (m)</td>
</tr>
<tr>
<td>fionn</td>
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<tr>
<td>fios (m)</td>
</tr>
<tr>
<td>fliuch</td>
</tr>
<tr>
<td>foghlaim, ag foghlaim</td>
</tr>
<tr>
<td>fómhar (m)</td>
</tr>
<tr>
<td>foscaí</td>
</tr>
<tr>
<td>foscaíte</td>
</tr>
<tr>
<td>fosta</td>
</tr>
<tr>
<td>an Fhrainc (f)</td>
</tr>
</tbody>
</table>
Fraincis (f)
freastálaí (m)
fuar
fuath (m)
fuinneog (f)

French
attendant, waiter
cold
hate
window

gach
every
Irish language
Scots Gaelic
sand
laughing
short
without
soon
wind
small boy
bright
moon
pullover (sweater)
complaint
Germany
German
German
winter
take
duster
clean (adj)
clean (vb)
call; call X (on the phone)
green (as in vegetation
vegetables
dressed
glass
knee, generation
car
business
busy
to
adverbial marker
seldom
yet
often
thank you
go raibh céad/míle maith agat  thank you very much
go dtí  to, up to, until
gorm  blue
goid, ag goid  steal
grá (m)  love
grian (f)  sun
grianmhar  sunny
gúna (m)  dress

H  hat
hata (m)

I  in
i (+ eclipsis)  she
í, ise  by myself
i m’aonar  in charge of
i mbun  within
i gceann  in a little while
i gceann tamaill  always
i gcónaí  after
i ndiaidh  they
iad, iadsan  postgraduate
iarchéimeach  try; want, ask (for)
iarr (ar), ag iarraidh (ar)  museum
íarsmalann (f)  between
idir  leave
imigh, ag imeacht  play (a sport)
imir, ag imirt  anxiety, worry
imní (f)  near
in aice  Indian (noun or adjective)
Indiach  daughter
ínion (f)  yesterday
inné  today
inniu  Italian (noun or adjective)
Iodáileach  Italian
Iodáilis (f)  wonderful; as adv.: very
iontach  surprise, wonder
iontas (m)  and
is (conj.)  is (copula verb)
is (verb)  must
is éigean do  in
isteach  eat

138
<table>
<thead>
<tr>
<th>L</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>lá (m)</td>
<td>day</td>
<td></td>
</tr>
<tr>
<td>labhair, ag labhaírt</td>
<td>speak</td>
<td></td>
</tr>
<tr>
<td>lag</td>
<td>weak</td>
<td></td>
</tr>
<tr>
<td>láidir</td>
<td>strong</td>
<td></td>
</tr>
<tr>
<td>lámh (f)</td>
<td>hand</td>
<td></td>
</tr>
<tr>
<td>le (prefixes ‘h’ to vowel)</td>
<td>with, by</td>
<td></td>
</tr>
<tr>
<td>le…anuas</td>
<td>for (duration of time past)</td>
<td></td>
</tr>
<tr>
<td>le chéile</td>
<td>together</td>
<td></td>
</tr>
<tr>
<td>le do thoil</td>
<td>please</td>
<td></td>
</tr>
<tr>
<td>leaba (f)</td>
<td>bed</td>
<td></td>
</tr>
<tr>
<td>leabhar (m)</td>
<td>book</td>
<td></td>
</tr>
<tr>
<td>leabharlann (f)</td>
<td>library</td>
<td></td>
</tr>
<tr>
<td>léacht (f)</td>
<td>lecture</td>
<td></td>
</tr>
<tr>
<td>léachtóir (m)</td>
<td>lecturer</td>
<td></td>
</tr>
<tr>
<td>ag léamh</td>
<td>reading</td>
<td></td>
</tr>
<tr>
<td>leanbh (m)</td>
<td>child</td>
<td></td>
</tr>
<tr>
<td>léann (m) Ceilteach</td>
<td>Celtic Studies</td>
<td></td>
</tr>
<tr>
<td>leath</td>
<td>half</td>
<td></td>
</tr>
<tr>
<td>leathuair</td>
<td>half hour</td>
<td></td>
</tr>
<tr>
<td>léigh, ag léamh</td>
<td>read</td>
<td></td>
</tr>
<tr>
<td>léine (f)</td>
<td>shirt</td>
<td></td>
</tr>
<tr>
<td>liath (m. noun and adj)</td>
<td>grey, grey-haired</td>
<td></td>
</tr>
<tr>
<td>lig do scíth</td>
<td>relax</td>
<td></td>
</tr>
<tr>
<td>litir (f)</td>
<td>letter</td>
<td></td>
</tr>
<tr>
<td>lón (m)</td>
<td>lunch</td>
<td></td>
</tr>
<tr>
<td>luch (f)</td>
<td>mouse</td>
<td></td>
</tr>
<tr>
<td>luí (m)</td>
<td>lying, reclining</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th></th>
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<tbody>
<tr>
<td>má</td>
<td>if</td>
<td></td>
</tr>
<tr>
<td>mac (m)</td>
<td>son</td>
<td></td>
</tr>
<tr>
<td>mac léinn (m), mic léinn (pl)</td>
<td>student</td>
<td></td>
</tr>
<tr>
<td>madadhán (m)</td>
<td>dog</td>
<td></td>
</tr>
<tr>
<td>maidin (f)</td>
<td>morning</td>
<td></td>
</tr>
<tr>
<td>maith</td>
<td>good</td>
<td></td>
</tr>
<tr>
<td>mála (m)</td>
<td>bad</td>
<td></td>
</tr>
<tr>
<td>mar</td>
<td>as, like</td>
<td></td>
</tr>
<tr>
<td>mar atá</td>
<td>as it is</td>
<td></td>
</tr>
<tr>
<td>mar</td>
<td>because</td>
<td></td>
</tr>
<tr>
<td>mar gheall ar</td>
<td>because of</td>
<td></td>
</tr>
<tr>
<td>mar sin</td>
<td>therefore, then</td>
<td></td>
</tr>
<tr>
<td>marbh</td>
<td>dead</td>
<td></td>
</tr>
<tr>
<td>máthair (f)</td>
<td>mother</td>
<td></td>
</tr>
</tbody>
</table>
máthair (f) mhór  grandmother
mé, mise      I, me
meas (m)       respect
Meiriceá       America, USA
Meiriceánach   American (n or adj)
mí (f)          month
an mhí seo chugainn  next month
milseán (m), milseáin (pl) candy (sweets)
ní miste liom  I don’t mind
mol, ag moladh praise
mór        big
mór millteachU  great big, huge
muid, muidinne  we
múinteoir (m), múinteoirí (pl) teacher

N
ná                       than; or
dá                       do not
dá bí buartha  don’t worry
'na bhaile (=chun an bhaile) (to) home
ná déan dearmad ar  don’t forget
ná habair é  don’t mention it
náire (f)  shame
naoi      nine
nia (m)  nephew
nímhneach  sore
níos déanaí later
nó or
nua     New
Nua Eabhrac York
nuair when

O
ó (+ lenition)  from
ó am go ham  from time to time
ó shin  ago, since then
obair (f)  work
ocht eight
ocras (m) hunger
óg young
oíche (f)  night
Oíche Shamhna (f) Halloween
oifig (f) office
ól, ag ól  drinking
FOCLÓIR GAEILGE-BÉARLA

olc
ollscoil (f)
ollmargadh (m)
óstán (m)

P
pacáilte
páipéar (m)
páiste (m)
Páras (m)
peann (m)
peann luaidhe (m)
peil (f)
péinteáil
pionta (m)
píosa (m)
plódaite
plúr (m)
popcheol (m)
post (m)
pósta
prátaí rósta
púicín (m)

R
ag rá
ramhar
rang (m)
an rang (m) Gaeilge
réitigh, ag réiteach
ag rince
rith, ag rith
rua
rud (m)
rúnaí (m)

