

# KERNEWEK DRE LYTHER

## Summary of Lessons for Grade 1

- 1) **Kernow.** Mutations and Indefinite Article.
- 2) **Breten Vyghan** Adjectives with Singular Nouns. **yw**. Particle **a<sup>2</sup>**.
- 3) **Yowann ha Jenifer** Possession. **yw** and **yma**. To have.
- 4) **Yann hag Anjela** Definite Article. Mutations. **yma dhe<sup>2</sup>**. Word order. Negative particle **ny<sup>2</sup>**.
- 5) Revision
- 6) **Kynsa Lyther Yann** 3rd. sing. past tense of verbs. The Verb-noun.
- 7) **Gorthyp Yowann** Subject Pronouns and combinations with **gans** and **dhe<sup>2</sup>**.
- 8) **Anjela** 3rd. sing. forms of **gul** and **mos**. Numbers 1 to 10. Vocative Particle **A<sup>2</sup>**.
- 9) **Gwerthji Yowann** Days of the Week. Time of Day. Use of **ha**.
- 10) Revision
- 11) **De Sul** **dhe<sup>2</sup>** with **gul** and preceding object. Plural of Nouns. Adjectives with masculine plural nouns. Present participle with **ow<sup>4</sup>**. Preposition with Verb-noun. Word order.
- 12) **Lyther Yann** Verbal sentences. Short and long forms of **bos**.
- 13) **An Klas Gorthugher** Demonstrative Pronouns. **yn-medh. eus. yn, war** combined with pronouns.
- 14) **Y'n tren** **gul** present and past tenses. Questions and answers with **gul. Gwell yw, Res yw**. Possessive Adjectives with Nouns and Verb Nouns. Present and past tenses of **gweles** and **galloes**
- 15) Revision of nominal and verbal sentences

- |                              |   |
|------------------------------|---|
| 16) <b>Megi difennys</b>     | Present and Imperfect Tenses of <b>mynnes</b> . <b>Drog yw, Gwell yw.</b> |
| 17) <b>Lyther Yowann</b>     | <b>Yn</b> <sup>5</sup> with Adjectives. <b>An jydh.</b>                   |
| 18) <b>Kastell Penndinas</b> | Imperfect of <b>gul, kara, galloes,</b> and <b>gweles.</b>                |
| 19) <b>Dyskans-Lywvas</b>    | Second person imperative.   |
| 20) Revision                 |   |
| 21) <b>An Wor-varghas</b>    | Cardinal and Ordinal Numbers.   |
| 22) <b>Chi Jenifer</b>       | Combinations of Prepositions and Pronouns.                                |
| 23) <b>An Lowarth</b>        | The months of the year. Collective plurals.                               |
| 24) <b>An Orsedh</b>         | The Clock. Numeral adverbs.   |
| 25) General Revision         |   |

# KERNEWEK DRE LYTHER

## Summary of Lessons for Grades 2/3

- 26) An Tas-gwynn. “Yn unn<sup>2</sup>” with Verb-Noun. Imperfect of “bos.” Pluperfect of “bos” and “gul.” “Drefenn” & “Kyns” with verb-noun “bos.”
- 27) Penn Bran. Past Tense of “bos.” Passive with Past Participle. Simple Passive. “Rag” with “bos.” “Kyns,” “drefenn,” & “rag” with other verbs. Infix Object Pronouns.
- 28) Tas Tewdar. Past and Pluperfect Tenses of “leverel” & “merwel.” Future of “bos.” Imperfect of “a’m beus.” Reflexive Verbs.
- 29) Myrgh an Mer. “Dhe<sup>2</sup>” & “rag” with verb-nouns. Comparison of Adjectives. Combination of “yn-dann” with pronouns. Negative expressions.
- 30) Revision.
- 31) An Kynsa Amm. “Awos” with “bos” & other verbs. Conditional. Imperfect Subjunctive of “gul” & “bos.” Object before Verb in simple statements. Verb-noun used as a finite verb. “A<sup>2</sup>” used as Relative Pronoun.
- 32) An Ambos. Summary of the verb “gul.” Indirect Statement with “Subject + dhe<sup>2</sup> + Verb-noun” and with “y<sup>5</sup>” .
- 33) Tristys Aethelflaed. Summary of “bos.” Affirmative Indirect Statement with “bos,” Noun & Pronoun Subjects. Conjunctions “pan<sup>2</sup>,” “erna<sup>2</sup>,” “may<sup>5</sup>,” & “mar<sup>4</sup>,” affirmative and negative.
- 34) Molleth an Penn. Summary of “mos.” Indirect Statement with “bos,” “Subject + dhe<sup>2</sup> + Verb-noun” construction & with “y<sup>5</sup>” clauses with “b” tenses. Negative Indirect Statement with “bos”.
- 35) Revision.
- 36) Athelstan. Summary of “gweles.” Verbs taking “dhe<sup>2</sup>” with Direct Object. Conjunctions “dell<sup>2</sup>” & “kettell<sup>2</sup>.”
- 37) Tus Ifarn. Summary of “dos.” Conjunctions “kyn<sup>5</sup>,” “a-ban<sup>2</sup>,” Adverb “nammna<sup>2</sup>.”
- 38) Souder Sowsnek. Summary of “glanhe.” Conjunctions with Infix Object Pronouns, affirmative and negative. Indirect Statement with “Future in the Past.”
- 39) Fo. Summary of “mynnes.” Present Participle with “orth” and Object Pronoun. Compound Prepositions.
- 40) Revision.

- 41) Hembrenkyas Nowydh. Summary of “godhvos.” Present Subjunctive with “erna<sup>2</sup>,” “pan<sup>2</sup>,” “kettell<sup>2</sup>,” etc. Verb-noun as object of verb. “Rag,” and “Dhe<sup>2</sup>” with verb-noun to express purpose. “Mar<sup>2</sup>/Maga<sup>5</sup> .... . avel/de11<sup>2</sup>” = “as.... .as”.
- 42) Troha Lannstefan. Summary of “galloes.” Subjunctive with Superlatives. Verb-noun as Subject of Sentence.
- 43) Tan. Summary of “leverel.” Subjunctive with “may<sup>5</sup>” showing purpose.
- 44) Droglamm. Summary of “previ.” Subjunctive with Indefinite Subject. “Sitting, Lying, Standing.”
- 45) Revision.
- 46) Aethelflaed a gyv an Penn. Summary of “doen.” Dual parts of the body. “Na<sup>2</sup>” with negative relative clauses.
- 47) Das-unmys. Summary of “kara.” “Dhe<sup>2</sup> .....dhe<sup>2</sup>” with comparatives.
- 48) Gwydhvosenn ha Gwydhenn know. Summary of “a’ m beus.” “Ha” and Prepositions with Possessives. Suffixed Pronouns.
- 49) Lannstefan ha Lowena. Summary of “tyli.” Prepositions with Relative Pronouns.
- 50) Revision.

A number of the latest 3<sup>rd</sup> Grade Past Papers for practice.

(Copies of second grade papers will be sent, on request to students who have reached lesson 40.)

# KERNEWEK DRE LYTHER

## Course Introduction

### Dyskansow

#### *Structure*

Each “dyskans” (lesson) in the first and second/third grade courses consists of a reading passage in Kernewek (Cornish) with a “gerva” and a number of “govynnadow” (questions), usually ten. Following this is a grammar section (“gramasek”). Each new point to be learned has an exercise which will help you to understand and learn it. Don’t be frightened by the word “grammar.” There is a glossary of all the grammatical terms used, with examples in English. At the end of most of the lessons is a “skrif,” that is a topic on which to write a composition or essay. Every fifth lesson is a revision lesson with revision exercises. The reading passage and the “govynnadow” have been recorded and are on the website..

#### *Procedure*

Each lesson will give you a fair amount of work which cannot be rushed through, and will take a fair amount of time.

- Step 1 Study the reading passage and the “gerva.” In lesson I (Dyskans onan) all the words are listed and you will have little difficulty in working out the meaning of the passage. In subsequent lessons, all new words are listed in the “gerva.”
- Step 2 When you understand the passage fairly well, play only the passage on the sound file two or three times, following the text, and practise reading it yourself.
- Step 3 Copy the “gerva” alphabetically into your own vocabulary book or file.
- Step 4 Translate the reading passage carefully on to a new word or text file.
- Step 5 After a rest, or, better still, the next day, re-translate your English back into “Kernewek”, typing it in your new file but not looking at the original. The only help you are allowed for this is your own vocabulary books, so put everything else away. When you have finished (and only then) check and mark your re-translation with the original. You may, of course, discover errors in your first “trelyans” (translation) into “Sowsnek” (English). It is better to regard your “trelyansow” (translations) and “dastrelyansow” (re-translations) as your own private study. However, if you find difficulty or feel you need to have them checked, use loose leaf folders instead of books, you can send them to KDL with your other work. It is possible to have different versions from the original, which are both good “Kernewek” and without change of meaning.
- Step 6 Look at the “govynnadow.” In the early lessons these are very easy. The answer can usually be copied word for word from the reading passage. Answer these on an e-mail or file.
- Step 7 Play the questions and answers on the sound file. A gap is left before and after each answer. Try to say each answer aloud, or read your written answer after

hearing the question, and again after the recorded answer, imitating the pronunciation on the tape. Do this several times until the questions and the answers are familiar.

- Step 8 Study the “Gramasek,” and do the exercises and e-mail to KDL with your answers to the “govynnadow” (step 6).

These eight steps should be followed for every first and second/third grade lesson, except the revision lessons which have no reading passage, “govynnadow” or corresponding recording. Beginning at lesson five (“Dyskans pyp”) most lessons have a “skrif” to write at the end. This should be at least ten sentences long, and longer as you gain confidence. Write it on alternate lines to leave room for comments and/or corrections.

When you have completed the eight steps for “Dyskans onan”, e-mail your work to your KDL tutor and get on with “Dyskans dew” (lesson 2). “Dyskans onan” will be returned to you as soon as possible.

If you have any problem, explain it to KDL and we will give you all the help we can.

### **Stationery**

You will need three substantial exercise books or loose leaf folders, plus a quantity of loose leaf paper in another folder. Two of the books are for a Cornish-English and English-Cornish “gerva” (vocabulary). Do not use the small note books sometimes used in schools as “vocabulary books”: they are far too small. If you use fixed sheet books, you will need to divide them into alphabetical sections. If you enter words alphabetically according to the first two letters, you will reach the fourth grade before your “gervaow” become too cumbersome to use efficiently. The table below shows the percentage of pages we suggest you allow for each letter.

#### Cornish-English (Q, X and Z are not in use.)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	R	S	T	U	V	W	Y
7	4	1	8	4	2	9	5	1	1	12	5	6	3	3	7	2	7	5	1	1	3	3

#### English-Cornish

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	XYZ
6	6	7	6	2	6	2	6	2	2	2	4	4	2	2	6	2	4	8	6	2	6	6	2

The third book is for translation and re-translation as explained below. On the remaining loose leaf sheets you will use for your lesson work sent to KDL who will return it to you marked, to study and to file in your folder.

## **A note on Oral Examinations**

From 2005-8, Kesva an Taves Kernewek gives “equal weight” to both parts of the examination, the written and the oral. The oral exam consists of Listening Comprehension, 2 short Role Plays, Unprepared Spoken and Prepared Spoken. Obviously an Gesva encourages all to attend an exam centre, but it recognises that this is not always possible and so therefore the Listening Comprehension will be on a tape and an answer booklet forwarded to a candidate’s invigilator. The other parts will be conducted **by telephone**.

It is recognised that a candidate that can see (and hear clearly) their examiner will have an advantage over one who cannot. Marking and time given will take the disadvantage into account. (This already occurs with people with speech and learning difficulties). It is likely that the examiner will be someone with experience of distance learning, for example a KDL teacher. Suitable subjects for telephone use will be chosen for the role-plays as well, such as booking a table in a restaurant. (Something that a KDL 1<sup>st</sup> Grade Student will be able to do with ease!) Unprepared Spoken will consist of easy questions, like “who are you?, do you have a car?” etc. The prepared spoken will be on a simple subject like “My House”, questions will be asked during and after the candidate’s presentation.

It is recommended that KDL students make good use of the recording supplied and also any other listening material available, perhaps via the internet such as the news in Cornish from [www.bbc.co.uk/cornwall](http://www.bbc.co.uk/cornwall) (found in the Cornwall Connected section) and items of news and general interest at Radyo an Gernewegva (see <http://radyo.kernewegva.com/index.html>).

Of course if you have any concerns or questions please let your teacher know.

# KERNEWEK DRE LYTHER

Dyskans Onan

Kynsa Dyskans

Mutations and Indefinite Article

## KERNOW

**Kernow yw konna tir orth penn Breten<sup>2</sup> Veur. Kernow yw bro geltek. Yowann yw Kernow. Ev a drig yn Kernow. Ev a gews Sowsnek. Ev a gews Kernewek ynwedh. Pyth yw mammyeth Yowann? Sowsnek yw mammyeth Yowann. Fatell dhysk Yowann Kernewek? Yowann yw esel a Gowethas an Yeth Kernewek. Ev a dhe glass rag dyski Kernewek. Prag y tysk ev Kernewek? Drefenn y vos Kernow!**

### Gerva (Vocabulary)

<b>Kernow</b>	Cornwall, Cornishman	<b>pyth?</b>	what
<b>yw</b>	is	<b>mammyeth (f)</b>	John's mother tongue
<b>konna tir</b>	peninsula	<b>Yowann</b>	
<b>orth penn</b>	at the end (of)	<b>Fatell<sup>2</sup> dhysk</b>	How does Yowann
<b>Breten<sup>2</sup> Veur (f)</b>	Gt. Britain	<b>Yowann?</b>	learn?
<b>bro (f)</b>	country	<b>esel</b>	member
<b>keltek</b>	Celtic	<b>Kowethas an yeth</b>	Cornish Language
<b>Yowann</b>	John	<b>(f) kernewek</b>	Fellowship
<b>ev</b>	he	<b>Ev a dhe<sup>2</sup> glass</b>	He goes to a class
<b>yn</b>	in	<b>rag dyski</b>	(in order) to learn
<b>a<sup>2</sup> gews</b>	speaks	<b>Prag y<sup>5</sup> tysk ev</b>	Why does he learn
<b>Sowsnek</b>	English	<b>Kernewek?</b>	Cornish?
<b>a<sup>2</sup> drig</b>	lives	<b>Drefenn y<sup>2</sup> vos</b>	Because he is a
<b>Kernewek</b>	Cornish	<b>Kernow!</b>	Cornishman!
<b>ynwedh</b>	also	<b>benyn (f)</b>	woman

All the nouns marked (f) are feminine. The others are masculine.

Pronunciation note: The word **dhe** meaning "to" is (exceptionally) pronounced exactly as the English word "the" (not "thee").

### Govynnnow (Questions)

*All the answers can be found in the passage, and just copied down. All except number 6 should be complete sentences.*

- 1) **Pyth yw Kernow?**
- 2) **Pyth yw Yowann?**
- 3) **Ple (Where) trig Yowann?**
- 4) **Pyth yw mammyeth Yowann?**
- 5) **Fatell dhysk Yowann Kernewek?**
- 6) **Prag y tysk ev Kernewek?**



## Gramasek (Grammar)

A. Mutations. In Cornish, many words change their first letter, and this change depends on the word coming before it. The changes are called “mutations.” The basic unchanged form as shown in the dictionary is called “First State,” and there are four possible sets of mutations which are numbered 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> state. They are described as follows:

- 1<sup>st</sup> state = basic dictionary form.                      2<sup>nd</sup> state = soft mutation.  
3<sup>rd</sup> state = aspirate (breathed) mutation.              4<sup>th</sup> state = hard mutation.  
5<sup>th</sup> state = mixed mutation.

However, these states are usually referred to by their numbers. A table of mutations comes with this lesson. A blank space on the table indicates that no change takes place. A dash shows that the letter drops out and the second letter becomes the initial one. Note: K, P and T do not soften to G, B and D respectively when they follow S or TH at the end of the previous word. They remain unchanged. Likewise K does not change to the 3<sup>rd</sup> state (H) when followed by L, N, or R. (You will appreciate that Hl, Hn and Hr would be rather difficult to say!). You will see now why some words in the vocabulary have a figure after them. The figure shows the mutation state of the following word, so, “**a<sup>2</sup> gews**” shows that “**gews**” is in second state. Look at the table to find the first state of this word. It is “**kews**.”

Exercise 1. Write down the first state of the word following the numbered word.

- 1) **An<sup>2</sup> vro.**                      5) **Ev a<sup>2</sup> gews.**                      9) **Prag y<sup>5</sup> tysk ev?**  
2) **Breten<sup>2</sup> deg.**                      6) **Fatell<sup>2</sup> dhysk.**                      10) **Drefenn y<sup>2</sup> vos Kernewek.**  
3) **bro<sup>2</sup> geltek.**                      7) **An<sup>2</sup> Gernewes** (Cornishwoman)  
4) **Ev a<sup>2</sup> drig.**                      8) **Ev a dhe<sup>2</sup> glass.**

Exercise 2. Here are some more to practise on. Write down the first state as before .

- 1) **dhe<sup>2</sup> dre** (to town)                      5) **an<sup>2</sup> venyn** (the woman)                      9) **yn<sup>5</sup> fras** (greatly)  
2) **y<sup>2</sup> goweth** (his friend)                      6) **an<sup>2</sup> dus** (the men.)                      10) **ow<sup>4</sup> tos** (coming)  
3) **ow<sup>3</sup> howeth** (my friend)                      7) **dha<sup>2</sup> das** (your father)  
4) **dhe<sup>2</sup> wir** (truly)                      8) **ow<sup>3</sup> thas** (my father)

It is impossible to use a dictionary unless you convert a mutated word back to its unmutated, first state form before looking it up. The mutated forms are not shown. Always check with the table until you are perfectly familiar with all the mutations.

B. Indefinite Article. In English, this is the word “a” in front of a noun e.g. “a peninsula,” “a Cornishman.” You will see from the passage that it is not normally used in Cornish so that the Cornish for “a peninsula” is just “**konna tir**” and “a Cornishman” is just “**Kernow**.” (In the old Cornish texts **unn** was sometimes used to mean “a” but this is not usual in Revived Cornish).

Exercise 3. Using the words in exercises 1 and 2, translate the following into Cornish. Don’t forget that the words must be in first state.

- 1) A town. (2) A friend. (3) A woman. (4) A father. (5) A class.

# KERNEWEK DRE LYTHER

Dyskans Dew

Nessa Dyskans

Adjectives with singular nouns, yw, particle a

## BRETEN<sup>2</sup> VYGHAN

Breten<sup>2</sup> Vyghan yw bro<sup>2</sup> geltek. Rann an hweghkorn frynkek yw. Rewlys yw gans Pow Frynk. Yann yw Breton. Ev a<sup>2</sup> gews Bretonek. Ev a<sup>2</sup> gews Frynkek ynwedh. Bretonek yw y<sup>2</sup> vammyeth. Byttegyns ny<sup>2</sup> gews Bretonek marnas gans y<sup>2</sup> gowetha. Yann a<sup>2</sup> dhysk Kernewek dre lyther. Ev a skrif lytherow dhe Yowann yn Kernow. Yowann yw y<sup>2</sup> gesskrifer, ha'y<sup>2</sup> goweth.

### Gerva

Nouns are normally shown in the first state (i.e. unmutated). They are masculine unless marked (f) .

<b>Breten<sup>2</sup> Vyghan</b>	Brittany	<b>gans</b>	with, by
<b>rann (f)</b>	part	<b>y<sup>2</sup></b>	his
<b>hweghkorn</b>	hexagon	<b>kowetha</b>	friends
<b>frynkek</b>	French	<b>dre lyther</b>	by letter
<b>rewlys yw</b>	it is governed	<b>a skrif</b>	writes
<b>Pow Frynk</b>	France	<b>lytherow</b>	letters
<b>Yann</b>	Breton for John	<b>dhe<sup>2</sup></b>	to
<b>Bretonek</b>	Breton language	<b>kesskrifer</b>	penfriend, correspondent
<b>Frynkek</b>	French language	<b>ha'y<sup>2</sup></b>	and his
<b>byttegyns</b>	however	<b>koweth</b>	friend
<b>ny<sup>2</sup> gews</b>	does not speak		
<b>marnas</b>	except		
<b>ny... marnas</b>	only		

### Govynnnow

All the answers can be copied from the passage. Write complete sentences.

- |   |  |
|---|--|
| 1) Pyth yw Breten <sup>2</sup> Vyghan ? | 5) Pandr'a <sup>2</sup> dhysk Yann?        |
| 2) Pyth yw Yann?                        | (What does Yann learn ?)                   |
| 3) Pyth yw y <sup>2</sup> vammyeth?     | 6) Pandr'a skrif Yann?                     |
| 4) P'eur (when) kews ev Bretonek?       | 7) Piw (who) yw y <sup>2</sup> gesskrifer? |

## Gramasek

### A. Position of adjectives (describing words).

We have met the following:

<b>Breten<sup>2</sup> Veur</b>	Great Britain
<b>bro<sup>2</sup> geltek</b>	Celtic country
<b>Breten<sup>2</sup> Vyghan</b>	Brittany
<b>hweghkorn frynkek</b>	French hexagon

These examples show how in Cornish the adjective follows the noun it describes. Here are five nouns, and five adjectives:

Nouns: **kesskrifer** correspondent, **koweth** comrade, friend, **kothman** friend, **Kernow** Cornishman, **Breton** Breton.

Adjective: **keltek** Celtic, **kernevek** Cornish, **byghan** small, **meur** great, **frynkek** French.

*Exercise 1. Translate the following into Cornish. Remember to put the noun before the adjective that describes it, and that usually there is no word for "a".*

- |                           |                     |                   |
|---------------------------|---------------------|-------------------|
| 1) a Celtic comrade       | 5) a Cornish friend | 8) a small friend |
| 2) a French correspondent | 6) a great comrade  | 9) a great Breton |
| 3) a great Cornishman     | 7) a French friend  |                   |
| 4) a small Breton         |                     |                   |

B. Adjectives with feminine nouns. All the above are masculine. If we put adjectives with feminine nouns in the singular, then the adjective takes second state mutation. Note that in Cornish all nouns, even those referring to sexless inanimate objects are either masculine or feminine.

Here are five feminine nouns:

**benyn** woman, **rann** part, **mamm** mother, **hwoer** sister, **myrgh** daughter.

*Exercise 2. Translate the following into Cornish, remembering:*

- (a) the word for "a" is rarely used  
(b) the noun comes first.  
(c) the adjective takes second state mutation.

- |                    |                      |                    |
|--------------------|----------------------|--------------------|
| 1) a Cornish woman | 4) a great sister    | 8) a French woman  |
| 2) a little woman  | 5) a Celtic woman    | 9) a French mother |
| 3) a small part    | 6) a little daughter | 10) a great part   |
|                    | 7) a little sister   |                    |

C. The particle “a<sup>2</sup>”. You will have noticed that the word “a<sup>2</sup>” precedes most of the verbs in the reading passage. These sentences start with the subject, a noun or pronoun and are described as “nominal”. In such sentences the verb stays the same if the sentence is affirmative, no matter what “person” the subject is. The particle “a<sup>2</sup>” itself has no English meaning and is not translated but it causes second state mutation in the following verb.

Exercise 3. Translate the following into Cornish, taking care to insert the “a<sup>2</sup>” in front of each verb.

- |                          |                         |
|--------------------------|-------------------------|
| 1) He lives in Cornwall. | 3) Yann learns Cornish. |
| 2) He speaks Cornish     | 4) He writes letters.   |

D. yw (is) This is the third person singular of the verb “to be”. It can mean “he is”, “she is”, or “it is”. When used in this way it is placed after the complement. (In the sentence “He is a Breton”, “a Breton” is the complement.)

e.g. **Kernow yw** He is a Cornishman. **Breton yw** He is a Breton.

Exercise 4. Translate into Cornish:

- |   |                             |
|---|-----------------------------|
| 1) He is a great Cornishman.                          | 6) He is his correspondent. |
| 2) He is a friend.                                    | 7) She is a Cornish woman.  |
| 3) He is a member of the Cornish Language Fellowship. | 8) She is a great woman.    |
| 4) He is a comrade.                                   | 9) She is his daughter.     |
| 5) He is his friend.                                  | 10) She is his sister.      |

Background note. Many Cornish people think of Cornwall as separate from England. Similarly many Bretons think of Brittany as separate from France. For this reason the passage describes Brittany as part of the “French Hexagon” rather than of France itself.

# KERNEWEK DRE LYTHER

Dyskans Tri

Tressa Dyskans

Possession, **yw** and **yma**, to have

## YOWANN HA JENIFER

Yowann a<sup>2</sup> drig yn Truru gans y<sup>2</sup> wreg ha'y<sup>2</sup> deylu. Hanow y<sup>2</sup> wreg yw Jenifer. Yma dhedha mab, Peder y hanow, ha myrgh, Lowena hy hanow. Lowena yw pymthek bloedh, ha Peder yw dewdhek bloedh. Yma aga skol yn Truru. Yowann yw gwerther lyvrow. Yma dhodho gwerthji y'n<sup>2</sup> dre. Ev a<sup>2</sup> werth lyvrow kernewek ha keltek. Jenifer yw skrifennyades. Yma soedhva Jenifer y'n<sup>2</sup> dre ogas dhe<sup>2</sup> werthji Yowann. Hi a ober rag kowethas-surheans. Teylu pur lowen yns i!

### Gerva

<b>ha</b>	and	<b>dhodho</b>	to him
<b>Truru</b>	Truro	<b>yma dhodho</b>	he has
<b>gwreg (f)</b>	wife	<b>gwerthji</b>	shop
<b>teylu</b>	family	<b>y'n</b>	in the
<b>hanow</b>	name	<b>ev a<sup>2</sup> werth</b>	he sells
<b>yma</b>	is, there is	<b>lyvrow</b>	books
<b>dhedha</b>	to them	<b>skrifennyades (f)</b>	secretary
<b>yma dhedha</b>	they have	<b>dhedhi</b>	to her
<b>mab</b>	son	<b>yma dhedhi</b>	she has
<b>myrgh (f)</b>	daughter	<b>soedhva (f)</b>	office
<b>hy<sup>3</sup></b>	her	<b>ogas dhe<sup>2</sup></b>	near
<b>pymthek</b>	fifteen	<b>hi a ober</b>	she works
<b>bloedh</b>	years old	<b>rag</b>	for
<b>dewdhek</b>	twelve	<b>kowethas-surheans</b>	insurance company
<b>aga<sup>3</sup></b>	their	<b>pur<sup>2</sup></b>	very
<b>skol (f)</b>	school	<b>lowen</b>	happy
<b>gwerther-lyvrow</b>	book-seller	<b>yns i</b>	they are

### Govynnnow

All answers except 3 and 4 can be copied from the passage. 3 and 4 should be modelled on 2.

- |  |  |
|--|--|
| 1) <b>Ple trig Yowann?</b>                   | 5) <b>Ple'ma (where is) aga skol?</b>    |
| 2) <b>Pyth yw hanow y<sup>2</sup> wreg?</b>  | 6) <b>Pyth yw Yowann?</b>                |
| 3) <b>Pyth yw hanow y<sup>2</sup> vab?</b>   | 7) <b>Pandr'a<sup>2</sup> werth ev ?</b> |
| 4) <b>Pyth yw hanow y<sup>2</sup> vyrgh?</b> | 8) <b>Pyth yw Jenifer?</b>               |
|  | 9) <b>Ple'ma hy soedhva?</b>             |

### Gramasek

A. Possession. This is usually shown in English by an apostrophe "s", e.g. his wife's name, Jenifer's office, Yowann's shop.

But sometimes the word "of" is used, e.g. a seller of books, the Queen of England.

This second English method is the best guide to the Cornish way of showing possession. The thing possessed is placed before the person/thing that possesses it, but there is no word for "of".

- e.g. **hanow y<sup>2</sup> wreg** his wife's name (name (of) his wife)  
**soedhva Jenifer** Jenifer's office (office Jenifer)  
**gwerthji Yowann** Yowann's shop (shop Yowann)

Exercise 1. Translate the following into Cornish:

- |                       |                     |
|-----------------------|---------------------|
| 1) Yowann's shop      | 6) Yann's friend    |
| 2) Yowann's wife      | 7) Lowena's name    |
| 3) Jenifer's son      | 8) Lowena's letters |
| 4) Jenifer's daughter | 9) Peder's office   |
| 5) Yann's books       | 10) Peder's town    |

**B. yw and yma.**

**Yw** means 'is'. **Yma** means 'is' or 'there is'. **Yma** must be used to show where a thing/person is. **Yw** shows who, what, or how it is. **Yma** usually starts the sentence.

e.g. **Yma aga skol yn Truro.** There is their school in Truro,  
(or, in more natural English, Their school is in Truro.)

**Yma soedhva Jenifer y'n<sup>2</sup> dre.** There is Jenifer's office in the town. (Jenifer's office is in the town.)

Exercise 2. Translate the following into Cornish:

- |                             |   |
|-----------------------------|---|
| 1) Yowann is in Cornwall.   | 6) Truro is in Cornwall.                |
| 2) Yann is in Brittany.     | 7) There is a Cornishman in the school. |
| 3) Jenifer is in Truro      | 8) There is a school in Truro           |
| 4) Lowena is in the school. | 9) Rennes is in Brittany.               |
| 5) Peder is in the shop.    | 10) Cornwall is in Britain.             |

C. 'To have'.

A common way of expressing 'have' in Cornish is to use **yma** followed by **dhe<sup>2</sup>** followed by the English subject, i.e. the person/thing that has something.

e.g. **Yma gwreg dhe Yowann.** Yowann has a wife (There is a wife to Y.)

**Yma soedhva dhe Jenifer.** Jenifer has an office (There is an office to J.)

Exercise 3. Translate the following into Cornish:

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1) Yowann has a wife.       | 6) The secretary has some books. |
| 2) Jenifer has an office.   | 7) Yowann has a shop.            |
| 3) Yann has (some) letters. | 8) Yann has a friend.            |
| 4) Peder has a school.      | 9) Yowann has a pen-friend.      |
| 5) Lowena has a mother.     | 10) Jenifer has a son.           |

The word 'some' is omitted in Cornish.

**dhe** combines with the words for 'he', 'she' and 'they' to form:

**dhodho** to him

**dhedhi** to her

**dhedha** to them

so that 'he has' becomes **yma dhodho**, 'she has' becomes **yma dhedhi**, 'they have' becomes **yma dhedha**.

e.g. he has a daughter **yma myrgh dhodho**.

Exercise 4. Translate the following into Cornish:

- |                            |                               |
|----------------------------|-------------------------------|
| 1) He has a daughter.      | 4) He has a shop.             |
| 2) She has a friend.       | 5) She has an office.         |
| 3) They have (some) books. | 6) They have a correspondent. |

# KERNEWEK DRE LYTHER

Dyskans Peswar

Peswara Dyskans

Definite article, mutation, **yma dhe**, word order, negative particle, **ny<sup>2</sup>**

## YANN HAG\* ANJELA

Yann a<sup>2</sup> drig yn chi byghan ogas dhe'n mor. Pyskador yw Yann. Yma gwreg dhe Yann, Anjela hy hanow. Hi a ober yn koffiji yn Sen Malo. Yma'n koffiji a-berth yn fosow an<sup>2</sup> dre. Dhe Yann hag Anjela yma mab ha myrgh. An mab yw Erwan ha'n<sup>2</sup> vyrgh yw Marie. Erwan yw studhyer orth Pennskol Roazhon ha Marie yw servyades y'n koffiji gans hy mamm. Pub mis po dew Yann a<sup>2</sup> dhannvon lyther dhe Yowann yn Kernewek. Ny<sup>2</sup> woer Yann Sowsnek, ny<sup>2</sup> woer Yowann na Frynkek na Bretonek. Ny<sup>2</sup> yllons kesskrifa marnas yn Kernewek.

\*ha (“and”) adds “g” when followed by a vowel.

### Gerva

<b>chi</b>	house	<b>pub</b>	every
<b>byghan</b>	small	<b>mis</b>	month
<b>pyskador</b>	fisherman	<b>po</b>	or
<b>koffiji</b>	café	<b>dew</b>	two
<b>Sen Malo</b>	St Malo	<b>a<sup>2</sup> dhannvon</b>	sends
<b>a-berth yn</b>	inside	<b>ny<sup>2</sup> wor</b>	does not know
<b>fosow</b>	walls	<b>na....na</b>	neither...nor
<b>studhyer</b>	student	<b>ny<sup>2</sup> yllons</b>	they cannot
<b>pennskol (f)</b>	university	<b>kesskrifa</b>	(to) correspond
<b>Roazhon</b>	Rennes (Breton form)	<b>mor</b>	sea
<b>servyades (f)</b>	waitress		

### Govynnnow

*All the answers, except those marked\* can be copied from the passage.*

- 1) Ple trig Yann?
- 2) Ple ma'n chi?
- 3) Pyth yw Yann?
- 4) Pyth yw hanow gwreg Yann?\*
- 5) Pleth (where) ober Anjela?
- 6) Ple'ma'n koffiji?
- 7) Pyth yw hanow mab Yann hag Anjela?\*
- 8) Pyth yw hanow myrgh Yann hag Anjela?\*
- 9) Pyth yw Erwan?
- 10) Pandr'a<sup>2</sup> dhannvon Yann dhe Yowann?  
(“Pleth” is used instead of “Ple” before a vowel)

## Gramasek

A. The Definite Article. In English this is the word “the”. In Cornish it is “**an**” and we have met it several times already though often joined to the previous word:

e.g. **y’n** (in the); **ha’n** (and the)

This word always causes second state mutation in the following noun when it is feminine singular:

e.g. **myrgh** (daughter)                      **an<sup>2</sup> vyrgh** (the daughter)  
**tre** (town)                                      **an<sup>2</sup> dre** (the town)

*Exercise 1. All the following nouns are feminine. Write **an<sup>2</sup>** in front of them making the second state mutation where necessary, and then translate.*

- 1) **tre**                      (2) **myrgh**                      (3) **benyn**                      (4) **hwoer**                      (5) **servyades**  
6) **gwreg**                      (7) **skrifennyades**                      (8) **bro**                      (9) **kowethes (female friend)**  
(10) **mammyeth**

B. Negative particle **ny<sup>2</sup>**. This replaces **a<sup>2</sup>** before a verb when it is negative, i.e. when “not”, “does not” etc. is used in English.

e.g. **Yann ny<sup>2</sup> woer Sowsnek**                      Yann does not know English.  
**Yowann ny<sup>2</sup> woer Frynkek**                      Yowann does not know French.

Like “**a<sup>2</sup>**” it causes second state mutation.

When a sentence becomes negative it ceases to be a “nominal” sentence and becomes a “verbal” one. In such sentences the verb ending alters to agree with or indicate the subject so that **ny<sup>2</sup>** can be used in this way only when the subject is 3rd person singular, i.e. a singular noun or a 3rd person singular pronoun. When the subject is not one of these it has to follow the noun. Verbal sentences will be dealt with more fully later.

*Exercise 2. Make the following sentences negative, i.e. replace the **a<sup>2</sup>** with **ny<sup>2</sup>** and then translate into English. The mutation will remain in the second state, e.g.*

***Yowann a<sup>2</sup> gews Frynkek**>**Yowann ny<sup>2</sup> gews Frynkek** Yowann does not speak French.*

- 1) **Yowann a<sup>2</sup> drig ogas dhe Sen Malo.**
- 2) **Marie a<sup>2</sup> ober y’n koffiji.**
- 3) **Anjela a<sup>2</sup> dhannvon lyther dhe Yowann**
- 4) **Yann a<sup>2</sup> werth lyvrow.**
- 5) **Jenyfer a<sup>2</sup> gews Frynkek.**

Although this is a simple way to make a nominal sentence negative it is not the most usual way. This, in fact, is to use **ny<sup>2</sup>** in the same way but to put the subject after the verb, e.g.

**Yowann a<sup>2</sup> woer Bretonek**>**Ny<sup>2</sup> woer Yowann Bretonek** Yowann does not know Breton.

*Exercise 3. Using this method put the following sentences into the negative and translate.*

- 1) **Yowann a<sup>2</sup> dhysk Frynkek.**
- 2) **Yann a<sup>2</sup> skrif lytherow.**
- 3) **Anjela a<sup>2</sup> woer Sowsnek.**
- 4) **Erwan a<sup>2</sup> woer Kernewek.**
- 5) **Marie a<sup>2</sup> skrif dhe Yowann.**



C. More mutations. You will have noticed that a number of short words cause second state mutation. So far we have met:

**dhe**<sup>2</sup> (to, at)    **a**<sup>2</sup> (verb particle)    **ny**<sup>2</sup> (negative particle)    **y**<sup>2</sup> (his)

*Exercise 4. Translate the following into Cornish keeping a special lookout for these mutations:*

- 1) Wella lives near a café.
- 2) He speaks Breton.
- 3) His daughter learns Cornish.
- 4) His son works near a shop.
- 5) His wife does not know French.
- 6) He sends letters to Brittany.
- 7) The woman works in the café.
- 8) The secretary speaks English.
- 9) She speaks Cornish.
- 10) Yann does not learn English.

D. To have. We saw in dyskans 3 how the idea of having something is often expressed by “**Yma...dhe**”. “**Yma...gans**” can be similarly used when there is a looser association rather than actual possession:

e.g.    **Yma ki gans Peder**    Peter has a dog with him.

Like **dhe**, **gans** combines with pronouns to make (e.g.):

**ganso** with him    **gensi** with her    **gansa** with them.

*Exercise 5. Translate into Cornish:*

- 1) He has a letter with him.
- 2) Yowann has some friends with him.
- 3) Anjela has Marie with her.
- 4) He has got the books with him.
- 5) Where are the letters? With Erwan.

E. Word order. Notice the sentence “**Pyskador yw Yann**”. This conveys the same information as “**Yann yw pyskador**” i.e. “Yann is a fisherman” but placing the “**pyskador**” first emphasises this word - Yann is a fisherman, nothing else. The flexibility of word order and the variable emphases that can be obtained is a feature of Cornish.

# KERNEWEK DRE LYTHER

Dyskans Pymp

Pympes Dyskans

Revision

*Translate the following sentences into Cornish, using only words and phrases that are used in the lessons:*

- 1) Yowann lives in Cornwall and Yann lives in Brittany.
- 2) Yowann speaks Cornish.
- 3) He goes to town.
- 4) Jenifer goes to town also.
- 5) My father is a Cornishman.
- 6) Peder is his son.
- 7) Brittany is governed by France.
- 8) Lowena only speaks English.
- 9) Yowann sends letters to Yann.
- 10) He is Yann's correspondent.
- 11) Yowann's wife works in an office.
- 12) She is a secretary.
- 13) Yowann and Jenifer have a son and daughter.
- 14) Yann and Anjela have a son and daughter also.
- 15) Yowann and Jenifer's son is Peder.
- 16) Yann and Anjela's son is Erwan.
- 17) Yann's family lives near a town.
- 18) The wife and the daughter work in a café.
- 19) The father is a fisherman and the son is a student.
- 20) Yann does not learn English.

