

Teacher: Sin sibh, ciamar a tha sibh an-diugh?

Student: Tha gu math, ciamar a tha sibh fhèin?

Teacher: Tha gu dòigheil, tapadh leibh. 'S e seo còmhraidh a ceithir, ìre 5 agus 's e riochd chluich, no "role play", a th' ann.

Student Glè mhath.

Teacher: 'S e caraidean a th' annainn agus tha sinn air saor-làithean ann an teant a-muigh air an dùthaich. Tha sinn a' coimhead airson àite freagarrach airson an teant. A bheil thu gam thuigsinn?

Student: Tha, tha mi smaoineachadh. Càit an cuir sinn air saor-làithean?

Teacher: Faisg air a' Ghearasdan. Càit an cuir sin sìos an teant? Dè mu dheidhinn shìos ri taobh na h-aibhne? 'S dòcha gu bheil iasg anns an abhainn sin.

Student: Bhiodh sin math, tha iasg math anns an abhainn sin.

Teacher: Tha mi an dòchas gu bheil.

Student: Tha iasg ann gun teagamh. Faodaidh sinn a dhol a dh'iasgach a-rithist.

Teacher Dè chanas iad ris a' bheinn sin?

Student: Canaidh iad Beinn Nibheis rithe!

Teacher: O, tha sin ceart. Dè cho àrd 's a tha i?

Student: Tha i mìle, trì cheud, dà fhichead meatair 's a ceithir a dh' àirde.

Teacher: Nach i a tha àrd. Bu toigh leam a dhol a choisèachd nam beann a-màireach.

Student: Bu toigh l' agus leamsa. Faodaidh sinn sin a dhèanamh.

Teacher: A bheil thu a' dol a dh'iasgach an dràsta?

Student: Tha, dè tha thusa a' dèanamh? 'S fheàrr dhut fois a ghabhail!

Teacher: 'S fheàrr dhomh biadh a dhèanamh. Tha an t-acras orm.

(Tha aon neach a' dol a dh'iasgach le slait agus às dèidh greis tha e/i a'tilleadh.)

Teacher: An d' fhuair thu càil?

Student: Fhuair mi dà iasg mòr.

Teacher: Chan eil mi gad chreidsinn!

Student: Seall, sin iad

Teacher: Tha sin dìreach mìorbhaileach!

(Latha no dhà às dèidh sin, tha iad deiseil airson falbh agus a' bruidhinn mu dheidhinn dòighean siubhail, (modes of transport))

Student: Dè cho tric 's a bhios bus a' dol gu Inbhir Nis?
Teacher: Trì tursan san latha, tha mi a' smaoin eachadh. Tha fear a' fàgail aig uair.
Student: Càit am faigh sinn e?
Teacher: Ghèibh sinn e faisg air bùth Morrison.
Student: Tha sin math. Saoil am bi e stad aig Druim na Drochaid?
Teacher: Bidh, tha mi smaoin eachadh.

TRANSLATION

Teacher: There you are, how are you today?
Student: I am well , how are you yourself?
Teacher: Fine thank you. This is conversation 4 level 5 and this is role play.
Student: Very good.
Teacher: We are friends and we are on holiday in a tent out in the countryside. We are looking for a suitable place for the tent. Do you understand me?
Student: Yes , I think. Where are we on holiday?
Teacher: Near Fort William. Where will we put up the tent? What about down beside the river. Perhaps there will be fish in the river.
Student: That would be good, there are good fish in that river.
Teacher: I am hoping that there is.
Student: There are fish without doubt. I must go to fish later .
Teacher: What do they call that mountain?
Student: They call it Ben Nevis.
Teacher: Oh that's right. How high is it?
Student: It is 1340 metres in height. (high)
Teacher: Is it high. I would like to walk the mountains tomorrow.
Student: Me too. We must do that.
Teacher: Are you going to fish just now? You had better take a rest.
Student: I had better make a meal. I am hungry.
(One person is going to fish with a rod, after a while he/she returns.)
Teacher: Did you catch anything?
Student: I caught 2 big fish

Teacher: I don't believe you.

Student: Look, there you are.

Teacher: That is just marvellous.

(A day or 2 after that they are ready to leave and speaking about modes of transport)

Student: How often will the bus be going to Inverness?

Teacher: Three time a day, I think. One is leaving at 1 o'clock.

Student: Where will we get it?

Teacher: We will get it close to Morrison's shop.

Student: That's good. Wonder if it will stop at Drumnadrochit?

Teacher: Yes, I think.

Vocabulary;

a-muigh - outside

iasg - fish

freagarrach – suitable

ag iasgach - fishing

faisg air - Close by, near to, near

a dh'iasgach – to fish

ri taobh – beside

ard – tall , high

gun teagamh - no doubt, without doubt

a dh'àirde – of height

fois – rest

creidsinn - belief

stad – stop

saoil – wonder , think

Useful Phrases:

Càit an cuir sinn? - Where will we put?

'S e caraidean a th' annainn - We are friends (annainn from (ann + sinn) literally (in us)

Dè mu dheidhinn - What about.

Ri taobh na h-aibhne – Beside the river (na h-aibhne is genitive case of abhainn (river)

'S dòcha gu bheil - Perhaps it is.

Dè chanas iad ris - What do they call.

A gabhail fois - to take a rest

's fheàrr dhut – you had better.

Tha an t-acras orm – I am hungry

Dè cho tric - how often

Genitive Case:

The Genitive Case sometimes known as the possessive case in Gaelic as in English is where a noun is described as something of something eg

An armada **of** boats , a flock **of** sheep. However some compound prepositions are also said to govern the genitive case of a noun eg

Abhainn - a river. The compound preposition(**ri-taobh - beside**) will put the following noun into its genitive form ie. (**na h-aibhne - of the river**). Because **abhainn** is a feminine noun the word for the definite article (**the**) is (**na**) and as **abhainn** begins with a vowel the noun is preceded by an (**h**) then a hyphen.

Ri taobh na h-aibhne - beside (of) the river

You will see many examples where the noun changes its spelling considerably because it is in the genitive case. This is totally different from English.

If the noun was masculine eg **allt** – burn then the genitive is (**an uillt**)

Using the same example as above (**ri-taobh**) the genitive case would be :-

ri taobh an uillt. Beside the burn. (beside of the burn)

What affects the spelling and pronunciation of nouns,

When you look at the spelling and hear the pronunciation of nouns in Gaelic you will soon notice very quickly that whereas in English the spelling remains largely the same , in Gaelic it can change depending on a number of factors eg dependent on gender , whether the noun is preceded by the definite article (the) , or dependent on a specific case eg (Dative,Genitive,Vocative,Active,Passive etc)

Suffice to say that the overall explanation would be the subject of several years of tuition so I will try to explain the differences as we go along during the course as we see them in the conversation material.