S
sa (<i + an)
saibhir
samhradh (m)
saoiste (m)
saor
Sasana (m)
Sasanach (n and adj)

bad
university
supermarket
hotel
packed
paper
child
Paris
pen
pencil
soccer
painting
pint
a piece
crowded
flour
pop music
job
married
roast potatoes
blindfold
saying
fat
class
the Irish class
arrange, settle, get along with
dancing
run
red-haired
thing
administrator
in the
rich
summer
boss
free
England
English person or thing
sásta content
camallach cloudy
camán (m) movie
cartha separated
céal (m) story
ciorta (m) skirt
coil (f) school
crófh, ag crofh
crófhneoir (m) writer
sé six
zeacht next week
seacht seven
seachtain (f) week
an tseachtain seo chugainn next week
sean old
seasamh (m) standing
séasúr (m) season
seinn, ag seinm play (music)
seo this
seomra (m) room
seomra scoile (m) schoolroom
sibh, sibhse you (pl)
sín that
sine (< sean) elder, eldest
singil single
an tSín (f) China
Sínis (f) Chinese
siopa (m) shop
siopadóir (m) shopkeeper
ag siopadóireacht shopping
síos down
na síoga the fairies
siúil, ag siúl walk
slaghdán (m) cold (n)
slán healthy
slán! goodbye!
slán go fóill! goodbye! see you later!
slí bhearta profession
sliabh (m) hill
snagcheol (m) jazz
ag snámh swimming
ag soilsiú shining
sona happy
sona sásta very happy
an Spáinn (f) Spain
Spáinneach (n and adj) Spaniard, Spanish
Spáinnis (f) Spanish language
spéir (f) sky
dream woman
speisialta special
go speisialta especially
sráid (f) street
srón (f) nose
stábla (m) stable
stad, ag stad stop
ag staidéar studying
suas up
suigh, ag suí sit
súil (f) eye, expectation, hope
I hope
ag súil le expecting
ag súil go mór le looking forward to
suim (f) interest (n)
I am interested in
suimiúil interesting
T
tá am, is, etc (substantive vb) important
tábhachtach give
tabhair, ag tabhairt table
táblaU (m) tea
tae (m) ghost, ghosts
taibhse (m), taibhsí (pl) travel
taisteal (m) please
taitníonn le thin
tanaí come
tar, ag teacht hot
te house
teach (m) lodging house
teach lóistín pub
teach tábhairne coming
tag teacht household
teaghlach (m) television
ag teacht go
teilifís (f) over there
téigh, ag dul is able
thall ansin I’ll see you!
thig le sick
chífidh mé thú
<table>
<thead>
<tr>
<th>Irish</th>
<th>English</th>
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<tbody>
<tr>
<td>tinneas (m) cinn</td>
<td>headache</td>
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<tr>
<td>tinneas (m) fiacaile</td>
<td>toothache</td>
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<tr>
<td>tiomáin, ag tiomáint</td>
<td>drive</td>
</tr>
<tr>
<td>tiománaí (m)</td>
<td>driver</td>
</tr>
<tr>
<td>tirim</td>
<td>dry</td>
</tr>
<tr>
<td>tost (m)</td>
<td>silence</td>
</tr>
<tr>
<td>trá (f)</td>
<td>beach</td>
</tr>
<tr>
<td>traeín (f)</td>
<td>train</td>
</tr>
<tr>
<td>traidisiúnta</td>
<td>traditional</td>
</tr>
<tr>
<td>trí</td>
<td>three</td>
</tr>
<tr>
<td>triúr</td>
<td>three people</td>
</tr>
<tr>
<td>troid, ag troid</td>
<td>fight</td>
</tr>
<tr>
<td>trua (f)</td>
<td>pity</td>
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<tr>
<td>is trua é, is trua sin</td>
<td>it's a pity</td>
</tr>
<tr>
<td>tú, tusa</td>
<td>you (sg)</td>
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<tr>
<td>tuig, ag tuigbheáil, ag tuiscint</td>
<td>understand</td>
</tr>
<tr>
<td>tuirseach</td>
<td>fatigue, tiredness</td>
</tr>
<tr>
<td>tuismitheoir (m), tuismitheoirí (pl)</td>
<td>tired</td>
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<tr>
<td>tús (m)</td>
<td>parent</td>
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<tr>
<td></td>
<td>beginning</td>
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<td><strong>U</strong></td>
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<tr>
<td>uachtar (m) reoite</td>
<td>ice cream</td>
</tr>
<tr>
<td>uaine (f. noun and adj)</td>
<td>green (as in garments etc.)</td>
</tr>
<tr>
<td>uair (f), uaireanta (pl)</td>
<td>hour</td>
</tr>
<tr>
<td>uaireanta</td>
<td>sometimes</td>
</tr>
<tr>
<td>uimhir (f)</td>
<td>number</td>
</tr>
<tr>
<td>uisce (m)</td>
<td>water</td>
</tr>
<tr>
<td>úll (m), pl úlla</td>
<td>apple, apples</td>
</tr>
<tr>
<td>uncaill (m)</td>
<td>uncle</td>
</tr>
</tbody>
</table>
FOCLOIR BÉARLA-GAEILGE

A
able
about
above
acquaintance, knowledge of person
actor
accent (n)
he has an American accent
administrator (US)
address
adolescent
adult (adj)
adult (n.)
Africa
after
afternoon
again
against
age
ago
agree with
a lot
allow, let
almost
alright
also
always
America, USA
American (n and adj)
among
and
anger
anger
animal
announcement, notice
annoy, bother
answer (vb)
answer (n)
answering machine
anxiety, worry
apartment (US)
apple
apple pie
approximately
ábalta
fá, faoi
os cionn (+ gen.)
aithne (f)
aistéoir (m)
blas (m)
tá blas Meiriceánach air
rúnaí (m)
seoladh (m)
déagóir (m)
do dhaoine fásta
duine fásta
an Afraic (f)
i ndiaidh / tar éis (+ gen)
tráthnóna (m)
arís
in aghaidh (+ gen.)
aois (f)
ó shin
aontaigh le, ag aontú le
cuid mhór, a lán
lig
chóir a bheith, beagnach
ceart go leor
fosta, freisin
i gcónaí
Meiriceá (m)
Meiriceánach (m)
i measc (+ gen)
agus, is
fearg (f)
ar buile
ainmhí (m)
fógra (m)
cuir as do
freagair, ag freagairt
freagra (m)
gléas (m) freagartha
imní (f)
árasán (m)
úll (m)
toirtín (m) úll
thart fá
architect
area
around
around the area
arrogant
art
artist
as, like
as ... as
as well, in addition
Asia
ask
at, by
at all
attendant, waiter
aunt
autumn

B
baby
back (n)
back (adv)
bad
bad news
bag
bank
barmbrack
be
be able
beach
beautiful
bed
beer
before
beginning
believe
creidiúint
better
between
big
bird
biscuit(s), cookie(s)
black
blackboard

ailtire (m)
ceantar (m)
thart fá\textsuperscript{U}
thart fán án áit\textsuperscript{U}
sotalach
ealáin (f)
ealaíontóir (m)
mar
chomh ... le
chomh maith
an Áise (f)
fiafraigh de
ag
ar bith, ar chor ar bith\textsuperscript{U}
freastálaí (m)
aintín (f)
fómhar (m)

leanbh (m), naíonán (m)
droim (m)
ar ais
olc, droch-
drochscéala
mála (m)
banc (m)
bairín breac (m)
bí, bheith
thig le, bheith ábalta
trá (f)
álainn
leaba (f)
beoir (f)
roimh, sula (with verb)
tús (m)
creid, ag creibheidh\textsuperscript{U} ag
níos fearr
idir (+ lenition)
mór
éan (m)
briosca (m), brioscaí
dubh
clár dubh (m)
blonde  fionn
blue    gorm
bone    cnámh (f)
book    leabhar (m)
boring leadránach
boss    saoiste (m)
bother, annoy cuir as do
Boston  Bostún (m)
bottle  buidéal (m)
bottom  bun (m)
boy    buachaill (m), gasúr (m)
branch craobh (f)
bread    arán (m)
brack    bris, ag briseadh
break    bricfeasta (m)
bréton  Briotánach (m)
bréton language  Briotáinis (f)
bright  geal
Britian  An Bhreatain Mhór
British  Briotanach
broken briste
brother  deartháir (m)
brown  donn
brush (n) scuab (f)
hairbrush  scuab gruaige (f)
brush, sweep  scuab, ag scuabadh
bus    bus (m)
busy    gnóthach
but      ach
butcher búistéir (m)
butter    im (m)
buy, buying ceannaigh, ag ceannach
by, next to cois (+ gen)
by (authorship)  le (prefixes ‘h’ to vowel)

C
café    caife
cake    císte (m)
call    cuir glaoch ar, cuir scairt ar
camcorder ceamthaifeadán (m)
camera  ceamara (m)
car    carr (m), gluaisteán (m)
cat    cat (m)
CD see compact disc
cell phone  
fón póca, fón siúil  
Celtic Studies  
an Léann Ceilteach (m)  
certainly  
cinnte  
chair  
cathaoir (f)  
chalk  
cáilc (f)  
cheese  
cáis (f)  
change (n)  
briseadh  
change (vb)  
athraigh, ag athrú  
character  
caráchtar (m)  
cheers!  
Sláinte! Sláinte mhaith!  
chemistry  
ceimic (f)  
chicken  
cearc (f)  
child  
leanbh (m), páiste (m)  
children  
clann (f)  
China  
an tSín (f)  
Chinese language  
Sínis (f)  
Christmas  
Nollaig (f)  
Christmas tree  
crann (m) Nollag  
church  
teach (m) an phobail (Cath.)  
eaglais (f) (Cath./Prot.)  
cider (alcoholic)  
ceirtlis (f)  
cider, apple juice  
sú úll (m)  
cigarette  
toitín (m)  
cinema  
pictiúrlann (f)  
city  
cathair (f)  
city centre  
lár (m) na cathrach  
class  
rang (m)  
classical music  
ceol clasaiceach (m)  
clean (adj)  
glan  
clean (vb)  
glan, ag glanadh  
clever  
cliste  
clock  
clog (m)  
o’clock  
a chlog  
close  
druid, ag druidimusat;  
dún, ag dúnaídtas  
college  
coláiste (m)
color
come
come here
compact disc
compact disc player
complaint
completely, entirely
computer, personal ~
computer game
computer software
concert
condom
contemporary
content
contraceptives
cook
cookie(s)
cooking
copy (n)
copy (vb)
country
countryside, in the country
country-western
couple, a few
couple (n)
course
cousin
cousins
cow
credit card
crosswords
crowded
culture
current affairs