## **Skrif** (Composition)

*Using words, phrases etc. taken from the reading passages and questions in the first four lessons, write an account of a family you know or can imagine. Your account should not be less than ten sentences long.*

# KERNEWEK DRE LYTHER

Dyskans Hwegh

Hweghves Dyskans

Past tense of Verbs, the Verb-Noun

## KYNSA LYTHER YANN

A Yowann ker,

My re<sup>2</sup> dhegemmeras dha drigva dhiworth “K.D.L.” ha pur lowen ov vy dhe skrifa dhis. Pyskador ov vy hag yma dhymm gwreg, Anjela hy hanow, mab, Erwan y hanow, ha myrgh, Marie hy hanow. My a<sup>2</sup> dhysk Kernewek gans “K.D.L.” ha my a<sup>2</sup> wayt ty dhe<sup>2</sup> alloes konvedhes ow lyther. Ow mammyeth yw Bretonek, mes ny<sup>2</sup> allav kewsel Bretonek marnas gans ow<sup>3</sup> howetha. Ow gwreg ha’n fleghes ny<sup>2</sup> gewsons saw Frynkek. Skrif dhymm yn skon, mar pleg.

Dhiso yn lel,

Yann le Bars.

### Gerva

“A” is a vocative particle, not translated

ker	dear
my	I
re <sup>2</sup> dhegemmeras	have received
dha <sup>2</sup>	your
	(pronounce as Eng. “the”)
trigva (f)	address
dhiworth	from
ov vy	I am
skrifa	(to) write
dhis	to you
a <sup>2</sup> wayt	hope
ty	you
ty dhe <sup>2</sup> alloes	that you can

konvedhes	(to) understand
lyther	letter
mes	but
ny <sup>2</sup> allav	I cannot
kewsel	(to) speak
ha’n	and the
fleghes	children
skrif dhymm	write to me
yn skon	soon
mar pleg	please
dhiso yn lel	yours sincerely
ny <sup>2</sup> gewsons saw	(they) only speak

### Govynnnow

Answer in complete sentences as before. None of the answers can be “lifted” from the passage but in many cases you can base most of the wording on the questions.

- 1) **Piw a skrif an lyther?**
- 2) **Piw re ros (has given) trigva Yowann dhe Yann?**
- 3) **Prag (Why) yth yw Yann pur lowen?**
- 4) **Piw yw Anjela?**
- 5) **Piw yw Erwan?**
- 6) **Piw yw Marie?**
- 7) **Fatell<sup>2</sup> dhysk Yann Kernewek?**
- 8) **Py yeth a<sup>2</sup> gews Anjela? (What language does Anjela speak?)**
- 9) **P’eur kews Yann Bretonek?**
- 10) **Pyth yw hanow teylu Yann?**

## Gramasek

### A. Past Tense of Verbs.

“**My re<sup>2</sup> dhegmemmas**” illustrates the common ending “**-as**” for the past tense of verbs. It can be used with the usual particle **a<sup>2</sup>**

e.g. **My a<sup>2</sup> dhegmemmas** I received.

or with the perfect particle **re<sup>2</sup>**

e.g. **My re<sup>2</sup> dhegmemmas** I have received.

Similarly for verbs we have met so far:

<b>My a<sup>2</sup> drig</b> I live	<b>My a<sup>2</sup> drigas</b> I lived	<b>My re<sup>2</sup> drigas</b> I have lived
<b>My a<sup>2</sup> gews</b> I speak	<b>My a<sup>2</sup> gewsis</b> I spoke	<b>My re<sup>2</sup> gewsis</b> I have spoken
<b>My a<sup>2</sup> skrif</b> I write	<b>My a<sup>2</sup> skrifas</b> I wrote	<b>My re<sup>2</sup> skrifas</b> I have written
<b>My a<sup>2</sup> werth</b> I sell	<b>My a<sup>2</sup> werthas</b> I sold	<b>My re<sup>2</sup> werthas</b> I have sold
<b>My a<sup>2</sup> dhannvon</b> I send	<b>My a<sup>2</sup> dhannvonas</b> I sent	<b>My re<sup>2</sup> dhannvonas</b> I have sent
<b>My a<sup>2</sup> woer</b> I know	<b>My a<sup>2</sup> wodhva</b> I knew	<b>My re<sup>2</sup> wodhva</b> I have known

(This verb is irregular)

A number of verbs end in “**-is**” instead of “**-as**” in the past tense:

e.g. **My a<sup>2</sup> gewsis** I spoke                      **Yann a<sup>2</sup> gewsis** Yann spoke.

Remember these forms are used no matter what the subject is, so long as it starts the sentence to form a nominal sentence.

e.g. **Ni re skrifas** We have written              **Yowann a oberas** John worked.

*Exercise 1. Translate the following into Cornish, checking carefully with the above list.*

- |                      |                                |
|----------------------|--------------------------------|
| 1) He speaks.        | 6) Jenifer sent.               |
| 2) She spoke.        | 7) The Cornishman works.       |
| 3) Marie has spoken. | 8) He has worked.              |
| 4) He has written.   | 9) Yann has lived in St. Malo. |
| 5) I have sent.      | 10) She sold.                  |

### B. Past Tense in the Negative.

The negative particle **ny<sup>2</sup>** is similarly used with the past tense and replaces both **a<sup>2</sup>** and **re<sup>2</sup>** to make the verb negative. There is no distinction in Cornish between the simple past and the perfect when the verb is negative so that:

e.g. **Yann ny skrifas** “means Yann did not write” and also “Yann has not written”

**Ny<sup>2</sup> werthas Yann** means “Yann did not sell” and also “Yann has not sold”

Negative sentences are not nominal but verbal, and usually emphasise the verb by putting it in front of the subject. Also, the verb ending alters to agree with the subject. This is why we have “**gewsons**” in the last but one line of the letter, because the subject (“**Ow gwreg ha’n fleghes**”) is plural. When the subject comes first in a verbal sentence it carries some degree of emphasis. However if a noun subject follows the verb, the verb stays singular. The last but one sentence could have been “**Ny gews ow gwreg ha’n fleghes saw Frynkek.**”

Exercise 2. Translate into Cornish. Remember that both the “have not” and the “did not” sentences simply need **ny<sup>2</sup>** in front of the verb with the past tense ending, usually “-as”. Put the subject first (e.g. **Ev ny<sup>2</sup> gewsis** He did not speak) in numbers 1 - 5, and after the verb (e.g. **Ny<sup>2</sup> dhannvonas hi** She did not send.) in 6 - 10.

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1) Yann has not written.         | 6) John has not sent.          |
| 2) Anjela did not speak.         | 7) Jenifer did not write.      |
| 3) The friend did not send.      | 8) The family has not written. |
| 4) The Breton has not spoken.    | 9) The woman did not sell.     |
| 5) The Cornishman did not speak. | 10) The sister has not spoken. |

(You will observe that in this exercise all the subjects are third person singular as this is the only verb ending we have so far learned.)

### C. The Infinitive or Verb-Noun.

The term “infinitive” is the normal one in the grammar of English and most European languages, but “Verb-Noun” or “Verbal Noun” is frequently used in connection with Celtic languages. In English this is the verb usually preceded by the particle “to” e.g. “to speak,” “to write,” etc. However this is not the case in the example in Yann’s letter. “**Ny<sup>2</sup> allav kewsel**” “I cannot speak” shows the verb noun “**kewsel**” and the infinitive “speak” without its usual “to” though “I am able to speak.” is also possible in English.

The Cornish verb-noun forms for the verbs we have met so far are:

<b>kewsel</b> to speak	<b>skrifa</b> to write	<b>oberi</b> to work
<b>bos</b> to be	<b>triga</b> to dwell	<b>gwertha</b> to sell,
<b>mos</b> to go	<b>degemmeres</b> to receive	<b>dyski</b> to learn,
<b>godhvos</b> to know	<b>dannvon</b> to send	

### D. I can / cannot.

We have learned above “**Ny<sup>2</sup> allav**,” the Cornish for “I cannot.” The Cornish for “I can” is “**Y<sup>5</sup> hallav**” so with this information we can now do the following exercise:

Exercise 3. Translate into Cornish:

(e.g. I can go = **Y<sup>5</sup> hallav mos**; I cannot work = **Ny<sup>2</sup> allav oberi**.)

- |                               |                              |
|-------------------------------|------------------------------|
| 1) I can sell.                | 6) I cannot write books.     |
| 2) I cannot go.               | 7) I can go to Brittany.     |
| 3) I cannot send.             | 8) I cannot be in Cornwall.  |
| 4) I can live in Gt. Britain. | 9) I cannot live in France.  |
| 5) I can write the letter.    | 10) I can send the children. |

“**Y<sup>5</sup> hallav**” implies that “I can” because I am physically able or because I am allowed. If “I can” implies that I have learned to do something it is more usual to use “**Y<sup>5</sup> hwonn**,” or “**My a<sup>2</sup> woer**,” both of which mean literally “I know (how to).” “**My a<sup>2</sup> woer**” is nominal and emphasises “I.” In the case of the verbal expression “**Y<sup>5</sup> hwonn**,” the emphasis is neutral.

e.g. **Y<sup>5</sup> hwonn lywya karr tan** I can drive a car.  
**My a<sup>2</sup> woer lywya karr tan** I can drive a car.

Exercise 4. Translate into Cornish using “Y<sup>5</sup> hwonn,” or “My a<sup>2</sup> woer.”

- |  |                          |
|--|--------------------------|
| 1) I can write English.                | 6) I can speak Breton.   |
| 2) I can speak Cornish.                | 7) I can read French.    |
| 3) I can read ( <b>redya</b> ) Breton. | 8) I can write Cornish.  |
| 4) I can speak French.                 | 9) I can speak French.   |
| 5) I can speak English.                | 10) I can speak Cornish. |

E. Verb-Noun with Adjective.

The Verb-Noun is often used with an adjective (describing word)

e.g. I am sad to go. He is happy to stay.

In Cornish the verb-noun has the word **dhe<sup>2</sup>** in front of it in a sentence of this kind.

e.g. **Lowen ov vy dhe skrifa dhis** I am happy to write to you.  
**Trist yns i dhe<sup>2</sup> vos** They are sad to go.

Exercise 5. Translate the following into Cornish. Don't forget that “**dhe<sup>2</sup>**” always causes second state mutation.

- |                                     |  |
|-------------------------------------|--|
| 1) I am happy to learn Cornish      | 6) They are happy to work.                 |
| 2) I am sad to go away*.            | 7) I am happy to speak Cornish.            |
| 3) They are happy to live in Truro. | 8) They are sad to write letters.          |
| 4) They are sad to live in France.  | 9) I am happy to go to Brittany.           |
| 5) I am happy to sell books.        | 10) They are happy to be in Yowann's shop. |

(\*to go away **mos dhe<sup>2</sup>-ves**)

# KERNEWEK DRE LYTHER

Dyskans Seyth

Seythves Dyskans

Subject pronouns and combinations with **gans** and **dhe**

## GORTHYP YOWANN

A Yann Ker,

Gonn meur ras dhis a'th lyther. Pur lowen ynwedh vydhav dhe<sup>2</sup> gesskrifa genes. Gwerther lyvrow ov vy gans gwerthji omma yn Truru. Hanow ow gwreg yw Jenifer hag yma dhyn mab ha myrgh. Hanow an mab yw Peder ha hanow an<sup>2</sup> vyrgh yw Lowena. Ni a<sup>2</sup> drig yn chi ogas ha kilometer dhiworth kres an<sup>2</sup> dre.

Pur<sup>2</sup> dhe les yw dha<sup>2</sup> vos pyskador. Treweythyow my a<sup>2</sup> breder y karsen gul neppyth a'n par na yn kok war an mor. Da yw genev redya bos mab ha myrgh dhywgh hwi, kepar dell eus mab ha myrgh dhyn ni. Agan fleghes a<sup>2</sup> wra mos dhe skol y'n<sup>2</sup> dre.

Ow mammyeth yw Sowsnek heb mar. Nyns eus denvydh y'n eur ma ha ganso Kernewek avel mammyeth, mes yma nebes teyluyow yn Kernow a<sup>2</sup> dhysk Kernewek avel mammyeth dh'aga fleghes.

Skrif dhymm arta mar pleg, ow leverel dhymm neppyth a'th ober ha neppyth moy a'th teylu.

Gorhemmyrnadow a'th kesskrifer lel,  
Yowann Polglas.

### Gerva

**Gonn meur ras dhis a'th lyther**

Thank you very much for your letter

**bos mab ha myrgh dhywgh hwi**

that you have a son and daughter

**dhywgh hwi** to you

**vydhav** I shall be

**genes** with you

**omma** here

**ow<sup>3</sup>** my

**genen** with us

**ni** we

**ogas ha** about (with number)

**kilometer** kilometre

**kres** centre

**dhe les** interesting

**dha<sup>2</sup> vos pyskador** that you are a fisherman

**treweythyow** sometimes

**a<sup>2</sup> breder** think

**prederi** to think

**y karsen** I would like

**kara** to like/love

**gul** to do

**neppyth a'n par na** something like that

**ha ganso Kernewek avel mammyeth**

with Cornish as his mother tongue

**nebes** a few

**teyluyow** families

**avel** as

**kok** fishing boat

**war<sup>2</sup>** on

**da yw genev** I am glad

**redya** to read

**kepar dell<sup>2</sup>** as, like (+ verb)

**kepar dell eus mab ha myrgh dhyn ni**

as we (too) have a son and daughter

**yma nebes teyluyow a<sup>2</sup> dhysk**

there are some families that teach

**ow leverel dhymm neppyth**

telling me something

**a'th ober** of your work

**a<sup>2</sup> dhysk** learn/teach

**dyski** to learn/teach

**agan** our

**a wra mos** (do) go

**heb mar** of course

**nyns eus denvydh** there is no one

**y'n eur ma** at the present time

**aga<sup>3</sup>** their

**arta** again

**moy a'th teylu** more about your family

**gorhemmyrnadow** greetings

## Govynnnow

Answers 6 and 7 can be “lifted” from the letter. For the rest use the wording of the question to guide you.

- |                                       |   |
|---------------------------------------|---|
| 1) <b>Pyth yw Yowann?</b>             | 5) <b>Pyth yw mammyeth Yowann?</b>                        |
| 2) <b>Ple'ma gwerthji Yowann?</b>     | 6) <b>Piw a<sup>2</sup> gews Kernewek avel mammyeth?</b>  |
| 3) <b>Pyth yw hanow gwreg Yowann?</b> | 7) <b>Piw a<sup>2</sup> dhysk Kernewek avel mammyeth?</b> |
| 4) <b>Ple trig Yowann ha Jenifer?</b> | 8) <b>Pyth yw hanow teylu Yowann?</b>                     |

## Gramasek

### A. Personal Pronouns.

We have already met a number of these. Here is a complete list in the subject case:

<b>my</b>	I	<b>ni</b>	we
<b>ty</b>	you (sing.)	<b>hwi</b>	you (plural)
<b>ev</b>	he/it	<b>i</b>	they
<b>hi</b>	she/it		

Modern English has only one word for “you” whether one person or more is addressed. Like most other languages, Cornish has two words for “you,” **ty** for the singular form and **hwi** for the plural. Sometimes this is used as a “polite form of address” for only one person but this is dying out in modern use.

These pronouns are used with the particles **a<sup>2</sup>** or **re<sup>2</sup>** as the subject of a nominal sentence.

e.g. **My a<sup>2</sup> gewsis** I spoke **Hi a<sup>2</sup> woer** She knows.

**Ev re skrifas** He has written.

Exercise 1. Translate the following into Cornish. The verb is always as shown in *Dyskans 6*.

- |                       |                     |
|-----------------------|---------------------|
| 1) I think.           | 6) You (p.) spoke.  |
| 2) We send.           | 7) We have lived.   |
| 3) They have written. | 8) He has sent.     |
| 4) She sells.         | 9) You (s.) write.  |
| 5) You (s.) worked.   | 10) She has spoken. |

(We have not yet learned how to make sentences with pronoun subjects, like these, negative.

This will be dealt with later.)

### B. Gans combined with personal pronouns.

We have seen examples of this:

e.g. **genev** with me.

**genes** with you.

**genen** with us.

Here is now a list of all such combinations:

<b>genev</b>	with me	<b>genen</b>	with us
<b>genes</b>	with you (sing.)	<b>genowgh</b>	with you (plur.)
<b>ganso</b>	with him/it	<b>gansa</b>	with them
<b>gensi</b>	with her/it		



Exercise 2. Translate the following into Cornish:

- |                                      |   |
|--------------------------------------|---|
| 1) I have a daughter with me.        | 6) You have the books. ( <i>But don't own them!</i> ) |
| 2) She has a friend with her.        | 7) They have their sister with them.                  |
| 3) We correspond with him.           | 8) I have their children ( <i>They're not mine!</i> ) |
| 4) The family is with us.            | 9) The fishing boat is with him.                      |
| 5) Are you glad you read the letter? | 10) The children are with us.                         |

C. Dhe combined with personal pronouns.

We have already met one or two examples of this, such as **dhymm** (to me) and **dhis** (to you). Here is a complete list:

<b>dhymm</b>	to me	<b>dhyn</b>	to us
<b>dhis</b>	to you (s.)	<b>dhywgh</b>	to you (p.)
<b>dhodho</b>	to him/it	<b>dhedha</b>	to them
<b>dhedhi</b>	to her/it		

Pronouns may be added to these for greater emphasis, as is done in the letter. e.g.

**Da yw genev redya bos mab ha myrgh dhywgh hwi kepar dell eus mab ha myrgh dhyn ni.**

I am glad to read that you have a son and daughter, just as we have a son and daughter.

Exercise 3. Use these combinations to translate the following:

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1) Write a letter to me.           | 6) They sent the books to us.     |
| 2) I wrote to you.                 | 7) We have written to her.        |
| 3) We have a letter. (see Dysk. 3) | 8) She has sent (to) us a letter. |
| 4) Write to us please.             | 9) We have a son.                 |
| 5) She has a letter.               | 10) He has a father and mother.   |

# KERNEWEK DRE LYTHER

Dyskans Eth

Ethves Dyskans

Vocative Particle A<sup>2</sup>, Gul, Mos, Numbers 1-10,

## ANJELA

Dhe Anjela yma ‘dew vargh.’ Hi a<sup>2</sup> wra devnydh anodho rag lavurya gans Marie dhe’n koffiji yn Sen Malo. I a<sup>2</sup> wra mos ena pub gorthugher, hag i a<sup>2</sup> wra oberi y’n koffiji bys yn eur dhiwedhes.

An<sup>2</sup> brenoryon y’n koffiji a<sup>2</sup> wra leverel,

“Gorthugher da, Anjela. My a<sup>2</sup> garsa eva korev, mar pleg,” po

“My a<sup>2</sup> garsa eva gwin kemmyn, mar pleg,” po

“My a<sup>2</sup> garsa eva koffi, mar pleg.”

Anjela a<sup>2</sup> worthyp,

“Pur<sup>2</sup> dha, A<sup>2</sup> vester.” (Pur<sup>2</sup> gortes yw hi!)

Wor’tiwedh, Anjela ha Marie a<sup>2</sup> wra dehweles tre. Gwag yw an chi. Yann res eth dhe<sup>2</sup> byskessa. Treweythyow, pan nag usi ev ow pyskessa, ev a<sup>2</sup> wra mos dhe’n koffiji y honan, ha’n tri a<sup>2</sup> wra kinyewel warbarth y’n koffiji, kyns i dhe<sup>2</sup> dhehweles tre y’n karr-tan ha mos dhe<sup>2</sup> goska.

## Gerva

dew <sup>2</sup> vargh	2CV (car)	pur <sup>2</sup> dha	very well
a <sup>2</sup> wra	does/makes	A <sup>2</sup> vester	sir
devnydh	use	kortes	polite
anodho	of it	wor’tiwedh	at last
rag lavurya	(in order) to travel	a <sup>2</sup> wra dehweles	return
a <sup>2</sup> wra mos	go	tre (f)	home
ena	there	gwag	empty
gorthugher	evening	res eth	has gone
a <sup>2</sup> wra oberi	work	pyskessa	to fish
bys yn	until	pan nag usi ev ow pyskessa	
eur <sup>2</sup> dhiwedhes	a late hour		when he is not fishing
an <sup>2</sup> brenoryon	the customers	y honan	himself
a <sup>2</sup> wra leverel	say	tri	three
Gorthugher da	Good evening	a <sup>2</sup> wra kinyewel	dine
my a <sup>2</sup> garsa eva	I would like to drink	warbarth	together
korev	beer	kyns i dhe <sup>2</sup> dhehweles	
gwin	wine		before they return
kemmyn	ordinary	karr-tan	motor car
gwin kemmyn	<i>vin ordinaire</i>	ha mos dhe <sup>2</sup> goska	and go to sleep
koffi	coffee	p’eur <sup>5</sup> ?	when?
a <sup>2</sup> worthyp	answers		

## Govynnnow

*As always, answer in complete sentences. The question itself usually gives the best guide to the wording of the answer.*

- 1) **Py par karr tan eus dhe Anjela?** (What kind of car does Anjela have?)
- 2) **Piw a<sup>2</sup> wra devnydh an<sup>2</sup> dhew vargh?**
- 3) **Piw a<sup>2</sup> wra mos dhe Sen Malo gensi?**
- 4) **Piw a<sup>2</sup> wra leverel “Gorthugher da!”?**
- 5) **Fatell<sup>2</sup> worthyp Anjela dhedha?**
- 6) **P’eur<sup>5</sup> hwra Anjela dehweles tre?**
- 7) **Fatell yw an chi?**

- 8) **Pandr'a<sup>2</sup> wra Yann pan nag usi ow pyskessa?**
- 9) **Pandr'a<sup>2</sup> wra Yann, Anjela ha Marie y'n koffiji?**
- 10) **Fatell<sup>2</sup> wra an tri dehweles tre?**

## Gramasek

### A. The Vocative Particle A<sup>2</sup>.

The use of this is optional before the name or title of a person addressed

e.g. **A<sup>2</sup> vester!** Sir!

It causes second state mutation to common nouns and preceding adjectives but not to proper nouns, i.e. individual names of people.

### B. The verb **gul** to make/do.

**a<sup>2</sup> wra**, which appears frequently in this passage, is the 3rd. sing. present tense of **gul**.

e.g. **Hi a<sup>2</sup> wra devnydh** She makes use.

Like the verb "do" in English, **gul** is used as an auxiliary verb to make alternative forms of other verbs, by putting it in front of the verb noun,

e.g. **I a<sup>2</sup> wra mos** They do go (They go)

**Ty a<sup>2</sup> wra oberi** You do work (You work)

*Exercise 1. Using a<sup>2</sup> wra plus verb-nouns, translate the following into Cornish:*

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1) Anjela goes to St. Malo.      | 6) Yann fishes.               |
| 2) We speak Cornish.             | 7) Marie travels with Anjela. |
| 3) The family works in the shop. | 8) She likes the café.        |
| 4) Yowann writes in Cornish.     | 9) They live in Truro.        |
| 5) Erwan works in Rennes.        | 10) Yowann sells books.       |

So long as the subject is 3rd. sing, such sentences can be made negative by using **ny<sup>2</sup>** with **wra** and putting the **ny<sup>2</sup> wra** before or after the subject, though to put it before the subject is more usual.

e.g. **Ny<sup>2</sup> wra Yann triga yn Truru = Yann ny<sup>2</sup> wra triga yn Truru**  
Yann does not live in Truro

*Exercise 2. Translate the following into Cornish. Put Ny<sup>2</sup> wra in front of the subject in numbers 1-3, and after the subject in 4-5.*

- 1) Peder does not work.
- 2) Anjela does not fish.
- 3) Lowena does not sell books.
- 4) Erwan does not speak Breton.
- 5) The family does not write letters to Yowann.

### C. The verb **mos** (to go).

The 3rd person sing. present tense of **mos** is **a**. We met it in Dyskans 1.

e.g. **Ev a dhe<sup>2</sup> glas** He goes to a class.

The 3rd person sing. past tense occurs in this lesson:

e.g. **Yann res eth dhe<sup>2</sup> byskessa** Yann has gone to fish.

Note carefully the following points:

- 1) The particle **a<sup>2</sup>** is omitted before **a** ("goes") and before **eth** ("went.")
- 2) The perfect particle **re<sup>2</sup>** becomes **res** in front of **eth**.



# KERNEWEK DRE LYTHER

Dyskans Naw

Nawves Dyskans

Days of Week, Time of Day, Use of **Ha**

## GWERTHJI YOWANN

Gwerthji Yowann yw byghan lowr. Ev a<sup>2</sup> wra mos ena dhe naw eur, Dy' Lun, Dy' Meurth, Dy' Mergher, Dy' Yow, Dy' Gwener, ha Dy' Sadorn. Dy' Sul, deges yw an gwerthji. Pan yw bysi, Dy' Sadorn, Lowena a<sup>2</sup> wra mos ena rag y<sup>2</sup> weres. Yowann a<sup>2</sup> werth lyvrow kernewek, lyvrow kembrek, lyvrow bretonek, ha lyvrow a-dro dhe<sup>2</sup> Gernow. Dy' gweyth, ha'n fleghes yn skol, Yowann a<sup>2</sup> wra mos dhe<sup>2</sup> dhiwotti dhe unn eur dhe<sup>2</sup> vetya orth Jenifer rag dybri pasti ha kewsel Kernewek.

Yma bagas a<sup>2</sup> dus a omguntell y'n diwotti ha kewsel Kernewek ganso, dyskador klas Yowann y'ga mysk.

“Fatla genes, Jenifer?” yn-medh an dyskador.

“Yn poynt da, meur ras!” Jenifer a<sup>2</sup> worthyp.

Dhe<sup>2</sup> dhiw eur, an<sup>2</sup> dus a<sup>2</sup> wra mos dhe oberi arta. Dhe<sup>2</sup> bymp eur, Yowann a<sup>2</sup> wra degea an gwerthji, ha mos tre.

## Gerva

byghan lowr	fairly small	diwotti	pub
dhe naw eur	at nine o'clock	unn eur	one o'clock
Dy' Sul	Sunday	metya orth	to meet
Dy' Lun	Monday	rag dybri	to eat
Dy' Meurth	Tuesday	bagas	group
Dy' Mergher	Wednesday	a <sup>2</sup> dus	of people
Dy' Yow	Thursday	a omguntell	who meet
Dy' Gwener	Friday	dyskador	teacher
Dy' Sadorn	Saturday	y'ga mysk	among them
degas	closed	fatla genes?	how are you?
pan <sup>2</sup>	when	yn-medh	says
	(not in a question)	yn poynt da	very well
bysi	busy	meur ras	thank you
rag y <sup>2</sup> weres	to help him	diw eur	two o'clock
kembrek	Welsh	an <sup>2</sup> dus	the people
a-dro dhe <sup>2</sup>	about	pymp eur	five o'clock
dy' gweyth	(on) a weekday	degea	to close
yn skol	in school	py par?	what kind (of)?
ha'n fleghes yn skol		py dydh?	what day?
	while the children are at school		

## Govynnnow

*Most of these answers can be found in the passage to copy - or almost!*

- 1) **Py par gwerthji yma dhe Yowann?**
- 2) **Py eur** (What time) **y<sup>5</sup> hwra ev mos ena?**
- 3) **Py dydh yth yw an gwerthji deges?**
- 4) **Piw a<sup>2</sup> wra mos ena Dy' Sadorn?**
- 5) **Py par lyvrow y<sup>5</sup> hwerth Yowann?**
- 6) **Pleth a Yowann dhe unn eur?**

- 7) **Piw a<sup>2</sup> wra metya orth Yowann?**
- 8) **Pandr'a lever dyskador Yowann?**
- 9) **Pandr'a<sup>2</sup> worthyp Jenifer?**
- 10) **Py eur y hwra Yowann degea an gwerthji?**

## Gramasek

### A. Days of the Week.

These are listed in the Gerva. Notice that the word **Dy'** usually precedes the actual name. The word "on" as in, for example, "on Sunday" is usually left out:

e.g. **Dy' Lun** On Monday.

*Exercise 1. Translate the following into Cornish. The verb can be the simple form with **a<sup>2</sup>** or **ny<sup>2</sup>** (dyskans 2) or the verb-noun with **a<sup>2</sup> wra** or **ny<sup>2</sup> wra**.*

e.g. They go on Sunday. **I a Dy' Sul** or **I a<sup>2</sup> wra mos Dy' Sul**.

- 1) Yowann goes to the shop on Monday.
- 2) Jenifer does not work on Sunday.
- 3) We learn Cornish on Saturday and Sunday.
- 4) The people go to the shop on Tuesday.
- 5) Anjela goes to the café on Thursday.
- 6) Yann goes to fish on Monday.
- 7) Lowena goes to the shop on Saturday.
- 8) We write letters on Wednesday.
- 9) We send the letters on Thursday.
- 10) The child does not go to school on Sunday. (**an flogh** the child)

### B. Time of Day.

at one o'clock	<b>dhe unn eur</b>
at two o'clock	<b>dhe<sup>2</sup> dhiw eur</b>
at four o'clock	<b>dhe<sup>2</sup> beder eur</b>
at midnight	<b>dhe hanternos</b>
at midday	<b>dhe hanterdydh</b>

*Exercise 2. Translate the following into Cornish with the verb as in exercise 1.*

- 1) He goes to the shop at nine o'clock.
- 2) They go to the pub at, midday.
- 3) Yann goes to the café at ten o'clock.
- 4) We go to Truro at seven o'clock.
- 5) She goes to school at eight o'clock.
- 6) I go to the office at ten o'clock.
- 7) Peder goes to fish at three o'clock.
- 8) Anjela goes home at midnight.
- 9) They go to the pub at one o'clock.
- 10) They go to work at two o'clock.

C. Use of Ha.

**Ha** (and) can introduce phrases which are best rendered in English by a clause starting with “while” or “when.”

e.g. **Ha'n fleghes yn skol, Yowann a<sup>2</sup> wra mos dhe dhiwotti.**

While the children are at school, Yowann goes to a pub.

**Ha Yowann y'n gwerthji, yma Jenifer y'n soedhva.**

While Yowann is in the shop, Jenifer is in the office.

Exercise 3. Translate the following into Cornish.

- 1) While the children are at school, Jenifer works in the office.
- 2) While the people are in the shop, Yowann sells books to them.
- 3) When Jenifer is happy, Yowann works well (**yn<sup>5</sup> ta.**)
- 4) While they are in Cornwall, Yowann and Jenifer are happy.
- 5) When Jenifer is in the office, she does not speak Cornish

# KERNEWEK DRE LYTHER

Dyskans Deg

Degves Dyskans

Revision

*Translate the following sentences into Cornish.*

- 1) A Breton friend wrote to Yowann.
- 2) Yowann is a Cornishman. He lives in Cornwall.
- 3) Yowann's wife is in her office.
- 4) The French woman does not speak Breton.
- 5) Camborne (**Kammbronn**) is near Redruth (**Rysrudh**).
- 6) Yowann and Jenifer have a son and a daughter.
- 7) My friend spoke Cornish with me.
- 8) Yowann has not written his letter to Yann.
- 9) I cannot sell his books.
- 10) I can speak and write Cornish.
- 11) We sent Peter to school in Truro.
- 12) She does not work in the café on Sunday.
- 13) Anjela goes to the café in the 2CV and Marie goes with her.
- 14) We correspond with them.
- 15) They have a bookshop and a car.
- 16) She has a small house in Truro.
- 17) The children work at school.
- 18) They like the teacher.
- 19) We have gone to buy a car.
- 20) The two boys and the three friends go to fish on Wednesday.

**maw** (p) **mebyon** boy

**prena** to buy

## **Skrif**

*Write a letter in Cornish modelled on those in Dyskans 6 and/or 7, telling your penfriend as much as you can about yourself, your family, your work etc. This need not be factual, of course. If you cannot describe your job in Cornish, temporarily join one of the professions that have been mentioned in the course!*



# KERNEWEK DRE LYTHER

Dyskans Unnek

Unnegves Dyskans

**Dhe<sup>2</sup>** with **gul** and preceding object, Plural of Nouns, Adjectives with Masculine Plural Nouns, Present Participle, Use of **Ha**, Word Order

## DY' SUL

**Dy' Sul, Erwan re<sup>2</sup> dhrehedhas tre rag an<sup>2</sup> bennseythun. Pur skwith yw ev wosa studhya y'n<sup>2</sup> Benskool dres an seythun. Yethow keltok a<sup>2</sup> wra ev dhe studhya, an yeth<sup>2</sup> vretonek, an yeth kembrek ha'n yeth kernewek. Unnek eur myttinweyth yw hi.**

*Anjela:* **Erwan, esosta ow sevel hedhyw? Unnek eur yw!**

*Yann:* **Gas ev dhe<sup>2</sup> goska. Owth oberi yth esa bys yn diw eur myttinweyth. Res yw dhodho ri dew skrif hir dh'y<sup>2</sup> dhyskador a-vorow.**

*Marie:* **Pur<sup>2</sup> dhiok yw ev. Prag na<sup>2</sup> wrug ev y skrifow kyns? Nans yw unn mis y<sup>5</sup> feu leverys dhodho aga gul.**

*Anjela:* **Yv dha<sup>2</sup> goffi, Marie. Pur<sup>2</sup> vysi yw Erwan. Skrifennyas Kowethas Bretonek an<sup>2</sup> Benskool yw ev lemmyn.**

*Marie:* **Dar! Pur<sup>2</sup> vysi yw ev ow kwari peldroes yn le studhya!**

*Yann:* **Na<sup>2</sup> wra argya yn y<sup>2</sup> gever. Ottava lemmyn.**

*Erwan:* **Myttin da, oll an bys! Eus koffi? Pur skwith ov vy. Lyver my re<sup>2</sup> gollas.**

*Angela:* **Py lyver?**

*Erwan:* **Lyver sowsnek yn kever Kernewek.**

*Marie:* **Ottava gans dha lyvrow erell war-lergh an<sup>2</sup> bellwolok.**

## Gerva

<b>drehedhes</b>	to reach	<b>skrif</b>	writing, essay.
<b>tre(f)/trevow(p)</b>	home.	<b>hir</b>	long
<b>pennseythun(f)</b>	weekend	<b>a-vorow</b>	tomorrow
<b>skwith</b>	tired	<b>diek</b>	lazy
<b>wosa</b>	after	<b>prag na<sup>2</sup> wrug ev?</b>	why didn't he do?
<b>studhya</b>	to study	<b>skrifow</b>	essays
<b>wosa studhya</b>	after studying	<b>kyns</b>	before
<b>dres</b>	during	<b>y<sup>5</sup> feu leverys dhodho</b>	he was told
<b>seythun (f)</b>	week	<b>aga gul</b>	to do them
<b>yethow</b>	languages	<b>nans yw unn mis</b>	a month ago
<b>yeth (f)</b>	language	<b>yv dha<sup>2</sup> goffi</b>	drink your coffee
<b>unnek</b>	eleven	<b>skrifennyas</b>	secretary (male)
<b>myttinweyth</b>	in the morning	<b>lemmyn</b>	now
<b>esosta ow sevel?</b>	are you getting up?	<b>Dar!</b>	Rubbish!
<b>hedhyw</b>	today	<b>ow<sup>4</sup> kwari</b>	playing
<b>gas ev dhe<sup>2</sup> goska</b>	let him sleep	<b>peldroes</b>	football
<b>owth oberi yth esa</b>	he was working	<b>yn le</b>	instead of
<b>bys yn</b>	until.	<b>na<sup>2</sup> wra argya</b>	don't quarrel
<b>res yw dhodho</b>	he has to	<b>yn y<sup>2</sup> gever (yn kever)</b>	about him
<b>ri</b>	(to) give	<b>ottava</b>	here he is

<b>myttin da!</b>	good morning!	<b>pur skwith ov vy</b>	I am very tired
<b>oll an bys</b>	everybody	<b>my re<sup>2</sup> gollas</b>	I have lost
<b>eus koffi?</b>	is there any coffee?	<b>kelli</b>	to lose
<b>erell</b>	other (plural)	<b>soedh (f)</b>	job, position
<b>war-lergh</b>	behind	<b>herwydh</b>	according to
<b>pellwolok (f)</b>	television	<b>kellys</b>	lost
<b>ro!</b>	give! (imperative)		
<b>henwyn</b>	names		

### Govynnnow

*No further hints will be given on how to answer the questions. You will have realised that sometimes an answer can be found complete in the passage, sometimes just a word or two needs to be changed, sometimes the wording of the answer can be found in the question with just a few words taken from the passage. The main thing is to use common sense to seek out this help that is available rather than thinking up (in English!) an entirely different answer, and then wondering why we cannot put it into Cornish! It is always best to give a written answer in the form of a sentence, and this gives practice in writing Cornish, which will help towards fluency in speech also.*

- 1) **Py dydh y<sup>5</sup> trehedhas Erwan tre?**
- 2) **Prag yth yw ev skwith?**
- 3) **Pandr'a<sup>2</sup> wra ev dhe studhya?** (See "Gramasek," first section)
- 4) **Ro henwyn teyr yeth keltek.**
- 5) **Py eur yw pan elow (calls) Anjela dhe Erwan?**
- 6) **Prag y<sup>5</sup> hwrug Erwan oberi bys yn diw eur myttinweyth?**
- 7) **P'eur<sup>5</sup> feu leverys dhe Erwan gul an<sup>2</sup> dhew skrif?**
- 8) **Pyth yw soedh Erwan y'n<sup>2</sup> Bennskol?**
- 9) **Prag yth yw pur<sup>2</sup> vysi, herwydh Marie?**
- 10) **Ple'ma'n lyver kellys?**

### Gramasek

A. Dhe<sup>2</sup> with "gul" and preceding object. "Yethow keltek a<sup>2</sup> wra ev dhe studhya".

This sentence starts with the object "yethow keltek" to give it some emphasis, and "gul" is used as an auxiliary verb. In such a case dhe<sup>2</sup> is inserted before the verb noun "studhya." Question 3 is another example of this where the preceding object is the interrogative pronoun **Pandra?** What? Other examples are:

**Kernewek a<sup>2</sup> wra ev dhe<sup>2</sup> dhyski.** He learns Cornish.

**Y lytherow a<sup>2</sup> wra hi dhe redya** She reads his letters.

**Pandr'a<sup>2</sup> wra ev dhe leverel?** What does he say?

*Exercise 1. Translate the following into Cornish as in the above examples by putting the object first and using gul as an auxiliary followed by dhe<sup>2</sup> and the verb noun to express the English verb.*

- 1) He learns Cornish. 2) He drinks beer. 3) He sells books
- 4) What does he read? 5) He reads Cornish books.

Of course, such sentences can also be expressed with a more neutral emphasis by putting the subject first e.g. **Ev a<sup>2</sup> wra dyski Kernewek** He learns Cornish.

Question 3 may be answered by either method.

## B. Plural of Nouns.

In English, the vast majority of nouns are made plural by adding s or es.

e.g. boy - boys; girl - girls; glass - glasses; dish - dishes.

But one or two very common nouns preserve the older ending “-en.”

e.g. child - children; woman – women.

And we have one or two oddities like mouse - mice; goose - geese.

Unfortunately, the plural of Cornish nouns is not so simple and we have to be familiar with the plural form of each noun as it comes. However, there are some fairly common endings such as “-ow” which we have met in this lesson:

**yeth** (language); **yethow** (languages); **skrif** (essay); **skrifow** (essays).

Here is a list of most of the nouns we have met so far in singular and plural.

<i>Singular</i>	<i>Plural</i>	<i>Meaning</i>
<b>Kernow</b>	<b>Kernowyon</b>	Cornishman
<b>bro (f)</b>	<b>broyow</b>	country
<b>eseli</b>	<b>eseli</b>	member
<b>kowethas</b>	<b>kowethasow</b>	society
<b>rann (f)</b>	<b>rannow</b>	part
<b>lyther</b>	<b>lytherow</b>	letter
<b>kesskrifer</b>	<b>kesskriforyon</b>	correspondent
<b>koweth</b>	<b>kowetha</b>	friend
<b>gwreg (f)</b>	<b>gwregedh</b>	wife
<b>teylu</b>	<b>teyluyow</b>	family
<b>hanow</b>	<b>henwyn</b>	name
<b>mab</b>	<b>mebyon</b>	son
<b>myrgh (f)</b>	<b>myrghes</b>	daughter
<b>skol (f)</b>	<b>skolyow</b>	school
<b>gwerthji</b>	<b>gwerthjiow</b>	shop
<b>soedhva (f)</b>	<b>soedhvaow</b>	office
<b>chi</b>	<b>chiow</b>	house
<b>pyskador</b>	<b>pyskadoryon</b>	fisherman
<b>fos (f)</b>	<b>fosow</b>	wall
<b>studhyer</b>	<b>studhyoryon</b>	student
<b>pennskol (f)</b>	<b>pennskolyow</b>	university
<b>mis</b>	<b>misyow</b>	month
<b>trigva (f)</b>	<b>trigvaow</b>	address
<b>flogh</b>	<b>fleghe</b>	child
<b>gorthyp</b>	<b>gorthybow</b>	answer
<b>kok</b>	<b>kokow</b>	fishing boat
<b>ober</b>	<b>oberow</b>	job
<b>karr-tan</b>	<b>kerri-tan</b>	motor car
<b>diwotti</b>	<b>diwottiw</b>	pub
<b>den</b>	<b>tus</b>	man (pl.= “people”)
<b>dyskador</b>	<b>dyskadoryon</b>	teacher
<b>lyver</b>	<b>lyvrow</b>	book

They are masculine, except those marked (f).

It is not suggested that you should learn all these now, but the following exercise should help start the process!

Exercise 2. Write out the above nouns in singular and plural, with “an” in front. Remember this causes second state mutation of all feminine singular nouns, and all masculine plural nouns referring to persons.

### C. Adjectives with Masculine Plural Nouns.

Masculine plural nouns referring to persons also cause second state mutation in any adjective immediately following them.

e.g.. **An<sup>2</sup> dus<sup>2</sup> vysi** the busy men.

**fleghes<sup>2</sup> vyghan** little children.

In the following exercise, all the nouns are masculine, but they do not all refer to persons.

Exercise 3. Translate the following into Cornish:

- |                          |                               |
|--------------------------|-------------------------------|
| 1) The big books.        | 6) The Breton students.       |
| 2) The little men.       | 7) The ordinary house.        |
| 3) The Welsh boys.       | 8) The Cornish correspondent. |
| 4) The Cornish fishermen | 9) The little friends.        |
| 5) The little shops.     | 10) The busy teachers.        |

D. The Present Participle. This is a verbal adjective, and in English ends in “-ing.”

e.g.. a man walking. a woman talking. a boy running.

In Cornish it is formed by putting the particle **ow<sup>4</sup>** in front of the Verb-Noun. **Owth** is used if the verb-noun starts with a vowel or h.

e.g.. **den ow<sup>4</sup> kwertha** a man selling.

**benyn ow kewsel** a woman speaking.

Exercise 4. Translate the following into Cornish:

- |                                |                                      |
|--------------------------------|--------------------------------------|
| 1) A man sending a letter.     | 6) My friend working in a shop.      |
| 2) A boy reading a book.       | 7) A Cornishman thinking.            |
| 3) A woman talking with me.    | 8) A secretary writing a letter.     |
| 4) A teacher teaching Cornish. | 9) Anjela saying “Good Morning!”     |
| 5) A fisherman eating.         | 10) Erwan studying Celtic languages. |

### E. Use of Ha.

**Ha** (and) can be used with the present participle to express an action taking place at the same time as the main action.

e.g. **Hag Erwan ow<sup>4</sup> kwari peldroes, yma Marie owth oberi.**

While Erwan is playing football, Marie is working.

**Hag ev ow<sup>4</sup> tos a-berth y’n stevell, Anjela a ros koffi dhodho.**

As he came into the room, Anjela gave him some coffee.

This is essentially the same construction as that described in dyskans 9 under **Ha**, where the verb “to be” is understood.

Exercise 5. Translate into Cornish:

- 1) While she was working, Anjela received a letter.
- 2) As she was reading the letter, Yann arrived home.
- 3) While we study, we learn.
- 4) When he is selling books, Yowann is happy.
- 5) While you live in Cornwall, you speak Cornish.

F. Prepositions and Verb-Nouns.

Prepositions usually show the relationship between one thing/person/action/idea and another.

e.g. The book is on the chair. He went without speaking. He came after me.

In English, the kind of verb-noun used (sometimes called a “gerund”) ends in -ing just like the present participle mentioned above, and care must be taken not to confuse the two.

e.g. after going by telephoning before eating

In Cornish the form of the verb to use after a preposition is always the Verb-Noun.

e.g. **wosa mos** after going **kyns pellgewsyl** before 'phoning  
**rag dybri** for eating **heb koska** without sleeping

Exercise 6. Translate the following into Cornish:

- |                      |                      |
|----------------------|----------------------|
| 1) After sleeping.   | 6) Without working.  |
| 2) Before writing.   | 7) Before saying.    |
| 3) Without speaking. | 8) Without thinking. |
| 4) After going.      | 9) After selling.    |
| 5) For reading.      | 10) Before studying. |

G. Word Order. There are a number of examples in the reading passage in this lesson showing how Cornish can emphasise a word by putting it first in the sentence.

e.g. **Pur skwith yw ev.** = He is very tired.

It is quite correct to say, “**Ev yw pur skwith,**” but this suggests “He is very tired.” whereas “**Pur skwith yw ev,**” suggests “He is very tired.”

**Lyver my re<sup>2</sup> gollas** I have lost a book.

This puts a main emphasis on “**lyver**” and a secondary emphasis on “**my**”.

Notice the effect of word order as you study Cornish. Caradar considered flexibility of word order and the variable emphasis that it can produce to be a main feature of the language.

Note also that we say **an yeth kernewek** with no mutation of the adjective. After **s** and **th** there is no soft mutation of **p / t / k**, but **b / ch / d / g / m** do mutate. Thus **eglos vras** but **eglos teg**, and **an yeth vretonek** but **an yeth kernewek**.

Skrif

*Write an account of not less than ten sentences on a day/morning/afternoon/evening at home or with friends. Invent some if you need to do so! The golden rule for writing in a language with which we are not very familiar is to use words and phrases that we know. This is not the time for finding out new ones.*

# KERNEWEK DRE LYTHER

Dyskans Dewdhek

Dewdhegves Dyskans

Verbal sentences, Short and Long forms of **bos**

## LYTHER YANN

A Yowann ker,

Fatla genes ha gans an teylu? My a<sup>2</sup> dhegemmeras dha lyther nans yw nebes seythyow, ha gonn meur ras dhis anodho. My re beu ow pyskessa dres an mis usi passyes ha nys esa chons dhymm dhe skrifa dhis. Ni a<sup>2</sup> gemmeras myns bras a<sup>2</sup> buskes, ha lemmyn yma dhymm seythun a<sup>2</sup> bowes kys mos dhe<sup>2</sup>-ves arta. Rag henna, yma chons da dhymm dhe skrifa lytherow ha gul traow erell.

Teylu pur unys ha lowen on ni, mes kales yw bos warbarth ha my ow pyskessa hag Erwan ow studhya dhe'n<sup>2</sup> Bennskol. Hedhyw yth esov vy tre, hag yma Erwan tre ynwedh. Ass yw dydh lowen! Yth eson ni ow spena an termyn ow kewsel warbarth. Fatell esowgh hwi yn Kernow ow spena dy' Sul? Chi nessa, ymons i ow mires orth an<sup>2</sup> bellwolok pub eur oll, mes omma ni a<sup>2</sup> gar keskewsel a-dro dh'agan bywnans dy'gweyth.

Skrif dhymm arta, mar pleg,

Dha<sup>2</sup> goweth,

Yann.

### Gerva

<b>seythun</b> (f) (p) <b>seythyow</b>	week	<b>Ass yw dydh lowen!</b>	
<b>my re beu</b>	I have been		What a happy day it is!
<b>passyes</b>	which has passed	<b>yth eson</b>	we are
<b>esa</b>	was	<b>spena</b>	to spend (time)
<b>chons</b> (p) <b>chonsyow</b>	chance	<b>termyn</b>	time
<b>myns</b>	quantity	<b>ow kewsel</b>	talking
<b>bras</b>	large	<b>fatell esowgh hwi ow spena?</b>	how are you spending?
<b>pysk</b> (p) <b>puskes</b>	fish	<b>chi nessa</b>	next door
<b>powes</b>	rest	<b>mires orth</b>	to look at
<b>dhe<sup>2</sup> -ves</b>	away	<b>pub eur oll</b>	all the time
<b>rag henna</b>	therefore	<b>keskewsel</b>	to converse
<b>tra</b> (f) <b>traow</b>	thing	<b>bywnans</b>	life
<b>arall</b> (p) <b>erell</b>	other	<b>pygemmys?</b>	how many?
<b>unys</b>	united	<b>kemmeres</b>	to catch
<b>on ni</b>	we are	<b>dydh</b> (p) <b>dydhyow</b>	day
<b>kales</b>	hard	<b>an jydh</b>	the day
<b>bos</b>	to be		( <i>special mutation</i> )
<b>yth esov</b>	I am		

## Govynnnow

- 1) P'eur<sup>5</sup> tegemmeras Yann lyther Yowann?
- 2) Prag na<sup>2</sup> worthybis Yann kyns?
- 3) Pygemmys puskes a<sup>2</sup> gemmeras Yann?
- 4) Pandr'a<sup>2</sup> wra Yann dhe<sup>2</sup> wul hag ev tre?
- 5) Prag yth yw kales dhe'n teylu bos warbarth?
- 6) Py dydh yw an teylu warbarth?
- 7) Prag yth yw an jydh lowen?
- 8) Fatell<sup>2</sup> wra an teylu spena an termyn?
- 9) Pandr'a<sup>2</sup> wra an<sup>2</sup> dus dhe wul chi nessa?
- 10) Piw a skrif an lyther?

## Gramasek

### A. Verbal Sentences.

So far we have noted the following points on Nominal Sentences. In these:

- 1) The subject, noun or pronoun, is followed by a verbal particle and both come before the verb.
- 2) The verb is always 3rd person singular. For this the past tense of the verb usually ends in **-as** or **-is**.
- 3) The Verbal particle is **a<sup>2</sup>** for the present and past tenses and **re<sup>2</sup>** for the perfect tense (I have sold, etc.)
- 4) The verb **gul** (to do) plus the verb noun can be used as an alternative.

These sentences are used to make simple affirmative statements with some degree of emphasis on the subject.

If the subject is not to be emphasised, we may use a Verbal Sentence. In a Verbal Sentence, the form or ending of the verb varies to agree with the subject, if a pronoun. But if the subject is a noun, is always 3rd. sing. The subject follows the verb.

In negative sentences the subject may come first for emphasis. If such a subject is a plural noun, the verb is also plural. If a plural noun subject follows the verb, the verb is singular.

The verb **bos** (to be) is commonly used in this way and there are several examples in this lesson. It has Short and Long forms.

### B. Short forms of **bos**, Present Tense.

<b>ov vy</b> ( <b>oma</b> ) I am	<b>on ni</b> we are
<b>os jy</b> ( <b>osta</b> ) you are	<b>owgh hwi</b> you are
<b>yw ev</b> ( <b>ywa</b> ) he is / it is	<b>yns i</b> they are
<b>yw hi</b> ( <b>ywi</b> ) she is / it is	

In each case, the pronoun (I, you, he, etc.) follows the actual verb (am, are, is). The forms in brackets are combinations of the verb with the pronoun which are frequently used.

All these pronouns are optional as the actual form of the verb is sufficient to make the meaning clear. However, their use is very common. Notice that the first two are not the same as the list given in dyskans 7. Pronouns which follow the verb are called Suffixed Pronouns.

e.g. **Lowen on ni.** We are happy.  
**Pyskador yw ev.** He is a fisherman.

These examples show how the noun or adjective that forms the rest of short sentences like these (called the “complement”) comes in front of the verb. Do the following exercise in the same way.

*Exercise 1. Translate the following into Cornish:*

- |                            |                        |
|----------------------------|------------------------|
| 1) They are happy.         | 6) You (p) are Breton. |
| 2) You (s.) are a student. | 7) He is Yann.         |
| 3) She is a secretary.     | 8) She is Anjela.      |
| 4) I am a Cornishman.      | 9) I am his father.    |
| 5) They are Welsh.         | 10) We are Celtic.     |

In such sentences there is some degree of emphasis on the complement. It is also possible to start with the verb and subject and follow these with the complement, making the emphasis more neutral. In this case the particle **Yth** comes before the verb;

e.g. **Yth ov vy pyskador.** I am a fisherman.  
**Yth on ni Kernowyon.** We are Cornish people.

*Exercise 2. Repeat exercise 1, using the “Yth - verb - subject - complement” pattern, as shown in the examples.*

### C. The Long forms of bos.

The above examples told us who/what/how a person or thing is. This is how the short forms of **bos** are used. They cannot be used to say where something/someone is, or what he/she/it is doing. To do this we need the long forms of **bos**:

<b>yth esov vy (esoma)</b> I am	<b>yth eson ni</b> we are.
<b>yth esos jy (esosta)</b> you are	<b>yth esowgh hwi</b> you are.
<b>yma ev</b> he/ it is	<b>ymons i</b> they are.
<b>yma hi</b> she / it is.	

Again, the contracted forms in brackets are commonly used alternatives.

The long forms show where a person/thing/place is.

e.g. **Yth esov vy y'n lowarth.** I am in the garden.  
**Yth eson ni y'n gwerthji.** We are in the shop.  
**Yn Truru yma ev.** He is in Truro.

As will be seen, the verb with its particle and subject can go before or after the prepositional phrase showing where. The **yth** must be there in both cases, but **yma** and **ymons** do not have **yth** in front.



*Exercise 3. Translate the following into Cornish. The choice of the two word orders is yours. If the place is put first there is slightly more emphasis on this.*

- |   |                          |
|---|--------------------------|
| 1) He is in Cornwall.                     | 6) You are in the car.   |
| 2) She is in Brittany.                    | 7) He is with her.       |
| 3) We are in England ( <b>Pow Sows</b> ). | 8) She is next door.     |
| 4) I am with Lowena.                      | 9) It is in the book.    |
| 5) They are in the café.                  | 10) It is near the café. |

D. Present Participle. The long forms are also used with **ow**<sup>4</sup> and the verb-noun, forming the present participle (dyskans 11) to show what some one is doing.

- e.g. **Yth esov ow skrifa.** I am writing.  
**Yma hi ow kewsel.** She is speaking.  
**Owth eva ymons i.** They are drinking.

Again, we have a similar choice as to word order, which you may use in the following exercise.

*Exercise 4. Translate the following into Cornish:*

- |                            |                            |
|----------------------------|----------------------------|
| 1) We are selling books.   | 4) She is learning Breton. |
| 2) He is speaking Cornish. | 5) You are fishing.        |
| 3) I am reading a book.    |                            |

If the subject is a noun following the verb, **yma** (sing.) is used whether the noun is singular or plural,

- e.g. **Yma Yowann owth oberi.** Yowann is working.  
**Yma'n<sup>2</sup> byskadoryon y'n kok.** The fishermen are in the boat.

*Exercise 5. Translate the following into Cornish:*

- |  |   |
|--|---|
| 1) The teachers are working in the school. | 4) The friends are in the car.                    |
| 2) The children are working too.           | 5) The people are talking to (with) the children. |
| 3) The letters are in the office.          |   |

If a noun subject precedes the verb, **yma** is used if the noun is singular and **ymons** if plural. The corresponding subject pronoun may sometimes follow the verb because this is the true subject, the noun in front being there just to attract emphasis.

- e.g. **Anjela yma (hi) ow mos dhe'n koffiji.** Anjela is going to the café.  
**An fleghes ymons (ymons i) ow redya.** The children are reading.

*Exercise 6. Translate the following, putting the noun subject first. The use of **ymons** or **ymons i** is optional.*

- 1) The friends are talking.
- 2) Yann and Anjela are watching the television.
- 3) The men are sleeping.
- 4) The children are in the school.
- 5) The books are behind the television.

# KERNEWEK DRE LYTHER

Dyskans Trydhek

Trydhegyes Dyskans

Demonstrative Pronouns, **yn-medh**, **eus**, and **war<sup>2</sup>** with pronouns

## AN KLAS GORTHUGHER

Dy' Yow yw, ha Yowann ha Jenifer a dhe'n skol nowydh y'n<sup>2</sup> dre. Ena, yma klasys gorthugher yn lies mater, Sowsnek, Frynkek, Spaynek, Almaynek, Jynnskrifa, Art, Gul kanstellow, hag erell, y'ga mysk, Kernewek. Yowann re sewenas y'n apposyans kynsa gradh, hag ev a dhe'n klas nessa gradh. Dallethores yw Jenifer ha hi a dhe'n klas rag dallethoryon. Yma neb deg studhyer y'n klas.

Yma dhe'n dyskador moes<sup>2</sup> veur ha lies tra warnedhi. Yma aval, lo, pluvenn, hanaf, bleujenn, ha kanstell. Ev a<sup>2</sup> dhiskwa an<sup>2</sup> bluvenn dhe'n klas.

“Pyth yw hemma?” yn-medh ev.

“Pluvenn yw honna,” yn-medh Tamsin.

“Pur<sup>2</sup> dha,” yn-medh an dyskador. “Ha pyth yw hemma?”

“Kanstell yw honna,” yn-medh Hykka ha Jori.

“Ha pyth yw hemma?” yn-medh an dyskador, ow tiskwedhes an hanaf.

“Gwedrenn yw honna,” yn-medh Jenifer.

“Nag yw!” yn-medh an klas ow hwerthin.

“Dhe<sup>2</sup> wir, nag yw,” yn-medh an dyskador. “Hanaf ywa, Jenifer!”

Yma'n studhyoryon erell ow hwerthin. hwath.

“A ny<sup>2</sup> wodhesta pyth yw hanaf, Jenifer?” yn-medhons i!

## Gerva

<b>nowydh</b>	new	.	<b>hanaf</b> (p) <b>hanafow</b>	cup
<b>lies</b> (followed by <u>sing.</u> noun)	many		<b>bleujenn</b> (f) (p) <b>bleujennow</b>	flower
<b>mater</b>	(school) subject		<b>kanstell</b> (f)(p) <b>kanstellow</b>	basket
<b>Spaynek</b>	Spanish		<b>diskwedhes</b>	to show
<b>Almaynek</b>	German		<b>hemma</b> (f) <b>homma</b>	this
<b>jynnskrifa</b>	typing		<b>henna</b> (f) <b>honna</b>	that
<b>gul kanstellow</b>	basket making		<b>yn-medh</b>	says
<b>y'ga mysk</b>	including		<b>Tamsin</b>	girl's name
<b>seweni</b>	to succeed		<b>Hykka</b>	boy's name
<b>apposyans</b>	examination		<b>Jori</b>	boy's name
<b>kynsa gradh</b>	first grade		<b>gwedrenn</b> (f) (p) <b>gwedrennow</b>	drinking glass
<b>nessa</b>	second		<b>nag yw</b>	it is not
<b>dallethores</b> (f)	beginner (f)		<b>hwerthin</b>	to laugh
<b>dallethoryon</b>	beginners		<b>dhe<sup>2</sup> wir</b>	indeed, really
<b>neb deg</b>	about ten		<b>hwath</b>	still
<b>moes</b> (f) (p) <b>moesow</b>	table.		<b>yn-medhons i</b>	they say
<b>warnedhi</b>	on it		<b>a ny wodhesta?</b>	don't you know?
<b>aval</b> (p) <b>avalow</b>	apple		<b>ynno</b>	in it
<b>lo</b> (f) (p) <b>loyow</b>	spoon		<b>ev a dhiskwa</b>	he shows
<b>pluvenn</b> (f) (p) <b>pluvennow</b>	pen			

## Govynnnow

- 1) **Py dydh a Yowann ha Jenifer dhe'n klas gorthugher?**
- 2) **Py par skol yw hi?**
- 3) **Py apposyans a sewenas Yowann ynno?**
- 4) **Piw yw dallethores?**
- 5) **Pygemmys studhyoryon eus y'n klas?**
- 6) **Pyth eus dhe'n diskador?**
- 7) **Py traow eus war an<sup>2</sup> voes?**
- 8) **Piw a lever hanow an<sup>2</sup> bluvonn?**
- 9) **Pandr'a<sup>2</sup> dhiskwa Hykka ha Jori?**
- 10) **Piw yw na<sup>2</sup> woer pyth yw hanaf?**

## Gramasek

### A. Demonstrative pronouns singular.

<b>hemma</b> (m)	this (one)	(replaces masc. noun.)
<b>homma</b> (f)	this (one)	(replaces fem. noun.)
<b>henna</b> (m)	that (one)	(replaces masc. noun.)
<b>honna</b> (f)	that (one)	(replaces fem. noun.)

As M comes before N in the alphabet, so we think of “this” before “that.”

M - N : **hemma** - **henna** : this - that.

- e.g. **Lyver yw hemma.** This is a book. (**Lyver** - masc.)  
**Moes yw homma.** This is a table (**Moes** - fem.)  
**Aval yw henna.** That is an apple (**Aval** - masc.)  
**Pluvonn yw honna.** That is a pen. (**Pluvonn** - fem.)

*Exercise 1, Translate the following into Cornish as in the above examples:*

- 1) This is Yowann's shop.
- 2) This is Anjela's café.
- 3) This is a basket.
- 4) That is a beginner.
- 5) That is Yowann's teacher.

This word order may be reversed giving some change of emphasis. When followed by **yw**, the pronouns drop their final “a”.

- e.g. **Hemm yw lyver.** This is a book.  
**Homm yw moes.** This is a table.

*Exercise 2 Translate the following into Cornish, starting with the pronoun, as in the examples:*

- 1) This is Erwan.
- 2) That is Marie.
- 3) That is Yann's boat.
- 4) This is my father.
- 5) This is my mother.

**B. Yn-medh.** This is used with direct speech inside quotation marks (speech marks) to mean “says” or “said.” Its subject, which must follow, may be a singular pronoun:

e.g. **“Pyth yw hemma?” yn-medh ev** “What is this?” he says/said.

OR a noun, singular or plural:

e.g. **“Pur<sup>2</sup> dha,” yn-medh an dyskador.** “Very good,” says/said the teacher.

**“Nag yw,” yn-medh an studhyoryon.** “It isn’t,” say/said the students.

**Yn-medhons i.** (They say/said). This plural form is used only with the third person plural pronoun **I** (they):

e.g. **“A ny<sup>2</sup> wodhesta pyth yw hanaf?” yn-medhons i.**

“Don’t you know what a cup is?” they say/said.

*Exercise 3. Translate into Cornish:*

- 1) “What is this?” said the teacher.
- 2) “This is an apple.” said Yowann.
- 3) “This is a pen,” she said.
- 4) “That is a letter.” he said.
- 5) “This is a basket.” said Angela.
- 6) “Good morning,” said the man.
- 7) “Good evening,” said the waitress.
- 8) “Very good,” they said.
- 9) “Indeed, it is not.” he said.
- 10) “Where is the apple?” they said.

**C. Eus.** (Is/is there). This word is used in place of **Yma** (is/there is) if the sentence is a question or negative, or in reply to a question:

e.g. **Eus kres? Eus.** Is there peace? There is. (i.e. Yes.)

**Nag eus, nyns eus kres.** There is not (i.e. No), there is not peace.

There is no actual word for “yes” or “no,” so these words are expressed as shown in the examples.

If **eus** is used in a simple negative statement, **Nyns** is used before the **eus**:

e.g. **Nyns eus aval y’n<sup>2</sup> ganstell.** There is not an apple in the basket.

If it is used just to indicate “No.” in answer to a question, **Nag eus** is used:

e.g. **Eus lyther gans an lytherwas? Nag eus.** Does the postman have a letter? No.

Answers beginning: “Yes, there is/are..” or “No, there is not/are not..” are expressed as follows

e.g. **Eus, yma gwin y’n<sup>2</sup> wedrenn.** Yes, there is some wine in the glass.

**Eus, yma bara y’n gegin.** Yes, there is some bread in the kitchen.

**Nag eus, nyns eus lyther dhe’n lytherwas.**

No, the postman does not have a letter.

**Nag eus, nyns eus lyvrow da yn gwerthji Yowann**

No, there are not any good books in Yowann’s shop.

Exercise 4. Translate the following into Cornish:

- 1) What does the teacher have?
- 2) What things are on the table?
- 3) Is there a school in Truro? Yes.
- 4) Is there a book in the house?
- 5) What is there in the café?
- 6) No, there is no beer in the pub.
- 7) Are there any apples in the basket? No.
- 8) No, there is no wine in the glass.
- 9) Yes, there is some coffee in the cup.
- 10) Is there a letter today? Yes.

D. Use of **usi**.

Notice: **Usi an bara ryb an pott te?** Is the bread by the tea pot?

**Usi** is used, not **eus** because **an bara** is definite, in other words, because it is “the bread” not just “some bread,” which would be indefinite, and the “**an**” would be omitted. So, to give the answer:

“No, the bread is by the sugar,” we would say “**Nag usi, yma’n bara ryb an sugra.**”

Compare this with “**Eus oy dhe’n yar ma?**” “Does this hen have an egg?”

**Oy** meaning “an egg” is indefinite and **eus** is used as explained above.

So, to answer “Yes, this hen does have an egg”, we say, “**Eus, yma oy dhe’n yar ma.**”

Exercise 5. Translate the following into Cornish:

- 1) Is the sugar in the tea?
- 2) No, the sugar is not in the tea.
- 3) Is the apple in the basket?
- 4) Yes the apple is in the basket.
- 5) No, the teacher is not on the table!

D. **War** (on) and **yn** (in). Like **gans** and **dhe**<sup>2</sup> (Dyskans 7) these two prepositions combine with personal pronouns as shown in the table below:

<b>warnav</b>	on me	<b>ynnov</b>	in me
<b>warnas</b>	on you (s)	<b>ynnos</b>	in you (s)
<b>warnodho</b>	on him/it	<b>ynno</b>	in him/it
<b>warnedhi</b>	on her/it	<b>ynni</b>	in her/it
<b>warnan</b>	on us	<b>ynnnon</b>	in us
<b>warnowgh</b>	on you (p)	<b>ynnnowgh</b>	in you (p)
<b>warnedha</b>	on them	<b>ynna</b>	in them

*Exercise 6. Translate the following into Cornish:*

- 1) Is there a letter on it?
- 2) No, there is a book on it.
- 3) Are there some cups in them?
- 4) Yes, there are some cups in them.
- 5) You are on it.

**Skrif.**

*Imagine you are teaching a beginners' class. Make up a series of questions and answers asking and answering what and where things are:*

e.g **Pyth yw hemma? Aval yw henna.**  
**Ple'ma'n aval? Yma ev y'n<sup>2</sup> ganstell.**

When an object is mentioned for the first time, **hemma** or **henna** is used in the question even if the object is feminine, as its identity has not yet been established.

## KERNEWEK DRE LYTHER

Dyskans Peswardhek

Peswardhegves Dyskans

Present and Past tenses of **gul**, Interrogative particle **A<sup>2</sup>**, Particle **Y<sup>5</sup>**,

**Res yw**, **Gwell yw**, Possessive Adjectives with nouns and verb nouns,

Future Tense, Present and Past tenses of **gweles** and **galloes**

**Y'N TREN**

Dy' Lun, myttinweyth, Erwan a<sup>2</sup> wrug mos dhe Roazhon y'n tren. Res yw dhodho drehedhes ena erbynn unnek eur. Y'n eur na yma dyskans yn kever an yeth kernewek. Dhe'n gorsav, ev a<sup>2</sup> vetyas orth dew<sup>2</sup> goweth a<sup>2</sup> wra mos dhe'n<sup>2</sup> bennskol kekeffrys.

“Myttin da, Erwan,” yn-medhons i dhodho.

“Myttin da,” Erwan a<sup>2</sup> worthybis, “Fatla genowgh hedhyw? A<sup>2</sup> wrussowgh hwi kowlwul an skrif yn kever ‘Gwrians an Bys?’”

“Na<sup>2</sup> wrug,” unn koweth a worthybis. “Yma genen bys y'n seythun a<sup>2</sup> dheu dh'y<sup>2</sup> worfenna. A<sup>2</sup> wrussysta y<sup>2</sup> gowlwul dha honan?” “Gwrug,” Erwan a<sup>2</sup> worthybis.

“Ottomma an tren!” yn-medh an nessa kothman. “Res yw dhymm kavoes kocha ma nag eus meggi. Gwell yw genev kocha a'n par na.”

Yn gwella prys, an tren a wrug hedhi, ha daras a-dherag an tri howeth gans arwoedh “Meggi difennys.”

“Deun yn rag!” yn-medh Erwan. “Nyns eus saw unn den ynno.”

An tri a<sup>2</sup> wrug gorra aga seghyer war an roes-fardellow. Skon, an tren a wrug dalleth an fordh, an peswar tremenyas a'ga esedh, attes. Wosa pypm mynysenn an den a<sup>2</sup> wrug gorra tan dhe sigaret ha hwytha kommolenn euthek a<sup>2</sup> vog a-berth y'n kocha!

Gerva

a <sup>2</sup> wrug mos	went
tren (p) trenow	train
res yw dhodho	he must
erbynn unnek eur	by 11 o'clock
y'n eur na	at that time
dyskans (p) dyskansow	lesson
gorsav (p) gorsavow	station
kekeffrys	also
a <sup>2</sup> worthybis	answered.
fatla genowgh?	how are you?
A <sup>2</sup> wrussowgh hwi kowlwul?	Have you completed?
kothman(p)kothmans	friend/comrade
a'ga esedh	sitting
Na <sup>2</sup> wrug	No, I haven't
an seythun a <sup>2</sup> dheu	the coming week
dh'y worfenna	to finish it
ottomma	here is
res yw dhymm	I must
kavoes	(to) find
kocha	carriage

ma nag eus meggi	where there is no smoking
gwell yw genev	I prefer
a'n par na	like that
yn gwella prys	fortunately
hedhi	to stop
daras (p) darasow	door
a-dherag	in front of
arwoedh (f) (p) arwoedhyow	sign
meggi difennys	no smoking
deun yn rag!	come on!
nyns eus saw	there is only
gorra	to put
sagh (p) seghyer	bag
roes-fardellow (f)	luggage rack
dalleth	to begin
fordh (f) (p) fordhow	journey
tremenyas	passenger
attes	comfortably
mynysenn(f)(p)mynysennow	minute
tan (p) tanyow	fire
sigaret	cigarette

<b>hwytha</b>	to blow	<b>a<sup>2</sup> vog</b>	of smoke
<b>a-berth y'n</b>	into the	<b>leverel</b>	to say
<b>kommolenn(f)(p) kummol</b>	cloud	<b>eva</b>	to drink
<b>euthek</b>	frightful		

*“Gwrians an Bys” “The Creation of the World” is a Cornish Miracle Play*

### Govynnnow

- |   |   |
|---|---|
| 1) <b>Fatell<sup>2</sup> wrug Erwan mos dhe Roazhon?</b>    | 6) <b>Piw a leveris, “Ottomma an tren.”?</b>              |
| 2) <b>P'eur eus dyskans dhodho?</b>                         | 7) <b>Pygemmys tus esa y'n kocha?</b>                     |
| 3) <b>Piw a<sup>2</sup> vetyas orth Erwan dhe'n gorsav?</b> | 8) <b>Ple<sup>5</sup> hworras an gowetha aga seghyer?</b> |
| 4) <b>Piw ny<sup>2</sup> wrug kowlwul an skrif?</b>         | 9) <b>Pandr'a<sup>2</sup> wrug an den?</b>                |
| 5) <b>Prag na<sup>2</sup> wrug ev y worfenna?</b>           | 10) <b>Pyth esa y'n kocha ena?</b>                        |

### Gramasek

A. Present Tense of **gul** (to do/make). Here are the unmutated forms.

<b>gwrav</b>	I do/make	<b>gwren</b>	we do/make.
<b>gwredh</b>	you do/make	<b>gwrewgh</b>	you do/make.
<b>gwra</b>	he/she/it does/makes	<b>gwrons</b>	they do/make.

These unmutated forms are not normally used except to answer “Yes” to a question:

<b>A<sup>2</sup> wra ev dos a-vorow? Gwra.</b>	Will he come tomorrow? Yes. (he will.)
<b>A<sup>2</sup> wredh megi? Gwrav.</b>	Do you smoke? Yes (I do).
<b>A<sup>2</sup> wra Yowann gwertha lyvrow? Gwra.</b>	Does Yowann sell books? Yes.
<b>A<sup>2</sup> wren ni mos y'n tren? Gwren.</b>	Do we go in the train? Yes (we do)

B. Interrogative particle **A<sup>2</sup>**. The questions above show how this is used. It is put before the verb, and so starts the question off when there is no question word like “What” or “Where.” If the subject is a pronoun, it may be omitted or placed after the verb. (See lessons 7 & 12). If the subject is a noun, as in the third example, it follows the verb.

Exercise 1. Translate the following into Cornish with the help of the examples above.

- |                                     |   |
|-------------------------------------|---|
| 1) Do we go to Cornwall today? Yes. | 6) Do they correspond? Yes.                 |
| 2) Do they speak Breton? Yes.       | 7) Does Anjela learn Cornish? Yes.          |
| 3) Do you drink beer? Yes.          | 8) Do Anjela and Yann live in Brittany? Yes |
| 4) Does he fish? Yes.               | 9) Do they drink coffee? Yes.               |
| 5) Do you like Lowena? Yes.         | 10) Do they go to a class? Yes.             |

C. Particle **Y<sup>5</sup>**. When used in a simple verbal sentence or main clause, the verb has the particle **Y<sup>5</sup>** in front, and is often followed by the subject whether noun or pronoun. Subject pronouns may be in the forms given in lesson 12. These forms usually carry some stress. Alternative unstressed forms are often used and these are joined on to the verb. Both possibilities are shown in the table below:

<b>Y<sup>5</sup> hwrav vy (hwrama)</b>	I do/make	<b>Y<sup>5</sup> hwren ni</b>	We do/make
<b>Y<sup>5</sup> hwredh jy (hwreta)</b>	You do/make	<b>Y<sup>5</sup> hwrewgh hwi</b>	You do/make
<b>Y<sup>5</sup> hwra ev (hwrava)</b>	He/It does/makes	<b>Y<sup>5</sup> hwrons (hwrons i)</b>	They do/make
<b>Y<sup>5</sup> hwra hi</b>	She/It does/makes		



e.g.	<b>Y<sup>5</sup> hwrav vy kewsel Kernewek</b>	I (do) speak Cornish.
	<b>Y<sup>5</sup> hwra kesskrifa gans Yann.</b>	He corresponds with Yann.
	<b>Y<sup>5</sup> hwren ni triga yn Kernow.</b>	We live in Cornwall.

Note that these verbal sentences start with **Y<sup>5</sup>** followed by the verb, then the subject, if expressed.

*Exercise 2. Translate the following into Cornish using verbal sentences, as in the examples above.*

- |                          |                         |
|--------------------------|-------------------------|
| 1) I learn Cornish.      | 6) He sends the letter. |
| 2) Yowann sells books.   | 7) You drink beer.      |
| 3) We fish.              | 8) They work.           |
| 4) They read my letters. | 9) He goes.             |
| 5) Anjela speaks French. | 10) She returns.        |

**D. Negative of gul.** The verb is made negative by replacing the particle **Y<sup>5</sup>** with the negative particle **Ny<sup>2</sup>**.

<b>Ny<sup>2</sup> wrav kewsel Kernewek.</b>	I do not speak Cornish.
<b>Ny<sup>2</sup> wra hi kesskrifa gans Yann.</b>	She does not correspond with Yann.
<b>Ny<sup>2</sup> wra Anjela triga yn Kernow.</b>	Anjela does not live in Cornwall.

*Exercise 3. Repeat exercise 2 in the negative, with the help of the examples.*

**E. Past Tense of Gul.** The table below shows the unmutated forms:

<b>Gwrug (Y<sup>5</sup> hwrugavy)</b>	I did/made.
<b>Gwrussys (Y<sup>5</sup> hwrussysta, hwruss'ta)</b>	You did/made.
<b>Gwrug (Y<sup>5</sup> hwruga)</b>	He/She/It did/made.
<b>Gwrussyn</b>	We did/made.
<b>Gwrussowgh</b>	You did/made.
<b>Gwrussons (Y<sup>5</sup> hwrussons i)</b>	They did/made.

These forms are used just like the present tense forms, i.e.:

Preceded by "A<sup>2</sup>" to ask a question:

<b>A<sup>2</sup> wrug ev mos dhe Roazhon?</b>	Did he go to Rennes?
---	----------------------

Unmutated to answer "Yes" to a question:

<b>A wruss'ta gweles Erwan? Gwrug.</b>	Did you see Erwan? Yes (I did.)
--	---------------------------------

Preceded by "Y<sup>5</sup>" to make a simple affirmative statement:

<b>Y<sup>5</sup> hwrugavy gul an ober.</b>	I did the work.
--	-----------------

Preceded by "Ny<sup>2</sup>" to make a negative statement:

<b>Ny<sup>2</sup> wrussons i gul an ober.</b>	They did not do the work.
---	---------------------------

*Exercise 4. Using the past tense of gul and with the help of these examples, translate the following into Cornish.*

- |                         |  |
|-------------------------|--|
| 1) I went to Rennes.    | 6) He did not fish.                                  |
| 2) She sent the letter. | 7) Did he sell the book? Yes.                        |
| 3) They spoke to you.   | 8) Did you drink the wine? Yes.                      |
| 4) We did not work.     | 9) Did they put their bags on the luggage rack? Yes. |
| 5) You did not write.   | 10) Did I show you my book? Yes.                     |

(Remember that any of the above affirmative statements can also be expressed as a Nominal sentence, and indeed this would be the more usual and natural form:

e.g. (example 1, above) **My a<sup>2</sup> wrug mos dhe Roazhon.** I went to Rennes.  
 But questions and negative statements must be expressed verbally as above. However for the sake of emphasis it is possible to put a subject before the **Ny<sup>2</sup>** in a negative sentence: **An studhyoryon ny<sup>2</sup> wrussons mos dhe Sen Malo.**

The students did not go to St. Malo.

Such sentences in the singular were dealt with in Dyskans 4.

F. Negative answers. To make negative the unmutated forms of **gul** expressing an answer “Yes” so as to give an answer “No,” the particle **Na<sup>2</sup>** is used:

**A<sup>2</sup> wreta mos dhe Druru? Na<sup>2</sup> wrav.** Are you going to Truro? No (I’m not).

**A<sup>2</sup> wruss’ta redya “Gwrians an Bys”? Na<sup>2</sup> wrug.**

Have you read “The Creation of the World.” No. (I haven’t).