dancing
dangerous
dark (adj)
daughter
day
dead
degree (academic)
undergraduate degree
dath (m)
tar, ag teacht
goitse\(^1\); tar anseo
dlúthdhiosca (m)
seinnteoir (m) dlúthdhioscaí
gearán (an)
ar fad
riomhaire (m); ~ pearsanta
cluiche (m) riomhaire
bogearraí riomhaire
ceolchoirm (f)
coiscín (m)
comhaimseartha
sásta
frithghiniúnaigh
cócaire (m)
brioscaí (f) (m)
ag cócaireacht
cóip (f)
déan cóip de
tír (f)
faoin tuath
ceol (m) tuaithe
cúpla
lánúin (f)
cúrsa (m)
col ceathrair (m)
col ceathracha
bó (f)
cárta (m) creidmheasa
crosfhocail
plódaithe
cultúr (m)
cúrsaí reatha

dancing
ag damhsa, ag rince
contúir teach

dorcha
inión (f)
lá (m)
marbh
céim (m)
bunchéim (m)
<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
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<tbody>
<tr>
<td>graduate/postgraduate degree</td>
<td>ardcchéim (m)</td>
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<tr>
<td>department</td>
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<td>depressed</td>
<td>in ísle (f) brí</td>
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<td>dessert</td>
<td>milseog (f)</td>
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<td>detective</td>
<td>bleachtaire (m)</td>
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<td>delicious, tasty</td>
<td>blasta</td>
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<td>describe</td>
<td>cuir síos (ar)</td>
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<td>deacair, crua</td>
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<td>dinner</td>
<td>dinnéar (m)</td>
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<td>colscairadh (m)</td>
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<td>colscairtha</td>
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<tr>
<td>do</td>
<td>déan, ag déanamh</td>
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<td>doctor</td>
<td>dochtúir (m)</td>
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<td>dog</td>
<td>madadh(^u) (m); madra(^M) (m)</td>
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<td>babóg (f)</td>
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<td>dollar</td>
<td>dollar (m)</td>
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<td>síos (direction),</td>
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<td>thíos (location)</td>
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<td>cuir éadaí ort</td>
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<td>gléasta</td>
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<td>deoch (f)</td>
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<td>ól, ag ól</td>
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<td>tiomáin, ag tiomáint</td>
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<td>tiománaí (m)</td>
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<td>druga(f)</td>
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<td>mí-úsáid (f) drugaí</td>
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<tr>
<td>dozen</td>
<td>Baile (m) Átha Cliath</td>
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<td>dozen</td>
<td>glantóir (m)</td>
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<td>E</td>
<td>clúas (f)</td>
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</tbody>
</table>
FOCLOIR BÉARLA-GAEILGE

earned
eat
economics
egg (n)
eight
electric
e-mail
emergency exit
empty
end (n)
in the end
engaged (to be married)
English
enjoy
entrance
environment
euro
even
ever
every
exactly
exactly!
exam
excuse me
exit (n)
expensive
extremely
eye (n)

F
face (n)
factory
fair-haired
fairies

fail (vb)
I failed the test
fall, autumn
falling in love
farm (n)
farmer
fat
father

tuillte
ith, ag ithe
eacnamaíocht (f)
ubh (f)
ocht
leictreach
ríomhphost (m)
doras (m) éalaithe
folamh
doireadh (m)
sa deireadh
geallta
Béarla (m)
bain sult as, ag baint suilt as
bealach (m) isteach
an comhshaol (m)
euro
fiú
riamh (in past)
choíche (in future)
gach, gach aon (‘achan’)
díreach
go dóireach
scrúdú (m)
gabh mo leithscéal
bealach (m) amach
daor
thar a bheith
súil (f)

aghaidh (f)
monarcha (f)
fionn, bán
na síogaí, na daoine beaga,
na daoine maithe
theip ar
theip orm sa teist
fómhar (m)
ag titim i ngrá
feirm (f)
feirmear (m)
ramhar
athair (m)
fatigue
favour
fear
feel
fence (n)
fiction
fiddle
fight (vb)
field (of grass)
field (tilled)
find (vb)
finish (vb)
finished
fire (n)
fish (n)
fishing
proper
cór
five
flower
flour
fluent
food
foot
for
for (completed duration of time)
for (ongoing duration of time)
foreign (language etc.)
foreigner
forget
fortnight
found, establish
four
France
free
French person or thing
French language
friend
friendly
from (a place)
from, made of
fruits
full
funny
tuirse (f)
gar (m)
eagla (f)
braith; mothaigh
claí (m)
ficsean (m)
fidil (f)
troid, ag troid
páirc (f)
gort (m), cuibhreann (m)
aimsigh; faigh
criochnaigh, ag críochnú
críochnaithe
tine (f)
iasc (m)
iascaireacht (f), ag ~ fitting,
cuíg
bláth (m)
plúr (m)
líofa
bia (b)
cos (f)
do (+ lenition)
ar feadh (+ gen)
le
iasachta
coimhthíoch
déan dearmad (ar)
coicís (f)
cuir ar bun
ceathair
an Fhrainc (f)
saor
Francach (m)
Fraincis (f)
cara (m)
cáirdiúil
as; ó (+ lenition)
de (+ lenition)
torthaí
lán
greannmhar
**G**
game
generally
German (n and adj)
German language
Germany
get, find
get along with, agree with, s.o.
get up
ghost
girl
give
glass
glove
go
go on!
good
good luck!
good luck, goodbye!
good news
goodbye
government
grandfather
grandmother
grass
grey-haired
greeting(s)
green
group
grumpy
guidebook
guitar
gust

cluiche (m)
go ginearála
Gearmáineach (m)
Gearmáinis (f)
an Ghearmáin (f)
faigh, ag fáil
ag réiteach le duine
éirigh, ag éirí
taibhse (m)
cailín (m)
tabhair, ag tabhairt
gloine (f)
lámhainn (f)
téigh, ag dul
lean ort, lean ar aghaidh
maith
go n-éirí leat
ádh mór
da-áthas
slán
rialtas (m)
athair mór, seanathair (m)
máthair mhóir, seanmháthair
féar (m)
liath
beannacht (f), beannaithtí
glas (natural), uaine (other)
dream (m)
cantalach
treoirleabhar (m)
giotar (m)
síobhán (m)

gruaig (f), cuid (f) gruaige
leath (f)
go leith
leathuair (f)
leathphionta (m)
Oíche Shamhna (f)
lámh (f)
dathúil
áthas (m), lúcháir (m)
hard  crua
harm (n)  urchóid (f)
harp  cláirseach (f)
hat  hata (m)
hate (n)  fuath
he  é, eisean, sé
de head (n)  ceann (m)
dead headache  tinneas (m) cinn
dead headphones  cluasáin
dead health  sláinte (f)
dead hear, hearing  cluin, ag cluinstin
dead heart  croí (m)
Hello!  Dia duit!
Hello! (response)  Dia is Muire duit!
dead here  anseo
dead hip-hop  ceol hip hap
dead hitchhiking  dul ar ordóg
dead home (n)  cónaí, teach
home at  sa bhaile
home, homewards  abhaile, ’na bhaile
homework  obair bhaile
horrible  uafásach
horror movie  scannán (m) uafás
horse  capall (m)
hospital  otharlann (f), ospidéal (m)
hostel  brú (m)
hot  te
hotel  óstán (m)
hour, one hour  uair (f), uair an chloig
house  teach (m)
household  teaghlach (m)
housework  obair tí (f)
how?  conas
how long?  cá fhad
how much/many?  cá mhéad
hunger  ocras (m)
hurry  deifir (f)
hurry up  déan deifir
husband  fear (m) céile

I  mé, mise
ice cream
idea
good idea
ideology
if
in
in a while
in back of
in front of
information
intelligent
intend
interest
interesting
internet
international
intersection
interview
into
Ireland
Irish
Irish language
is
island
Italian (n and adj)
Italian language
Italy
J
ejazz
job
journey
K
key
keyboard
kidding, teasing
kind (n)
kind (adj)
kitchen
knee
knowledge (of place or expertise)
knowledge of fact  fios (m)
knowledge of person, acquaintance  aithne (f)