**A<sup>2</sup> wra ev studhya y’n<sup>2</sup> Bennskol? Na<sup>2</sup> wra.**

Does he study at the University? No (he doesn’t).

**A<sup>2</sup> wrussons i metya orth Jenifer? Na<sup>2</sup> wrussons.**

Did they meet Jenifer? No (they didn’t).

*Exercise 5. Translate the following into Cornish. The form of question is the same in Cornish, whether it starts in English with “Have,” “Has”, or “Did.”*

- |   |   |
|---|---|
| 1) Have you read Kemmysk Kernewek? No.  | 6) Did he read your letter? No.         |
| 2) Did she reach St. Malo? No.          | 7) Did we drink the coffee? No.         |
| 3) Do you speak Cornish? No.            | 8) Does he like Anjela? No.             |
| 4) Did they write to the secretary? No. | 9) Have they shown you their house? No. |
| 5) Do you learn Spanish? No.            | 10) Has she written to him? No.         |

G. Res yw (It is necessary). When followed by **dhe<sup>2</sup>** this phrase indicates that someone must do something:

**Res yw dhodho.** It is necessary for him, He must.

**Res yw dhe Yann.** Yann must.

**Res yw dhymm.** I must.

**Res yw dhe Anjela oberi y’n koffiji.** Anjela must work in the café.

As the last example shows, a verb noun indicates what it is the person must do.

*Exercise 6. Translate the following into Cornish:*

- |                               |                               |
|-------------------------------|-------------------------------|
| 1) I must go to Cornwall.     | 4) Yann must fish.            |
| 2) We must work for Cornwall. | 5) Marie must go with Anjela. |
| 3) Lowena must study.         |                               |

H. Gwell yw (It is better). When followed by **gans** this phrase indicates that someone prefers to do something.

**Gwell yw ganso.** It is better with him, He prefers.

**Gwell yw gans Yann.** Yann prefers.

**Gwell yw genev.** I prefer.

**Gwell yw gans Yowann oberi yn Kernow.** Yowann prefers to work in Cornwall.

*Exercise 7. Translate the following into Cornish:*

- |  |   |
|--|---|
| 1) She prefers to go to Brittany.      | 4) Jenifer prefers to live in Cornwall. |
| 2) They prefer to write letters.       | 5) I prefer to learn Cornish.           |
| 3) Anjela prefers to work in the café. |   |

I. Possessive Adjectives. We have already met some of them. Here is a complete list:

<b>ow<sup>3</sup></b>	my	<b>agan</b>	our
<b>dha<sup>2</sup></b>	your (s)	<b>agas</b>	your (p)
<b>y<sup>2</sup></b>	his/its	<b>aga<sup>3</sup></b>	their
<b>hy<sup>3</sup></b>	her/its		

Note that the “a” in **dha<sup>2</sup>** (your) is a neutral vowel so that the word sounds the same as the English word “the”:

<b>ow<sup>3</sup> har</b>	my friend.	<b>dha<sup>2</sup> das</b>	your father.
<b>agan chi</b>	our house.	<b>aga<sup>3</sup> herens</b>	their friends.

You will see that particular care is needed here with mutations. KDL will continue to give the mutation number with every word causing it throughout the first and second/third grade courses. You must check with your Mutation Chart. Eventually you will find (to your surprise!) that you are making the correct mutations without even thinking about it!

Exercise 8. Translate the following into Cornish taking particular care with the mutations:

- 1) my house      3) our father      5) their books      7) my father      9) your (s) glass  
2) your (s) friend      4) her friend      6) your(p)country      8) their friends      10) our car

J. Object Pronouns. Possessive adjectives are also used to express object pronouns with verb nouns:

<b>Y<sup>5</sup> hwrav y<sup>2</sup> dhannvon</b>	I do his sending, I send him.
<b>My a<sup>2</sup> vynn y<sup>2</sup> dhyski</b>	I want its learning, I want to learn it.
<b>Res yw dhymm dha<sup>2</sup> dhannvon</b>	It is necessary to me to send you, I must send you.
<b>Res yw dhe Jenifer y redya</b>	Jenifer must read it.
<b>Y<sup>5</sup> hwrussons i aga honvedhes</b>	They understood them.

Notice that the possessive adjective goes in front of the verb noun, whereas in English, the corresponding pronoun follows it.

Exercise 9. With the help of the examples, translate the following into Cornish:

- |                      |                           |
|----------------------|---------------------------|
| 1) He must learn it. | 6) I prefer to send them. |
| 2) He lost her.      | 7) We prefer to sell it.  |
| 3) She lost him.     | 8) They found us.         |
| 4) I have found you. | 9) He can find me.        |
| 5) We must send him. | 10) She cannot find me.   |

K. The Future Tense. Cornish has no separate future tense but the Present Tense also serves as a Future Tense, so that all the examples we have met so far in the present tense could also have a future meaning if this were appropriate:

**Y<sup>5</sup> hwrav y<sup>2</sup> dhannvon** (also) I shall send him.

We have met the two present tenses of **bos** (to be) and the present and past tenses of **gul** (to do/make). **Bos** is one of the few exceptions to the above rule. It does have a separate future tense which we shall meet later. Now some more verbs:

### L. Gweles (To see).

#### *Present Tense*

<b>gwelav</b>	I see
<b>gwelydh</b>	You see
<b>gwel</b>	He/she/it sees.
<b>gwelyn</b>	We see
<b>gwelowgh</b>	You see
<b>gwelons</b>	They see

#### *Past Tense*

<b>gwelis</b>	I saw
<b>gwelsys</b>	You saw
<b>gwelas</b>	He/she/it saw
<b>gwelsyn</b>	We saw
<b>gwelsowgh</b>	You saw
<b>gwelons</b>	They saw

As with **gul**, these forms are used with **Y<sup>5</sup>** to make a simple affirmative statement, with **Ny<sup>2</sup>** to make a negative statement, with **A<sup>2</sup>** to ask a question, and with **Na<sup>2</sup>** to give a negative answer. The unmutated form is used to give an affirmative answer.

**Y<sup>5</sup> hwelav dha<sup>2</sup> ji**

I see your house.

**Ny<sup>2</sup> welav dha<sup>2</sup> ji**

I do not see your house.

**A<sup>2</sup> welsysta ow chi?**

Did you see my house?

**Gwelis, my a<sup>2</sup> welas dha<sup>2</sup> ji**

Yes, I saw your house.

**Na<sup>2</sup> welis, ny<sup>2</sup> welis vy dha<sup>2</sup> ji**

No, I did not see your house.

Exercise 10. Translate the following into Cornish, using the present or past tenses of **gweles**:

- 1) Did you see the shop? Yes.
- 2) Did he see your friend? No.
- 3) They saw the café.

- 4) You see the fishing boat.
- 5) She sees her mother.

M. Galloes (to be able). This verb usually indicates that a person can do something because it is permissible or physically possible, not that he has the knowledge necessary to do it. This distinction was mentioned briefly in lesson 6.

#### *Present Tense*

<b>gallav</b>	I can
<b>gyllydh</b>	You can
<b>gyll</b>	He/She/It can
<b>gyllyn</b>	We can
<b>gylowgh</b>	You can
<b>gyllons</b>	They can

#### *Past Tense*

<b>gyllis</b>	I could
<b>gyllsys</b>	You could
<b>gallas</b>	He/She/It could.
<b>gyllsyn</b>	We could
<b>gyllsowgh</b>	You could
<b>gallsons</b>	They could

This verb can also be used as indicated above with the appropriate particles and mutations. It is used with a verb noun to indicate the action which can be done which may have a possessive adjective before it to express an object pronoun:

**Y<sup>5</sup> hyll ev ow gweres**

He can help me.

**Ny<sup>2</sup> allav y<sup>2</sup> weres**

I cannot help him.

**A<sup>2</sup> yllsys dannvon an lyther?**

Were you able to send the letter?

**Gyllis, y<sup>5</sup> hyllis y<sup>2</sup> dhannvon**

Yes, I could send it.

**Na<sup>2</sup> yllis, ny<sup>2</sup> yllis y<sup>2</sup> dhannvon**

No, I could not send it.

Exercise 11. Translate the following into Cornish, using the present or past forms of **galloes**:

- 1) I can go to the University.
- 2) We could not drink the beer.
- 3) Could you send the letter? No.

- 4) Can you read the letter? Yes.
- 5) I can work in the bookshop.

(This lesson has been something of a Marathon, but do not lose heart! Later lessons will be rather shorter!)

# KERNEWEK DRE LYTHER

Dyskans Pymthek

Pymthegves Dyskans

Revision

This lesson summarises and practises the use of Nominal and Verbal sentences with and without gul to make simple statements. Previous lessons have suggested the varying emphases which the different orders of words indicate and experience will reinforce this knowledge. Our aim in this lesson is to become familiar with the options which are available. We shall consider four kinds of statement:

- 1) Affirmative Sentence with Noun Subject:-  
e.g. The children saw the man.
- 2) Negative sentence with Noun Subject:-  
e.g. The children did not see the man.
- 3) Affirmative sentence with Pronoun Subject:-  
e.g. They saw the man.
- 4) Negative sentence with Pronoun Subject:-  
e.g. They did not see the man.

In each case we have (at this stage of the course) four possible Cornish versions:

## 1) Affirmative Sentence with Noun Subject.

- |                    |   |
|--------------------|---|
| Nominal.           | <b>An fleghes a<sup>2</sup> welas an den.</b> (Dysk. 2, 6, 14)    |
| Nominal with gul.  | <b>An fleghes a<sup>2</sup> wrug gweles an den.</b> (Dysk. 8, 14) |
| Verbal.            | <b>Y<sup>5</sup> hwelas an fleghes an den.</b> (Dysk. 14)         |
| Verbal with "gul." | <b>Y<sup>5</sup> hwrug an fleghes gweles an den.</b> (Dysk. 14)   |
- (Note that the verb is singular although the subject is a plural noun.)

*Exercise 1. Translate the following sentences into Cornish four times each, in imitation of the above four examples:*

- 1) Lowena sees the fishing boat.
- 2) The man read the letter.
- 3) The friends write in Cornish.

## 2) Negative Sentence with Noun Subject. Negative sentences are always Verbal. (Dysk. 4, 6, 14)

- |                          |   |
|--------------------------|---|
| Stressed subj.           | <b>An fleghes ny<sup>2</sup> welsons an den.</b>          |
| Stressed subj. with gul. | <b>An fleghes ny<sup>2</sup> wrussions gweles an den.</b> |
| Normal.                  | <b>Ny<sup>2</sup> welas an fleghes an den.</b>            |
| Normal with gul.         | <b>Ny<sup>2</sup> wrug an fleghes gweles an den.</b>      |

(Note that the verb is plural when the plural subject precedes it and in the singular when the subject follows the verb.)

*Exercise 2. Translate the following sentences into Cornish four times each in imitation of the four examples:*

- 1) The woman did not speak with me.
- 2) Anjela did not see the car.
- 3) His friends do not work in the book shop.

3) Affirmative Sentence with Pronoun Subject.

Nominal. **I a<sup>2</sup> welas an den.** (Dysk 2, 6, 14)

Nominal with **gul**. **I a<sup>2</sup> wrug gweles an den.** (Dysk. 8,14)

Verbal. **Y<sup>5</sup> hwelons an den.** (Dysk. 14)

Verbal with **gul**. **Y<sup>5</sup> hwrussons gweles an den.** (Dysk 14)

(Note that the verb remains 3rd. sing. in the Nominal sentences but. agrees with the 3rd. plur. subject in the Verbal sentences.)

*Exercise 3. Translate the following sentences into Cornish four times each in imitation of the four examples:*

- 1) I saw Yann.
- 2) She sees Erwan.
- 3) He sent the letter.

4) Negative Sentence with Pronoun Subject. Again, as these are negative, they are all Verbal sentences. (Dysk. 4, 6, 14)

Stressed subject. **I ny<sup>2</sup> welons an den.**

Stressed subject with **gul**. **I ny<sup>2</sup> wrussons gweles an den.**

Normal. **Ny<sup>2</sup> welons (welons i) an den.**

Normal with **gul**. **Ny<sup>2</sup> wrussons (wrussons i) gweles an den.**

(Note: the verb is plural to agree with the plural subject. The pronoun subject may be suffixed to the verb if it does not precede it.)

*Exercise 4. Translate the following sentences into Cornish four times each in imitation of the four examples:*

- 1) He does not speak Cornish.
- 2) She did not send the letter.
- 3) We did not see the children.

### **Skrif**

*Write an account of a train journey, using as many different verbs in as many ways as you can. You will find nominal sentences with **gul** the easiest to use but try and use at least one or two other possibilities as well.*

# KERNEWEK DRE LYTHER

Dyskans Hwetek

Hwetegves Dyskans

Present and Imperfect Tenses of *mynnes*, *Drog yw*, *Gwell yw*, *Da yw*.

## “MEGI DIFENNYS”

An tri<sup>3</sup> hothman a<sup>2</sup> wrug mires orth an den esa ow megî, meur aga marth. Yth esa an arwoedh “Megî difennys” yn lytherennow bras a-dherag dewlagas an den, mes ev a besyas megî yn despit dhedhi.

Erwan a<sup>2</sup> vynna krodhvolas, mes ena y<sup>5</sup> hwelas bos lorgh wynn y’n roes-fardellow a-ugh an den, ha gwedrow tewl a-dherag y<sup>2</sup> dhewlagas. Y konvedhas.

“Dall yw ev!” y hwystras yn skovarn René, mes an den a<sup>2</sup> glywas.

“Dhe<sup>2</sup> wir, dall ov vy,” yn-medh ev. “Eus neppyth kamm?”

“Drog yw genev,” a<sup>2</sup> worthybis Erwan. “Nag eus, nys eus travydh kamm.” Mes René a<sup>2</sup> gewsis kekeffrys,

“Eus, a<sup>2</sup> vester. Kocha heb megî yw hemma. Yma arwoedh<sup>2</sup> vras, “Megî difennys” war an fenester.”

“Dar! Drog yw genev,” yn-medh an den. “Ny<sup>2</sup> welav an arwoedh. Ny<sup>2</sup> vynnav agas annia. Ow<sup>3</sup> howeth a<sup>2</sup> dheuth genev dhe’n tren ny<sup>2</sup> dherivis orthiv bos megî difennys y’n kocha ma.” hag ev a<sup>2</sup> wrug difeudhi an sigaret.

“Meur ras dhis, a<sup>2</sup> vester,” yn-medh an tri studhyer.

## Gerva

kothman (p) kothmans friend

meur aga marth

to their great surprise

lytherenn (f) (p) lytherennow

letter of alphabet

lagas (p) dewlagas

eye

pesya

to continue

megî

to smoke

yn despit dhe<sup>2</sup>

in spite of

a vynna

wanted

krodhvolas

to complain

lorgh(f) (p) lorghow

(walking) stick.

gwynn

white

a-ugh

above

gwedrow

glasses

(gweder

glass)

tewl

dark

prena

to buy

dall

blind

hwystra

to whisper

klywes

to hear

skovarn (f) (p) diwskovarn

ears

neppyth

something

kamm

wrong.

drog yw genev

I am sorry

nys eus travydh

there is nothing

heb

without

fenester (f) (p) fenestri

window

mynnes

see “gramasek”

a<sup>2</sup> dheuth

came

(dos

to come

annia

to annoy

derivas orth

to inform

y’n kocha ma

in this carriage

difeudhi

to put out

powes

to rest

## Notennow

**An den esa ow meg**i “The man who was smoking.” The particle **a**<sup>2</sup> is normally used for “who” in this kind of sentence, but is omitted before any part of the verb **bos** which begins with a vowel, in this case **esa**.

**dewlagas** “eyes.” Parts of the body which come in pairs are normally singular, but prefixed with the appropriate form of **dew**<sup>2</sup>. Similarly we have **diwskovarn**, “ears.”

**Y**<sup>5</sup> **hwelas bos lorgh gwynn** “He saw that there was a white stick.”

**ny**<sup>2</sup> **dherivis orthiv bos meg**i **difennys** “did not tell me that smoking was forbidden”

These two examples show how sentences of the type “He said that...” “He saw that...” are expressed. They are called Indirect Statements and will be dealt with later.

**Ow**<sup>3</sup> **howeth a**<sup>2</sup> **dheuth genev** “My friend who came with me.” As mentioned in the previous note, the particle **a**<sup>2</sup> can sometimes be used to mean “who” or “which.”

**Y’n kocha ma** “In the carriage here.” This is the Cornish way of saying “in this carriage.” Similarly we could have **Y’n kocha na**, (In the carriage there = In that carriage). This is the normal way of expressing “this” and “that” when these words are used as adjectives.

## Govynn

- 1) **Piw esa ow meg**i?
- 2) **Pandr’a**<sup>2</sup> **welas Erwan**?
- 3) **Pleth esa an lorgh gwynn**?
- 4) **Prag na**<sup>2</sup> **welas an den an arwoedh**<sup>2</sup> **vras**? (He was = **ova**.)
- 5) **Pandr’a**<sup>2</sup> **wrug René**?
- 6) **Pandr’a leveris an den**?
- 7) **Prag na**<sup>2</sup> **wodhya an den bos meg**i **difennys**?
- 8) **Piw a leveris** “Meur ras, **a**<sup>2</sup> **vester**.”?
- 9) **Pyth yw an henwyn a**<sup>2</sup> **dhew a’n studhyoryon**?
- 10) **Pygemmys tus esa y’n kocha**?

## Gramasek

**A. Mynnes - Present Tense.** **Mynnes** means to wish/will/be willing/intend/want. This important verb is always followed by a verb-noun, not a noun. Here is the present tense in the basic unmutated form:

<b>mynnav</b>	I will etc.
<b>mynnydh</b>	You will etc.
<b>mynn</b>	He/She will etc.
<b>mynnyn</b>	We will etc.
<b>mynnogh</b>	You will etc.
<b>mynnons</b>	They will etc.

- e.g. **Y**<sup>5</sup> **fynnav mos tre**. I want to go home  
**Ny**<sup>2</sup> **vynn ev mos genes**. He does not intend to go with you.



*Exercise 1. Using verbal sentences as in the examples, with correct mutations of the verb, translate the following sentences into Cornish. The exercise illustrates possible English renderings of the verb.*

- 1) We want to see the University.
- 2) He wishes to go to Truro
- 3) I will not smoke.
- 4) She wants to learn Cornish.
- 5) They do not intend to buy the book.
- 6) Do you want (A<sup>2</sup> vynnydh) to go?
- 7) No, I do not want to go.
- 8) Will you work with me?
- 9) Yes, I will work with you.
- 10) Yann wants to go home.

### B. Mynnes - Imperfect Tense.

<b>mynnen</b>	I was willing/was intending/used to want etc.
<b>mynnes</b>	You were willing etc.
<b>mynna</b>	He/She was willing etc.
<b>mynnen</b>	We were willing etc.
<b>mynnewgh</b>	You were willing etc.
<b>mynnens</b>	They were willing etc.

The Imperfect Tense shows something that was going on continuously or habitually in the past.

- e.g. **Dre<sup>2</sup> bymp blydhen y<sup>5</sup> fynnen dyski Kernewek**  
For five years I was wanting to learn Cornish.  
**Y<sup>5</sup> fynna ev mos dhe<sup>2</sup> Gernow.**  
He used to want to go to Cornwall.

In fact “wanted” is probably better English in both these cases, but the fact that it is possible to use “was wanting” and “used to want” indicates that the imperfect is appropriate in Cornish .

*Exercise 2. Translate the following into Cornish using the imperfect tense of “mynnes” in verbal sentences, as in the examples.*

- 1) They were willing to travel in the train.
- 2) We wanted to complain.
- 3) She used to want to rest all the time.
- 4) I would not drink coffee.
- 5) Yowann wanted to drink beer.
- 6) You wanted to eat an apple.
- 7) He did not intend to drink wine.
- 8) I would go every day (pub dydh)
- 9) Anjela wanted to drive (**lywya**) her 2CV.
- 10) The children would not go to school.

**C. Drog yw genev.** This translates literally as “It is bad with me” but actually means “I am sorry.”

“**Drog yw gans...**” can also be used with a noun in this sense:

e.g. **Drog yw gans Yowann** = John is sorry.

or with a personal pronoun contraction:

e.g. **Drog yw gensi mos dhe<sup>2</sup> -ves.** = She is sorry to go away.

*Exercise 3. Translate the following into Cornish.*

- 1) We are sorry to go.
- 2) Anjela and Yann are sorry.
- 3) I am sorry to see that.
- 4) Yowann is sorry to receive the letter.
- 5) The students are sorry to see the blind men.
- 6) You are sorry to lose the book.
- 7) He is sorry to go.
- 8) The fisherman is sorry to lose his fish.
- 9) His wife is sorry also.
- 10) They are sorry to go.

**D. Da yw genev (I am glad, I like); Gwell yw genev (I prefer).**

These two idioms are used in exactly the same way:

e.g. **Da yw genev dha<sup>2</sup> weles.**

I am glad to see you.

**Gwell yw gans Lowena gortos y'n chi.**

Lowena prefers to stay in the house.

*Exercise 4. Translate the following into Cornish.*

- 1) We are glad to come home.
- 2) Yann prefers to go fishing.
- 3) She prefers to read.
- 4) They like learning Cornish.
- 5) You like going to Cornwall.
- 6) The children like to work.
- 7) I prefer watching television.
- 8) He likes driving his car.
- 9) They prefer going to the café.
- 10) You like buying books.

Note. The Cornish verb-noun is used to translate English verbal forms ending in “-ing” e.g. **Da yw gans Yann mos dhe<sup>2</sup> Gernow** (Yann likes going to Cornwall)

## **Skrif**

*Write about the rest of the train journey and what happened when the three students and the blind man reached Rennes.*

# KERNEWEK DRE LYTHER

Dyskans Seytek

Seytegyes Dyskans

Lyther Yowann

Yann ker,

Meur ras dhis a'th lyther. Y konvedhav yn<sup>5</sup> ta an kaletter a<sup>2</sup> guntell an teylu warbarth. Dy'Sadorn res yw dhymm mos dhe'n gwerthji ha passya an jydh dien ynno. Ny<sup>2</sup> allav gweles an fleghes bys y'n gorthugher. Treweythyow y<sup>5</sup> teu Lowena dhe'n gwerthji rag ow gweres, mes Peder a<sup>2</sup> gar mos dhe<sup>2</sup> wari peldroes. Nyns eus marnas Dy' Sul may<sup>5</sup> hyllyn ni passya an termyn warbarth. Ena mos dhe<sup>2</sup>-ves y'n karr-tan a<sup>2</sup> wren. Treweythyow yth en dhe Aberfal rag neuvya po kerdhes war an alsyow. Y'n Hav yma niver euthek a havysi ena dhiworth Pow Sows, mes pur hweg yw an<sup>2</sup> dre y'n Gwenton hag y'n Kynyav. Y'n Gwav y<sup>5</sup> hyllyn mires orth an mordonnow ow rolya war an treth hag erbynn an alsyow.

Dhiso jy yn lel,

Dha<sup>2</sup> goweth,

Yowann.

## Gerva

yn <sup>5</sup> ta	well
kaletter	difficulty
dien	whole
passya	to spend (time)
y <sup>5</sup> teu	comes
(dos	to come)
rag	in order (to)
gwari	to play
mos	to go
Aberfal	Falmouth
neuvya	to swim
kerdhes	to walk
als (f) (p) alsyow	cliff
yth en (mos)	we go

Hav	summer
niver (p1) niverow	number
havyas (p1) havysi	holiday maker
Pow Sows	England
hweg	pleasant
tre (f) (p1) trevow	town
Gwenton	spring
Kynyav	autumn
Gwav	winter
mordonn (f) (p) mordonnow	wave
rolya	to roll
treth (p) trethow	beach
erbynn	against

## Notennow

yn<sup>5</sup> ta. “da” means “good”; “yn<sup>5</sup> ta” means well.” Adjectives are often turned into adverbs by putting yn<sup>5</sup> in front of them, though it is also possible to use the adjective alone as an adverb.

an jydh. “dydh” (day) always mutates to “jydh” when following “an” or “unn.”

may<sup>5</sup> hyllyn ni. “when/that we can.”

mos dhe<sup>2</sup>-ves y'n karr-tan a<sup>2</sup> wren. “We go away in the car.”

In this sentence the verb noun “mos” is the object of the verb “(g)wren” and it is placed before it to give it some degree of emphasis. When this happens (as it often does) the verb has a<sup>2</sup> instead of y<sup>5</sup> as its particle.

## Govynnnow

- 1) **Pandr'a<sup>2</sup> wra Yowann Dy' Sadorn?**
- 2) **P'eur<sup>5</sup> hyll ev gweles an fleghes?**
- 3) **Prag yth a Lowena dhe'n gwerthji?**
- 4) **Pandr'a<sup>2</sup> wra Peder Dy'Sadorn?**
- 5) **P'eur<sup>5</sup> hyll Yowann gweles an teylu warbarth?**
- 6) **Pandr'a<sup>2</sup> wra an teylu an jydh ma?**
- 7) **Prag nag yw Aberfal pur hweg y'n Hav?**
- 8) **Fatell yw Aberfal y'n Gwenton hag y'n Kynnyav?**
- 9) **Pandr'a<sup>2</sup> wra an teylu yn Aberfal?**
- 10) **Pandr'a<sup>2</sup> wra an mordonnow y'n Gwav?**

Do not attempt to start an answer with "Because..." It involves grammar we have not yet touched upon. Just give the reason asked for *e.g.* "Why does Peter play football?" "He is in the school team."

## Gramasek

Apart from the notes, there is no new grammar to learn with this lesson. The following exercise gives practice in work done recently.

*Exercise. Translate the following into Cornish.*

- 1) The three friends went (**eth**) to the beach.
- 2) Peder wanted to swim.
- 3) Yowann wrote a letter to Yann.
- 4) I can go to Falmouth.
- 5) Anjela wants to come tomorrow.
- 6) Can they swim today? Yes.
- 7) Yowann must work in his shop.
- 8) Yann wants to play football.
- 9) We complained (use **gul** with v.n.) to the teacher.
- 10) Peder wanted to annoy Lowena.
- 11) They can complain to Jenifer.
- 12) We have a pleasant house.
- 13) In the summer we go to Falmouth.
- 14) You have a good friend.
- 15) Yann went to fish.
- 16) My mother is with me.
- 17) She likes to see the waves.
- 18) He comes to Truro every day. (**pub dydh**)
- 19) He likes Lowena.
- 20) Yowann comes to work in the town.

# KERNEWEK DRE LYTHER

Dyskans Etek

Etegyes Dyskans

Imperfect of *gul*, *gweles*, *kara*, *galloes*

## KASTELL PENNDINAS

Pan ens i nebes yowynka, y kara an fleghes mos dhe<sup>2</sup> weles Kastell Penndinas yn Aberfal. Yowann a<sup>2</sup> wre gasa an karr-tan war onan a'n parkow kerri esa a-dro dhe'n kastell, po y lywya bys yn penn an menydh ha'y<sup>2</sup> asa war<sup>2</sup> bark kerri an kastell y honan.

An fleghes a<sup>2</sup> gara mires orth Lannvowsedh ha Penn Antoni dres an heyl. Y<sup>5</sup> hyllens gweles Menporth war'tu ha'n howlsedhes kekeffrys. Y<sup>5</sup> hwelens an mor splann ynter an pennow ha'n alsyow a-dro dhedha

Ogas dhe unn eur, Jenifer a<sup>2</sup> wre igeri hy<sup>3</sup> hanstell<sup>2</sup> veur hag ynni boes rag pub den oll. Y<sup>5</sup> hyllens esedha y'n karr ha mires orth an mor. Y<sup>5</sup> hwelens skath<sup>2</sup> vyghan ow<sup>4</sup> koelya warnodho, ha tus ow neuvya y'n dowr. Wosa dybri, an fleghes a<sup>2</sup> wre prena dyenn rew, ha Yowann ha Jenifer owth eva koffi esa y'ga<sup>3</sup> hostrel Thermos.

## Gerva

<b>ens I</b>	they were	<b>dres</b>	across
<b>nebes</b>	somewhat	<b>heyl (p) heylow</b>	estuary
<b>yowynka</b>	younger	<b>y<sup>5</sup> hyllens</b>	they could
<b>y kara</b>	used to like/liked	<b>Menporth</b>	Maenporth
<b>a<sup>2</sup> gara</b>	used to like/liked	<b>war'tu ha</b>	towards
<b>a<sup>2</sup> wre</b>	used (to)	<b>an howlsedhes</b>	the west
<b>gasa</b>	to leave	<b>y<sup>5</sup> hwelens</b>	they used to see
<b>Kastell Penndinas</b>		<b>mor (p) moryow</b>	sea
	Pendennis Castle.	<b>splann</b>	bright
<b>park kerri (p) parkow kerri</b>		<b>ynter</b>	between
	car park	<b>igeri</b>	to open
<b>a-dro dhe<sup>2</sup></b>	around/about	<b>boes</b>	food
<b>bys yn</b>	as far as	<b>pub den oll</b>	everybody
<b>penn (p) pennow</b>		<b>esedha</b>	to sit
	top, headland	<b>skath (f) (p) skathow</b>	boat
<b>menydh (p) menydhyow</b>		<b>goelya</b>	to sail
	hill	<b>neuvya</b>	to swim
<b>Lannvowsedh</b>	St Mawes	<b>dowr (p) dowrow</b>	water
		<b>prena</b>	to buy
		<b>dyenn rew</b>	ice cream
		<b>kostrel (p) kostrels</b>	flask

## Govynnnow

- 1) Ple<sup>5</sup> hwre mos an fleghes pan ens i yowynka?
- 2) Ple<sup>5</sup> hwre Yowann gasa an karr tan?
- 3) Py tre eus dres an heyl diworth Aberfal?
- 4) Py eur y<sup>5</sup> hwre Jenifer igeri an<sup>2</sup> ganstell<sup>2</sup> veur?
- 5) Pyth esa y'n<sup>2</sup> ganstell?
- 6) Pandr'a<sup>2</sup> welens i war an mor?
- 7) Pandr'a<sup>2</sup> wre an fleghes wosa dybri?
- 8) Pandr'a<sup>2</sup> wre Yowann ha Jenifer eva?
- 9) Pleth esa an koffi?
- 10) A<sup>2</sup> wreta kara koffi?

## Gramasek

Imperfect Tense. In dyskans 16 we saw how the imperfect tense shows a habitual action in past time. The reading passage in this lesson is an account of the habitual visits of Yowann and his family to Pendennis Castle, so a number of the verbs are in the imperfect, in particular the ones mentioned above. English is a little clumsy in expressing such habitual actions, and we resort to expressions like “The children used to like going to Pendennis Castle.” “John would leave the car in the car park,” or we don’t even try and say simply, “The children liked going,” and leave it to the context to show that it happened repeatedly, not just once. Cornish, however, has the neat imperfect tense available and it should be used in this kind of situation.

### A. Imperfect Tense of **gul** (to do/make).

<b>gwren</b>	I was doing/making/used to do/make/did/made etc.
<b>gwres</b>	You were doing etc.
<b>gwre</b>	He/She/It was doing etc.
<b>gwren</b>	We were doing etc.
<b>gwrewgh</b>	You were doing etc.
<b>gwrens</b>	They were doing etc.

This is a very important verb as it is used by itself meaning “to do” or “to make” and also as an auxiliary with verb nouns to make up the alternative verb forms we have already met. In the following exercise, it is used in this second way.

*Exercise 1. Translate the following into Cornish using the imperfect tense of **gul** and a verb noun. Start numbers 1 to 5 with Y<sup>5</sup> and 6 to 10 with the subject + a<sup>2</sup> or with Ny<sup>2</sup> + verb.*

- 1) We used to buy fish in Falmouth.
- 2) She went to the castle every day.
- 3) He ate fish every Friday.
- 4) I went there every year.
- 5) Yowann used to leave his car near the castle.
- 6) Lowena would come every week.
- 7) Yann used to fish.
- 8) We did not go every year.
- 9) The children did not like the sea.
- 10) Anjela used to work in the café.

## B. Imperfect Tense of **gweles** (to see).

<b>gwelyn</b>	I was seeing/used to see/saw.
<b>gwelys</b>	You were seeing etc.
<b>gweli</b>	He/She/It was seeing etc.
<b>gwelyn</b>	We were seeing etc.
<b>gwelewgh</b>	You were seeing etc.
<b>gwelens</b>	They were seeing etc.

*Exercise 2. Translate the following into Cornish using the imperfect tense of **gweles**. Start numbers 1 to 5 with  $Y^5$  and numbers 6 to 10 with the subject +  $a^2$  or  $Ny^2$  + verb.*

- 1) We used to see the waves on the beach.
- 2) They saw their family often (**yn<sup>5</sup> fenowgh**).
- 3) She saw her son often.
- 4) Peder saw the sea every week.
- 5) The children used to see the castle every day.
- 6) You did not see the shop often.
- 7) The man used to see Cornwall each year (**pub blydhen**).
- 8) He used to see the estuary sometimes.
- 9) They did not see their mother every day.
- 10) I used to see Anjela every Saturday.

## C. Imperfect Tense of **kara** (to love/like).

<b>karen</b>	I used to love/like/was loving/loved etc.
<b>kares</b>	You used to love etc.
<b>kara</b>	He/She/It used to love etc.
<b>karen</b>	We used to love etc.
<b>karewgh</b>	You used to love etc.
<b>karens</b>	They used to love etc.

*Exercise 3. Translate the following into Cornish using the imperfect tense of **kara**. Start numbers 1 to 5 with  $Y^5$  and numbers 6 to 10 with the subject +  $a^2$  or with  $Ny^2$  + verb.*

When **kara** is followed by a verb noun there is no separate word to translate “to” before the verb noun. e.g. **My  $a^2$  gar neuvya** I like to swim.

- 1) We used to like to go to Cornwall.
- 2) She liked to swim.
- 3) You liked learning Cornish.
- 4) Anjela liked to drive her 2CV.
- 5) I liked eating (= to eat) ice cream.
- 6) Yowann and Jenifer loved their children.
- 7) He used to love Lowena.
- 8) She did not love that man.
- 9) You did not like to go to Truro.
- 10) You liked going to Brittany.

D. Imperfect Tense of **galloes** (to be able).

<b>gyllyn</b>	I was/used to be able/I could.
<b>gyllys</b>	You could etc.
<b>gylly</b>	He/She/It could etc.
<b>gyllyn</b>	We could etc.
<b>gyllewgh</b>	You could etc.
<b>gyllens</b>	They could etc.

*Exercise 4. Translate the following into Cornish using the imperfect tense of **galloes** and the verb noun. Start numbers 1 to 5 with **Y<sup>5</sup>** and 6 to 10 with the subject + **a<sup>2</sup>** or **Ny<sup>2</sup>** + verb.*

- 1) He used to be able to come every week.
- 2) They could go every day.
- 3) I was able to see the boat.
- 4) Yann was able to fish every night (**nos**).
- 5) You used to be able to see the house.
- 6) We could not go.
- 7) The man could open the shop.
- 8) The teacher could not see the children.
- 9) They could not see the teacher.
- 10) I could see the boat.

**Skrif**

*Write an account of something (real or imaginary) that you or someone you know used to do. You will need to use the imperfect of **gul** with verb nouns, and you will probably be able to use other verbs in this lesson also.*



# KERNEWEK DRE LYTHER

Dyskans Nownsek

Nownsegves Dyskans

Second Person Imperative

## DYSKANS LYWYA

Pub dydh yth a Marie gans hy mamm dhe'n koffiji a-berth y'n fosow a Sen Malo. Mes unn jydh, klav veu Anjela ha res veu dhe Marie kerdhes an peswar kilometer dhe'n koffiji. Marie ny<sup>2</sup> gar kerdhes, ha pur skwith o hi wosa mos dhe'n koffiji ha dehweles alena. Rag henna, y<sup>5</sup> hwrug hi ervira dyski lywya an<sup>2</sup> dhew<sup>2</sup> vargh. Yth esa skol lywya yn Sen Malo, hag yth eth Marie dhe'n soedhva rag omrolya.

Nebes dydhyow diwettha, y<sup>5</sup> teuth karr skol dh'y daras, hag y<sup>5</sup> hwrug Marie dalleth hy dyskansow lywya.

“Gwra magla lemmyn! Ke nebes skaffa! Ke nebes sygerra! Bydh war! Gwra hedhi dhe'n krowshyns! Gwra mires y'n gweder! Na<sup>2</sup> wra lywya yn kres an fordh! Na<sup>2</sup> wra ankevi arwoedha!”

Wosa unn our, pur skwith o Marie. Y'n pols na, ny<sup>2</sup> garas hi mann lywya karr tan. Byttegyns, wosa unn seythun y<sup>5</sup> teuth an karr skol arta, rag an nessa dyskans!

## Gerva

<b>dydh (p) dydhyow</b>	day	<b>bydh war</b>	be careful!
<b>unn jydh</b>	one day	<b>gwra hedhi!</b>	stop
	( <i>irreg. mutation</i> )	<b>gweder (p) gwedrow</b>	mirror
<b>mamm (f) (p) mammow</b>	mother	<b>gwra mires!</b>	look!
<b>klav</b>	ill	<b>na<sup>2</sup> wra lywya!</b>	don't drive!
<b>veu</b>	was. (bos = to be)	<b>na<sup>2</sup> wra ankevi!</b>	don't forget!
<b>res veu</b>	it was necessary	<b>ankevi</b>	to forget
<b>kilometer</b>	kilometre	<b>arwoedha</b>	to signal
<b>eth</b>	went	<b>unn our</b>	one hour
<b>(mos</b>	to go)	<b>our (p) ourys</b>	an hour
<b>o</b>	was	<b>y'n pols na</b>	at that moment
<b>(bos</b>	to be)	<b>ny<sup>2</sup> ....mann</b>	not at all
<b>ervira</b>	to decide	<b>alena</b>	from there
<b>omrolya</b>	to enrol	<b>y<sup>5</sup> teuth (dos)</b>	came
<b>diwettha</b>	later	<b>dh'y</b>	to her
<b>dalleth</b>	to begin	<b>krowshyns (p) krowshynsi</b>	
<b>gwra magla!</b>	change gear!		crossroads
<b>skaffa</b>	faster		
<b>sygerra</b>	slower		

**Notenn dhe Marie.** Normally **dhe** is followed by second state mutation, but this does not usually occur with proper names, especially if they are non-Cornish.

## Govynnnow

- 1) **Pandr'a<sup>2</sup> wra Marie pub dydh?**
- 2) **Prag y<sup>5</sup> feu res dhedhi kerdhes dhe'n koffiji?**
- 3) **Fatell o Marie wosa kerdhes tre?**
- 4) **Pandr'a erviras hi y<sup>2</sup> wu1?**
- 5) **Pleth esa an skol lywya?**
- 6) **P'eur<sup>5</sup> hwrug Marie dalleth hy dyskansow lywya?**
- 7) **A<sup>2</sup> garas hi lywya karr tan wosa hy<sup>3</sup> hynsa dyskans?**
- 8) **A<sup>2</sup> wodhesta lywya karr- tan? (See dysk. 6)**
- 9) **A<sup>2</sup> wreta kara lywya karr tan?**
- 10) **A<sup>2</sup> wreta kara kerdhes?**

## Gramasek

A. Second person singular imperative. This is the form of the verb used to give an order or instruction such as "Change gear!" "Be careful!" as used in the reading passage. Look at these examples:

<b>Red an lyver.</b>	<b>Gwra redya an lyver.</b>	Read the book.
<b>Kar dha hynsa.</b>	<b>Gwra kara dha hynsa.</b>	Love thy neighbour.
<b>Dysk Kernewek.</b>	<b>Gwra dyski Kernewek.</b>	Learn Cornish.

They show the two forms that can be used. The first is the imperative of the verb itself, often just the bare stem without any ending. The second is **Gwra** (imperative of **gul**) followed by the verb noun.

The second form is easier and safer to use as the imperative often differs from the stem as in **Ke!** (Go!) and **Bydh war!** (Be careful!) in the reading passage.

Exercise 1. Translate the following into Cornish using the imperative of the verb (without **gwra**) where it is given in the lesson. Otherwise use **gwra** and the verb noun.

N.B. There is no particle or mutation involved with the imperative.

- |                                  |                      |
|----------------------------------|----------------------|
| 1) Go home!                      | 6) Eat your food!    |
| 2) Be here at one o'clock!       | 7) Find your mother! |
| 3) Read this book!               | 8) Enrol tomorrow!   |
| 4) Look at me! ( <b>orthiv</b> ) | 9) Send your letter! |
| 5) Sell the car!                 | 10) Drink your beer! |

B. The negative imperative. ("Do not go" etc.) is formed with the particle **Na<sup>2</sup>** in front of the normal imperative or **gwra** with the verb noun.

**Na<sup>2</sup> wra mos re skav!** Do not go too quickly!

The imperative with **Na<sup>2</sup> wra....** is easier and more commonly used of the two forms and should be used in the following exercise.

Exercise 2. Translate the following into Cornish.

- 1) Don't look at me!
- 2) Don't forget to come tomorrow!
- 3) Don't read that book!
- 4) Don't buy those apples!
- 5) Don't change gear!
- 6) Don't drive in the middle of the road!
- 7) Don't write today!
- 8) Don't speak now!
- 9) Don't lose your pen!
- 10) Don't open your eyes!

**Skrif**

*Imagine you are Marie. Tell what happens when you find you have to walk to the café because your mother is ill.*

# KERNEWEK DRE LYTHER

Dyskans Ugens

Ugensves Dyskans

## Revision

### Translate into Cornish

- 1) Yowann has some good books.
- 2) Yann wants to buy a new house.
- 3) Anjela saw her father.
- 4) I went with him to Truro.
- 5) He will send you the letter.
- 6) Here are the five books, sir.
- 7) I used to work on Monday, Wednesday and Friday.
- 8) I used to arrive at nine o'clock.
- 9) The children go to school every day.
- 10) Yowann watched Jenifer eating.
- 11) After going home, Yann used to watch television.
- 12) Where is the shop? It is in Truro.
- 13) "This is my 2CV" said Anjela.
- 14) Is there an apple in the basket?
- 15) The cups are in it.
- 16) Yann must go fishing this week.
- 17) He prefers to stay (**gortos**) at home.
- 18) We used to buy fish every week.
- 19) "Talk to me!" said Lowena.
- 20) Don't do that!

# KERNEWEK DRE LYTHER

Dyskans Onan warn Ugens

Kynsa dyskans warn ugens

Numbers

## AN<sup>2</sup> WORVARGHAS

Pub seythun, y<sup>5</sup> hwra Jenifer mos dhe'n<sup>2</sup> worvarghas yn Truru rag prena boes dhe'n teylu. Lowena a gensi menowgh, mes Peder ny<sup>2</sup> gar mos dhe'n gwerthjiow.

Res yw prena amanenn, bakken, hoelan, keus, kyfeyth, losow, puber, sugra, tesenn, bara, kig, ha taklow erell.

Nans yw unn seythun, yth eth Jenifer ha Lowena dhe<sup>2</sup> brena gwara. Pris bakken o unn peuns ugens diner orth an hanter kilo. Jenifer a<sup>2</sup> gar prena amanenn diworth Mordir Nowydh, rag bos modrep gensi a<sup>2</sup> drig ena, mes nyns esa saw amanenn danek. Hi a<sup>2</sup> brenas dew<sup>2</sup> beuns. An pris o triugens diner orth an hanter peuns. Ny<sup>2</sup> brenas hi kyfeyth mes y<sup>5</sup> fynna Lowena kavoes keus arbennik ha pur<sup>2</sup> ger. Soweth! Nyns esa saw hanterkans diner gesys, ha ny<sup>2</sup> allsons i prena tesennow rag te!

### Gerva

gorvarghas (f) (p) gorvarghasow

supermarket

menowgh

often

amanenn

butter

bakken

bacon

hoelan

salt

keus

cheese

bara

bread

kyfeyth

pickle, jam

kig

meat

losow

vegetables

puber

pepper

sugra

sugar

tesenn (f) (p) tesennow

cake

prena gwara

to go shopping

pris (p) prisyow

price

peuns (p) peunsow

pound

ugens

twenty

diner (p) dinerow

penny

hanter

half.

Mordir Nowydh

New Zealand

modrep (f) (p) modrededh

aunt

nyns esa saw

there was only

danek

Danish

triugens

sixty

arbennik

special.

soweth!

what a pity!

hanterkans

fifty

gesys

left

(gasa

to leave)

te

tea.

arghans

money

### Govynnnow

- 1) Ple'ma'n<sup>2</sup> worvarghas?
- 2) P'eur a Jenifer ena?
- 3) Piw a<sup>2</sup> wra mos gensi menowgh?
- 4) Prag na<sup>2</sup> wra Peder mos gensi?
- 5) Pandra<sup>2</sup> wra Jenifer dhe<sup>2</sup> brena y'n<sup>2</sup> worvarghas?
- 6) Pyth o pris an bakken ?
- 7) Pyth o pris an amanenn?
- 8) Pandr'a<sup>2</sup> vynna Lowena dhe brena?
- 9) Pygemmys arghans esa gesys?
- 10) A<sup>2</sup> allsons i prena tesennow rag te?

## Gramasek

A. Cardinal Numbers. We have met numbers 1 - 10 in dyskans 8 and you have seen numbers up to twenty at the top of your lesson sheets. Now, here is a reference list of numbers.

1. <b>onan, unn</b>	21. <b>onan warn ugens</b>	41. <b>onan ha dewgans</b>
2. <b>dew, diw</b>	22. <b>dew warn ugens</b>	42. <b>dew ha dewgans</b>
3. <b>tri, teyr</b>	23. <b>tri warn ugens</b>	43. <b>tri ha dewgans</b>
4. <b>peswar, peder</b>	24. <b>peswar warn ugens</b>	44. <b>peswar ha dewgans</b>
5. <b>pypmp</b>	25. <b>pypmp warn ugens</b>	45. <b>pypmp ha dewgans</b>
6. <b>hwegh</b>	26. <b>hwegh warn ugens</b>	46. <b>hwegh ha dewgans</b>
7. <b>seyth</b>	27. <b>seyth warn ugens</b>	47. <b>seyth ha dewgans</b>
8. <b>eth</b>	28. <b>eth warn ugens</b>	48. <b>eth ha dewgans</b>
9. <b>naw</b>	29. <b>naw warn ugens</b>	49. <b>naw ha dewgans</b>
10. <b>deg</b>	30. <b>deg warn ugens</b>	50. <b>hanterkans</b>
11. <b>unnek</b>	31. <b>unnek warn ugens</b>	51. <b>unnek ha dewgans.</b>
12. <b>dewdhek</b>	32. <b>dewdhek warn ugens</b>	52. <b>dewdhek ha dewgans.</b>
13. <b>trydhek</b>	33. <b>trydhek warn ugens</b>	53. <b>trydhek ha dewgans.</b>
14. <b>peswardhek</b>	34. <b>peswardhek warn ugens</b>	54. <b>peswardhek ha dewgans.</b>
15. <b>pymthek</b>	35. <b>pymthek warn ugens</b>	55. <b>pymthek ha dewgans</b>
16. <b>hwetek</b>	36. <b>hwetek warn ugens</b>	56. <b>hwetek ha dewgans</b>
17. <b>seytek</b>	37. <b>seytek warn ugens</b>	57. <b>seytek ha dewgans.</b>
18. <b>etek</b>	38. <b>etek warn ugens</b>	58. <b>etek ha dewgans.</b>
19. <b>nownsek</b>	39. <b>nownsek warn ugens</b>	59. <b>nownsek ha dewgans.</b>
20. <b>ugens</b>	40. <b>dewgens</b>	60. <b>triugens.</b>

You will see that the counting pattern is in twenties. You need to memorize and practise as far as twenty for a start. Then:

21-39 is a repetition of 1-20 followed by **warn ugens**.

41-59 is a repetition of 1-20 followed by **ha dewgans**.

(note, however that 50 is usually **hanterkans**)

61-79 is a repetition of 1-20 followed by **ha triugens**

80 is **peswar ugens**.

81-99 is a repetition of 1-20 followed by **ha peswar ugens**.

100 is **kans**.

Past 100 we continue in twenties.

120. **hwegh ugens.**

140. **seyth ugens.**

160. **eth ugens.**

180. **naw ugens.**

200. **dew kans** (no mutation.)

Intervening numbers are shown as above,

e.g.            123.        **tri ha hwegh ugens.**  
                  189.        **naw ha naw ugens.**

Past 200 counting is in hundreds twenties and units:

e.g.            380.        **tri hans ha peswar ugens.**  
                  540.        **pypm kans ha dewgans.**  
                  724.        **seyth kans ha peswar warn ugens.**  
                  1000.       **mil**

(**mil** causes second state mutation of any following noun, but not additional numerals.)

e.g.            **mil dhen** a thousand men.            **mil, dew kans** 1,200.

Past 1000, numbers are built up similarly

e.g.            1984.       **mil, naw kans, peswar ha peswar ugens.**  
                  2000.       **dew<sup>2</sup> vil.**  
                  3000.       **tri mil.**  
                  4000.       **peswar mil.**  
                  1000000.   **milvil.**

(Ken George maintains that **mil** is masculine though previous grammars have given it as feminine.)

You will see that once you have learned the numbers 1-20 and a few more words you can “work out” pretty well any number you need.

*Exercise 1. Write the following numbers in Cornish:*

1) 39.            2) 67.            3) 89.            4) 120.            5) 600.  
6) 1060.        7) 2561.        8) 494.           9) 4004.        10) 195.

Revise the special rules given about gender and mutation in connection with numbers 1 - 4 given in dyskans 8. Note also the following three points:

- 1) A noun following a numeral is always singular.
- 2) **Mil<sup>2</sup>** (1000) causes 2nd state mutation in any following noun but not in additional numerals.
- 3) In the case of a compound number, the noun follows the first part of the compound.

e.g.            **unn den warn ugens.**            twenty one men.  
                  **tri<sup>3</sup> harr tan ha dewgans.**        forty three cars.  
                  **peder kanstell ha pypm kans.**    five hundred and four baskets.

*Exercise 2. Write the following fully in Cornish words:*

1) 1000 men.            6) 901 flowers.  
2) 1050 children.       7) 174 books.  
3) 2003 heads.           8) 149 pence.  
4) 1002 women.        9) 50 friends.  
5) 504 pens.            10) 99 Cornishmen.

**B. Ordinal Numbers.** You will have noticed these numbers (first, second, third, fourth, etc.) at the top right hand corners of your lesson sheets. Here are the first ten again, with their usual abbreviations.

<b>1a.</b>	<b>kynsa.</b>	<b>6ves.</b>	<b>hweghves.</b>
<b>2a.</b>	<b>nessa.</b>	<b>7ves.</b>	<b>seythves.</b>
<b>3a.</b>	<b>tressa</b>	<b>8ves.</b>	<b>ethves.</b>
<b>4a.</b>	<b>peswara</b>	<b>9ves.</b>	<b>nawves.</b>
<b>5es.</b>	<b>pympes.</b>	<b>10ves.</b>	<b>degves.</b>

Past ten, **-ves** is added to the cardinal number at the end of which **k** becomes **g**. Only the first part of a compound number is affected.

e.g.      **21a.**      **kynsa warn ugens.**  
            **30ves.**    **degves warn ugens.**

*Exercise 3. Write the following ordinal numbers in Cornish in full, and in the abbreviated form.*

- |          |           |
|----------|-----------|
| 1) 1st.  | 6) 100th. |
| 2) 30th. | 7) 10th.  |
| 3) 81st. | 8) 40th.  |
| 4) 5th.  | 9) 20th.  |
| 5) 31st. | 10) 57th. |

### **Skrif**

*Give an account of one of your shopping expeditions.*



## KERNEWEK DRE LYTHER

Dyskans Dew warn Ugens

Nessa Dyskans warn Ugens

Combinations of prepositions with pronouns

### CHI JENIFER

Nans yw berr<sup>2</sup> dermyn, Jenifer ha Yowann a<sup>2</sup> wre triga yn chi byghan, koynt ha koth. Nyns esa stevell omwolghi. Res o settya glow y'n<sup>2</sup> danvaglienn gans prenyer ha paper, ha gorra tan ynno. Pur<sup>2</sup> vyghan o an lowarth, mes lemmyn yma chi flamm nowydh dhedha.

Pan o hi fleghik, Lowena a<sup>2</sup> goska gans hy broder, mes lemmyn kavoes chambour hy honan a<sup>2</sup> vynn, hag y'n chi nowydh yma chambour rygdhi. Jenifer a<sup>2</sup> vynna kavoes kegin arnowydh, ha lowarth rag tevi bleujennow ha losow, ha lemmyn yma lowarth rygdhi. Yowann a<sup>2</sup> vynna kavoes krow rag gorra y<sup>2</sup> doulys, hag y'n lowarth ev re<sup>2</sup> dhrehevis krow ragdha. Ha Peder? Yma'n chi nowydh pur ogas dhe'n<sup>2</sup> wariva peldroes!

Y'n chi nowydh, yma stevell omwolghi splann gans kowas ha toemmheans kres, ma nag eus chymbla war an to. Pur lowen yw Jenifer ynwedh rag bos pellgowser yn hy chi a<sup>2</sup> gynsa prys, ha pellgewsel a<sup>2</sup> yll gans oll hy herens.

Byttegyns, kavoes karr-tan nowydh a vynn hi lemmyn, mes yn-medh Yowann, "Res yw dhis omweres hebdho!"

### Gerva

<b>berr<sup>2</sup> dermyn</b>	short time	<b>rygdhi</b>	for her
<b>koynt</b>	strange	<b>kegin (f) (p) keginow</b>	kitchen
<b>stevell omwolghi (f)</b>	bath room.	<b>arnowydh</b>	modern
<b>o</b>	was	<b>tevi</b>	to grow
<b>(bos</b>	to be)	<b>krow (p) krowyow</b>	shed
<b>settya</b>	to lay	<b>toul (p) toullys</b>	tool
<b>glow</b>	coal	<b>drehevel</b>	to build
<b>tanvaglienn (f) (p) tanvagliennow</b>	grate	<b>ragdha</b>	for them
<b>prenn (p) prenyer</b>	stick	<b>hebdho</b>	without it
<b>paper</b>	paper	<b>kowas (f) (p) kowasow</b>	shower
<b>lowarth (p) lowarthyow</b>	garden	<b>toemmheans kres</b>	central heating
<b>flamm nowydh</b>	brand new	<b>ma nag eus</b>	so there is not
<b>fleghik</b>	little child	<b>chymbla (p) chymblys</b>	chimney
<b>a<sup>2</sup> goska</b>	used to sleep	<b>to (p) tohow</b>	roof
<b>(koska</b>	to sleep)	<b>rag bos</b>	because there is
<b>broder (p) breeder</b>	brother	<b>pellgowser</b>	telephone
<b>chambour (p) chambours</b>	bedroom	<b>a<sup>2</sup> gynsa prys</b>	for the first time
<b>hy honan</b>	her own	<b>pellgewsel</b>	to telephone
<b>omweres</b>	to manage		
<b>gwariva(f)(p)gwarivaow</b>	playing field		

## Govynnnow

- 1) **Fatell o chi koth Jenifer?**
- 2) **Esa stevell omwolghi?**
- 3) **Py par chi eus dhe Jenifer lemmyn?**
- 4) **Ple<sup>5</sup> hwre Lowena koska pan o fleghik?**
- 5) **Pandr'a<sup>2</sup> wra tevi y'n lowarth a'n chi nowydh?**
- 6) **Prag y<sup>5</sup> fyynn Yowann kavoes krow?**
- 7) **Prag y kar Peder an chi nowydh?**
- 8) **Py par toemmheans eus y'n chi nowydh?**
- 9) **Eus pellgowser genes jy?**
- 10) **A<sup>2</sup> vynnnta jy kavoes karr nowydh?**

## Gramasek

### Combination of prepositions with pronouns.

We have already met **gans, dhe, and war**, combined with pronouns (Dysk. 7 & 13).

A number of other prepositions behave in a similar way, as shown in the following tables:

<b>a</b> (about)		<b>dre</b> (through)	
<b>ahanav</b>	about me	<b>dredhov</b>	through me
<b>ahanas</b>	about you	<b>dredhos</b>	through you
<b>anodho</b>	about him/it	<b>dredho</b>	through him/it
<b>anedhi</b>	about her/it	<b>dredhi</b>	through her/it
<b>ahanan</b>	about us	<b>dredhon</b>	through us
<b>ahanowgh</b>	about you	<b>dredhowgh</b>	through you
<b>anedha</b>	about them	<b>dredha</b>	through them
<b>yn</b> (in)		<b>rag</b> (for)	
<b>ynnov</b>	in me	<b>ragov</b>	for me
<b>ynnos</b>	in you	<b>ragos</b>	for you
<b>ynno</b>	in him/it	<b>ragdho</b>	for him/her
<b>ynni</b>	in her/it	<b>rygdhi</b>	for her/it
<b>ynnon</b>	in us	<b>ragon</b>	for us
<b>ynnnowgh</b>	in you	<b>ragowgh</b>	for you
<b>ynna</b>	in them	<b>ragdha</b>	for them
<b>heb</b> (without)		<b>ryb</b> (beside)	
<b>hebov</b>	without me	<b>rybov</b>	beside me
<b>hebos</b>	without you	<b>rybos</b>	beside you
<b>hebdho</b>	without him/it	<b>rybdho</b>	beside him/her
<b>hebdhi</b>	without her/it	<b>rybdhi</b>	beside her/it
<b>hebon</b>	without us	<b>rybon</b>	beside us
<b>hebowgh</b>	without you	<b>rybowgh</b>	beside you
<b>hebdha</b>	without them	<b>rybdha</b>	beside them

<b>orth</b>	(see note below)
<b>orthiv</b>	- me
<b>orthis</b>	- you
<b>orto</b>	- him/it
<b>orti</b>	- her/it
<b>orthyn</b>	- us
<b>orthowgh</b>	- you
<b>orta</b>	- them

<b>diworth / dhiworth</b>	(from)
<b>diworthiv</b>	from me
<b>diworthis</b>	from you
<b>diworto</b>	from him/it
<b>diworti</b>	from her/it
<b>diworthyn</b>	from us
<b>diworthowgh</b>	from you
<b>diworta</b>	from them

The basic meaning of **orth** is “at” but this varies depending on the verb with which it is used:

e.g.	<b>Mires orth</b>	to look at
	<b>Kewsel orth</b>	to speak to
	<b>Goslowes orth</b>	to listen to
	<b>Sevel orth</b>	to oppose
	<b>Govynn orth</b>	to ask (someone a question, or to do something.)

Exercise. Translate the following into Cornish.

- 1) My friend wrote a story about them. (story = **hwedhel**)
- 2) Anjela drove her car through it.
- 3) I keep some apples in it. (to keep = **gwitha**)
- 4) They sent a car for me.
- 5) We shall not go without you.
- 6) I'll walk beside you.
- 7) He is speaking to us.
- 8) The letter came from her.
- 9) Are you talking about me?
- 10) I will send a letter through you.
- 11) Is there any money in them?
- 12) I will speak to him for you.
- 13) Don't go without me.
- 14) She sat beside me.
- 15) I am looking at you.
- 16) The man came from them.
- 17) He will buy some beer for them.
- 18) You cannot learn Cornish without it.
- 19) I asked him about them.
- 20) They can't take (**kemmeres**) that (away) from me.

### Skrif

Write a description of your house or one you know.

# KERNEWEK DRE LYTHER

Dyskans Tri warn Ugens

Tressa Dyskans warn Ugens

The months of the year. Collective Nouns

## AN LOWARTH

Mis-Genver ha mis-Hwevrer, pur yeyn yw hi. Yma rew ha gwyns krev, ha treweythyow ergh a<sup>2</sup> wra koedha ha Jenifer ny<sup>2</sup> yll gul travydh y'n lowarth. Mis-Meurth, hi a<sup>2</sup> gyv has bleujennow ha losow ha'ga gorra y'n dor. Leun yw an lowarth a lili Korawys, meur aga<sup>3</sup> thekter. Res yw treghi an glesin a<sup>2</sup> gynsa prys. Mis-Ebryl, Jenifer a worr has a lies eghenn y'n lowarth, ha skon y<sup>5</sup> fydh skyll byghan ow tevi yn-mes a'n dor. Mis-Me yma'n bleujennow war an gwydh frutys ha mis-Metheven splann yw an ros. Mis-Gortheren Jenifer a<sup>2</sup> yll kuntell fav hag avan. Mis-Est y<sup>5</sup> hwra tevi an glesin pur hir drefenn an teylu dhe<sup>2</sup> vos dhe-ves rag havi. Pan<sup>2</sup> wrons i drehedhes tre, res yw spena meur a<sup>2</sup> dermyn orth y<sup>2</sup> dregghi! Mis-Gwynngala ha mis-Hedra an fleghes a<sup>2</sup> guntell avalow. Mis-Du an bleujennow ha'n losow a<sup>2</sup> wra merwel, ha Yowann a spen nebes dydhyow ow palas an lowarth. Mis-Kevardhu, marow yw an losow ha pub onan a lever, "Nadelik Lowen!"

### Gerva

Mis-Genver	January	rew	frost
Mis-Hwevrer	February	tektekter	beauty
Mis-Meurth	March	teg	beautiful
Mis-Ebryl	April	treghi	to cut
Mis-Me	May	glesin (p) glesinyow	lawn
Mis-Metheven	June	eghenn (f)	kind, sort
Mis-Gortheren	July	y <sup>5</sup> fydh	there will be
Mis-Est	August	skyll	shoots
Mis-Gwynngala	September	yn-mes a <sup>2</sup>	out of
Mis-Hedra	October	gwydh	trees
Mis-Du	November	gwydh frutys	fruit trees
Mis-Kevardhu	December	splann	splendid
yeyn yw hi	it is cold	ros	roses
gwyns	wind	fav	beans
krev	strong	avan	raspberries
ergh	snow	drefenn	because
koedha	to fall	drefenn an teylu dhe <sup>2</sup> vos dhe <sup>2</sup> ves	
ny <sup>2</sup> .... travydh	nothing	because the	family has gone away
hi a <sup>2</sup> gyv	she gets	havi	to go on holiday
(kavoës	to get/find)	orth y <sup>2</sup> dregghi	cutting it
has	seed(s)	merwel	to die
losow	vegetables	palas	to dig
dor	ground	marow	dead
leun a <sup>2</sup>	full of	Nadelik	Christmas
lili Korawys	daffodils		
(Korawys	Lent.)		

## Notennow

**Mis-Genver** etc. It is usual to put the word **mis** (month) before the name of each month. The word for “in” is usually omitted before the names of months.

**pur veyn yw hi**. “it is very cold.” The feminine pronoun **hi** is used for “it” in weather and other similar expressions.

**ha’ga gorra y’n dor**. “and puts them in the ground.” When there is a second main verb in a sentence closely linked with the first and with the same subject, it may be expressed as a verb noun instead of a finite verb.

**meur aga<sup>3</sup> thekter**. “great their beauty,” i.e. “which are very beautiful.” This form of expression is very common. We met “**meur aga marth**” in dyskans 14.

**orth y<sup>2</sup> dreghi**. “cutting it.” “Cutting” alone, would be “**ow treghi**” (dyskans 11) but if the participle has a pronoun object, it comes before the verb noun which takes any necessary mutation and the “**ow**” alters to “**orth**.”

## Govynnow

- 1) **Fatell yw an<sup>2</sup> gewer (weather) mis-Genver ha mis-Hwevrer?**
- 2) **Pandr’a<sup>2</sup> wra Jenifer mis-Meurth?**
- 3) **Py bleujennow eus y’n lowarth mis-Meurth?**
- 4) **P’eur yw res treghi an glesin?**
- 5) **Piw a<sup>2</sup> worr has y’n dor? (Who puts seed in the ground?)**
- 6) **P’eur eus bleujennow war an gwydh frutys?**
- 7) **Pandr’a<sup>2</sup> wra Jenifer mis-Gortheren?**
- 8) **Prag y<sup>5</sup> hwra an glesin tevi hir mis-Est?**
- 9) **Piw a<sup>2</sup> guntell an avalow mis Gwynngala ha mis-Hedra?**
- 10) **Piw a<sup>2</sup> wra palas an lowarth?**

## Gramasek

Collective nouns. Many nouns which are frequently used-collectively have, in addition to a plural, a collective form, and this is the most usual form.

(In English we often use the singular form in this way, e.g. “seed, grass, fish” etc although the plural forms “seeds, grasses, fishes” do also exist.)

There are a number of nouns of this kind in this lesson and they are listed below.

<u>Singular</u>	<u>Collective</u>	<u>Plural</u>	<u>English Plural</u>
<b>hasenn</b> (f)	<b>has</b>	<b>hasennow</b>	seeds
<b>losowenn</b> (f)	<b>losow</b>	<b>losowys</b>	vegetables
<b>lilienn</b> (f)	<b>lili</b>	<b>liliennow</b>	lilies
<b>skyllenn</b> (f)	<b>skyll</b>	-	shoots
<b>gwydhenn</b> (f)	<b>gwydh</b>	-	trees
<b>roseenn</b> (f)	<b>ros</b>	<b>roseennow</b>	roses
<b>favenn</b> (f)	<b>fav</b>	<b>favennow</b>	beans
<b>avanenn</b> (f)	<b>avan</b>	-	raspberries

Notice that the collective is usually shorter than either the singular or plural forms. In fact this is really the basic form of the word and the singular (or singulative as it is called in the case of words like these) and the plural are formed by adding to the collective. The singulative adds “-enn” and is always feminine.

Exercise. Translate the following into Cornish using collective nouns where appropriate.

- 1) The daffodils are growing in March.
- 2) The garden would not be (ny via) beautiful without them.
- 3) We collect beans in July and apples in August.
- 4) Yowann cuts the lawn in April.
- 5) The family goes away on holiday in August.
- 6) “Happy Christmas,” says Yowann to Jenifer.
- 7) The vegetables grow in the summer.
- 8) It is cold in January.
- 9) Lowena likes to eat raspberries.
- 10) Shoots grow in April and May.
- 11) Are there fruit trees in the garden? Yes.
- 12) Jenifer wanted (to get) a new house.
- 13) Yowann was working in the garden.
- 14) He was setting seeds in the ground.
- 15) Peter likes playing (to play) football.

## Skrif

*Write an account of your garden or one you know.*

# KERNEWEK DRE LYTHER

Dyskans Peswar warn Ugens

Peswara Dyskans warn Ugens

Telling the time, Numeral Adverbs

## AN<sup>2</sup> ORSEDH

Mis Gwynngala y<sup>5</sup> hwra Yowann, Jenifer, Lowena ha Peder vyajya y'n karr-tan rag gweles Gorsedd Kernow. Lowena a<sup>2</sup> gar gweles an<sup>2</sup> Verdh ha'n Bardhesow y'ga<sup>3</sup> fows<sup>2</sup> las splann aga sav war an pras gwyrdd. Hi a<sup>2</sup> gar an baneryow rudh, melyn ha du, ha Kledha Myghtern Arthur ow poyntya troha'n ebrenn. Ass yw gwel brav! Jenifer a<sup>2</sup> gar gweles an mowesi ow tonsya, gwyrdd aga<sup>3</sup> fows ha bleujennow y'ga diwla. Yowann a<sup>2</sup> gar an Galow a'n<sup>2</sup> Orsedh.

“Eus Kres?” an Bardh Meur a<sup>2</sup> wra dhe<sup>2</sup> elwel teyrgweyth, ha teyrgweyth an<sup>2</sup> Verdh a<sup>2</sup> worthyp, “Kres!”

Ev a<sup>2</sup> gar ynwedh an solempnyta kewsys ha kenys yn Kernewek. Wosa mos dhe'n<sup>2</sup> Orsedh lies blydhen, Yowann a woer geryow an solempnyta dre<sup>2</sup> gov. Martesen y<sup>5</sup> fydh bardh y honan neb dydh.

Treweythow yma'n<sup>2</sup> Orsedh synsys yn neb tre yn-mysk an chlow, hag ogas dhe'n eglos. Treweythow synsys yw pell diworth annedhow mab-den, yn-mysk gwelyow, breow ha bronnow war an<sup>2</sup> woen po an hal, ogas dhe avon, heyl po koes. Splann yw an howl! Nyns eus nevra hager awel na glaw y'n jydh a'n<sup>2</sup> Orsedh!

Gans Berdh Kernow yma Bardh diworth Breten<sup>2</sup> Vyghan a<sup>2</sup> gews dhe'n kuntellyans yn Bretonek, ha Bardh diworth Kembra a<sup>2</sup> gews dhe'n<sup>2</sup> bobel yn Kembrek.

“A-dherag an Howl, Lagas an Jydh,” yn-medh an Bardh Meur, “an Orsedh yw igerys:”

## Gerva

<b>Gorsedd</b> (f)	Gorsedd ( <i>assembly of Bards</i> )
<b>vyajya</b>	to go for a trip.
<b>bardh</b> (p) <b>berdh</b>	bard (male)
<b>bardhes</b> (f) (p) <b>bardhesow</b>	bard (f)
<b>pows</b> (f) (p) <b>powsyow</b>	robe
<b>glas</b>	blue
<b>a'ga sav</b>	standing
<b>pras</b> (p) <b>prasow</b>	meadow
<b>gwyrddh</b>	green
<b>baner</b> (p) <b>baneryow</b>	banner
<b>rudh</b>	red
<b>melyn</b>	yellow
<b>du</b>	black
<b>kledha</b> (p) <b>kledhedhyow</b>	sword
<b>myghtern</b> (p) <b>myghternedh</b>	king
<b>poyntya</b>	to point
<b>troha</b>	towards
<b>ebrenn</b> (f)	sky
<b>ass yw gwel brav</b>	what a fine sight it is

<b>mowes</b> (f)(p) <b>mowesi</b>	girl
<b>donsya</b>	to dance
<b>diwla</b>	hands
<b>galow</b>	call
<b>kres</b>	peace
<b>gelwel</b>	to call
<b>Bardh Meur</b>	Grand Bard
<b>teyrgweyth</b>	three times
<b>gorthybi</b>	to answer
<b>solempnyta</b>	ceremony
<b>kewsys</b>	spoken
<b>kenys</b>	sung
<b>a<sup>2</sup> woer</b>	knows
<b>(godhvos</b>	to know)
<b>ger</b> (p) <b>geryow</b>	word
<b>kov</b> (p) <b>kovyow</b>	memory
<b>dre<sup>2</sup> gov</b>	by heart
<b>martesen</b>	perhaps
<b>y<sup>5</sup> fydh</b>	he will be
<b>synsi</b>	to hold

<b>yn-mysk</b>	among
<b>eglos (f) (p) eglosyow</b>	church
<b>neb tre</b>	some town.
<b>pell</b>	far
<b>annedh (f) (p) annedhow</b>	dwelling
<b>mab-den</b>	mankind
<b>nyns eus nevra</b>	there is never
<b>gwel (p) gwelyow</b>	field
<b>bre (f) (p) breow</b>	hill
<b>bronn (f)(p) bronnnow</b>	hill
<b>goen(f)(p) goenyow</b>	down
<b>hal (f)(p) halow</b>	moor

<b>avon (f) (p) avonyow</b>	river
<b>koes (p) koesow</b>	wood, forest
<b>Kembra</b>	Wales
<b>blydhen(f)(p) blydhynyow</b>	year
<b>hager awel</b>	bad weather
<b>glaw</b>	rain
<b>kuntellyans (p) kuntellyansow</b>	gathering
<b>pobel (f)(p) poblow</b>	people
<b>howl</b>	sun.
<b>lagas</b>	eye.
<b>an jydh</b>	the day
	<i>(irregular mutation)</i>

### Govynnnow

- 1) **P'eur yw an<sup>2</sup> Orsedh synsys?**
- 2) **Py liw yw pows an<sup>2</sup> Verdh?**
- 3) **Pandr'a<sup>2</sup> gar Jenifer?**
- 4) **Piw a<sup>2</sup> wra gelwel, "Eus kres?"**
- 5) **Py yeth yw kewsys yn solempnyta an<sup>2</sup> Orsedh?**
- 6) **Ple ma'n<sup>2</sup> Orsedh synsys?**
- 7) **Fatell<sup>2</sup> gews an Bardh Bretonek ha'n Bardh Kembrek?**
- 8) **Pandr'a lever an Bardh Meur?**
- 9) **Yw Yowann Bardh an<sup>2</sup> Orsedh?**
- 10) **A<sup>2</sup> garsesta bos Bardh an<sup>2</sup> Orsedh?**

(Would you like to be....?)

Yes, I would like to be...

No, I would not like to be...

**Karsen, y karsen bos....**

**Na<sup>2</sup> garsen, ny garsen....**

### Gramasek

#### A. Telling the time.

**Py eur yw hi?**

What time is it?

**Py eur y<sup>5</sup> hwrussons i mos ena?**

What time did they go there?

The word "**eur**" (f) (literally "hour") stands for Eng. "time" and "o'clock" so:

**unn eur yw hi** it is one o'clock.

**diw eur yw hi** it is two o'clock.

For minutes past the hour, use **wosa** (past)

**deg wosa teyr yw hi**

it is ten past three.

**hanter wosa peder yw hi**

it is half past four.

When past the half hour, e.g. "ten to one", the hour is given first, followed by **marnas** (less) and then the number of minutes:

**unn (eur) marnas deg yw hi**

it is ten to one.

**unnek marnas ugens yw hi**

it is twenty to eleven.



To say “at” a certain time, use **dhe<sup>2</sup>**.

**dhe<sup>2</sup> bymp eur** at five o’clock.

Note also

**hanter-dydh** mid-day. **hanter-nos** mid-night.

And the feminine forms of the numbers 2, 3, and 4 are used when referring to “**eur**”.

*Exercise 1. Translate the following into Cornish:*

- 1) What time is it?
- 2) What time did Yowann come?
- 3) It is six o’clock.
- 4) It is ten to five.
- 5) He came at fifteen minutes to six.
- 6) We went at ten to ten.
- 7) It is mid-day.
- 8) It is ten past two.
- 9) It is five to six.
- 10) It is mid-night.

B. Numeral adverbs. The Grand Bard’s threefold cry of “Peace!” is a good introduction to these numerals which answer the question: “How many times?” or “How often?” In English we have “once”, “twice”, and the old-fashioned “thrice”, now replaced by “three times,” and after that we use the number followed by the word “times.”

Similarly, in Cornish the numeral precedes “**gweyth**” (times) and is sometimes joined to it, but “**gweyth**” is mutated to “**weyth**” when used with **unn**, **diw**, and **mil**. Note that sometimes the “g” alters to “k”.

<b>unnweyth</b>	once	<b>naw gweyth</b>	nine times
<b>diwweyth</b>	twice	<b>dekkweyth</b>	ten times.
<b>teyrgweyth</b>	three times	<b>kankweyth</b>	hundred times
<b>pedergweyth</b>	four times	<b>milweyth</b>	thousand times.
<b>pypm gweyth</b>	five times	<b>lieskweyth</b>	many times, often
<b>hwegh gweyth</b>	six times	<b>py lieskweyth?</b>	how many times?
<b>seythgweyth</b>	seven times		how often?
<b>ethgweyth</b>	eight times		

*Exercise 2. Translate into Cornish.*

- 1) How often does Yowann come?
- 2) He comes twice in the week.
- 3) Does Jenifer go to the office often?
- 4) Yes, she goes five times a week. (in the week.)
- 5) How many times have you been to Cornwall? Many times.
- 6) How often do you write to your friend? (“to your” = “**dhe’th**”)
- 7) I have written once.
- 8) The Grand Bard calls three times, “Is there peace?”
- 9) The bards reply three times “Peace.”
- 10) The Gorsedd is held once every year.

# KERNEWEK DRE LYTHER

Dyskans Pymyp warn Ugens

Pympes Dyskans warn Ugens

Revision.

Exercise 1. (See dyskans 4 & 11) Find ten feminine nouns in your own “*gerva*” and write them out with “*An*” in front in singular and in plural, and add their English meaning:

e.g. **An<sup>2</sup> vyrgh**                      **An myrghes**                      The daughter.

Exercise 2. Do the same thing with ten masculine nouns:

e.g. **An den**                              **An<sup>2</sup> dus**                              The man.

Exercise 3. (Dyskans 2 & 11) Write out these twenty nouns again, this time adding a suitable adjective:

e.g. **An<sup>2</sup> vamm<sup>2</sup> glav**              **An mammow klav**              The sick mother.  
**An lyther hir**                      **An lytherow hir**              The long letter.

Exercise 4. (Dyskans 2 & 3) Write five sentences containing *yw*:

e.g. **An lyther yw hir.**

and five containing *yma*.

e.g. **Yma'n lyther war an<sup>2</sup> voes.**

Exercise 5. (Dyskans 2 & 6) Write five nominal sentences in the present tense:

e.g. **Yowann a<sup>2</sup> werth lyvrow.**

and five in the past tense:

e.g. **Anjela a lywyas hy dew<sup>2</sup> vargh.**

Exercise 6. (Dyskans 4 & 6) Make these sentences negative:

e.g. **Ny<sup>2</sup> werth Yowann lyvrow.**

**Anjela ny lywyas hy dew<sup>2</sup> vargh.**

Exercise 7. (Dyskans 8 & 14) Repeat exercises 5 & 6 using *gul* and the verb-noun:

e.g. **Yowann a<sup>2</sup> wra gwertha lyvrow.**

**Anjela a<sup>2</sup> wrug lywya hy dew<sup>2</sup> vargh.**

**Ny<sup>2</sup> wra Yowann gwertha lyvrow.**

**Ny<sup>2</sup> wrug Anjela lywya hy dew<sup>2</sup> vargh.**

Exercise 8. (Dyskans 12 & 14) Repeat exercises 5 & 6 using pronoun subjects in verbal sentences. The actual pronouns may be omitted:

e.g. **Y kowsav Kernewek.**

**Y prenas karr-tan.**

**Ny<sup>2</sup> wrav kelli ow fordh.**

**Ny<sup>2</sup> wrug mos dhe<sup>2</sup> Druru.**

Exercise 9. (Dyskans 11 & 12) Write five verbal-sentences using a long form of *bos* and *ow<sup>4</sup>* with a verb noun:

e.g. **Yth esov ow redya.**

Exercise 10. (Dyskans 16 & 18) Write five sentences, using in each, one of the verbs *mynnes*, *gul*, *gweles*, *galloes*, and *kara*. in the imperfect tense:

e.g. **Y<sup>5</sup> hyllyn mos pub dydh.**

KERNEWEK DRE LYTHER.