L
last, endure, live  mair, ag maireachtáil
deireannach
last (adj)  deireannach
last month  an mhí seo caite
aréir
last week  an tseachtain seo caite
anuraidh
last year  níos déanaí, níos moille
anuraidh
later  ag gáire
gáire (m)
laughing  dlíodóir (m)
dlíodóir (m)
laughter  duilleog (f)
duilleog (f)
laugh  foghlaim, ag foghlaim
foghlaim, ag foghlaim
leave (intrans.), go away  imigh, ag imeacht
fág, ag fágáil
leave behind (trans.),  léacht (f)
lecture  léachtóir (m)
lecturer  leabharlann (f)
letter  litir (f)
library  saol (m)
life  síob (f)
like (prep)  cosúil le
cosúil le
I like  is maith liom; tá dúil agam i
is maith liom; tá dúil agam i
listen (to)  éist (le), ag éisteacht (le)
éist (le), ag éisteacht (le)
literature  litríocht (f)
litríocht (f)
looking forward to  áitiúil
looking forward to
local  muintir (f) na háite
local  muintir (f) na háite
people  amharc (ar), ag amharc (ar)
look, watch  ag súil (go mór) le rud
ag súil (go mór) le rud
looking forward to  caill, ag cailleadh
looking forward to
lose  a lán, cuid mhór
a lán, cuid mhór
a lot  grá
a lot
love (n)  is breá liom
love (n)  is breá liom
I love, like  tá mé i ngrá le
tá mé i ngrá le
I love (romantically)  go breá
I love (romantically)  go breá
lovely  Londain (f)
lovely  Londain (f)
London  fada
London  ádh
long  lón (m)
long  lón (m)
luck  ag luí
luck
M
magazine
make-up
man
manager
map
married
marry
maybe
meat
medicine
meet
meet with
meeting
melancholy
mention
mermaid
mess
microwave (n)
middle
milk
mind (n)
I don’t mind/care
minister (religious)
minister (government)
minute
mistake
mobile phone
month
moon
morning
mother
mountain
mouse
mouth
movie, film
moving
museum
music
music program
musicals
musician
must

iris (f)
smideadh (m)
fear (m)
bainisteoir (m)
léarscáil (f)
pósta
pós, ag pósadh
b’fhéidir
feoil (f)
leigheas (m)
cas ar, ag casadh ar
bual le, ag bualadh le
cruinniú (m)
lionn dubh (m), gruaim (f)
trácht ar
maighdean mhara (f)
praiseach (m)
micréathonnán (m)
lár (m)
bainne (m)
intinn (f)
is cuma liom
ministir (m)
aire
bomaiteU (m)
meancóg (f)
fón siúil (m), fón póca (m)
mí (f)
gealach (f)
máthair (m)
slabh (m)
luchóg (f)
béal (m)
scannán (m)
ag bogadh
iarsmalann (f)
ceol (m)
clár (m) ceoil
ceolraí
ceoltóir (m)
caithfidh
### N
- name (n) - ainm (m)
- near - cóngarach do, in aice le
- need, lack (n) - díth (f)
- I need - tá ... de dhíth orm
- neighbor - comharsa (f)
- Nepal - Neipeál (f)
- nephew - nia (m)
- New York - Nua Eabhrac (m)
- next to - in aice (le)
- next month - an mhí seo chugainn
- next summer - an samhradh seo chugainn
- next thing - an chéad rud eile
- next week - an tseachtain seo chugainn
- next year - an bhliain seo chugainn
- nice - deas
- niece - neacht (f)
- night - oíche (f)
- night before last - arú aréir
- nine - naoi
- nose - srón (f)
- novel (n) - úrscéal (m)
- now - anois
- number - uimhir (f)
- nurse (n) - banaltra (f)
- nut - cnó (m)

### O
- o’clock - a chlog
- office - oifig (f)
- often - go minic
- old - sean
- old-fashioned - sean-aimseartha
- on - ar (+ lenition)
- once - uair (f)
- once or twice - uair nó dhó
- one (number) - aon
- one (adj) - amháin
- this one - an ceann seo
- only - ach (with negative)
- only one - aon ... amháin
- open (vb) - foscaí, oscail
- open (adj) - foscaíte, oscailte
opera
opinion
what’s your opinion?
in my opinion
or
orange (n and adj)
other
out (going ~)
outside (being ~)
outside of
over, across, past
overseas

P
packed
painter
painting
pants, trousers
paper
parent
Paris
party (social)
party (political)
pass, succeed
I passed the test
pc see personal computer
pen
pencil
penny
people (collective)
people (sg)
people (pl)
perhaps
person
personal (adj)
personal computer
personally
pet
PhD, doctorate
phone (n)
cell phone
phone number
photo (n)
photocopy (n)

ceoldráma (m)
barúil (f)
cad é do bharúil?
dar liom (go)
nó
oráiste (m)
eile
amach (as)
amuigh
taobh amuigh de
thar
thar lear, thar sáile
pacáilte
péintéir (m)
ag péinteáil
bríste (m)
páípear (m)
tuismitheoir (m)
Páras (m)
cóisir (f)
páirtí (m)
éiríonn le
d’éirigh liom sa teist
peann (m)
peann (m) luaidhe
pingin (f)
muintir (f)
pobal (m)
daoine (m pl)
b’fhéidir
duine (m)
pearsanta
ríomhaire pearsanta
go pearsanta
peata (m)
dochtúireacht (f)
fón (m)
fón póca
uimhir (f) fón
grianghraf (m)
fótachóip (f)
photography  grianghrafadóireacht (f)
physics  fisic (f)
piano  pianó (m)
piece  píosa (m)
pig  muc (f)
pint  pionta (m)
pity  trua (f)
plan (n)  plean (m)
plane  eitleán (m)
plant  planda (m)
play, drama (n)  dráma (m)
playing (an instrument)  ag seinm
playing (a game or sport)  ag imirt
please!  le do thoil!
plot (n)  plota (m)
pocket (n)  póca (m)
poet  file (m)
poem  dán (m)
poetry  filíocht (f)
politics  polaitíocht (f), cúrsaí polaitíochta
poor  bocht
pop music  popcheol (m)
portion  cuid (f)
positive, certain  dearfach
post office  oifig (f) an phoist
postgraduate (adj)  iarchéimeach
postgraduate student  mac léinn iarchéimeach (m)
potato(es)  práta(í) (m)
pound  punt (m)
powering  ag moladh
pregnant  torrach
present, gift  bronntanas (m)
priest  sagart (m)
print (in print, out of print)  cló (m) (i gcló, as cló)
prize  duais (f)
probably  is cosúil, is dócha
problem  fadhb (f)
professor (B&I), full professor (US)  ollamh (m)
professor (US)  léachtóir (m)
program  clár (m)
proud (of)  bródúil (as)
psychology  síceolaíocht (f)
FOCLÓIR BÉARLA-GAEILGE

pub, bar
teach (m) tábhairne

pullover
geansaí (m)

purse
sparán (m)

put
cuir, ag cur

Q
quarter
craith (f)

quarter of an hour
ceathrú (f)
uair an chloig (m)

quiet
ciúin

R
radio
raidió (m)

rain (n)
báisteach (f); fearthainne (f)

raining
tag, ag tógáil

raise, take
gleigh, ag láthair

read
réidh

ready, finished
réasúnta

reasonable
réasúnta, measartha

reasonably
aithin, ag aithint

recognize
dearg

red
raua

red-haired
cuisneoir (m)

refrigerator
lig do scíth

relax
leigheas (m)

relax
taighde (m)

read
is cuimhin le

ready, finished
iarr (ar), ag iarraidh (ar)

remember
taighde (m)

request (vb)
meas (m)

research
béalann (f)

respect
béalann (f)

erithe as

retire
éirigh as, ag éirí as

retired
éraí (ar)

rice
réis (f)

cert
cert go leor

erígh, ag éirí

erígh
tóthar (m)

carraig (f)

rock
rocc-cheol (m)

rock-music
scéal (m) grá

romance (novel)
cúrsaí grá

romantic affairs
seomra (m)

room
róis (m)

rose
rith, ag rith

run

161
s
sailor
salt
same
sand
sandwich
say, tell
school
primary school
secondary school, high school
science
Scot
Scotland
Scottish
Scottish Gaelic
sea
season (n)
secretary
see
seldom
selling
sensible
separated
seven
shame (n)
she
sheep
shining
shirt
shoe
shop
shopkeeper
shopping
shopping centre
short
shy
sick
silence (n)
silence!
sing (a song)
singing
single
sister
sitting

mairnéalach (m)
salann (m)
céanna
gaineamh (m)
ceapaire (m)
abair (le); inis (do)
scoil (f)
bunscoil (f)
meánscoil (f)
eolaíocht (f)
Albanach (m)
Albain (f)
Albanach
Gaeilge na hAlban (f)
farraige (f)
chéasúr (m)
rúnáí (m)
feic, ag feiceáil
annamh
ag díol
ciallmhar
scartha
seacht
néire (f)
í, ise, sí
caora (f)
ag soilsíú
léine (f)
bróg (f)
siopa (m)
siopadóir (m)
ag siopadóireacht
ionad (m) siopadóireachta
gairid
faiteach
tinn
tost (m)
ciúnas! (m)
abair amhrán, gabh amhrán
ag canadh
singil
deirfiúr (f)
ag suí
six
skirt
sky
sleep
sleet
small
smart, clever
smile
smoking
no smoking!
snow
snowing
soap opera
soccer
sociology
some
sometimes
son, boy
song
soon
sore
sorrow
sound
Spain
Spaniard
Spanish (adj)
Spanish language
speak
speech
spices
spoil
sport
sports program
sports centre
spring
stable (n)
standing
star
movie star, starlet
stay
stay there
staying
steal
stereo, record player