Dyskans hwegh warn ugens.

Hweghves dyskans warn ugens

(“Yn unn<sup>2</sup>” with Verb-Noun. Imperfect of “bos.” Pluperfect of “bos” and “gul.” “Drefenn” & “Kyns” with verb-noun “bos.”)

Karesk 936 A.D.

(This tale was first written for the 1983 Gorsedh Kernow Cornish Language Prose Competition and was awarded first place. It was later serialised to form the story back ground for the K.D.L. Second Grade Course, which is now the Second/Third Grade Course. It is based on the historical expulsion of the Cornish from Exeter by Athelstan, but all the characters in the story, except Bishop Asser and King Athelstan are fictitious.)

An Tas-gwynn.

Ass ova skwith! Tewdar re bia ow<sup>4</sup> konis y'n gwel yn-mes a'n fos a-ban<sup>2</sup> dhrehevis an howl, ha pur<sup>2</sup> doemm o an gewer. Res o dhodho kerdhes ryb fos an<sup>2</sup> ger bys y'n yet, hag alena a-hys an stret erna<sup>2</sup> dhrehedhas an chioiw ha'n krowjiow may triga an<sup>2</sup> Gernowyon. Chi Tewdar o nebes brassa ages an chioiw erell a'n kwartron. Y<sup>2</sup> das o hembrenkyas an bagas a<sup>2</sup> Gernowyon re<sup>2</sup> wrussa triga yn Karesk gans an Sowson dres lies blydhen. Y<sup>2</sup> das-gwynn re wrussa dos dhe<sup>2</sup> Garesk nans o dewgens blydhen yn termyn Epskop Asser drefenn bos Kembro an Epskop da na. Kar an<sup>2</sup> Geltyon ha kar an myghtern sowsnek kekeffrys ova.

Lemmyn pur<sup>2</sup> goth, ha pur<sup>2</sup> glav o an tas-gwynn. Hag ev ow nessa daras an chi, Tewdar a omwovynnas fatell o gans an den koth. Yn sur, nyns esa dhodho lies dydh dhe<sup>2</sup> vywa. Y<sup>5</sup> teuth ev bys y'n daras ha mos a-ji. Pur<sup>2</sup> dewl o a-bervedh. Kales o gweles y<sup>2</sup> das-gwynn a'y<sup>2</sup> worwedh yn korn an stevell, ha'y<sup>2</sup> vamm a'y esedh war skavell rybdho.

“Fatell yw ganso?” a<sup>2</sup> wovynnas Tewdar.

Nyns esa gorthyp, mes y<sup>2</sup> vamm a sevis yn lent ha dos war-tu ha'n den yowynk. Wor'tiwedh hi a<sup>2</sup> gewsis yn unn hwystra. Yn-medh hi,

“Dha<sup>2</sup> das-gwynn yma ow merwel. Res yw porres mos dhe'n managhti ha kavoes onan a'n<sup>2</sup> bronteryon rag y assoylya kyns hy bos re<sup>2</sup> dhiwedhes.”

“Ass ov vy skwith, a<sup>2</sup> vamm”, yn-medh Tewdar. “Gas vy dhe bowes kyns, ha ro dhymm korev dhe<sup>2</sup> eva.”

Troblys o an<sup>2</sup> venyn<sup>2</sup> dha. Pyth o an moyha bysi, enev divarow an den koth, po korf skwithys hy mab? Hi a ros hanaf a<sup>2</sup> gorev dhe<sup>2</sup> Dewdar, ha leverel,

“Wel, gwra gortos gans dha<sup>2</sup> das-gwynn. Mos ow honan a<sup>2</sup> wrav.”

Tewdar a esedhas war an skavell yn le y<sup>2</sup> vamm ha mires orth y<sup>2</sup> das-gwynn. Nyns esa arwoedh bywnans war y enep, mes movyans y skevens a<sup>2</sup> dhiskwedhas ev dhe<sup>2</sup> vywa hwath.

Gerva.

Karesk	= Exeter.	a-ban <sup>2</sup>	= since.
tas-gwynn	= grandfather.	drehevel	= to rise.
Ass ova skwith!	= How tired he was!	ker (f) (p) keryow	= fortified city
re bia	= had been.	yet (f) (p) yettys	= gate.
gonis	= to work.		
toemm	= hot.		

K.D.L.Dyskans hwegh warn ugens.folenn 2.Gerva.

a-hys	= along.	rybdho	= by him.
erna <sup>2</sup>	= until.	sevel	= to stand.
krowji (p) krowjiow	= cottage	yn lent	= slowly.
war-tu ha	= towards.	porres	= urgently.
may <sup>5</sup>	= in which, where.	managhti (p) managhtiw	= monastery, minster
brassa	= bigger.	pronter (p) pronteryon	= priest.
ages	= than.	assoylya	= to shrive.
kwartron	= quarter.	(kyns hy bos	= (before it is
hembrenkyas	= leader.	re <sup>2</sup> dhiwedhes)	too late.)
re <sup>2</sup> wrussa triga	= had lived.	gasa	= to allow, let.
Sows (p) Sowson	= Saxon.	ro	= give (imperative)
re <sup>2</sup> wrussa dos	= had come.	troblys	= troubled.
epskop (p) epskobow	= bishop.	moyha	= most.
drefenn bos )	(because that	bysi	= important
Kembro an )	= (good bishop	enev (p) enevow	= soul.
epskop da na.)	(was a Welshman.	divarow	= immortal.
nesa	= to approach.	korf (p) korfow	= body.
omwovynn	= to wonder.	ros (past t. of "ri")	= gave.
fatell o	= how it was	gortos	= to wait, stay
bywa	= to live.	ow honan	= myself
a-ji	= indoors.	enep (p) enebow	= face.
a-bervedh	= inside.	movyans	= movement
a'y worwedh	= lying.	skevens	= lungs.
korn (p) kernow	= corner.	hwedhel (p) hwedhlow	= story.
a'y esedh	= sitting.	kar (p) kerens	= kinsman, friend
skavell (f) (p) skavellow	= stool, bench.		

Govynnadow.

- 1) Ple hwer (happens) an hwedhel ma?
- 2) Prag yth o Tewdar skwith?
- 3) Prag yth o chi Tewdar brassa es an chioiw erell a'n kwartron?
- 4) P'eur<sup>5</sup> hwrussa tas-gwynn Tewdar dos dhe<sup>2</sup> Garesk?
- 5) Piw o Asser?
- 6) Prag yth o kales gweles tas-gwynn Tewdar?
- 7) Prag yth esa mamm Tewdar a'y esedh?
- 8) Fatell<sup>2</sup> gewsis mamm Tewdar?
- 9) Pandr'a<sup>2</sup> wrug mamm Tewdar pan na<sup>2</sup> vynna ev mos dhe'n managhti?
- 10) Fatell<sup>2</sup> wodhya Tewdar an tas-gwynn dhe<sup>2</sup> vywa hwath?

Gramasek.

"Yn unn<sup>2</sup>" with verb noun.

e.g. Hi a<sup>2</sup> gewsis yn unn hwystra. = She spoke in a whisper.

The verb-noun used in this way is, in fact, more noun than verb, and the whole phrase acts as an adverb to show how the action of the main verb is carried out. Here are more examples:

**e.g.** Ev a<sup>2</sup> dheuth yn unn<sup>2</sup> boenya. = He came at a run (He ran up.)  
 Hi eth yn unn fistena. = She went in a hurry. (She hurried off.)

There are a number of ways of expressing these adverbial phrases in English. The exercise below shows some of them.

**Exercise 1.** Translate the following sentences into Cornish, using one of the phrases starting with “yn unn<sup>2</sup>” which are given below. In some cases two English versions are given, one normal English, the other a little closer to the Cornish.

- 1) He went into the house at a walk. (He walked into the house.)
- 2) He went to Truro in a hurry. (He hurried to Truro.)
- 3) They worked in a tiring way.
- 4) He laughed playfully.
- 5) They spoke in a whisper.
- 6) She talked with a song. (in a sing-song voice).
- 7) He went down (yn-nans) the hill sliding. (He slid down the hill)
- 8) They went to New Zealand sailing. (They sailed to N.Z.)

yn unn<sup>2</sup> gerdhes; yn unn skwitha; yn unn hwystra; yn unn slynkya; yn unn fistena; yn unn<sup>2</sup> wari; yn unn<sup>2</sup> gana; yn unn<sup>2</sup> woelya.

**Imperfect of “bos” (to be).** As with the present tense (Dyskans 12), there is a short and long form, with the long form showing where a person/thing was, or what it was doing. The short form shows who, what, or how he/she/it was.

**Long.**

esen	= I was/used to be.	esen	= We were etc.
eses	= You were etc.	esewgh	= You were etc.
esa	= He/She/It was etc.	esens	= They were etc.

**Short.**

en	= I was/used to be.	en	= We were etc.
es	= You were etc.	ewgh	= You were etc.
o	= He/she/It was etc.	ens	= They were etc..

The long forms are used in the present and imperfect tenses to translate “There is/are/was/were.”

**e.g.** Nyns esa gorthyp. = There was no answer.

These forms are often used with suffixed pronouns as given in dyskans 12 and there is an example of another one in the story:

**e.g.** Ass ova skwith! = How tired he was!

**Exercise 2.** Translate the following into Cornish.

- |                                |                                |
|--------------------------------|--------------------------------|
| 1) I was very troubled.        | 6) There was no sign of life.  |
| 2) We were in Exeter.          | 7) I was working in the field. |
| 3) They were Cornish.          | 8) How tired he was!           |
| 4) The Cornish were in Exeter. | 9) We were tired also.         |
| 5) You were Tewdar’s mother.   | 10) His father was the leader. |

Pluperfect of “bos.”

bien	= I had been.	bien	= We had been.
bies	= You had been.	biewgh	= You had been.
bia	= He/She/It had been.	biens	= They had been.

The perfect verbal particle “re” is commonly used with the pluperfect tense in nominal sentences, though “a<sup>2</sup>” is used when the tense is used conditionally. (e.g. = “I would be” etc. This will be dealt with later, dyskans 31.) “A<sup>2</sup>” is also possible, though less usual with the pluperfect use. Although “re” normally causes second state mutation, it does not do so when used with “bos.”

In verbal sentences the particle “y<sup>5</sup>” is used.

The normal negative particle is “ny<sup>2</sup>.”

e.g.

Tewdar re bia ow konis.	= Tewdar had been working.
My re bia yn Aberfal.	= I had been in Falmouth.
Y <sup>5</sup> fien trist kyns dha <sup>2</sup> weles.	= I had been sad before seeing you.
Y <sup>5</sup> fiens i yn Truru.	= They had been in Truro.
Ny <sup>2</sup> via ev ow kewsel.	= He had not been talking.

Exercise 3. Translate the following into Cornish.

- 1) The Cornish had been in Exeter.
- 2) Tewdar had been working since the sun rose.
- 3) We had been ill.
- 4) Asser had been Bishop of Exeter.
- 5) He had been sitting in the corner.
- 6) I had been in Tewdar’s house.
- 7) Tewdar’s father had been in the monastery.
- 8) They had been too late.
- 9) She had been sitting on the stool.
- 10) There had been no sign of life on his face.

Pluperfect of “gul.”

gwrussen	= I had done/made.	gwrussen	= We had done/made.
gwrusses	= You had done/made.	gwrussewgh	= You had done/made.
gwrussa	= He/she/It had done/made.	gwrussens	= They had done/made.

Verbal particles are as shown above for “bos” except that “re<sup>2</sup>” does cause the normal second state mutation. As you know, “gul” can be used as a verb by itself, or as an auxiliary with other verbs.

e.g. Mamm Tewdar re<sup>2</sup> wrussa sevel. = Tewdar’s mother had got up.

An<sup>2</sup> Gernowyon re wrussa triga yn Karesk. = The Cornish had lived in Exeter.

Y<sup>5</sup> hwrudden vy mos dhe’n managhti. = I had gone to the monastery.

My re<sup>2</sup> wrussa gweles fos Karesk. = I had seen the wall of Exeter.

Ny<sup>2</sup> wrussens i triga yn Kernow. = They had not lived in Cornwall.

Exercise 4. Translate the following into Cornish, using the pluperfect tense of “gul.”

- 1) The Cornish had lived there many years.
- 2) Tewdar had gone to see his grandfather.
- 3) His mother had sat on the stool by his bed.
- 4) The mother had not answered.
- 5) The priest had shriven the old man.
- 6) We had lived in Cornwall in the time of Bishop Asser.
- 7) She had stood up slowly.
- 8) He had drunk the beer.
- 9) I had come to Exeter twenty years ago.
- 10) We had walked by the city wall.

“Drefenn” (because) and “kyns” (before) with “bos” and noun subject

A number of prepositions, including “drefenn” and “kyns” can govern verb-nouns just like normal nouns, but they are often best translated by a clause in English, which may be any tense, according to the context.

e.g. drefenn bos Kembro an Epskop da ma. = because this good Bishop is/was a Welshman.

drefenn bos Tewdar skwith. = because Tewdar is/was tired.

This construction can only be used with the verb “bos” and with a noun subject. The same construction is used with “kyns.”

e.g. kyns bos Asser Epskop Karesk. = before Asser was Bishop of Exeter.

Exercise 5. Translate into Cornish.

- 1) because his grandfather was ill.
- 2) because Tewdar is tired.
- 3) because his mother was on the stool.
- 4) because his father is the leader.
- 5) because Asser was the Bishop.
- 6) because his grandfather is dead.
- 7) before Tewdar was a man.
- 8) before his father was the leader.
- 9) before his father is troubled.
- 10) before there was a stool in the corner.

“Drefenn” and “kyns” with “bos” and pronoun subject.

In this case the English pronoun subject, in the form of a possessive adjective (Dyskans 14) comes after “drefenn” or “kyns” and before “bos.”

e.g. kyns y<sup>2</sup> vos re<sup>2</sup> dhiwedhes = before its being too late (before it is too late)  
drefenn ow bos yn Kernow. = because I am in Cornwall.

Exercise 6. Translate the following into Cornish.

- 1) because I am/was too late.
- 2) before you are too old.
- 3) because she is Tewdar's mother.
- 4) before he was in the house.
- 5) because we are happy.
- 6) before you were an old man.
- 7) because he is Cornish.
- 8) before we are tired.
- 9) because he is dying.
- 10) because he was a friend of the English king.

(Again, the Cornish phrase is the same, no matter what was the tense of the English clause.)



## KERNEWEK DRE LYTHER.

Dyskans seyth warn ugens.

Seythves dyskans warn ugens.

(Preterite tense of “bos.” Passive with Past Participle. Impersonal forms. “Rag” with “bos.” “Kyns,” “drefenn,” and “rag” with other verbs. Infixd object pronouns.)

### Penn Bran.

Yth esa kyst an tas-gwynn ryb y<sup>2</sup> weli, ha gwel Tewdar a<sup>2</sup> asas an den koth, dhe<sup>2</sup> wortos war an<sup>2</sup> gyst. Y'n<sup>2</sup> gyst, dell<sup>2</sup> wodhya Tewdar yn<sup>5</sup> ta, yth esa kyst arall. Gnas an<sup>2</sup> gyst ma o na<sup>2</sup> yllys hy igeri heb shyndya an<sup>2</sup> gyst hy honan. Pan o flogh, y<sup>2</sup> das-gwynn re<sup>2</sup> wrussa diskwedhes an<sup>2</sup> gyst dhe<sup>2</sup> Dewdar lieskweyth. Yth esa gensi hwedhel pur ankoth, ha'n tas-gwynn re<sup>2</sup> wrussa y leverel treweythow dhe<sup>2</sup> Dewdar, hag ev a'n godhya dre gov. Herwydh y<sup>2</sup> das-gwynn, yth esa yn termyn eus passyes, kyns an Sowson dhe<sup>2</sup> dhos dhe Ynys Breten, myghtern meur y<sup>2</sup> vri yn-mysk an<sup>2</sup> Vrythonyon, Bran, po Bren y hanow. Bran eth dhe Iwerdhon dhe<sup>2</sup> gavoës kalter hudel, mes goliys veu, hag ev a worhemmynnas dh'y<sup>2</sup> dus ma'n dibennens i. Seyth den a<sup>2</sup> dhug an Penn dhe Loundres ha'y ynkleudhyas y'n Bronn Wynn. An seyth den a<sup>2</sup> drigas seyth blydhen ha peswar ugens “yn helder an Penn,” ha wor'tiwedh y<sup>5</sup> feu ynkleudhys herwydh gorhemmynn Bran. Wosa lies blydhen, an Penn a veu kemmerys yn-mes a'n dor gans Myghtern Arthur. An Penn ma, Penn Bran, yn kyst y<sup>2</sup> das-gwynn yth esa!

“Tewdar.”

An den yowynk a<sup>2</sup> viras orth y<sup>2</sup> das-gwynn, meur y<sup>2</sup> varth. Yth esa an den koth ow kewsel, nerthek hag ughel y lev. Yn-medh ev,

“Na<sup>2</sup> drest nevra dhe lavar den!  
Gwith pub eur oll an<sup>2</sup> gyst ha'n Penn,  
Rag ow bos ow honan - BREN!”

Ena, isel y lev, ha deges arta y<sup>2</sup> dhewlagas, an tas-gwynn a<sup>2</sup> gewsis, pur<sup>2</sup> gosel.  
“Tewdar, res porres yw gwitha an Penn yn<sup>5</sup> tiogel. Mar<sup>4</sup> kwra mos dhe<sup>2</sup>-ves, traow euthek a wra hwarvos!”

Wosa hemma, enev an den koth eth dhe'n Dyw a'y<sup>2</sup> dasow.

### Gerva.

kyst (f) (p) kystyow = box.	Ynys Breten	= the Island of Britain
godhya = knew.	bri	= renown.
(godhvos = to know)	yn mysk	= among.
gnas (f) = nature.	Brythonyon	= Britons..
na <sup>2</sup> yllys = that it was not possible.	Iwerdhon	= Ireland.
shyndya = to damage.	kalter (f) (p) kalteryow = kettle, cauldron.	
hy honan = herself/itself.	hudel	= magic.
lieskweyth = many times.	goliys veu	= he was wounded.
hwedhel (p) hwedhlow = story.	(pron. “gol-i -ys”)	
ankoth = strange.	gorhemmynn (dhe <sup>2</sup> ) = to order	
ev a'n godhya dre <sup>2</sup> gov =	diogel	= safe..
he knew it by heart.	ma'n dibennens i.	= that they should behead him.
yn termyn eus passyes = in time gone by	dug	= carried.
kyns an Sowson dhe dhos =	(doen	= to carry)
before the Saxons came.		

K.D.L.Dyskans seyth warn ugens.folenn 2.

		<u>Gerva.</u>		
Loundres	= London.	trestya	= to trust.	
ynkleudhyas	= to bury.	lavar (p) lavarow	= word.	
helder	= hospitality.	gwitha	= to keep.	
y <sup>5</sup> feu ynkleudhys	= it was buried.	pub eur oll	= always.	
a <sup>2</sup> veu kemmerys	= was taken	rag ow bos	= because I am.	
marth	= surprise.	isel	= low, quiet.	
nerthek	= strong.	dewlagas	= (two) eyes.	
ughel	= high, loud.	mar <sup>4</sup>	= if.	
lev (p) levow	= voice.	hwarvos	= to happen.	
kosel	= quiet	Dyw	= God.	

Govynnadow.

- 1) Pleth esa an<sup>2</sup> gyst?
- 2) Prag na<sup>2</sup> yllys igeri an<sup>2</sup> gyst?
- 3) Pandr'a<sup>2</sup> wrussa an tas-gwynn dhe<sup>2</sup> wul pan o Tewdar flogh?
- 4) P'eur o Bran myghtern yn Ynys Breten?
- 5) Prag yth eth Bran dhe Iwerdhon?
- 6) Ple<sup>5</sup> hwrug an seyth den doen Penn Bran?
- 7) Piw a<sup>2</sup> gemmeras an Penn yn-mes a'n dor?
- 8) Pleth esa an Penn lemmyn?
- 9) Fatell<sup>2</sup> wrug kewsel an tas-gwynn?
- 10) Pandr'a<sup>2</sup> wra hwarvos mar<sup>4</sup> kwra an Penn mos dhe<sup>2</sup>-ves

Gramasek.Preterite (Past) tense of "bos."

beuv	= I was.	beun	= We were.
beus	= You were,	bewgh	= You were.
beu	= He/She/It was.	bons	= They were.

Passive with Past Participle. The preterite tense of "bos" is used with the Past Participle to make a verb Passive in the past tense.

- e.g. Goliys veu. = He was wounded.  
 Y<sup>5</sup> feu ynkleudhys = It was buried.  
 An Penn a<sup>2</sup> veu kemmerys yn-mes a'n dor. = The Head was taken out of the ground.

You will see that the Past Participle generally ends in "-ys." However verb-nouns which end in "-ya" have an alternative form "-yes." Here are more examples.

- e.g. Y<sup>5</sup> feuv gwelys. = I was seen.  
 Y<sup>5</sup> fons i goliys. = They were wounded.  
 Yn termyn eus passyes. = In the past.  
 Skrifys veu an lyther. = The letter was written.  
 Y<sup>5</sup> feu an lyther skrifys. = The letter was written.

Note that if the Past Participle comes before the verb "bos," the particle "a<sup>2</sup>" is omitted, but second state mutation takes place just as if it were there, but it is not possible to mark this as is usually done in this course because the actual cause of the mutation is missing.

Exercise 1. Translate the following sentences into Cornish. Start the first five with “Y<sup>5</sup> + verb” and the second five with the past participle.

- |                                 |                         |
|---------------------------------|-------------------------|
| 1) He was seen.                 | 6) I was lost.          |
| 2) I was wounded.               | 7) The box was damaged. |
| 3) They were buried.            | 8) The book was read.   |
| 4) The door was opened.         | 9) The car was driven.  |
| 5) The grandfather was shriven. | 10) You were called.    |

One may also translate such sentences as Nominal Sentences,

e.g. An den a<sup>2</sup>veu goliys. = The man was wounded.

If a continuing state, rather than an action of limited duration is indicated, the imperfect of “bos” is used, and some of the examples above could be taken in this way in the appropriate context,

e.g. An den o goliys. = The man was wounded. (State as opposed to action in previous example. It might also translate as “The man had been wounded”)

Exercise 2 Translate the following into Cornish, using nominal sentences and the imperfect tense of “bos” as in the example.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1) I was wounded.                | 4) The books were lost.       |
| 2) The Head was buried.          | 5) The man was called Tewdar. |
| 3) The door was open. (= opened) |                               |

Here are some past participles you will need for exercises 1 & 2.

igerys = open(ed);    kellys = lost;    redys = read;  
 gelwys = called;    assoyls = shriven;    shyndys = damaged;  
 lywys = driven.

N.B. Some past participles show us examples of “vowel affection”. The past participle ending “...ys” causes vowels like “o” and “a” to change.

e.g. Keblys (blamed) from Kabla (to blame). Mevys (moved, excited) comes from the verb- noun Movya and therefore has an alternative form “movyes”, notice there is no vowel affection with “-yes.”

The Impersonal forms of verbs. These end in “-s” in the imperfect tense and “-r” in the present tense.

e.g. ...na<sup>2</sup> yllys hy igeri. = ...that it was not possible to open it.

This example from the story is in the imperfect but it is more often used in the present tense.

e.g. Y<sup>5</sup> hyllir kewsel Kernewek. = It is possible to speak Cornish (Cornish can be spoken.)

Impersonal verbs are usually translated into English by a passive verb form or by using “one” as an indefinite subject.

e.g. Y kewsir Kernewek = Cornish is spoken.  
 Y<sup>5</sup> hwerthir pastis omma. = Pasties are sold here.  
 Y prenir toknys omma. = One buys tickets here.

K.D.L.

Dyskans seyth warn ugens.

folenn 4.

(The most literal sense is “There is a speaking/buying.”)

Exercise 3. Translate the following into Cornish.

- 1) It is possible to bury the Head.
- 2) Pasties are sold in Cornwall.
- 3) Books are bought and sold here.
- 4) One can see Pendennis Castle across the estuary.
- 5) Cornish was spoken in Exeter.

“Rag” with “bos.” “Rag” is used in the same way as “kyns” and “drefenn.” (Dyskans 26.)

e.g. Rag ow bos ow honan Bran! = Because I myself am Bran.  
Rag bos Bran dyw an<sup>2</sup> Vrythonyon.= Because Bran was a god of the Britons.

“Kyns,” “Drefenn,” “Rag,” with other verbs. If these words are used with a verb other than “bos,” the “subject + dhe<sup>2</sup> + verb-noun” construction is used.

e.g. Kyns an Sowson dhe<sup>2</sup> dhos. = Before the English came.

The word is followed by the subject of the clause (noun or pronoun), then by “dhe<sup>2</sup>” then by the verb-noun. More examples:

e.g. drefenn Tewdar dhe<sup>2</sup> vos tre. = because Tewdar went home.  
kyns ev dhe<sup>2</sup> vires orth y<sup>2</sup> das-gwynn. = before he looked at his grandfather.  
rag an tas-gwynn dhe<sup>2</sup> verwel. = because the grandfather died.

The tense corresponds to the main verb.

Exercise 4. Translate the following sentences into Cornish using the “subject + dhe<sup>2</sup> + verb-noun” construction as in the examples above.

- 1) Before Tewdar’s grandfather died, he spoke.
- 2) He speaks because Tewdar wants to get the box.
- 3) Bran was wounded before he got the magic cauldron. (Use the passive, not the impersonal for this.)
- 4) He was tired before he drank the beer.
- 5) They live in London because they keep the head safely.
- 6) Tewdar could rest because his mother went to the monastery.
- 7) He was king before Bran went to Ireland.
- 8) King Arthur was angry because they buried the Head.
- 9) I will look before I open the door.
- 10) Before his grandfather spoke, Tewdar was looking at the box.

Infix Object Pronouns.

e.g. Ev a’n godhya. = He knew it.  
..ma’n dibennens i. = ..that they should behead him.

In these two examples the “n” represents “it” in the first case, and “him” in the second. These words are the objects of their respective verbs, and they are pronouns, so they are Object Pronouns. Here are some simpler examples:

K.D.L.

Dyskans seyth warn ugens.

folenn 5.

e.g. My a'n pren = I shall buy it.  
Hi a'gas gwel = She sees you.  
Dha flegthes a'th kar = Thy children love thee.

These pronouns are called “Infix Object Pronouns” because they are infix between the verbal particle (a<sup>2</sup>, y<sup>5</sup> or ny<sup>2</sup>) and the verb itself. Here is a full list of them.

'm	= me.	'gan	= us
'th <sup>5</sup>	= you.	'gas	= you.
'n	= him/it.	's	= them.
's	= her/it		

e.g. Y'th<sup>5</sup> welav. = I see you.  
Ev a'm kar. = He likes me.  
Myghtern Arthur a'n kemmeras yn-mes a'n dor. = King Arthur took it out of the ground.

Note the following points:

- 1) These pronouns are used in nominal and verbal sentences, but not with “gul” and a verb-noun. In that case possessive adjectives are used. See dyskans 14.
- 2) The verb does not mutate except after “'th<sup>5</sup>”. This is the modified mixed mutation.

Exercise 5. Translate the following into Cornish.

- 1) She saw us.
- 2) We found them.
- 3) Tewdar heard him.
- 4) I do not like you.
- 5) You send it.
- 6) Tewdar's mother sent him.
- 7) Bran's men buried it.
- 8) They showed them.
- 9) He hears me.
- 10) He sends her.

Skrif.

Imagine you are Tewdar's grandfather, and tell the story of how the box which is supposed to contain Bran's Head came into your possession.

## KERNEWEK DRE LYTHER.

Dyskans eth warn ugens.

Ethves dyskans warn ugens

(Preterite and Pluperfect Tenses of "leverel" and "merwel." Future of "bos." Imperfect of "a'm beus." Reflexive Verbs.)

### Tas Tewdar.

Pur<sup>2</sup> drobllys o Tewdar. Y<sup>2</sup> das-gwynn re<sup>2</sup> vawrsa gans lavarow mar<sup>2</sup> goynt war y<sup>2</sup> anow. Yn le gelwel hanow Yesu po Maria<sup>2</sup> Wynn po onan an Sens, y<sup>2</sup> das-gwynn re<sup>2</sup> vawrsa ow kelwel neb myghtern po dyw an<sup>2</sup> dhrewydhyon. Y enev a<sup>2</sup> wre mos dhe Ifarn a-dhesempis, ha nyns esa maner vydh dh'y<sup>2</sup> weres! Tewdar a<sup>2</sup> wortas ryb y<sup>2</sup> das-gwynn. Ny<sup>2</sup> ylli gul travydh kyns y<sup>2</sup> vamm ha'y<sup>2</sup> das dhe<sup>2</sup> dhehweles. Ev a<sup>2</sup> worras kywlet war y enep. Yth esa lies preder ow tremena der y<sup>2</sup> vrys.

"Rag ow bos ow honan - Bran!" Y<sup>2</sup> das-gwynn re lavarsa dhodho neppyth a'n tybyansow a'n<sup>2</sup> dhrewydhyon yn oesow koth. Enev den a ylli mos yn korf mil, hag ena yn korf den arall. A<sup>2</sup> ylli passya enev Bran dres an oesow dhe gorf y<sup>2</sup> das-gwynn? Yth esa an howl ow sedhi, ha Tewdar a'n jevo own hag ev y honan gans an korf, ha tybyansow dyowlek yn y<sup>2</sup> vrys.

Distowgh, yth esa tros war y lerg, ha'y<sup>2</sup> das a<sup>2</sup> dheuth a-ji.

"Fatla gans dha<sup>2</sup> das-gwynn? Ple'ma dha<sup>2</sup> vamm?" yn-medh ev heb hedhi. Den bysi o tas Tewdar. Yth esa ganso bargin-tir byghan ha'n hwel ynwedh a<sup>2</sup> vos menowgh erbynn mer an<sup>2</sup> dre yn kever negys ynter an<sup>2</sup> Gernowyon ha'ga<sup>3</sup> hentrevogyon sowsnek. Ny'n jevo termyn dhe skoellya.

Wostalleth, ny<sup>2</sup> ylli Tewdar leverel travydh. Ev a<sup>2</sup> dhiskwedhas an korf kudhys dh'y<sup>2</sup> das.

"Yw marow?" a<sup>2</sup> besyas an tas heb hedhi, owth omsoena kepar ha pan<sup>2</sup> wrella nebonan merwel pub dydh an seythun. Tewdar a omsoenas ynwedh yn skav. Prag na<sup>2</sup> wrussa gul henna kyns? Arwoedh an<sup>2</sup> Grows a<sup>2</sup> wrussa pellhe y<sup>2</sup> dybyansow dyowlek.

"Ple'ma dha<sup>2</sup> vamm?" an tas a wovynnas arta.

"Mos dhe'n managhti a<sup>2</sup> wrug hi rag kavoes pronter, mes lemmyn re<sup>2</sup> dhiwedhes yw."

"Ytho, res vydh dhis mos dhe<sup>2</sup> ves rag hy<sup>3</sup> havoes, ha mos dhe'n managhti dhe leverel dhe'n alusener pyth re hwarva." Hag ev ow leverel an geryow ma, yth igoras kyst<sup>2</sup> vras an tas-gwynn, ha kemmeres anedhi an<sup>2</sup> gystenn hag ynni an Penn.'

"Ha kemmer an<sup>2</sup> gyst<sup>2</sup> goth ma ha'y gorra war an kals a skoellyon usi orth penn an stret!"

### Gerva.

re <sup>2</sup> vawrsa	= had died.	kywlet (p) kewlettys	= coverlet.
mar <sup>2</sup>	= so, such.	preder (m) prederow	= thought.
ganow (p) ganowow	= mouth.	tremena der	= to pass through
war y <sup>2</sup> anow	= on his lips.	brys (p) brysyow	= mind.
sans (p) sens	= saint.	tybyans (p) tybyansow	= fancy.
Maria <sup>2</sup> Wynn	= Blessed Mary.	oes (p) oesow	= age, period
neb	= some.	mil (p) miles	= animal.
drewydh (p) drewydhyon	= druid.	sedhi	= to set (sun)
Ifarn	= Hell.	a'n jevo own	= was afraid.
hag ev y honan	= as he was alone.	dyowlek	= devilish.
a-dhesempis	= immediately.	tros	= noise.
nyns esa maner vydh	=	war-lergh	= behind.
	there was no way.	war y lerg	= behind him.
gweres	= to help.	bargin-tir	= farm.
dehweles	= to return.		

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hwel (p) hwelyow = work, job.	omsoena = to cross oneself.
mos erbynn = to meet.	yn skav = quickly.
mer (p) meryon = reeve.	a <sup>2</sup> wrussa pellhe = would drive away
negys (p) negysyow = business.	vydh = will be.
kentrevek (p) kentrevogyon =	alusener (p) alusenoryon = almoner
neighbour.	re hwarva = has happened..
ny'n jevo = did not have.	kystenn (f) (p) kystennow = (small) box
skoellya = to waste.	hag ynni an penn =
wostalleth = at first.	in which the head
(was)	
kudhys = covered.	kemmer = take (imperative)
kepar ha pan <sub>2</sub> ) (as if	(kemmeres = to take.)
wrella nebonan) = (someone	kals = pile.
merwel. ) (died.	skoellyon = rubbish.

Govynnadow.

- 1) Prag yth o Tewdar trobllys?
- 2) Ple<sup>5</sup> hwre enev an Tas-gwynn mos?
- 3) Prag na<sup>2</sup> ylli Tewdar gul travydh?
- 4) Yw tas-gwynn Tewdar Bran yn hwir?
- 5) Prag yth esa own dhe<sup>2</sup> Dewdar?
- 6) Py par (what kind of) den o tas Tewdar?
- 7) Prag yth omsoenas Tewdar?
- 8) Prag y leveris Tewdar, "Lemmy'n, re<sup>2</sup> dhiwedhes yw.?"
- 9) Pandr'a<sup>2</sup> wrug tas Tewdar?
- 10) A<sup>2</sup> wodhya tas Tewdar bos Penn Bran y'n<sup>2</sup> gyst?

Gramasek.Preterite Tense of "leverel" (to say) and "merwel" (to die).

leveris = I said.	merwis = I died.
leversys = You said.	merwsys or mewrsys = You died.
leveris = He/She/It said.	merwis = He/She/It died.
leversyn = We said.	merwsyn or mewrsyn = We died.
leversowgh = You said.	merwsowgh or mewrsowgh = You died.
lavarsons = They said	marwsons or mawrsons = They died

Please note:-

- 1) The 3rd. sing of verbs ending in "-el" ends in "-is", though that of most verbs ends in "-as."
- 2) The w in the forms of "merwel" is virtually silent when it occurs between two consonants, i.e. in "merwsys, merwsyn," and "merwsowgh" and so does not form a syllable. The stress therefore always falls on the first syllable.

Exercise 1. Translate the following into Cornish using verbal sentences, and nominal sentences wherever possible. Use simple sentences (i.e. not with “gul” or “mynnes” etc.)

e.g. Y leveris; My a leveris.

- |                      |                      |
|----------------------|----------------------|
| 1) I said.           | 6) Bran did not die. |
| 2) They died.        | 7) She did not die.  |
| 3) They did not say. | 8) They said.        |
| 4) The old man died. | 9) We did not say.   |
| 5) Bran said.        | 10) You said.        |

Pluperfect of “leverel” and “merwel.”

lavarsen	= I had said.	marwsen or mawrsen	= I had died.
lavarses	= You had said.	marses or mawrses	= You had died.
lavarsa	= He/She/It had said.	marwsa or mawrsa	= He/She/It had died.
lavarsen	= We had said.	marwsen or mawrsen	= We had died.
lavarsewgh	= You had said.	marwsewgh or mawrsewgh	= You had died.
lavarsens	= They had said.	marwsens or mawrsens	= They had died.

Please note:

- 1) The 2nd and 3rd persons plural of most verbs end in “-owgh” and “-ons” respectively in the present and preterite tenses and “-ewgh” and “-ens” respectively in the imperfect and pluperfect tenses.
- 2) With the pluperfect tense the usual particle in affirmative nominal sentences is “re<sup>2</sup>” as was mentioned in dysk. 26.

e.g. Ev re<sup>2</sup> vawrsa. = He had died.

Exercise 2. Translate the following into Cornish as in exercise 1.

- |                         |                       |
|-------------------------|-----------------------|
| 1) He had died.         | 6) You had said.      |
| 2) The woman had said.  | 7) She had died.      |
| 3) They had died.       | 8) He had said.       |
| 4) Tewdar had not said. | 9) I had not said.    |
| 5) We had said.         | 10) The men had died. |

Remember it is also possible to translate all these sentences in Exercises 1 & 2 using the corresponding tense of “gul” and the verb-noun.

Exercise 3. Translate the following into Cornish in as many ways as possible, i.e. using verbal and nominal sentences (where possible) with and without “gul.”

- |                          |                       |
|--------------------------|-----------------------|
| 1) The grandfather died. | 3) She had said.      |
| 2) You said.             | 4) They had not died. |

Future of “bos”. Most Cornish verbs have one form for the present and future tenses, but “bos” is different. It has a separate future tense as follows:

bydhav	= I shall be.	bydhyn	= We shall be.
bydhydh	= You will be.	bydhowgh	= You will be.
bydh	= He/She/It will be	bydhons	= They will be.

When the “b” tenses of “bos” are preceded by the complement, the particle “a<sup>2</sup>” is omitted, but second state mutation still takes place, just as if it were there.



<u>e.g.</u>	Res vydh dhis mos dhe <sup>2</sup> ves.	= You will have to go away.
	Lowen vydhav.	= I shall be happy.
	Trist vydhons.	= They will be sad.

In such cases it is not possible to give the mutation number because the particle which actually gives rise to it is missing. However, if the subject comes first, as in a nominal sentence, “a<sup>2</sup>” is used.

<u>e.g.</u>	An Penn a <sup>2</sup> vydh kellys.	= The Head will be lost.
	Tewdar a <sup>2</sup> vydh trist.	= Tewdar will be sad.

When the verb comes first, in a verbal sentence, “y<sup>5</sup>” is used as normal:

<u>e.g.</u>	Y <sup>5</sup> fydh war <sup>2</sup> gals a skoellyon.	= It will be on a heap of rubbish.
	Y <sup>5</sup> fydh Tewdar y’n chi.	= Tewdar will be in the house.

Exercise 4. Translate the following into Cornish in three different ways:

<u>e.g.</u>	The weather will be hot	=	(1) Toemm vydh an <sup>2</sup> gewer.
			(2) An <sup>2</sup> gewer a <sup>2</sup> vydh toemm.
			(3) Y <sup>5</sup> fydh an <sup>2</sup> gewer toemm.

- |                             |                      |
|-----------------------------|----------------------|
| 1) The old man will be dead | 4) You will be busy. |
| 2) I shall be tired.        | 5) They will be sad. |
| 3) We shall be late.        |                      |

Imperfect of “a’ m beus.” (I have) This verb does not have a verb-noun form, and is always referred to as “a’ m beus” which is actually the first person singular present tense, and translates as “I have.” It is, perhaps, less common than “Yma genev” and “Yma dhymm” but we meet it sometimes:

<u>e.g.</u>	Ny’n jevo termyn dhe skoellya.	= He did not have time to waste.
	Tewdar a’n jevo own.	= Tewdar had fear. (= was afraid.)

The forms given, incorporating the particle. “a<sup>2</sup>,” are those used when preceded by a subject (noun or pronoun) or object, and so forming a nominal sentence:

My a’ m bo	= I had.	Ni a’ gan bo	= We had.
Ty a’ th o	= You had.	Hwi a’ gas bo	= You had.
Ev a’n jevo	= He/It had.	I a’s tevo	= They had.
Hi a’s tevo	= She/It had	An <sup>2</sup> dus a’s tevo	= The men had.
An den a’n jevo	= The man had.		
An <sup>2</sup> venyn a’s tevo	= The woman had.		

You will see that this is quite unlike any other verb, but is, in fact, formed from the verb “bos” and is used according to the above pattern. An object may precede the verb in which case the subject is omitted or put after the verb.

<u>e.g.</u>	Own a’n jevo (ev)	= He had fear (was afraid.)
-------------	-------------------	-----------------------------

If there is no subject or object before the verb, the sentence becomes a verbal one and “y” replaces “a” as the particle:

e.g. Y'm bo own. = I was afraid.  
Y'gas bo chi nowydh. = You had a new house.

If the verb is negative “ny” replaces both “y” and “a.”

e.g. An den ny'n jevo gwreg. = The man did not have a wife.  
Own ny'm bo. = I was not afraid.

Exercise 5. Translate the following into Cornish, using the imperfect of “a'm beus.”

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1) The grandfather had a box.     | 6) I had a stool.                    |
| 2) He had a house.                | 7) Bran had a magic cauldron.        |
| 3) Tewdar did not have a farm.    | 8) They did not have a cauldron.     |
| 4) We had a car.                  | 9) She had a small box.              |
| 5) The bishop did not have a car. | 10) King Arthur did not have Exeter. |

Reflexive Verbs. The action of these verbs “reflects” or “bends back” to the doer, so that the subject does something to himself.

e.g. “I wash myself.”

In Cornish the word for “self” is “om<sup>2</sup>,” “prefixed to the verb:

e.g. Govynn = to ask; om<sup>2</sup>wovynn = “to ask oneself” (which usually translates as “to wonder.”)

As in this case, the reflexive sense of the verb is not always obvious in the normal English translation.

We have met the following reflexive verbs so far in the course: (As the prefix “om<sup>2</sup>” forms a single word. with the verb, the mutation number will not be shown in future.)

- |       |           |                                    |                        |
|-------|-----------|------------------------------------|------------------------|
| D.9.  | omguntell | = to gather one's selves together. | i.e. to assemble.      |
| D.19. | omrolya   | = to roll oneself                  | i.e. to enrol.         |
| D.22. | omweres   | = to help oneself                  | i.e. to manage.        |
| D.28. | omsoena   | = to bless oneself                 | i.e. to cross oneself. |

Exercise 6. Use “gul” or “galloes” with the verb-noun to translate the following into Cornish.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1) I cannot help myself.        | 4) They wondered about the box. |
| 2) We assemble at nine o'clock. | 5) We have enrolled with K.D.L. |
| 3) Tewdar crossed himself.      |                                 |

### Skrif.

You are Tewdar's mother. Tell what happened after leaving the house to fetch a priest.

## KERNEWEK DRE LYTHER.

Dyskans naw warn ugens.  
warn ugens

Nawves dyskans

(“Dhe<sup>2</sup>” and “rag” with the verb-noun. Comparison of Adjectives. Combinations of “yn-dann<sup>2</sup>” with pronouns. Negative expressions.)

### Myrgh an Mer.

Tewdar a igoras y<sup>2</sup> dhiwweus rag leverel, “Ny<sup>2</sup> allav!” mes ny<sup>2</sup> dheuth ger vydh yn-mes a’y<sup>2</sup> anow. Nyns esa disputya gans y<sup>2</sup> das. Ev a<sup>2</sup> gemmeras an<sup>2</sup> gyst ha mos yn-mes. Da o mos yn-mes a’n chi yn ayr mygyl an gorthugher. Pandr’a<sup>2</sup> ylli dhe<sup>2</sup> wul? Res o kudha an<sup>2</sup> gyst neb le. Yth esa ow<sup>4</sup> klywes hwath geryow y<sup>2</sup> das-gwynn: “Gwith pub eur oll an<sup>2</sup> gyst ha’n Penn!” Nyns esa fordh vydh dhe<sup>2</sup> wodhvos gwiryonedh an<sup>2</sup> dra. Martesen nyns esa penn vydh y’n<sup>2</sup> gyst; martesen nyns esa marnas penn ki po penn davas. Pan o flogh, y<sup>2</sup> das-gwynn re lavarsa dhodho nag assaya nevra igeri an<sup>2</sup> gyst. An Penn yn y<sup>2</sup> gyst o pur feusik, mes anfeusik o an Penn heb kyst po gans y<sup>2</sup> gyst shyndys. Y<sup>5</sup> fynna kavoes neb le rag y<sup>2</sup> gudha. Ena, ev a<sup>2</sup> borthas kov a’n krowji gwag ryb fos an<sup>2</sup> ger. Yth esa kals kala gweli y’n krowji ha Tewdar a<sup>2</sup> ylli kudha an<sup>2</sup> gyst yn-danno.

Wosa gul hemma, ev a<sup>2</sup> dhallathas kerdhes war-tu ha’n managhti rag kavoes y<sup>2</sup> vamm. Yth esa benyn yowynk ow<sup>4</sup> tos trohag ev. Kolonn Tewdar a<sup>2</sup> dhallathas lemmel yn skav. Aswonnvos an<sup>2</sup> vowes a<sup>2</sup> wre. Pan o flogh, ev a<sup>2</sup> wre gwari gensi hag ev ow<sup>4</sup> kortos y<sup>2</sup> das yn-mes a’n merji. Myrgh an mer o hi, ha lemmyn ny<sup>2</sup> wre hy gweles nammenowgh rag bos an merji y’n gwella rann a’n<sup>2</sup> dre, pell dhiworth chiov ha krowjiow byghan an<sup>2</sup> Gernowyon. Byttegyns, ev a’s gweli treweythow dhe’n Oferenn y’n eglos managhti. Pub torn hi a heveli dhodho tekka ha hwekka es dell heveli an torn kyns. Pup-prys hi a<sup>2</sup> wre minhwerthin dhodho, mes ny<sup>2</sup> ylli kewsel gensi rag hy bos pup-prys gans hy<sup>3</sup> thas ha’y mamm. Lemmyn yth esa an<sup>2</sup> vowes hy honan ow kerdhes trohag ev ha nyns esa denydyh gensi!

### Gerva.

diwweus	: lips.	kala gweli	: straw bedding
ny...ger vydh	: no word at all.	yn-danno	: under it.
disputya	: to argue.	kolonn(f)	: heart
nyns esa disputya gans:		lemmel	: to beat (heart)
there was no arguing with.		aswonn	: to know (person)
kemmeres	: to take.	merji	: reeve’s house
ayr	: air.	ny...nammenowgh	: not often.
mygyl	: mild.	gwella	: best.
ki (p)keun	: dog	Oferenn (f)	: Mass.
davas(f)deves(p)	: sheep	eglos managhti (f)	: minster-church
kudha	: to hide.	torn (p) tornys	: time.
fordh (f) (p) fordhow	: way.	heveli	: to seem.
gwiryonedh	: truth.	tekka	: more beautiful
assaya	: to try.	hwekka	: sweeter.
nag assaya nevra	: that he should never try	pup-prys	: always.
anfeusik	: unlucky.	ny....denydyh	: not anyone.
ev a <sup>2</sup> borthas kov	: he remembered.	minhwerthin	: to smile.
(perthi kov	: to remember)		

### Govynnadow.

- 1) Prag y<sup>5</sup> fynna Tewdar leverel, “Ny<sup>2</sup> allav!”?
- 2) Pandr’a<sup>2</sup> wrug Tewdar?
- 3) P’eur o an Penn anfeusik?

K.D.L.Dyskans naw warn ugens.folenn 2.

- 4) Ple<sup>5</sup> hwrug ev kudha an<sup>2</sup> gyst?
- 5) Pandr'a<sup>2</sup> wrug Tewdar wosa kudha an<sup>2</sup> gyst?
- 6) Piw esa ow<sup>4</sup> tos trohag ev?
- 7) Prag na<sup>2</sup> wre Tewdar gweles an<sup>2</sup> vowes nammenowgh?
- 8) Ple<sup>5</sup> hwre ev hy gweles treweythyow?
- 9) Prag na<sup>2</sup> ylli kewsel gensi?
- 10) Esa nebonan gans an<sup>2</sup> vowes lemmyn?

Gramasek.“Rag” and “Dhe<sup>2</sup>” with the verb-noun.

Both “rag” and “dhe<sup>2</sup>” are used with a verb-noun to show purpose:

e.g. Tewdar a igoras y<sup>2</sup> dhiwweus dhe<sup>2</sup> gewsel. = Tewdar opened his lips to speak.  
 Ev a<sup>2</sup> dhalathas kerdhes war-tu ha'n managhti rag kavoes y<sup>2</sup> vamm. =  
 He began to walk towards the monastery in order to find his mother.

“Rag” seems to emphasise the purpose rather more than “dhe<sup>2</sup>” so that “dhe<sup>2</sup>” is probably more commonly used.

Exercise 1. Translate the following into Cornish using either “dhe<sup>2</sup>” or “rag” with a verb-noun.

- 1) He came to see his father.
- 2) She came to see us.
- 3) We opened the window to see the trees.
- 4) Tewdar went to the monastery to find a priest.
- 5) Bran went to Ireland to get a magic cauldron.
- 6) We opened the box to find the Head.
- 7) He waited to see the girl.
- 8) She stopped to speak to Tewdar.
- 9) He used to wait to play with the reeve's daughter.
- 10) Tewdar hid the Head in order to keep it.

Comparison of Adjectives.

“Hi a heveli dhodho tekka ha hwekka es dell heveli an torn kyns.” - “She seemed fairer and sweeter to him than she seemed the time before.”

“Tekka” and “hwekka” are the comparative forms of “teg” and “hweg.” The final consonant is doubled (and hardened, or devoiced, if appropriate) and “a” is added. To form the superlative put “an” in front. If there are two consonants, as in “yowynk” there is no doubling, so we get “yowynka”.

<u>e.g.</u>	teg	= fair.	tekka	= fairer.	an tekka	= the fairest.
	hweg	= sweet.	hwekka	= sweeter.	an hwekka	= the sweetest.
	bras	= big.	brassa	= bigger.	an brassa	= the biggest.
	pell	= far.	pella	= farther.	an pella	= the farthest.

The final consonant of adjectives ending in “th” (e.g. “koth”) and “gh” (e.g. “kogh”) also double in accordance with this rule. However the doubling is slightly abbreviated to “tth” and “ggh” to avoid the cumbersome appearance of the complete doubling (“(thth” and “ghgh”!). (This is an amendment to the statements in Ken George's book “The Pronunciation and Spelling of Revived Cornish” where it is recommended that the double form should be spelled the same way as the single form.)

<u>e.g.</u>	koth	= old.	kottha	= older.	an kottha	= the oldest.
	kogh	= red.	koggha	= redder.	an koggha	= the reddest.

The pronunciation will be “koth-tha” and “kogh-gha,” and the vowel before the double consonant will be short as indicated in the pronunciation notes.

The following adjectives in common use employ a different word to form the comparative and superlative forms.

byghan	= small.	le	= smaller.	an lyha	= the smallest.
meur	= big, much.	moy	= bigger, more.	an moyha	= the biggest, most.
da	= good.	gwell	= better.	an gwella	= the best.
drog	= bad.	gweyth	= worse.	an gweytha	= the worst.
ogas	= near.	nes	= nearer.	an nessa	= the nearest.

Exercise 2. Translate the following into Cornish.

- 1) Yowann is bigger than (es) Wella.
- 2) Peder is the biggest.
- 3) The girl is prettier than Tamsin.
- 4) Truro is nearer than Exeter.
- 5) The reeve is younger than Tewdar’s father.
- 6) Exeter is bigger than Truro.
- 7) London is farther than Exeter.
- 8) Bran is older than King Arthur.
- 9) Tewdar’s heart beat quicker (skaffa).
- 10) Exeter is smaller than London.

When a comparative or superlative adjective is used with a noun, it usually goes before it and there is no mutation:

e.g.     an tekka mowes         = the prettiest girl.  
           pella tre                 = a further town.

Exercise 3. Translate into Cornish.

- 1) London is the biggest city.
- 2) The oldest man is the grandfather.
- 3) The youngest man is Tewdar.
- 4) The best land is Cornwall.
- 5) England is a nearer country than France.
- 6) Mars (Meurth) is the reddest planet (planet).
- 7) This is the worst lesson.
- 8) That is the better way.
- 9) Bran was the oldest king.
- 10) Cornwall is not the smallest Celtic country.

Combination of “yn-dann<sup>2</sup>” with pronouns. Like other prepositions we have met, “yn-dann” combines with pronouns as follows:

yn-dannov	= under me.	yn-dannon	= under us.
yn-dannos	= under you.	yn-dannowgh	= under you.
yn-danno	= under him/it.	yn-danna	= under them.
yn-danni	= under her/it.		

The following exercise will help you to learn these and revise the combinations we have already met.

Exercise 4. Translate into Cornish.

- |                 |             |                   |                 |
|-----------------|-------------|-------------------|-----------------|
| 1) under me.    | 6) to her.  | 11) without it.   | 16) without me. |
| 2) under them.  | 7) to us.   | 12) without them. | 17) to him.     |
| 3) with us.     | 8) on him.  | 13) for you (p).  | 18) to you.     |
| 4) in it.       | 9) in them. | 14) under him.    | 19) with them.  |
| 5) for you (s). | 10) for me. | 15) on them.      | 20) on her.     |

Negatives. The story contains three examples of words normally used only with “ny<sup>2</sup>” in a negative sense:

- 1) “Ny<sup>2</sup> dheuth ger vydh yn-mes a’y<sup>2</sup> anow “ = “Not a word came out of his mouth.”  
 “Vydh” can follow any noun in this way to mean “not at all,” but notice that “ny<sup>2</sup>” must come before the verb also.

e.g. Ny<sup>2</sup> allav kavoes arghans vydh. = I cannot find any money at all.  
 Nyns esa bugh vydh y’n pras. = There was not a single cow in the field.

- 2) “Nyns esa denvydh gensi.” = “There was no-one with her.”  
 This is really the same as (1) but in the case of “denvydh” (no one) and “travydh” (nothing) the two words are written as one.

- 3) “Ny<sup>2</sup> wre hy gweles nammenowgh = “He did not often see her.”  
 “Often” is “menowgh”, but “not often,” or “seldom,” is “nammenowgh” placed after the verb with “ny<sup>2</sup>” in front of it.

e.g. Nyns en nammenowgh = We do not often go.  
 Ny<sup>2</sup> gews ev Kernewek nammenowgh. = He seldom speaks Cornish.

Exercise 5. Translate into Cornish.

- 1) There was nothing in the box.
- 2) No one could find it.
- 3) There was no cauldron in Ireland.
- 4) Tewdar did not see any woman in the street.
- 5) Tewdar’s grandfather seldom went to church.
- 6) His mother could not find a priest at all.
- 7) There was no-one in the house.
- 8) The old man did not say a word.
- 9) He did not smile often.
- 10) The reeve did not have a son.

Degves dyskans warn ugens.      KERNEWEK DRE LYTHER.      Dyskans deg warn ugens.

Revision.

Translate the following into Cornish.

- 1) The old man spoke with a whisper.
- 2) Tewdar was working in the field.
- 3) Exeter was ruled by the English.
- 4) The Cornish had been in Exeter for many years.
- 5) Bran's men had made a box for his head.
- 6) Tewdar was worried because the old man was dead.
- 7) Bran was a god of the Britons before Arthur was king.
- 8) The head was put in the box.
- 9) They were seen by the reeve.
- 10) It is possible to live in Exeter.
- 11) He went before I spoke.
- 12) Arthur was angry because Bran's men had buried the head in London.
- 13) They saw him.
- 14) She loves you.
- 15) Bran had spoken to him.
- 16) Tewdar's grandfather had died.
- 17) The king spoke to us.
- 18) They died together.
- 19) We shall be in Cornwall.
- 20) Tewdar had the head in the box.
- 21) Many people have enrolled with K.D.L.
- 22) We are going there to see the Bishop.
- 23) Cornish is easier (esya) than Welsh.
- 24) Which country (Py bro) is the best?
- 25) The box is under it.
- 26) Tewdar saw no one.
- 27) There is nothing to say.
- 28) We don't often go to Cornwall.
- 29) There is no book at all about it, (yn y<sup>2</sup> gever.)
- 30) They seldom write letters.

Skrif.

You are a Cornishman living in Exeter at the time of the story. You are brought before the Reeve accused of stealing a sheep (davas (f)) from one of the Saxon farmers. Say what really happened!

## KERNEWEK DRE LYTHER.

Dyskans unnek warn ugens.

Unnegves dyskans warn ugens

(“Awos” with “bos” and other verbs. Conditional. Imperfect Subjunctive of “gul” and “bos.” Object before verb in simple statements. Verb-noun used as finite verb. “A<sup>2</sup>” used as Relative Pronoun.)

### An Kynsa Amm.

Ogas tewl o hi lemmyn. Y'n pols na, an<sup>2</sup> voves a<sup>2</sup> welas Tewdar. Marth bras a omdhiskwedhas war hy enep, hag y<sup>5</sup> feu lowena yn hy<sup>3</sup> holonn awos hi dhe<sup>2</sup> weles hy<sup>3</sup> howeth koth. Hy<sup>3</sup> thas re<sup>2</sup> wrussa hy henwel “Aethelflaed” war-lergh Arloedhes Mersia, Modrep an Myghtern, ha kepar ha'n arloedhes ma, pur<sup>2</sup> gonnyk o hi. Ny<sup>2</sup> via pes da hy<sup>3</sup> thas mar<sup>4</sup> kwrella den hy gweles ow kewsel gans Kernow. Ytho, hi a<sup>2</sup> dreylyas war-tu arall, ha mos bys yn aswa yntra dew<sup>2</sup> ji. Hi a<sup>2</sup> asas dhe<sup>2</sup> goedha lien dorn war an dor ha hi ow treylya a-berth y'n aswa. Nyns o gokki Tewdar hag ev a<sup>2</sup> gonvedhas a-dhesempis an pratt a<sup>2</sup> wrug Aethelflaed. Kemmeres an lien dorn a<sup>2</sup> wrug, ha sywya an<sup>2</sup> voves y'n aswa. Wosa nebes kammow, Aethelflaed a<sup>2</sup> dreylyas arta, ha Tewdar a<sup>2</sup> ylli gweles dres an tewlder. Nyns esa denvydh arall a<sup>2</sup> ylli aga gweles. Yth esa hi ow minhverthin, hag y<sup>5</sup> hworras hy diwla war y<sup>2</sup> dhiwskoedh.

Ankevys o y das-gwynn, y<sup>2</sup> vamm, ha'n Penn. Tewdar ynwedh a worras y<sup>2</sup> dhiwla war dhiwskoedh an<sup>2</sup> voves.

Yn-medh hi, “A<sup>2</sup> Dewdar! Ass yw da dha<sup>2</sup> weles. Ny<sup>2</sup> allav nevra kewsel genes y'n dydhyow ma. Res yw dhymm pup-prys gortos y'n chi ow<sup>4</sup> kul ow strel. Ow<sup>3</sup> thas a<sup>2</sup> vynn orthiv omdhoen kepar hag arloedhes<sup>2</sup> vryntin. Ny<sup>2</sup> allav nevra gweles ow<sup>3</sup> herens koth, a<sup>2</sup> wre gwari genev pan en vy mowes<sup>2</sup> vyghan.” Ha hi ow kewsel, yth esa hy enep ow mos nes ha nes dhe enep Tewdar. Nyns esa nerth y'n bys dhe lettya an movyans byw ma. Diwweus an maw a<sup>2</sup> dheuth erbynn diwweus an<sup>2</sup> voves. Howl ha loer a hedhis hanter mynysenn dhe<sup>2</sup> wortos aga<sup>3</sup> hynsa amm.

Y'n pols na, kov a<sup>2</sup> dhehwelis dhe'n<sup>2</sup> dhew y'n keth termyn. I a<sup>2</sup> dhallathas kewsel warbarth, ha hedhi yn unn hwerthin. Mes an hwarth eth dhe<sup>2</sup> -ves, hag Aethelflaed a<sup>2</sup> gewsis kyns;

“A<sup>2</sup> Dewdar, ny<sup>2</sup> allav gortos moy. Pur<sup>2</sup> glav yw ow mamm. My res eth dhe'n managhti rag kavoes pronter.”

### Gerva.

ogás	: nearly.	yntra	: between.
omdhiskwedhes	: to appear.	gasa dhe <sup>2</sup> goedha	: to drop.
lowena (f)	: joy.	lien dorn (p) lienyow d.)	:handkerchief
awos	: because.	sywya	: to follow.
henwel	: to name, call.	kamm (p) kammow	: step.
war-lergh	: after.	tewlder	: darkness.
arloedhes(f) (p) arloedhesow	: lady.	diwskoedh (f)	: shoulders.
kepar ha (followed by noun)	: like.	strel (p) strelyow	: tapestry.
konnyk	: clever.	nerth (p) nerthow	: strength.
ny <sup>2</sup> via	: would not be.	bys	: world.
mar <sup>4</sup> kwrella den hy gweles :	: if anyone saw her.	lettya	: to prevent.
pes da	: pleased	diwweus (f)	: lips.
war-tu arall	: the other way.	loer (f)	: moon.
aswa (f) (p) aswaow	: gap.	amm (p) ammw	: kiss.
pratt (p) prattys	: trick.	byw	: alive
ytho	: so	bryntin	: noble.
		omdhoen	: to behave (oneself)
		keth	: same.
		hwarth	: laugh (noun)



- 1) Fatell omglywas an<sup>2</sup> vowes pan<sup>2</sup> welas hi Tewdar?
- 2) Pyth o hanow an<sup>2</sup> vowes.
- 3) Prag yth o hy hanow "Aethelflaed"?
- 4) Prag y treylyas hi a-berth y'n aswa?
- 5) Pyth o an pratt a<sup>2</sup> wrug Aethelflaed?
- 6) Pandr'a<sup>2</sup> wrug Aethelflaed wosa hi dhe<sup>2</sup> dreylya?
- 7) Prag na<sup>2</sup> ylli Aethelflaed kewsel yn<sup>5</sup> fenowgh gans Tewdar?
- 8) P'eur<sup>5</sup> tehwelis kov dhe'n<sup>2</sup> dhew?
- 9) Prag yth eth an hwarth dhe<sup>2</sup> -ves?
- 10) Ple<sup>5</sup> hwrussa Aethelflaed mos, ha prag?

Gramasek.

Awos. In dyskans 26 and 27 we saw how conjunctions such as "kyns," "rag," and "drefenn" are used with the "subject - dhe<sup>2</sup> - verb-noun construction," and with the verb "bos". "Awos" is similarly used.

e.g. Y<sup>5</sup> feu lowena yn hy<sup>3</sup> holonn awos hi dhe<sup>2</sup> weles hy<sup>3</sup> howeth koth. =

There was joy in her heart because she saw her old friend.

"Rag", "drefenn", and "awos" all translate as "because". Practise using all three conjunctions in the following exercise.

Exercise 1. Translate the following into Cornish.

- 1) Aethelflaed went to the monastery because she wanted to find a priest.
- 2) She dropped her handkerchief before she went into the opening.
- 3) Tewdar was going to the monastery because his father had died.
- 4) Aethelflaed kissed Tewdar because he was her old friend. (to kiss : amma dhe<sup>2</sup>)

The Conditional. Dyskans 26 and 28 gave the Pluperfect tense of "bos", "gul", "merwel", and "leverel". These same forms are used for the Conditional Tense which is used in the main clause of a conditional sentence.

e.g. Ny<sup>2</sup> via hy<sup>3</sup> thas pes da mar<sup>4</sup> kwrella den hy gweles ow kewsel gans Kernow. =

Her father would not be pleased if anyone saw her talking to a Cornishman.

A conditional sentence has two clauses and therefore two verbs. In English the main verb is made up of "would" or "should" and the verb-noun (infinitive). The other verb is in the clause which begins with "if." This verb is in the past tense.

In Cornish, the main verb, as mentioned above, is in the conditional tense, and the verb in the "if" clause is in the Imperfect Subjunctive. However, before we learn this new tense a lot can be done by just using the words "mar<sup>4</sup> kwrella." (The "w" is almost silent and does not constitute a syllable.) "Gwrella" is 3rd. sing. imperf. subj. of "gul." The following examples use the conditional of the four verbs "bos," "gul," "merwel," and "leverel" for the main verb, and "mar<sup>4</sup> kwrella" with the verb-noun in the "if" clause. If the main clause is a nominal sentence the particle "a<sup>2</sup>" must be used, not "re<sup>2</sup>" the use of which is optional before a verb in the pluperfect tense.

e.g. Ev a<sup>2</sup> wrussa mos dhe<sup>2</sup> Gernow mar<sup>4</sup> kwrella y<sup>2</sup> gar mos kekeffrys. =

He would have gone to Cornwall if his friend had gone too.

Y<sup>5</sup> hwrussen ni neuvya mar<sup>4</sup> kwrella an howl splanna. =

We would swim if the sun were to shine.

Tewdar a<sup>2</sup> wrussa mos dhe'n managhti mar ny<sup>2</sup> wrella metya orth Aethelflaed. =  
Tewdar would have gone to the monastery if he had not met Aethelflaed.

Aethelflaed mar ny<sup>2</sup> wrella kavoes pronter, hy mamm a<sup>2</sup> vawrsa. =

If Aethelflaed had not found a priest, her mother would have died.

Mar ny<sup>2</sup> wrella hy mamm merwel, Aethelflaed a<sup>2</sup> via lowen. =

If her mother had not died, Aethelflaed would be happy.

Mar<sup>4</sup> kwrella mos dhe<sup>2</sup> Gernow, y'n lavarsa yn Kernewek. =

If he went to Cornwall he would say it in Cornish.

Notice that most of these Cornish sentences are open to two possible English translations. For example, the first could be:

He would have gone to Cornwall if his friend had gone too.

OR. He would go to Cornwall if his friend went too.

The interpretation depends on the context.

Exercise 2. Using the examples as models, translate the following sentences into Cornish. If the "if" clause has a noun subject it may be placed before or after the two words "mar<sup>4</sup> kwrella," but not between them.

- 1) If he learned Cornish he would be a true Cornishman.
- 2) He would buy a fishing boat if he lived in Cornwall.
- 3) He would say a lot if he spoke Cornish.
- 4) Tewdar's grandfather would have died if Bran had not helped him.
- 5) If she went to Exeter she would be happy.
- 6) If his father shouted, Tewdar would not say anything. (garma = to shout)
- 7) Bran would not have died if he had not gone to Ireland.
- 8) We would be happy if Tewdar's grandfather had not died.
- 9) Arthur would not have been king if Bran had lived.
- 10) If he saw Bran he would not die.

Imperfect Subjunctive of "gul" and "bos"

<u>gul.</u>	<u>bos.</u>
gwrellen gwrellen	ben ben
gwrelles gwrelleugh	bes bewgh
gwrella gwrellens	be bens.

By using these forms in the "if" clause we can extend the range of conditional sentences we can make.

e.g. Mar<sup>4</sup> pen Tewdar, ny<sup>2</sup> wrussen kewsel gans Aethelflaed. =

If I were Tewdar, I would not speak with Aethelflaed.

Y<sup>5</sup> hwrudden mos dhe<sup>2</sup> Garesk mar<sup>4</sup> kwrellen aswonnvos Aethelflaed. =

I would go to Exeter if I knew Aethelflaed.

Exercise 3. Translate the following into Cornish.

- 1) If we went to Exeter, we would see the Cathedral. (penneglos, (f))
- 2) If we were tired we would not work in the field.
- 3) You would not say that if you were Cornish.
- 4) She would die if she did not go to the monastery.
- 5) If I saw Aethelflaed dropping her handkerchief, I would not speak to her.
- 6) If the Britons had not buried Bran's Head, King Arthur would not have found it.
- 7) I would not say that if it were not true.
- 8) The king would die if the Cornish did not help him.
- 9) If Asser had not been a good bishop, perhaps the Cornish would not have stayed in Exeter.
- 10) There would not be a monastery in Exeter if the Celts had not built it.

Object before Verb in Simple Statements. In dyskans 15 we summarised the various ways of expressing a simple statement with and without the use of "gul". In every case the object came at the end, after the subject and the verb. However, if we want to emphasise a noun object it may be placed first and followed by the particle "a<sup>2</sup>" and then the verb, thus making a nominal sentence but emphasising the noun object rather than the noun subject, or the verb itself, as in the second example.

e.g. An den koth a<sup>2</sup> welsons i = They saw the old man.  
 (It was the old man whom they saw.)  
 Gweles an den koth a<sup>2</sup> wrussons i  
 They saw the old man.  
 (What they did was to see the old man.)

As the example shows it is not easy to convey these emphasised objects and verbs in English, and in most cases it is better not to attempt to do so, except by the context.

Exercise 4. Translate the following into Cornish using "gul" with the verb-noun, and putting the verb-noun first, followed by the object, where applicable.

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1) I shall go to Exeter.      | 6) They go to Cornwall.               |
| 2) We shall see the bishop.   | 7) He saw Aethelflaed.                |
| 3) You will write the letter. | 8) They buried Bran's head.           |
| 4) He learns Cornish.         | 9) You used to work in the field.     |
| 5) She will die.              | 10) Aethelflaed went to the monastery |

The Verb-Noun used as a finite verb. When two or more verbs are used closely linked together with the same subject in the same sentence, the verb-noun is often used for the second and following verbs instead of a normal verb.

e.g. Hi a<sup>2</sup> dreylyas war-tu arall ha mos bys yn aswa.  
 She turned the other way and went into an opening.

An<sup>2</sup> dhew a<sup>2</sup> dhallathas kewsel, ha hedhi yn unn hwerthin.  
 They both began to speak, and stopped with a laugh.

Exercise 5. Translate the following into Cornish, using a verb-noun for the second verb in each case.

- 1) Tewdar picked up the box and went out.
- 2) Tewdar's grandfather fell ill and died.
- 3) Aethelflaed saw Tewdar and turned.
- 4) They met and kissed.
- 5) You went in the house and spoke to him.
- 6) Tewdar went into the hovel and hid the head.
- 7) I saw you and spoke to you.
- 8) She opened the door and went in.
- 9) Bran went to Ireland and found the magic cauldron.
- 10) His warriors (breseloryon) cut (off) his head and took it to London.

"A<sup>2</sup>" used as a Relative Pronoun. In addition to its other uses the particle "a<sup>2</sup>" is used as the relative pronoun "who," "whom," and "which."

e.g. Ev a<sup>2</sup> gonvedhas a-dhesempis an pratt a<sup>2</sup> wrug Aethelflaed. =  
He understood at once the trick which Aethelflaed played.  
Nyns esa denvydh arall a<sup>2</sup> ylli aga gweles. =  
There was no-one else who could see them.  
Ny<sup>2</sup> allav nevra gweles ow<sup>3</sup> herens a<sup>2</sup> wre gwari genev. =  
I can never see my friends who used to play with me.  
Note that the "a<sup>2</sup>" is always followed by the verb in the relative clause.

Exercise 6. Translate the following into Cornish.

- 1) I saw the girl who dropped the handkerchief.
- 2) Asser was a bishop who helped the Celts.
- 3) Arthur was the king who found Bran's head.
- 4) Tewdar picked up the handkerchief which Aethelflaed dropped.
- 5) The Head was in the box which the grandfather put in his chest.
- 6) She went into the gap which she saw between the houses.
- 7) The man (whom) I saw was Tewdar.
- 8) The letter which I am reading is in Cornish.
- 9) The book I want (hwilav) is in the house.
- 10) The box which Tewdar hid was very old.

Skrif.

When Aethelflaed goes to the monastery to ask for a priest to visit her sick mother she is interviewed by a Cornish monk who is not very fond of the English. Write the conversation which takes place.

## KERNEWEK DRE LYTHER.

Dyskans dewdhek warn ugens.

Dewdhegves dyskans warn

ugens.

(Summary of the verb “gul.” Indirect statement with “Subject - dhe<sup>2</sup> - verb-noun” and “y<sup>5</sup>. “)

### An Ambos.

“Re’m tas, Aethel,” Tewdar a<sup>2</sup> worthybis. “Ass ov vy gokki ha drog! Yth esov vy ynwedh war an fordh dhe’n managhti. Ow<sup>3</sup> thas-gwynn re<sup>2</sup> wrug merwel. Ow mamm eth dhe’n managhti rag kavoes pronter kyns ev dhe<sup>2</sup> verwel, ha lemmyn res yw dhymm hy<sup>3</sup> havoës ha derivas an mernans orth an managhti.”

Ena Tewdar a<sup>2</sup> glywas lev kuv ha hweg ow<sup>4</sup> tasleverel an seren koth, *Requiescat in pace!* hag y’n tewlder ev a<sup>2</sup> welas hy dorn gwynn ow tochya hy<sup>3</sup> thal, hy skoedh<sup>2</sup> gledh, hy skoedh<sup>2</sup> dheghow, ha’y bronn. Wor’tiwedh hi a leveris,

“Tewdar, pur<sup>2</sup> dhrog yw genev, mes dhe<sup>2</sup> wir, y koedh dhymm mos lemmyn.” An maw a synsis hy dorn ha leverel,

“Aethel, my a<sup>2</sup> vynn dha<sup>2</sup> weles arta.” Hi a<sup>2</sup> worthybis,

“Ny<sup>2</sup> wonn mar<sup>4</sup> kyllir, mes deus omma an keth eur ma wosa unn seythun. Mar<sup>4</sup> kallav dos, dos a<sup>2</sup> vynnnav. Lemmyn ke dhe<sup>2</sup> -ves kyns, ha my a<sup>2</sup> vynn sywya wosa berr dermyn. Y’n fordh ma denydh ny<sup>2</sup> wra agan gweles warbarth.”

An seythun na, pur yn kemmyskys o Tewdar. Treweythyow trist ova rag mernans y<sup>2</sup> das-gwynn. Ev a wrussa kara an den koth yn<sup>5</sup> town, mes trobls ova kekeffrys yn kever an Penn, ha geryow euthek y<sup>2</sup> das-gwynn. Pub dydh, moy ha moy sur ova y<sup>5</sup> fedha droglamm euthek mar ny<sup>2</sup> veu an Penn daskerrys y’n chi. Treweythyow lowen ova hag ev ow prederi a Aethelflaed, mes nyns o sur y<sup>2</sup> gares dhe<sup>2</sup> dhos er y<sup>2</sup> bynn y’n nos appoyntys.

Y<sup>5</sup> das-gwynn a<sup>2</sup> veu ynkleudhys. Pan<sup>2</sup> dheuth Dy’ Sul, Tewdar eth dhe’n Oferenn, mevys y spyrys gans gwaytyans a<sup>2</sup> weles Aethelflaed. Dhe<sup>2</sup> wir, hi a’n gwelas y’n pellder wosa an gonis ha minhwerthin. Pan o sur nag esa hy<sup>3</sup> thas ow mires, hi a vovyas hy<sup>3</sup> fenn yn lowen rag afydhya an ambos, ha Tewdar a<sup>2</sup> gonvedhas hi dhe<sup>2</sup> alloes y<sup>2</sup> weles.

### Gerva.

ambos (p) ambosow	: promise.	Ny <sup>2</sup> wonn	: I do not know.
re’m tas!	: by my father!	(godhvos	: to know)
kuv	. kind.	mar <sup>4</sup> kyllir	: whether it is possible
dasleverel	: to repeat.	yn kemmyskys	: mixed up.
seren	: prayer for the dead.	down	: deep.
<i>Requiescat in pace</i> (Latin)	:	ova	: he was.
	May he rest in peace.	droglamm	: disaster.
dorn (p) dornow	: hand.	daskerrys	: replaced.
tochya	: to touch.	dos er y <sup>2</sup> bynn	: to meet him.
tal (p) talyow	: forehead.	gwaytyans	: expectation.
skoedh (f) (p) skoedhyow:		pellder	: distance.
	shoulder.	gonis	: (church) service.
bronn (f) (p) bronnow:		afydhya	: to confirm.
	breast.	y <sup>5</sup> fedha	: there would be.
y koedh dhymm	: I must.	mevys(past partiple):	excited, moved

Govynnadow.

- 1) Prag y<sup>5</sup> feu Tewdar gokki ha drog?
- 2) Dhe<sup>2</sup> biw o an lev kuv ha hweg?
- 3) Fatell<sup>2</sup> wrug Aethelflaed Arwoedh an<sup>2</sup> Grows?
- 4) Pandr'a<sup>2</sup> wrug an<sup>2</sup> dhew ma na<sup>2</sup> wrella denydyh aga gweles warbarth?  
(What did the two do so that no one would see them together?)
- 5) Prag yth o Tewdar trist?
- 6) Prag yth o Tewdar lowen?
- 7) Pandr'a<sup>2</sup> wrug Tewdar Dy' Sul?
- 8) A<sup>2</sup> welas ev Aethelflaed?
- 9) Fatell<sup>2</sup> wrug Aethelflaed afydhya an ambos?
- 10) Pleth esa an Oferenn?

Gramasek.

Verbs. We have now practised all the tenses of the Cornish verb except the Present Subjunctive, which we shall meet in. lesson 41. However, we have not yet had a complete picture of all the. tenses for any one verb, so here is "gul" = "to make etc."(including the present subjunctive for the sake of completeness.)

"Gul" = to do/make.

Present/Future.

gwrav = I do/shall do etc.  
 gwredh = You do/will do.  
 gwra = He/She does/will do.  
 gwren = We do/shall do.  
 gwrewgh = You do/will do.  
 gwrons = They do/will do.

Imperfect.

gwren = I used to do etc.  
 gwres = You used to do.  
 gwre = He/She used to do.  
 gwren = We used to do.  
 gwrewgh = You used to do.  
 gwrens = They used to do.

Past (often called "preterite")

gwrug = I did.  
 gwrussys = You did.  
 gwrug = He/She did.  
 gwrussyn = We did.  
 gwrussowgh = You did.  
 gwrussons = They did.

Imperative.

gwra! = do!  
 gwres! = let him/her do:  
 gwren! = let us do!  
 gwrewgh! = do!  
 gwrens! = let them do:

Present/Future Subjunctive.

gwrylliv. (The meanings are  
 gwrylli. often the same as  
 gwrello. the normal pres./fut.  
 gwryllyn. tense, but may  
 gwryllowgh. vary depending on the  
 gwrellons. construction used.)

Imperfect Subjunctive.

gwrellen. (See lesson 31  
 gwrelles. and future lessons  
 gwrella. for use and meanings  
 gwrellen. of the Subjunctive.)  
 gwrellewh.  
 gwrellens.