sé
sciorta (m)
spéar
codladh (m)
fluichshneachta (m)
beag
cliste
meangadh (m)
ag caitheamh (tobaic)
cosc ar thobac
sneachta (m)
ag cur sneachta
sobalchlár (m)
peil (f)
socheoláfocht (f)
éigin, inteacht
uaireanta, corruair
mac (m)
amhrán (m)
ar ball, gan mhoill
nimhneach
brón (m)
fuaím (f)
an Spáinn (f)
Spáinneach
Spáinneach
Spáinnis (f)
labhair, ag labhairt
óráid (f)
spíosraí
mill, ag milleadh
spóirt (m)
cláir (m) spóirt
ionad (m) spóirt
earrach (m)
stábla (m)
ag seasamh
réalta (f)
réalta scannán, realtóg
fan, ag fanacht
fan ansin
ag stopadh, ag fanacht
goid, ag goid
seinnteoir (m)
stomach (n)       bolg (m)
stop (vb)         stad, ag stad
storm             stoirm (f)
story             scéal (m)
straight          dfreach
strange           aisteach
street            sráid (f)
strong            láidir
student           mac (m) léinn
studying         ag staidéar
stupid            bómánta
suburb            bruachbhaile (m)
succeed (in)      éiríonn le (i)
I passed the exam  d’éirigh liom sa srúdú
sugar             siúcra (m)
summer            samhradh (m)
sun               grian (f)
sunny             grianmhar
supermarket       ollmhargadh (m)
swim              snámh, ag snámh
sweep             scuab, ag scuabadh
sweets            milseáin
Swiss             Eilvéiseach
Switzerland       an Eilvéis (f)

T

Tábla^U (m), bord (m)
take              glac, ag glacadh;
tackle            tóg, ag tógáil
talk (n)          caint (f)
talking           ag caint
talk show         clár (m) cainte
tall              ard
tape              téip (m)
tapedeck, tape recorder téipthaifeadán (m)
taste (n)         blas (m)
tasty             blasta
tea               tae (m)
tea pot           pota (m) tae
teacher          muinteoir (m)
tear (vb)         stróic, ag stróiceadh
telephone (n)     teileafón (m); guthán (m)
television        teilifís (f)
tell (a story)    inís (sceal), ag insint (scéil)
tell (someone something)
ten
tennis
terrorist
than
thanks
many thanks
thank God
thank you (sg/pl)
thank you (sg) very much
that
that book
that’s it
that’s all
theatre
theology
therapy
there
they
thick
thief
thin
thing
think (about)
thirst (n)
thirsty, dry
I got thirsty
this
this one
this year
thought, idea
three
three people
thriller (novel, film)
throughout
Tibet
tidy, put in order
tights
tired
I’m tired of it
tiredness, fatigue
to (a place)
to (event)
to, for
inis (do); abair (le)
dech
leadóg (f)
sceimhlitheoir (m)
ná
büóchas (m)
mile büóchas
büóchas le Dia
go raibh maith agat/agaibh
go raibh céad/mile maith agat
an ... sin
an leabhar sin
sin é
sin a bhfuil
amharclann (f)
diagacht (f)
teiripe (f)
ansín
siad, siadsan, iad, iadsan
tiubh
gadaí (m)
tanaí
rud (m)
smaoinigh (ar), ag smaoineamh
tart (m)
tirim
bhualt tart mé
an ... seo
an ceann seo
i mbliana
smaoineamh (m)
tré
triúr
scéinséir (m)
ar fud
an Tibéid (f)
réitigh, ag réiteach
riteoga
tuirseach
tá mé tuirseach de
tuirse (f)
go (prefixes ‘h’ to vowel)
chuig
do (+ lenition)
to, in order to

together
tomorrow
today
tonight
too (also)
too (excessive)
too much (n)
tooth
toothache
toothbrush
toothpaste
top
tourist
translate
translation
tree
tradition
traditional music
train
train station
travel
trouble
trousers
truth
turkey
two (number)
two (adj)
two people

le (prefixes ‘h’ to vowel)

chun (+ gen)

le chéile, in éineacht le

amárach

inniu

anocht

fosta\textsuperscript{u}; freisin

ró-

barraíocht\textsuperscript{u}

fiacal (m), fiacla (pl)

tinneas fiacaile (m)

scuab fiacla (f)

taos fiacla

barr (m)

turasóir (m)

aistriugh, ag aistriú

aistriúchán (m)

crann (m)

traidisiún (m)

ceol traidisiúnta (m)

traeín (f)

stáisiún traenach (m)

taisteal (m)

trioblóid (f)

bríste (m)

fírinne (f)

turcaí (m)

dó

dhá (+ lenition)

beirt (f) (+ lenition)

uncail (m)

faoi (+ lenition)

bunchéimeach

bunchéim (m)

tuig, ag tuigbeáil\textsuperscript{u} / ag tuiscint
dífhostaithe

ollscoil (f)

go dtí

suas

thuas

úsáid (f)

ba ghnách dó\textsuperscript{u} ...
usually

de ghnáth

V
vacation
laethanta saoire
vegetables
glasraí
vegetarian
feoilséantóir (m)
very
an-, iontach
vacation laethanta saoire
vegetables
glasraí
vegetarian
feoilséantóir (m)
very
an-, iontach

W
wait (for)
fan (le), ag fanacht
wait a minute
fan bomaite/nóiméad (m)
waiter
frestalaí (m)
wake
duíseigh, ag dúiseacht
waking state
duíseacht
Wales
an Bhreatain Bheag (f)
walk
siúil, ag siúl
walkman
seinnteoir (m) dlúthdhioscaí
wash
nigh, ag ní
waste basket
bocsa/bosca bruscair (m)
watch (n)
uaireadóir (m)
watch (vb)
amharc/féach
watching tv
amharc ar an teilifís
water
uisce (m)
we
saibhir
weak
lag
wealthy
saibhir
the web
an greasán (m)
website
suíomh gréasáin (m)
wedding
bainis (f)
week
seachtain (f)
weekend
deireadh seachtaine (m)
welcome, you’re welcome
fáilte (f), fáilte romhat
well!
bhuel
well, healthy
go maith
Welsh (person or thing)
Breatnach
Welsh language
Breatnais (f)
wet
flíuch
<table>
<thead>
<tr>
<th>English</th>
<th>Irish</th>
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<tbody>
<tr>
<td>Western (movie)</td>
<td>scannán (m) buachaillí bó</td>
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<tr>
<td>what?</td>
<td>cad é? ́, caidé? ́</td>
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<tr>
<td>when?</td>
<td>cá huair? ́, cathain?</td>
</tr>
<tr>
<td>where?</td>
<td>cá, cá háit?</td>
</tr>
<tr>
<td>whiskey</td>
<td>uisce (m) beatha</td>
</tr>
<tr>
<td>white</td>
<td>bán</td>
</tr>
<tr>
<td>who?</td>
<td>cé?</td>
</tr>
<tr>
<td>why?</td>
<td>cad chuige?</td>
</tr>
<tr>
<td>widow, widower</td>
<td>baintreach (f)</td>
</tr>
<tr>
<td>wife</td>
<td>bean chéile (f)</td>
</tr>
<tr>
<td>wind</td>
<td>gaoth (f)</td>
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<td>window</td>
<td>fuinneog (f)</td>
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<tr>
<td>wine; white / red wine</td>
<td>fíon (m); fíon bán / dearg</td>
</tr>
<tr>
<td>winter</td>
<td>geimhreadh (m)</td>
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<tr>
<td>with</td>
<td>le (prefixes ‘h’ to vowel)</td>
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<tr>
<td>without</td>
<td>gan ((+ lenition)</td>
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<tr>
<td>woman</td>
<td>bean (f)</td>
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<tr>
<td>wonder, surprise</td>
<td>iontas (m)</td>
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<tr>
<td>wonderful</td>
<td>iontach</td>
</tr>
<tr>
<td>work (n)</td>
<td>obair, cuid (f) oibre</td>
</tr>
<tr>
<td>work (vb)</td>
<td>ag obair</td>
</tr>
<tr>
<td>worker</td>
<td>oibrí (m)</td>
</tr>
<tr>
<td>world</td>
<td>domhan (m)</td>
</tr>
<tr>
<td>worried</td>
<td>buartha</td>
</tr>
<tr>
<td>write</td>
<td>scríobh, ag scríobh</td>
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<tr>
<td>writer</td>
<td>scríbhneoir (m)</td>
</tr>
<tr>
<td>writing</td>
<td>scríbhneoireacht (f)</td>
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<tr>
<td>wrong</td>
<td>contráilte, mícheart</td>
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<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>year</td>
<td>bliain (f)</td>
</tr>
<tr>
<td>yellow</td>
<td>buí</td>
</tr>
<tr>
<td>yesterday</td>
<td>inné</td>
</tr>
<tr>
<td>yet</td>
<td>go fóill</td>
</tr>
<tr>
<td>yonder</td>
<td>údar ́, úd</td>
</tr>
<tr>
<td>you (pl)</td>
<td>sibh, sibhse</td>
</tr>
<tr>
<td>you (sg)</td>
<td>tú, thú, tusa</td>
</tr>
<tr>
<td>young</td>
<td>óg</td>
</tr>
</tbody>
</table>
### Gearrliosta Briathra: A Select Verb List

The three forms listed for each verb are, in that order, the second singular imperative (‘go!’) which in Irish is the same as the verbal stem, the first person singular present tense (I go’), and the verbal noun (‘going’), which is either masculine (m) or feminine (f). Irregular verbs are printed in bold. Superscript U (for Ulster) denotes an Ulster dialect variant.

Regular verbs follow one of two conjugations. All monosyllabic stems take the first conjugation; all polysyllabic stems in -igh take the second conjugation. In the case of polysyllabic verbs which have a different ending, their conjugation has been indicated by a bold 1 or 2, followed by a letter A, B, or C to refer to subdivisions (based on Mac Congáil 2004, 117f). Thus polysyllabic second-conjugation stems that syncopate (e.g. *freagair*) are marked 2B, and second-conjugation polysyllables that do not syncopate (e.g. *foghlaím*) are marked 2C.

#### A

<table>
<thead>
<tr>
<th>Verb</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>adhlaic!</td>
<td>bury</td>
</tr>
<tr>
<td>adhlacaim;</td>
<td></td>
</tr>
<tr>
<td>ag adhlacadh</td>
<td></td>
</tr>
<tr>
<td>(m) 1C</td>
<td></td>
</tr>
<tr>
<td>admhaigh!</td>
<td>admit</td>
</tr>
<tr>
<td>adhmaím;</td>
<td></td>
</tr>
<tr>
<td>ag adhmáil</td>
<td></td>
</tr>
<tr>
<td>(f)</td>
<td></td>
</tr>
<tr>
<td>aistrigh!</td>
<td>translate</td>
</tr>
<tr>
<td>aistrím;</td>
<td></td>
</tr>
<tr>
<td>ag aistriú</td>
<td></td>
</tr>
<tr>
<td>(m)</td>
<td></td>
</tr>
<tr>
<td>aithin!</td>
<td>recognize</td>
</tr>
<tr>
<td>aithnín;</td>
<td></td>
</tr>
<tr>
<td>ag aithint</td>
<td></td>
</tr>
<tr>
<td>(f) 2B</td>
<td></td>
</tr>
<tr>
<td>aontaigh!</td>
<td>agree</td>
</tr>
<tr>
<td>aontaím;</td>
<td></td>
</tr>
<tr>
<td>ag aontú</td>
<td></td>
</tr>
<tr>
<td>(m)</td>
<td></td>
</tr>
<tr>
<td>athraigh!</td>
<td>change</td>
</tr>
<tr>
<td>athraím;</td>
<td></td>
</tr>
<tr>
<td>ag athrú</td>
<td></td>
</tr>
<tr>
<td>(m)</td>
<td></td>
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<tr>
<td>athscríobh!</td>
<td>rewrite, copy, transcribe</td>
</tr>
<tr>
<td>athscríobhaim;</td>
<td></td>
</tr>
<tr>
<td>ag athscríobh</td>
<td></td>
</tr>
<tr>
<td>(m) 1C</td>
<td></td>
</tr>
</tbody>
</table>

#### B

<table>
<thead>
<tr>
<th>Verb</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>báigh!</td>
<td>drown (tr.)</td>
</tr>
<tr>
<td>báim;</td>
<td></td>
</tr>
<tr>
<td>ag bá (m) /</td>
<td></td>
</tr>
<tr>
<td>ag báthadh</td>
<td></td>
</tr>
<tr>
<td>(m) 1U</td>
<td></td>
</tr>
<tr>
<td>bácaigh!</td>
<td>bake</td>
</tr>
<tr>
<td>bácaí!</td>
<td></td>
</tr>
<tr>
<td>bácaílm;</td>
<td></td>
</tr>
<tr>
<td>ag bácáil</td>
<td></td>
</tr>
<tr>
<td>(f) 1B</td>
<td></td>
</tr>
<tr>
<td>bagair!</td>
<td>threaten</td>
</tr>
<tr>
<td>bagairm;</td>
<td></td>
</tr>
<tr>
<td>ag bagairt</td>
<td></td>
</tr>
<tr>
<td>(f) 2B</td>
<td></td>
</tr>
<tr>
<td>bailigh!</td>
<td>collect, gather</td>
</tr>
<tr>
<td>bailím;</td>
<td></td>
</tr>
<tr>
<td>ag bailiú</td>
<td></td>
</tr>
<tr>
<td>(m)</td>
<td></td>
</tr>
<tr>
<td>bain!</td>
<td>plan</td>
</tr>
<tr>
<td>bainim;</td>
<td></td>
</tr>
<tr>
<td>ag baint</td>
<td></td>
</tr>
<tr>
<td>(f)</td>
<td></td>
</tr>
<tr>
<td>beannaigh!</td>
<td>bless, greet</td>
</tr>
<tr>
<td>beannaím;</td>
<td></td>
</tr>
<tr>
<td>ag beannú</td>
<td></td>
</tr>
<tr>
<td>(m)</td>
<td></td>
</tr>
<tr>
<td>beartaigh!</td>
<td></td>
</tr>
<tr>
<td>beartaím;</td>
<td></td>
</tr>
<tr>
<td>ag beartú</td>
<td></td>
</tr>
<tr>
<td>(m)</td>
<td></td>
</tr>
<tr>
<td>béic!</td>
<td></td>
</tr>
<tr>
<td>béicim;</td>
<td></td>
</tr>
<tr>
<td>ag béiceadh</td>
<td></td>
</tr>
<tr>
<td>(m)</td>
<td></td>
</tr>
<tr>
<td>beir!</td>
<td></td>
</tr>
<tr>
<td>beirim;</td>
<td></td>
</tr>
<tr>
<td>ag breith</td>
<td>bear; take</td>
</tr>
<tr>
<td>(f)</td>
<td></td>
</tr>
<tr>
<td>b! táim /tá</td>
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<tr>
<td>méU;</td>
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</tr>
<tr>
<td>a bheith</td>
<td></td>
</tr>
<tr>
<td>blais!</td>
<td></td>
</tr>
<tr>
<td>blaisim;</td>
<td></td>
</tr>
<tr>
<td>ag blaiseadh</td>
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</tr>
<tr>
<td>(m)</td>
<td></td>
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<tr>
<td>bog!</td>
<td></td>
</tr>
<tr>
<td>bogaim;</td>
<td></td>
</tr>
<tr>
<td>ag bogadh</td>
<td></td>
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<tr>
<td>(m)</td>
<td></td>
</tr>
<tr>
<td>breathnaigh!</td>
<td></td>
</tr>
<tr>
<td>breathnaím;</td>
<td></td>
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<tr>
<td>ag breathnú</td>
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<tr>
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<tr>
<td>bris!</td>
<td></td>
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<tr>
<td>brisim;</td>
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<tr>
<td>ag briseadh</td>
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<tr>
<td>(m)</td>
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<td>brostaigh!</td>
<td></td>
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<tr>
<td>brostaím;</td>
<td></td>
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<tr>
<td>ag brostu</td>
<td></td>
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<tr>
<td>(m)</td>
<td></td>
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<tr>
<td>brúigh!</td>
<td></td>
</tr>
<tr>
<td>brúim;</td>
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<tr>
<td>ag brú (m)</td>
<td></td>
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<td>1A</td>
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<tr>
<td>buail!</td>
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<tr>
<td>buailim;</td>
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<td>ag bualadh</td>
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<td>buaigh!</td>
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<td>buaim;</td>
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<td>ag buachan (f)</td>
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</table>

#### C

<table>
<thead>
<tr>
<th>Verb</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>cabhraigh!</td>
<td>help</td>
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<tr>
<td>cabhraím;</td>
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</tr>
<tr>
<td>ag cabhrú</td>
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</tr>
<tr>
<td>(m)</td>
<td></td>
</tr>
<tr>
<td>caill!</td>
<td>lose</td>
</tr>
<tr>
<td>caillim;</td>
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</tr>
<tr>
<td>ag cailleadh</td>
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</tr>
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<td>(m)</td>
<td></td>
</tr>
<tr>
<td>cán!</td>
<td></td>
</tr>
<tr>
<td>cánim;</td>
<td></td>
</tr>
<tr>
<td>ag cáineadh</td>
<td></td>
</tr>
<tr>
<td>(m)</td>
<td></td>
</tr>
</tbody>
</table>
caith! caithim; ag caitheamh (m) throw, spend, smoke, wear
can! canaim; ag canadh (m)
sing
caoin! caoinim; ag caoineadh (m)
weep
cas! casaim; ag casadh (m)
turn, twist
cedáigh! cedáím; ag ceadú (m)
allow
ceangail! ceanglaídom; ag ceangal (m)
tie, connect
ceannaigh! ceannaim; ag ceannach (m)
buy
ceap! ceapaim; ag ceapadh (m)
think, invent
ceartaigh! ceartaím, ag ceartú (m)
correct
ceil! ceilim; ag ceilt (f)
hide
ceillíúir! ceillíúram; ag ceillíúradh (m)
celebrate
ceastigh! ceistim; ag ceistiú (m)
question
cíallaigh! cíallaíom; ag cíallaíom (m)
mean; explain
cór! córaim; ag córadh (m)
comb
cleachtaigh! cleachtaíom; ag cleachtadh (m)
practise
clis! clisim; ag cliseadh (m)
jump, start; fail
clóbhual! clóbhualim; ag clóbhualadh (m)
clois! cloisim; ag cloisteáil (f)
print
clóscríobh! clóscríobhaim; ag clóscríobh (m)
type(write)
clúdaigh! clúdaleim; ag clúdaladh (m)
cover
cúnigh! cúním; ag cúnadh (f)
arrange, dress
comhlíon! comhlíonaim; ag comhlíonadh (m)
fulfil
cónaigh! cónaím; ag cónaí (m)
live, dwell
corraigh! corram; ag corraí (m)
move, stir
cosnaigh! cosnaim; ag cosaint (f)
defend; cost
cráigh! cráim; ag crá (m)
annoy, torment
creid! creidim; ag creidiúint (f)/creidbeáil (f)
believe, think
críochnaigh! críochnaíom; ag críochnú (m)
finish
crith! crithim; ag crith (m)
shake, tremble
croch! crochaim; ag crochadh (m)
hang
crom! cromaim; ag cromadh (m)
bend, stoop
cruaigh! cruaim; ag cruachan (f)
harden (tr. & intr.)
cruigh! cruim; ag crú (m)
milk
cruinnigh! cruinnim; ag cruinniú (m)
gather, collect (tr. & intr.)
cruith! cruithim; ag cruith (m)
form, shape, prove
cuidigh! cuidim; ag cuidiú (m)
help
cuimhnigh! cuimhním; ag cuimhneamh (m)  remember

cuir! cuirim; ag cur (m)  put

cum! cumaim; ag cumadh (m)  compose, shape

D
dealaigh! dealaím; ag dealú (m)  separate; subtract

déan! déanaim; ag déanamh (m)  do, make

dearbhaigh! dearbhaím; ag dearbhú (m)  swear, declare

deimhnigh! deimhním; ag deibhniú (m)  affirm; certify

abair! deirim; ag rá (m)  say

déan! déanaim; ag deisú (m)  fix

dóigh! dóim; ag dó (m)  sell; pay

díol! díolaim; ag díol (m)  burn

dírigh! dírím; ag díriú (m)  approach, close in on / close

diúltaigh! diúltaím; ag diúltú (m)  refuse, deny

dúisigh! dúisím; ag dúiseacht (f)  wake (tr. & intr.)
dún! dúnaim; ag dúnadh (m)  close

E
eagraigh! eagraím; ag eagrú (m)  arrange, organize

ealaigh! éalaím; éalú (m)  escape, elope

éirigh! éirím; ag éirí (m)  get up, rise

éist! éistím; ag éisteacht (f)  listen

eitil! eitlím; ag eitilt (f)  fly, flutter

F
fág! fágaim; ag fágáil (f)  leave s.th.

faigh! faighim; ag fáil (f)  get, find

fan! fanaim; fanacht (m)  wait, stay

fás! fásaim; ag fás (m)  grow

féach! féachaim; féachaint (f) / ag féacháil (f)U  look; try

fiafraigh! fiafraim; ag fiafraí (m)  ask, enquire

fill! fillim; ag filléadh (m) / pill! pillim; ag pilleadhU  return

foghlaim! foghlaimim; ag foghlaíom (f) 2C  learn

fógair! fógraím; ag fógraí (f) 2B  announce

foilsigh! foilsím; ag foilsíú (m)  publish

foscail!U see oscail!  open

freagair! freagraíom; ag freagairt (f) 2B  respond

freastail! freastalaim; ag freastal (m) 2C  attend, serve

fulaing! fulaingim; ag fulaingt (f) 2C  suffer
### G

<table>
<thead>
<tr>
<th>Irish Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>geall! geallaim; ag gealladh (m) / ag geallstan(^U)</td>
<td>promise</td>
</tr>
<tr>
<td>gearr! gearraim; ag gearradh (m)</td>
<td>cut</td>
</tr>
<tr>
<td>géill! géillim; géilleadh</td>
<td>yield</td>
</tr>
<tr>
<td>glac! glacaim; ag glacadh (m)</td>
<td>take</td>
</tr>
<tr>
<td>glan! glanaim; ag glanadh (m)</td>
<td>clean</td>
</tr>
<tr>
<td>glaoigh! glaoim; ag glaoch (m) (1A)</td>
<td>call</td>
</tr>
<tr>
<td>goid! goidim; ag goid (f)</td>
<td>steal</td>
</tr>
<tr>
<td>goin! goinim; ag goin (f)</td>
<td>wound</td>
</tr>
<tr>
<td>gortaigh! gortaím, ag gortú (m)</td>
<td>hurt, injure</td>
</tr>
<tr>
<td>guigh! guím; ag guí (f) (1A)</td>
<td>pray</td>
</tr>
</tbody>
</table>

### I

<table>
<thead>
<tr>
<th>Irish Word</th>
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</tr>
</thead>
<tbody>
<tr>
<td>iarr! iarraim; ag iarraidh (f)</td>
<td>ask for, want</td>
</tr>
<tr>
<td>imigh! imím; ag imeacht (m)</td>
<td>leave (intrans.)</td>
</tr>
<tr>
<td>imir! imrím; ag imirt (f) (2B)</td>
<td>play</td>
</tr>
<tr>
<td>inis! insím; ag insint (f) / ag inse(^U) (2B)</td>
<td>tell</td>
</tr>
<tr>
<td>fócaim; ag fóc (m)</td>
<td>pay</td>
</tr>
<tr>
<td>iompair! iompraíom; ag iompar (m) (2B)</td>
<td>carry</td>
</tr>
<tr>
<td>ísligh! íslím; ag ísliú (m)</td>
<td>lower</td>
</tr>
<tr>
<td>ith! ithim; ag ithe (f)</td>
<td>eat</td>
</tr>
</tbody>
</table>

### L

<table>
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<tr>
<th>Irish Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>labhair! labhraím; ag labhaint (f) (2B)</td>
<td>speak</td>
</tr>
<tr>
<td>las! lasaim; ag lasadh (m)</td>
<td>light, burn</td>
</tr>
<tr>
<td>leag! leagain; ag leagan (m)</td>
<td>knock down</td>
</tr>
<tr>
<td>lean! leanaim; ag leanúint (f)</td>
<td>follow</td>
</tr>
<tr>
<td>léigh! léim; ag léamh (m) (1A)</td>
<td>read</td>
</tr>
<tr>
<td>léim! léimim; ag léim (f)</td>
<td>jump</td>
</tr>
<tr>
<td>léirigh! léirím; ag léiriú (m)</td>
<td>explain, produce</td>
</tr>
<tr>
<td>lig! ligim; ag ligean (m)</td>
<td>allow</td>
</tr>
<tr>
<td>lón! lónaim; ag lónadh (m)</td>
<td>fill</td>
</tr>
<tr>
<td>lítrigh! lítrím; ag lítríú (m)</td>
<td>spell</td>
</tr>
<tr>
<td>luaigh! luaim; ag luá (m) (1A)</td>
<td>mention, cite</td>
</tr>
<tr>
<td>luigh! luím; ag luít (m) (1A)</td>
<td>lie, lie down</td>
</tr>
</tbody>
</table>

### M

<table>
<thead>
<tr>
<th>Irish Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>maraigh! maraím; ag marú (m) / ag marbhadh (m)(^U)(^37)</td>
<td>kill</td>
</tr>
<tr>
<td>meall! meallaim; ag mealladh (m)</td>
<td>woo, entice</td>
</tr>
</tbody>
</table>

\(^{37}\) In Ulster, *maraigh* takes an f-future / conditional, and in those tenses, the stem is pronounced as if it were written *muir-*: *muirfidh sé mé*, *muirfeadh sé mé* (Ó Baoill 1996, 144).
meas! measaim; ag meas (m)  
think, estimate
measc! meascaim; ag meascadh (m)  
mix
mill! millim; ag milleadh (m)  
spoil
mínigh! míním; ag míniú (m)  
explain
mol! molaim; ag moladh (m)  
praise
mothaigh! mothaím; ag mothú (m) / ag mothachtáil
hear; perceive, feel
múch! múchaim; ag múcheadh (m)  
extinguish
múin! múinim; ag múineadh [mu:nu] (m)  
teach
mún! múnaim; ag múnadh (m)  
urinate
muscaill! muscaílim; ag muscaílt (f) 2B  
wake, awake

N
nigh! ním; ag nigh (f) 1A  
wash

O
ó! ólain; ag ól (m)  
drink
oscaill! oscaílim; ag oscailt (f) / foscaill! foscaílim; ag foscaílt (f) 2B  
open

P
pacáil! pacáil; ag pacáil (f) 1B  
pack
pioc! piocaim; ag piocadh (m)  
pick
pléigh! pléim; ag plé (m) 1A  
dispute
póg! pógaim; ag pógadh (m)  
kiss
pós! pósaim; ag pósadh (m)  
marry

R
réab! réabaim; ag réabadh (m)  
tear apart, rend
réitigh! réitím; ag réiteach (m)  
solve, clear
rith! rithim; ag rith (m)  
run
roinnt! roinntaim; ag roinnt (f)  
divide

S
sábháil! sábháil; ag sábháilt (f) 1B  
save
samhlaigh! samhlaím; ag samhlú (m)  
imagine
scail! scaillim; ag scailleadh (m)  
release
scair! scairtim; ag scairteadh (m) / ag scairtigh
call, shout
scréach! scréachaim; ag scréachach (f)  
screach
scread! screadaílim; ag screadach (f) / ag screadaigh
scream
scriobh! scriobhaim; ag scriobh (m)  
write
scrios! scriosaim; ag scriosadh (m)  
destroy
scrúdaigh! scrúdaím; ag scrúdú (m)  
examine
scuab! scuabaim; ag scuabadh (m)  
brush
seas! seasaim; ag seasamh (m) stand
síl! sílim; ag síleadh (m) / ag sílstín (f)
ú think
sín! sínim; ag sínéadh (m)
ú stretch
sínigh! síním; ag síniú (m) sign
síúil! síúlaim; ag síúl (m) walk
smaoinigh! smaoiním; ag smaoineadh (m) / ag smaoiteamh (m)
ú think
scoirigh! scóirim; ag scoiréadh (m) settle, arrange
spreag! spreagaim; ag spreagadh (m) urge, inspire
sroich! sroichim; ag sroicheadh (m) reach, arrive at
stád! stádaim; ag staíd (m) stop
stop! stopaim; ag stopadh (m) stop, stay
suigh! suím; ag suí (m)
ú sit
T
tabhair! tugaim; ag tabhairt (f) give
taispeáin! taispeáinim; ag taispeáint (f) show
taistil! taistealaím; ag taisteal (m) travel
tar! tagaim; ag teacht (m) come
tarlaigh! tarlaím; ag tarlú (m) happen
tarraing! tarraingim; ag tarraingt (f) pull
téigh! teim; ag dul (m) go
teip! teipim; ag teip (f) fail
tiomáin! tiomáinim; tiomáint (f) drive
tit! titim; ag titim (f) fall
tóg! togaim; ag tógaint (f) take, raise
togh! toghaim; ag toghadh (m) choose, elect
tosaigh! tosaím; ag tosú (m) / toisigh! toisím; ag toiseacht begin
troid! troidim; ag troid (f) fight
tuig! tuigim; ag tuiscint (f) / ag tuigbeáil understand
U
ullmhaigh! ullmhaím; ag ullmhú (m) prepare
úsáid! úsáidim; ag úsáid (f) use
V
vótáil! vótáilm; ag vótáil vote
INDEX OF SONGS, PROVERBS, AND RHYMES

(Numbers refer to lessons in which material is covered)

A haon is a dó, caora agus bó... (rann) #9
Ahem ahem! Anocht Oíche Shamhna! (rann) #7
Aithníonn ciaróg ... (seanfhocal) #10
A Nóra Bheag (amhrán) #6
Aon, dó, trí, fathach mór bú... (rann) #8
Bean Pháidín (amhrán) #3
Bhí náire ar Mháire (casfhocal) #6
Biónn an fhírinne searbh (seanfhocal) #10
Bióinn súil le muir ach ní bhíonn súil le tír (seanfhocal) #10
Biónn gach tosach lag (seanfhocal) #10
Bióinn súilach scéalach (seanfhocal) #10
Bliain Tar Éis Imeachta (dán le Nuala Ní Dhomhnaill) #5
Buail ar an doras... (rann) #8
Cad é a théann suas... (tomhas) #10
Caithimid suas is suas... (amhrán) #8
Cá mhéad pingín? (tomhas) #9
Carúl na Nollag (amhrán) #10
Ceart dom, ceart duit (seanfhocal) #8
Cé hé sin amuigh... (amhrán) #1
Cuireadh do Mhuire (dán le Máirtín Ó Direáin) #10
Déanann neart ceart (seanfhocal) #10
Déanann sparán trom croí éadrom (seanfhocal) #10
Dhá éinín bheaga... (rann) #8
Dia do bheatha a Naí anocht (Carúl na Nollag) #10
Dónall ar meisce... (rann) #7
Dreoilín, dreoilín... (rann) #10
Drochubh, drochéan (seanfhocal) #3
Éamonn an Chnoic (amhrán) #1
Fear an Phoist (dán le Tadhg Mac Dhonnchadha) #6
Fill, fill a rún ó (amhrán) #8
Giorrámhonn beirt bóthar (seanfhocal) #10
I d’óige oscail do mheabhair... (rann) #8
Inis scéalaí... (rann) #8
Inniu an Domhnach... (rann) #7
Is binn béal ina thost (seanfhocal) #5
Is buaine clú ná saol (seanfhocal) #2
Is fearr Gaeilge bhriste... (seanfhocal) #2
Is fearr rith maith... (seanfhocal) #3
Is leor don dreoilín... (seanfhocal) #10
Is maith an scealaí an aimsir (seanfhocal) #5
Is maith liom bainne... (rann) #2
Is maith le Nóra... (amhrán) #2
Is maith an t-anlann... (seanfhocal) #2
Is mór an rud grá... (seanfhocal) #2
Is trom an t-ualach... (seanfhocal) #2
Is é an trua ghéar nach mise... (amhrán) #3
Mair a chapail (seanfhocal) #?
Mise agus tusa... (casfhocal) #1
Marbh le tae... (seanfhocal) #2
Molann an obair an fear (seanfhocal) #10
Na cait a bhí ag Fionn Mac Cumhail (rann) #3
Ná déan nós... (seanfhocal) #8
Níl uasal ná híseal... (seanfhocal) #8
Níl sé amuigh ort... (tomhas) #4
Níl sé ina lá (amhrán) #5, #9
Nuair a bhí mé óg... (rann) #9
Nuair a bhíonn an braon istigh... (seanfhocal) #10
Níl ann ach mún an dreolín (seanfhocal) #10
Oíche chuín, oíche Mhic Dé (amhrán) #10
Ó Lúnasa go Samhain... (rann) #7
Ó Lá ’le Shan Seáin go Lá ’le Míchíl... (rann) #7
Pingin, pingin, dhá phingin (tomhas) #9
Ráthaí Fírinneacha na Bliana (rann) #7
Ráthaí Cama na Bliana (rann) #7
Tá an Deisceart go hálainn... (rann) #4
Tá mé i mo shuí ó d’éirigh an ghealach (amhrán) #5
Tá mo chleamhnas déanta (amhrán) #9
Tá na duilleoga ag titim (dán le Nuala Ní Dhomhnaill) #5
Tá sicín ina seasamh... (casfhocal) #5
Tarraingíonn scéal scéal eile (seanfhocal) #10
Téir abhaile ’riú (amhrán) #4
Tic, toc an gcfluineann tú mé? (rann) #10
SUBJECT INDEX

(Numbers refer to lessons in which material is covered)

activities #5, #8
appearance #4
body parts #3
Christmas #11
classroom #1
colours #3
countries & languages #5, #7
daily routine #10
directions #8; going somewhere (chuig; go; go dtí) #9
illnesses #4
days of the week #7
family #3, #9
farmyard animals #2
feelings #4
food #2, #9
greetings #1; in a letter #8; Christmas ~ #11
Halloween #7
house #6
introductions #1
knowledge (factual; personal; expertise) #5
languages & countries #5, #7
letter writing #8
likes and dislikes #2
loanwords #1
names (first ~) #8
numbers 1-10 #9, #10
professions #3, #7
terms of endearment #8
Thanksgiving #9
time of day #10
vacation #11
weather #5
INDICES

GRAMMAR INDEX

(Numbers refer to lessons in which material is covered)

adjective:
- predicative use #4-#5
- attributive use, with masculine/feminine noun #2
- prefixed adjectives #2

adverb go maith #4

article, definite #2

aspect & direction #8

copula:
- classification #1
- identification #3

dative case #6

days of the week #7

dental rule (prevention of lenition when d/t/s is preceded by ‘n’) #2

directions #8

eclipsis (urú) #3

emphatic pronouns and particles #1

imperative #8

lenition #2

noun:
- feminine & masculine #2
- vocative case #8
- dative case #6

numbers #9, #10

past participles #5

prefixed adjectives: droch-, sean- #2

prefixed intensifyers: an-, fíor-, ró-, iantach #4

prefixing ‘h’ #2

prepositional pronouns: le #2; ar #4; ag, i #5; do, de #8; chuig #9; ó, roimh #11

present progressive #5

pronouns:
- independent ~ #1
- emphatic ~ #1
- possessive ~ #3; tá mé i mo shuí #5; tá mé i mo mhac léinn #7
- prepositional ~ #2 (le), #4 (ar), #5 (ag, i), #8 (do, de), #9 (chuig), #11 (ó, roimh)

séimhiú (lenition) #2

substantive verb:
- present tense #4
- past tense #6
- future tense #7
- present habitual #10
time of day #10
urú (eclipsis) #3
verb:
  present tense #10
  past tense #9
  present habitual #10
  present progressive #5
  future tense, #11
  perfect tense with past participle #5