Pluperfect/Conditional.

gwrossen = I had done/would do.  
 gwrosses = You had done/would do.  
 gwrossa = He had done/would do.  
 gwrossen = We had done/would do.  
 gwrossowgh = You had done/would do.  
 gwrossens = They had done/would do.

Past Participle.

gwrys. (e.g. Gwrys yw.  
 = It is done.)

K.D.L.

Dyskans dewdhek warn ugens.  
folenn 3.

You should do your best to learn these by heart. If you have difficulty, try recording them and then play them back to yourself repeatedly. Leave a space on the recording after each tense to give yourself time to repeat the tense again from memory. Remember the W is silent - or almost. "GwraV" sounds as "G-raf" with a token rounding of the lips after the G. (The final F sound is because the V is not followed by a vowel when it is pronounced in isolation.

Exercise 1. Translate the following into Cornish in the Verbal form, i.e. preceded by Y<sup>5</sup>, Ny<sup>2</sup>, or Mar<sup>4</sup> as appropriate. The example beginning with "If" will need Mar<sup>4</sup> with the imp. subjunctive as explained in lesson 31.

- |                    |                     |
|--------------------|---------------------|
| 1) I shall do.     | 6) If they did.     |
| 2) He used to do.  | 7) I did not.       |
| 3) They will make. | 8) They used to do. |
| 4) You did.        | 9) He did.          |
| 5) She did not.    | 10) Tewdar did not. |

Exercise 2. Translate the following into Cornish using the appropriate form of "gul" and the verb-noun.

e.g. He went = Y<sup>5</sup> hwrug mos.

- 1) We used to go.
- 2) He will speak.
- 3) I bought.
- 4) They would send.
- 5) If she heard.

In the following five sentences, put the verb noun first and use "a<sup>2</sup>"

e.g. You looked = Mires a<sup>2</sup> wrussys.

- 6) You saw.
- 7) She used to eat.
- 8) We came.
- 9) I laughed.
- 10) He touched.

Indirect Statement with "Subject - dhe<sup>2</sup> - verb-noun" construction.

An indirect statement occurs when someone says, hopes, thinks, believes, understands etc. etc. that something has happened, is happening or will happen. Notice that in English the key word is "that" although this word may be omitted as is the case in some of the exercises below. However, there is no word for "that" in this Cornish construction.

e.g. Ev a lever ev dhe<sup>2</sup> dhos = He says he/will come.

/is coming.

/came.

As the example shows, the tense of the subordinate verb is ambiguous and can only be ascertained from the context. So, in the story we have:-

e.g. Tewdar a<sup>2</sup> gonvedhas hi dhe<sup>2</sup> alloes y<sup>2</sup> weles. =

Tewdar understood that she would be able to see him.

This translation makes the most sense in the context of the story.

Exercise 3. Translate the following into Cornish, using this construction. (N.B. “yn-medh” (dysk. 13) cannot be used to introduce an indirect statement.)

- 1) I say that we are going to Cornwall.
- 2) I understand that Tewdar was going to the monastery.
- 3) We thought Tewdar’s grandfather would die.
- 4) He said that he would see Aethelflaed.
- 5) They know that Arthur will come again.
- 6) You think that you will see Tewdar’s father.
- 7) Aethelflaed said that she would meet Tewdar.
- 8) Tewdar told Aethelflaed that his grandfather was buried.
- 9) They thought that Bran would go to Ireland.
- 10) She saw that Tewdar was troubled.

Indirect statement with “Y<sup>5</sup>” clause. A second way of expressing an indirect statement is with a subordinate clause starting with “y<sup>5</sup>.”

e.g. Moy ha moy sur ywa y<sup>5</sup> fydh droglamm euthek.. =

He is more and more sure there will be a dreadful disaster.

This construction is used if there would be danger of ambiguity in the tense if the other method were used.

Exercise 4. Using this method, translate the following into Cornish.

- 1) She said she was staying in Exeter.
- 2) I said I shall go to Cornwall.
- 3) We thought the men spoke English.
- 4) His mother knew that Tewdar loved Aethelflaed.
- 5) Aethelflaed thought her mother was dying.

Negative Indirect Statement. If the subordinate clause is negative, the only possibility is to use the second of the two methods described above, but replacing “y<sup>5</sup>” with “na<sup>2</sup>.”

e.g. Ev a leveris na<sup>2</sup> dheuth. = He said he did not come.

Ni a<sup>2</sup> brederis nag esen yn Kernow. = We thought we were not in Cornwall.

Hi a<sup>2</sup> wodhva nag o Tewdar gokki = She knew Tewdar was not stupid.

Exercise 5. Translate the following into Cornish.

- 1) We said we were not going.
- 2) She thought he was not coming.
- 3) They know that Bran will not find the cauldron.
- 4) He knew his father did not put the Head back in the house.
- 5) I know that Tewdar will not go back to the monastery.
- 6) They said he was not dying.
- 7) He was sure Tewdar did not lose the Head.
- 8) Asser knew the Cornish did not want to leave Exeter.
- 9) We think the English do not like the Cornish.
- 10) I saw that Aethelflaed could not speak to Tewdar in the minster church.



KERNEWEK DRE LYTHER.

Dyskans trydhek warn ugens.

Trydhegves dyskans warn

ugens

(Summary of “bos.” Affirmative Indirect Statements with “bos,” noun and pronoun subjects. Conjunctions “pan<sup>2</sup>,” “erna<sup>2</sup>,” “may<sup>5</sup>,” and “mar<sup>4</sup>,” affirmative and negative.)

Tristys Aethelflaed.

Yth esa skila arbennik rag hemma. Mamm Aethelflaed o pur<sup>2</sup> glav, ha'y<sup>3</sup> thas o pur<sup>2</sup> vysi. An seythun na, nyns esa denvydh dhe<sup>2</sup> witha an<sup>2</sup> voves. Res o dh'y<sup>3</sup> thas spena meur a<sup>2</sup> dermyn gans an Abas ha soedhogyon an Managhti. Yth esa an Myghtern Athelstan ow<sup>4</sup> tos dhe<sup>2</sup> Garesk, Dy' Sul nessa dhe ri Krer Sans dhe'n Eglos Managhti. Den a<sup>2</sup> wre leverel bos an krer ma Askorn Sen Chad, Abostol Mersia, hag a<sup>2</sup> via res dhe'n Myghtern gans Aethelflaed, Arloedhes Mersia, modrep an Myghtern. Re a'n<sup>2</sup> Gernowyon o pes da rag bos Chad epskop a'n Eglos Keltrek hag a'n Eglos Sowsnek ynwedh. An krer o arwoedh kres ha kerensa ynter an Sowson ha'n<sup>2</sup> Gernowyon yn Karesk. Byttegyns yth esa bagas arall a<sup>2</sup> brederi bos Askorn Chad arwoedh gwasonieth an<sup>2</sup> Gernowyon gans an Sowson. Nag an eyl nag y<sup>2</sup> gila ny<sup>2</sup> wodhya bos krer meur kottha ha moy dhe les dhe'n<sup>2</sup> Geltyon yn-dann<sup>2</sup> gals a<sup>2</sup> gala gweli yn krowji ryb fos an<sup>2</sup> ger, drefenn aga hembrenkyas dh'y<sup>2</sup> dewlel yn-mes a'y<sup>2</sup> ji!

Wor'tiwedh, y<sup>5</sup> teuth gorthugher an ambos. Res o gortos erna<sup>2</sup> goedhas an nos, ma na<sup>2</sup> wella denvydh an<sup>2</sup> dhew warbarth. Tewdar a<sup>2</sup> dhrehedhas an aswa ynter an chioh pan esa an howl ow sedhi. Nyns esa nagonan ena hag yth erviras pesya y fordh war-tu ha'n managhti, hag o fordh ynwedh war-tu ha'n merji. Skon, ev a's gwelas ow kerdhes trohag ev, ha treylya a<sup>2</sup> wrug heb gortos, dhe<sup>2</sup> dhehweles dhe'n aswa. Kyns pell, Aethelflaed a<sup>2</sup> dheuth a-berth y'n aswa ynwedh. Hi a<sup>2</sup> boenyas ogas dhe<sup>2</sup> Dewdar. Byttegyns, nyns esa hi ow minhwerthin kepar dell esa kyns. Aethelflaed a<sup>2</sup> viras orth Tewdar ha nyns o re<sup>2</sup> dewl dhe<sup>2</sup> weles dagrow yn dewlagas an<sup>2</sup> voves.

“A<sup>2</sup> Dewdar,” yn-medh hi, “Marow yw ow mamm! Trist vydh ow bywnans hebdi. Pur<sup>2</sup> dynn yw ow<sup>3</sup> thas ha ny<sup>2</sup> vydh kar dhymm marnas ty. Pan<sup>2</sup> dheffo an myghtern an seythun a<sup>2</sup> dheu, ow ri dhe onan a'y<sup>2</sup> dus a<sup>2</sup> vynn ev. Mar nyns eus onan a<sup>2</sup> vynno ow demmedhi, res vydh dhymm mos ha bos managhes!”

Gerva.

tristys	: sadness.	nag an eyl nag y gila	
skila (p) skilys	: reason.	: neither the one nor	
the other.			
arbennik	: special.	a <sup>2</sup> wodhya	: knew.
abas (p) abasow	: abbot.	(godhvos	: to know)
soedhek (p) soedhogyon	: official.	kyns pell	: before long.
nessa	: next.	poenya	: to run.
krer (p) kreryow	: relic.	nyns o re <sup>2</sup> dewl dhe <sup>2</sup> weles	
sans	: holy.		: it was not too dark to
see.			
den	: one, people.	dager (p) dagrow	: tear.
abostol (p) abesteli	: apostle.	tynn	: strict.
res	given.	managhes (f) (p) managhesow	: nun.
(ri	: to give)	re (pronoun)	: some.
kerensa (f)	: love.	pan <sup>2</sup> dheffo an myghtern:	when the king
gwasonieth (f)	: servitude.		comes
(four syllables; gwas-on-i-eth.)		a <sup>2</sup> vynno	: who may want
		mos ha bos	: to become

Notennow.

hag a<sup>2</sup>veu res = which was given. “Hag” is sometimes used to strengthen the relative pronoun particle “a<sup>2</sup>”

ma na<sup>2</sup> wella denydh = so that no one should see. “Gwella” is 3rd. sing. imperfect subjunctive of “gweles = to see.” The subjunctive follows “may<sup>5</sup>” to indicate purpose. When negative, as in this case “may<sup>5</sup>” is shortened to “ma” and followed by “na<sup>2</sup>.”

trohag ev. = towards him. This preposition is normally “troha” but g is added (as with “ha”) when followed by a vowel.

Govynnadow.

- 1) Prag nag esa denydh dhe<sup>2</sup> witha Aethelflaed?
- 2) Piw esa ow<sup>4</sup> tos dhe<sup>2</sup> Garesk?
- 3) O Athelstan Myghtern Kernow?
- 4) Pyth o an krer sans dres (brought) gans an myghtern?
- 5) Pyth o an krer y’n krowji gwag?
- 6) Piw a<sup>2</sup> dhrehedhas an aswa kynsa rag an ambos?
- 7) Pandr’a<sup>2</sup> wrug Tewdar?
- 8) O Aethelflaed lowen pan<sup>2</sup> dhrehedhas an aswa?.
- 9) Prag yth o hi trist?
- 10) Piw a<sup>2</sup> wra demmedhi Aethelflaed?

Gramasek.

The verb “bos = ‘to be.’” This is a little more complex than most verbs as it has long and short forms (dysk. 12, 13, and 26) and a special future tense (dysk. 28). Here are all the tenses including the present subjunctive, the uses of which will be explained later. Also listed is the “habitual” imperfect tense which will be explained later.

Present Tense.Short form.

ov = I am.  
 os = You are.  
 yw = He/She/It is.  
 on = We are.  
 owgh = You are.  
 yns = They are.

Long form.

esov = I am.  
 esos = You are.  
 yma, usi, eus = He/etc. is.  
 eson = We are.  
 esowgh = You are.  
 ymons, esons = They are.

Subjunctive.

biv. (Meanings  
 bi. depend on  
 bo. construction  
 byn. used. Often  
 bowgh. as normal  
 bons. present  
 tense)

Imperfect Tense.Short form.

en = I was.  
 es = You were.  
 o = He/She/It was.  
 en = We were.  
 ewgh = You were.  
 ens = They were.

Long form.

esen = I was.  
 eses = You were.  
 esa = He/She/It was.  
 esen = We were.  
 esewgh = You were.  
 esens = They were.

Subjunctive.

ben. (Meanings  
 bes. as above.)  
 be.  
 ben.  
 bewgh.  
 bens.

Habitual Imperfect.

bedhen	= I used to be/would be
bedhes	= You used to be/would be.
bedha	= He used to be/would be.
bedhen	= We used to be/would be
bedhewgh	= You used to be/would be
bedhens	= They used to be/would be.

Future Tense.

bydhav	= I shall be.
bydhyd	= You will be.
bydh	= He will be.
bydhyn	= We shall be.
bydhowgh	= You will be.
bydhons	= They will be.

Preterite Tense.

beuv	= I was.
beus	= You were.
beu	= He was.
beun	= We were.
bewgh	= You were.
bons	= They were.

Pluperfect/Conditional.

bien	= I had been/would be.
bies	= You had been etc.
bia	= He had been etc.
bien	= We had been etc.
biewgh	= You had been etc.
biens	= They had been etc.

Imperative.

bydh!	= be!
bedhes !	= let him be
bedhen!	= let us be!
bedhewgh!	= be!
bedhens!	= let them be!

When you do the next exercise, bear in mind the following points:-

- 1) The present subjunctive and habitual imperfect tenses are given above for future reference, and for the sake of completeness. They should not be used in this exercise.
- 2) If you start with the verb in a verbal sentence, "b" tenses take the particle "Y<sup>5</sup>" which mutates the b to f. Tenses starting with a vowel are preceded by "Yth," but "Yma, " and ."Ymons" do not need a particle.
- 3) It is often possible to start with the complement which is then stressed.

e.g. Yth ov vy lowen = I am happy. OR

Lowen ov vy = I am happy.

- 4) The imperfect tense shows how things were over a period.

e.g. Yth esa an<sup>2</sup> Gernowyon ow<sup>4</sup> triga yn Karesk. = The Cornish were living in Exeter.

- 5) The Preterite Tense shows an event.

e.g. Bran a<sup>2</sup> veu ledhys = Bran was slain.

Y<sup>5</sup> feun ni diwedhes Dy' Sadorn = We were late on Saturday.

Exercise 1. Translate the following into Cornish using the appropriate forms of "bos" with the correct particles and mutations in verbal sentences as in the examples above.

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1) We are Cornish.                | 11) We shall be working.       |
| 2) They are in Cornwall.          | 12) Bran was buried in London. |
| 3) He will be in Exeter tomorrow. | 13) If he were English...      |
| 4) They are reading the story.    | 14) She was very sad.          |
| 5) She was not in the church.     | 15) They are not here.         |
| 6) They were happy.               | 16) You were in the cottage.   |
| 7) The grandfather is dead.       | 17) I had been his friend.     |
| 8) You are Cornish.               | 18) They were together.        |
| 9) I was sad.                     | 19) Aethelflaed is not a nun.  |
| 10) Be happy!                     | 20) She will be happy.         |

Indirect Statements with "bos." In dysk. 32 we studied two ways of constructing an indirect statement. These two methods can also be used with "bos" except that "Y<sup>5</sup>" clauses can only be used with the "b" tenses. The following methods have to be used if the verb "bos" in the original statement is in the present or imperfect tenses -

1) With a Pronoun Subject. The pronoun subject becomes a possessive adjective which is followed by the verb noun “bos” with appropriate mutation.

e.g.

Original statement:

Ev o klav = He was ill.

Yma hi yn Loundres =  
London.

She is in London.

Ni yw lowen. = We are happy.

Yth eses yn Karesk =

You were in Exeter.

For possessive adjectives, see dysk. 14.

The tense of the indirect statement is normally the same as that of the main verb.

Indirect statement:

Ev a leveris y vos klav. = He said he was ill.

(Literally, “He said his being ill.”)

I a<sup>2</sup> woer hy bos yn Loundres = They know she is in

(They know her being in London.)

I a<sup>2</sup> wel agan bos lowen = They see we are happy.

Ty a leveris dha<sup>2</sup> vos yn Karesk =

You said you were in Exeter.

Exercise 2. Using this construction, translate the following into Cornish.

- 1) He says that he is in Exeter.
- 2) We saw that she was ill.
- 3) She was sure that she was in the monastery.
- 4) They said you were here.
- 5) I thought they were dead.
- 6) You said you were happy.
- 7) Tewdar said he was in the opening.
- 8) Bran said he was king.
- 9) I thought you were ready. (ready = parys)
- 10) You said you were here.

2) With a Noun Subject. In this case the noun subject follows the verb noun “bos.” The following examples are in the story.

e.g.

Den a<sup>2</sup> wre leverel bos an krer ma Askorn Sen Chad. =

People used to say that this relic was a Bone of St Chad.

Nag an eyl nag y<sup>2</sup> gila ny<sup>2</sup> wodhya bos krer .... yn-dann<sup>2</sup> gala gweli yn krowji gwag =

Neither the one nor the other knew there was a relic ....under the bed straw in an

empty cottage.

Simpler examples are:

e.g.

Ev a<sup>2</sup> woer bos an tas-gwynn marow = He knows that the grandfather is dead.

Ni a leveris bos mamm Aethelflaed klav = We said that Aethelflaed’s mother was ill.

Exercise 3. Using this construction, translate the following into Cornish.

- 1) Tewdar knew his father was busy.
- 2) He said the head was in the box.
- 3) We know Tewdar is Cornish.
- 4) He says the men are British.
- 5) You saw that the box was by the grandfather’s bed.
- 6) We think Asser is a good bishop.
- 7) Aethelflaed knew that Tewdar was worried.
- 8) I saw that Aethelflaed’s mother was ill.
- 9) She said that Tewdar was her friend.
- 10) It is said (Y leverir) that Arthur was King of the Britons.

Conjunctions “pan<sup>2</sup>” = when, “erna<sup>2</sup>” = until, “may<sup>5</sup>” = so (that), and “mar<sup>4</sup>” = if. These conjunctions must be followed immediately by the verb. If there is an expressed subject, noun or pronoun, it must follow the verb.

**e.g.** Hi a<sup>2</sup> vinhwerthas pan<sup>2</sup> welas Tewdar. = She smiled when she saw Tewdar.  
 An<sup>2</sup> dhew a<sup>2</sup> wrug gortos erna<sup>2</sup> goedhas an nos. = The two waited until night fell.  
 My a<sup>2</sup> wra y<sup>2</sup> wul mar<sup>4</sup> kallav = I will do it if I can.  
 Mar<sup>2</sup> doemm o an<sup>2</sup> gewer mayth o Tewdar pur skwith =  
 The weather was so hot that Tewdar was very tired.

(“May<sup>5</sup>” becomes “mayth” when followed by a vowel, and “ma” when followed by “m” or “n”.)

There are examples of all these four conjunctions in the story.

Exercise 4. Translate the following into Cornish. (In numbers 4, 8, and 9, “may<sup>5</sup>” is followed by a clause showing the result of the main action, and the verb is normal indicative. This is in contrast to the example in the second note on the story where the subjunctive is used to show the purpose of the main action.)

- 1) He went when he saw his grandfather.
- 2) They waited until they reached the gap between the houses.
- 3) Tewdar will be sad if he loses the Head.
- 4) His father called, so Tewdar stopped.
- 5) I go to Cornwall when I can.
- 6) We shall not go if you come.
- 7) She will see Tewdar if she can.
- 8) They were so tired that they stopped.
- 9) The relic was so old so that the king brought it to Exeter.
- 10) They talked until night fell.

If the verb following the conjunction is negative:

pan <sup>2</sup>	becomes	pan na <sup>2</sup>
may <sup>5</sup>	becomes	ma na <sup>2</sup>
mar <sup>4</sup>	becomes	mar ny <sup>2</sup>

“erna” cannot be followed by a negative.

**e.g.** My a<sup>2</sup> wra oberi gwell pan na<sup>2</sup> dheu an rewler =  
 I work better when the boss does not come.

Exercise 5. Translate the following into Cornish.

- 1) Aethelflaed was troubled when Tewdar did not come.
- 2) His grandfather died, so that Tewdar was not happy.
- 3) Cornish will die if we do not study the language.
- 4) When I am not in Cornwall I cannot speak Cornish.
- 5) If you do not read the letter you cannot answer it.

Skrif.

Write a conversation between the Reeve and the Abbot in which they discuss the king’s visit.

KERNEWEK DRE LYTHER.

Dyskans peswardhek warn ugens.

Peswardhegves dyskans warn ugens.

(Summary of “mos.” Indirect Statement with “bos,” “subject - dhe<sup>2</sup> verb-noun” construction and “Y<sup>5</sup>” clauses with “b” tenses. Negative Indirect Statement with “bos.”)

Molleth an Penn.

Ha'n<sup>2</sup> vowes ow kewsel yn hy maner freth yn despit dh'y<sup>3</sup> thristys, nyns esa saw unn tybyans yn brys Tewdar. An tybyans eth ha bos imaj y<sup>2</sup> das-gwynn esedhys war se gans seyth den a-dro dhodho, mes nyns o y<sup>2</sup> das-gwynn; Bran Vendigeit, Myghtern ha Dyw an<sup>2</sup> Vrythonyon ova gans y seyth breselyer!

“Gwith pub eur oll an<sup>2</sup> Gyst ha'n Penn!”

An<sup>2</sup> wers a settyas war<sup>2</sup> dhiwskovarn y enev kepar ha'n klegh re wrussa settya war dhiwskovarn y<sup>2</sup> gorf pan<sup>2</sup> veu ynkleudhys y<sup>2</sup> das-gwynn nans o nebes dydhyow. Ottomma an droglamm!

“Tewdar, pandr'a hwer dhis?” Lev ownek an<sup>2</sup> vowes a'n gelwis a-dhesempis dhiworth y ifarn keltek. Yth esa unn dorn war y skoedh, ha'y<sup>2</sup> gila ow synsi y<sup>2</sup> dhorn ev. Y<sup>5</sup> tehwelis dhe<sup>2</sup> vywnans an kig.

“Pandr'a hwer, Tewdar? Osta klav?”

Tewdar a<sup>2</sup> worras y<sup>2</sup> dhiwla war hy diwvregh. Yn-medh ev,

“Aethel, my a<sup>2</sup> woer prag y<sup>5</sup> ferwis dha<sup>2</sup> vamm. Yma molleth euthek warnan.” Ena ev a<sup>2</sup> dherivis an hwedhel dien a'n Penn, an geryow ankoth a leveris y<sup>2</sup> das-gwynn kyns ev dhe<sup>2</sup> verwel, fatell<sup>2</sup> wrussa kudha an Penn, ha fatell<sup>2</sup> wrussa gweles Bran y honan y'n keth pols may<sup>5</sup> hwrussa Aethelflaed leverel dhodho a' n mernans a'y mamm.

Na<sup>2</sup> ve an tewlder, Tewdar a<sup>2</sup> wrussa gweles bos enep Aethelflaed euthek gwynn. Byttegyns, hi a<sup>2</sup> wodhva pyth dhe<sup>2</sup> wul. Hi a synsis dorn deghow Tewdar ha'y<sup>2</sup> worra war y<sup>2</sup> dal, war y skoedh<sup>2</sup> gledh, war y skoedh<sup>2</sup> dheghow, ha war y<sup>2</sup> vronn.

“A<sup>2</sup> Dewdar,” yn-medh hi, “Ober an jowl yw hemma. Arwoedh Krows agan Arloedh Yesu Krist a<sup>2</sup> wra diswul pub ober oll an jowl, ha ri dhiso y<sup>2</sup> Gres.” Ena hi a<sup>2</sup> worras hy diwvregh a-dro dh'y<sup>2</sup> gonna ha'y diwweus war y<sup>2</sup> dhiwweus ev. Y<sup>5</sup> feu aga nessa amm.

Gerva.

molleth (f) (p) mollohow = curse.

maner (f) (p) manerow = manner.

freth = eager.

imaj (p) imajys = image.

esedhys = seated.

se (p) seow = throne.

Bran Vendigeit = Bran the Blessed.

breselyer (p) breselyoryon = warrior.

gwers (f) (p) gweryow = verse.

settya war = to attack.

diwskovarn (f) = ears.

pandr'a hwer dhis? =

what is the matter with you?

klogh (p) klegh = bell.

ownek = frightened.

gelwis = called.

kig = flesh.

diwvregh (f) = arms.

derivis = told.

na<sup>2</sup> ve = but for.

godhva = knew.

(godhvos = to know)

an jowl = the devil.

arloedh = lord.

diswul = to destroy.

konna (p) konnaow = neck.

eth ha bos = became

Govynnadow.

- 1) Fatell<sup>2</sup> gewsis Aethelflaed?
- 2) Pandr'a<sup>2</sup> welas Tewdar yn y<sup>2</sup> vrys y honan?
- 3) Pyth o an droglamm?
- 4) Prag yth o lev Aethelflaed ownek?
- 5) Prag y<sup>5</sup> ferwis mamm Aethelflaed?
- 6) Prag na<sup>2</sup> welas Tewdar enep Aethelflaed?
- 7) Fatell o enep Aethelflaed?
- 8) Pandr'a<sup>2</sup> wrug Aethelflaed?
- 9) Pandr'a<sup>2</sup> wra Arwoedh an<sup>2</sup> Grows (herwydh Aethelflaed)?
- 10) Pyth o an "ober a'n jowl"?

Gramasek.

The verb "mos" = to go. Here is another verb to memorize as far as possible, but always check when doing written work if you are the least unsure.

Present/Future Tense.

av = I go/shall go.  
 edh = You go/will go.  
 a = He etc. goes/will go.  
 en = We go/shall go.  
 ewgh = You go/will go.  
 ons = They go/will go.

Past preterite tense.

yth = I went.  
 ythys = You went.  
 eth = He/She/It went.  
 ethen = We went.  
 ethewgh = You went.  
 ethons = They went.

Imperfect Tense.

en = I used to go/would go.  
 es = You used to go/would go.  
 e = He used to go/would go.  
 en = We used to go/would go.,  
 ewgh = You used to go/would go'.  
 ens = They used to go/would go.

Imperfect Subjunctive.

mars ellen = if I went/had gone.  
 mars elles = if you went etc.  
 mars ella = if he went etc.  
 mars ellen = if we went etc.  
 mars ellewgh = if you went etc.  
 mars ellens = if they went etc.

Imperative.

ke! = go.  
 es! = let him go!  
 deun! = let us go!/come on!  
 kewgh! = go!  
 ens. = let them go!

The pluperfect tense is not much used in Modern Cornish though it is found in the old texts.

It is therefore omitted for the present.

Use "gul" with the verb noun when the pluperfect or conditional is needed. There is also a little used perfect tense but you are recommended to use "res" with the preterite to express the perfect tense, so this also is omitted.

Present Subjunctive.

ylliv yllyn  
 ylli yllowgh  
 ello ellons

Past Participle

gyllys  
 (Gyllys veu = He was gone)

Remember.

- (1) The particle "a<sup>2</sup>" is not used with "mos."
- (2) "Nyns" is used when followed by a vowel instead of "ny<sup>2</sup>" if the verb is negative.

Exercise 1. Translate the following into Cornish using verbal sentence forms, i.e. beginning with the correct particle or conjunction.

- |                       |                     |                         |
|-----------------------|---------------------|-------------------------|
| 1) We went.           | 6) You will go.     | 11) We did not go.      |
| 2) I go.              | 7) I used to go.    | 12) I did not go.       |
| 3) She will go.       | 8) We have gone.    | 13) Come on!            |
| 4) They did not go.   | 9) They used to go. | 14) Aethelflaed went.   |
| 5) Tewdar did not go. | 10) They will go.   | 15) If Bran had gone... |

Exercise 2. Translate the following into Cornish using nominal sentences, i.e. beginning with the subject. Remember that the particle “a<sup>2</sup>” is not used with “mos.”

- |                  |                        |               |
|------------------|------------------------|---------------|
| 1) I went.       | 3) She has gone.       | 5) Bran went. |
| 2) They will go. | 4) Arthur will not go. |               |

Indirect statement with “bos.” The “subject - dhe<sup>2</sup> - verb-noun” construction, described in dysk. 32, can also be used with “bos” but it is not very common.

e.g. Hi a lever Tewdar dhe<sup>2</sup> vos troblys. =  
She says Tewdar is worried.

Exercise 3. Using this construction, translate the following into Cornish.

- |  |                                      |
|--|--------------------------------------|
| 1) I said I was in Exeter.             | 4) They said he is here.             |
| 2) She was sure Tewdar would be there. | 5) You thought you were in Cornwall. |
| 3) We thought she was ill.             |                                      |

With the “b” tenses of “bos” only it is also possible to use a clause starting with “Y<sup>5</sup>” as with other verbs; see dysk. 32. The “b” tenses are the future, preterite, pluperfect and imperfect habitual.

e.g. Ev a lever y<sup>5</sup> fydh hi lowen. =  
He says she will be happy.

Tewdar a<sup>2</sup> brederis y<sup>5</sup> fia gans Bran = Tewdar thought he had been with Bran.

Exercise 4. Using “Y<sup>5</sup>” clauses translate the following into Cornish.

- 1) Tewdar thinks Bran will be here.
- 2) I know I had been in the Minster Church.
- 3) They knew that Bran was killed by his men.
- 4) He thought that he had been robbed (ledrys).
- 5) Grandfather said that Bran had been king of the Britons.

Negative Indirect Statement with “bos.” The only construction possible is the use of the negative particle “na<sup>2</sup>,” as with other verbs (See dysk 32.) “Na<sup>2</sup>” causes second state mutation when followed by a “b” tense, and becomes “nag” when followed by a vowel. “Eus,” “usi,” and “esons” are used as the present tense long forms of “bos.” (See dysk. 12, 13, and 33.)



e.g. My a leveris nag o Aethelflaed lowen. =  
I said Aethelflaed was not happy.

Ni a<sup>2</sup> wodhya nag esa an pronter y'n managhti. =  
We knew the priest was not in the monastery.

My a<sup>2</sup> woer nag usi an Penn y'n<sup>2</sup> Gyst.  
I know the Head is not in the box.

Sur ov vy na<sup>2</sup> vydh hi y'n chi.  
I am sure she will not be in the house.

Exercise 5. Translate the following into Cornish.

- 1) I said I was not there.
- 2) He says he will not be at home.
- 3) The man hoped his wife was not in Exeter.
- 4) We are sure that Bran was not Tewdar's grandfather.
- 5) It is said (Y leverir) that Arthur was not born (dineythys) in Tintagel. (Dintagell)

Skrif.

You are Aethelflaed. Describe your meeting with Tewdar.

KERNEWEK DRE LYTHER.

Dyskans pymthek warn ugens.

Pymthegves dyskans warn ugens

Revision.

Translate the following into Cornish.

- 1) We learn because we want to speak Cornish.
- 2) Cornish will not die if many people learn it.
- 3) If Cornish were difficult people would not learn it.
- 4) Mighal speaks, reads and writes Cornish well.
- 5) They saw the man who found the Head.
- 6) I am sure (Sur ov vy) the Cornish want to stay in Exeter.
- 7) He said the King will not die.
- 8) Tewdar said he was not tired.
- 9) You will be in Cornwall tomorrow.
- 10) She knows he will be there.
- 11) He thought Bran was a god.
- 12) When Tewdar saw his grandfather, he was very ill.
- 13) Tewdar waited until Aethelflaed came.
- 14) It was dark so that Aethelflaed could not see Tewdar's face.
- 15) Tewdar was worried when Aethelflaed did not come.
- 16) If we do not learn Cornish it will die.
- 17) Tewdar was tired so he did not go to the monastery.
- 18) They will go to London with Bran's Head.
- 19) He went to town yesterday. (de)
- 20) I know Arthur is not dead.

## KERNEWEK DRE LYTHER

Dyskans hwetek warn ugens

Hwetegves dyskans warn ugens

(Summary of “gweles.” Verbs taking “dhe<sup>2</sup>” with Direct Object. Conjunctions “dell<sup>2</sup>,” and “kettell<sup>2</sup>.”)

### Athelstan

Pub dydh oll a'n seythun na, yth esa gwesyon an mer y'n<sup>2</sup> dre ow<sup>4</sup> klanhe an stretys kyns an myghtern dhe<sup>2</sup> dhos. Leskys via an kals a skoellyon may<sup>5</sup> fia gorhemynnys dhe<sup>2</sup> Dewdar gorra an Penn. Dy' Gwener y<sup>5</sup> teuth kannas an myghtern dhe leverel dhe'n mer ha dhe'n abas an myghtern dhe<sup>2</sup> dhos Dy' Sadorn gans bagas bras a<sup>2</sup> bennsevigyon ha lies souder. Dhe<sup>2</sup> wir, yth esa gans an myghtern lu ervys byghan.

Dy Sadorn, y<sup>5</sup> teuth an myghtern, ha'n<sup>2</sup> dus eth yn-mes a'ga chioiw rag y<sup>2</sup> weles, ha garma.

Dy' Sul yth esa keskerdh bras dre stretys an<sup>2</sup> dre. An myghtern, noeth y<sup>2</sup> benn, a<sup>2</sup> gerdhas war-lergh managh esa ow<sup>4</sup> toen Sin an<sup>2</sup> Grows bras. War-lergh an myghtern, yth esa peswar managh ow<sup>4</sup> toen bynk, ha warnedhi, an Krer Sans, yn kyst rych ha splann.

Ena bush bras a<sup>2</sup> bronteryon ha menegh a sywyas, rann anedha gans baneryow ow<sup>4</sup> tiskwedhes Maria ha'n Syns erell. An abas ha'n epskop a'n sywyas. Wor'tiwedh, y<sup>5</sup> teuth an<sup>2</sup> dus lel war-lergh an keskerdh dhe'n Eglos Managhti.

Nyns esa chons dhe<sup>2</sup> Dewdar dhe<sup>2</sup> weles Aethelflaed. Yth esa hi gans hy<sup>3</sup> thas y'n eglos. Du hy gon ha trist hy enep, hi a<sup>2</sup> wre kewsel yn kortes gans nebes pennsevigyon yowynk, mes nyns esa spas y'n eglos dhe'n<sup>2</sup> Gernowyon, ha Tewdar y'ga mysk..

Wosa an oferenn, an myghtern a<sup>2</sup> ginyewis gans an abas ha'n epskop.

“Pur<sup>2</sup> deg yw dha eglos managhti, Arloedh Abas,” yn-medh an myghtern.

“Ro Dyw ha'n Arloedh Myghtern yw hy<sup>3</sup> thekter,” a<sup>2</sup> worthybis an abas, meur y skians yn kever pennsevigyon, mes an myghtern o pur skiansek ynwedh yn- kever tus a'n par na. Ny's kara. Athelstan a<sup>2</sup> dreilyas war-tu ha'n epskop. Yn-medh ev,

“A Arloedh Epskop, an<sup>2</sup> dus a'gas epskobeth y'n ranndir ma yw lel ha nerthek yn kryjyans agan Arloedh Yesu Krist ha'n Eglos Katholik Sans, dell<sup>2</sup> grysav?

“Yns, a<sup>2</sup> Vyghtern,” a<sup>2</sup> worthybis an Epskop. “Pur lel yw an<sup>2</sup> dus sowsnek dhe'n Eglos Katholik. An<sup>2</sup> dus<sup>2</sup> vrythonek yw Kristonyon<sup>2</sup> dha ynwedh, mes perthi kov a<sup>2</sup> wrons a'n hen Eglos Keltak. Byttegyns, ny skonyons a<sup>2</sup> vos dhe'n Oferenn Dy' Sul.”

“Brythonyon?” yn-medh an myghtern, meur y<sup>2</sup> varth. “Eus Brythonyon omma?”

### Gerva

gwas (p) gwesyon : servant

glanhe : to clean

leskys : burnt

kannas(f) (p) kannasow

: messenger

pennsevik (p) pennsevigyon :

noble

souder(p) soudoryon : soldier

lu ervys : army

garma : to shout

keskerdh (p) keskerdhow :

procession

ranndir : district

lel ; loyal

kryjyans (f) : belief

noeth : bare

doen : to carry

Sin an<sup>2</sup> Grows : Processional Cross

bynk (f) (p) bynkys : platform

rych : rich

bush (p) bushys : crowd

chons (p) chonsys : chance

gon (p) gonow : gown

ro (p) rohow : gift

skians : knowledge

skiansek : wise

epskobeth : diocese

dell<sup>2</sup> grysav : (as) I believe

(krysi : to believe)

hen (always before noun) : old

skonya (a<sup>2</sup>) : to refuse (to)

Govynnadow

- 1) Piw a<sup>2</sup> wre glanhe an stretys?
- 2) A<sup>2</sup> via an Penn leskys?
- 3) Piw a<sup>2</sup> dheuth gans an myghtern?
- 4) Pandr' a<sup>2</sup> wrug tus an<sup>2</sup> dre Dy' Sadorn?
- 5) Piw o hembrenkyas an keskerdh?
- 6) Prag na<sup>2</sup> allas Tewdar gweles Aethelflaed?
- 7) Pandr' a hwarva wosa an Oferenn?
- 8) Fatell<sup>2</sup> gewsis an abas dhe'n myghtern?
- 9) A<sup>2</sup> garas an myghtern an abas?
- 10) Prag yth esa meur a<sup>2</sup> varth gans an myghtern?

Gramasek

The verb "Gweles" = "to see:". A number of verbs ending in "-es" follow the pattern of this verb.

Present/Future Tense

gwelav	= I see/shall see
gwelydh	= You see/will see
gwel	= He etc. sees/will see
gwelyn	= We see/shall see
gwelowgh	= You see/will see
gwelons	= They see/will see

Past (preterite tense)

gwelis	= I saw
gwelsys	= You saw
gwelas	= He etc. saw
gwelsyn	= We saw
gwelsowgh	= You saw
gwelons	= They saw

Imperfect Tense

gwelyn	= I used to see
gwelys	= You used to see
gweli	= He etc. used to see
gwelyn	= We used to see
seen/would see	
gwelewgh	= You used to see
gwelens	= They used to see

Pluperfect/Conditional Tense

gwelsen	= I had seen/would see
gwelses	= You had seen/would see
gwelsa	= He etc. had seen etc
gwelsen	= We had
gwelsewgh	= You had seen/would see
gwelens	= They had seen/would see

Present Subjunctive

gwylliv
gwylli
gwello
gwyllyn
gwellowgh
gwellons

Imperfect Subjunctive

mar <sup>4</sup> kwellen	= if I saw/had seen
mar kwelles	= if you saw/had seen
mar kwella	= if he etc. saw/had seen
mar kwellen	= if we saw/had seen
mar kwellewgh	= if you saw/had seen
mar kwellens	= if they saw/had seen

Imperative

gwel	= see!
gweles	= let him see

gwelyn!	= let us see!
gwelewgh	= see:
gwelens!	= let them see!

Exercise 1. Translate the following into Cornish using the correct forms of “gweles” in verbal sentences with the correct particles and mutations.

- |                     |                        |                         |
|---------------------|------------------------|-------------------------|
| 1) I see.           | 8) The man will see.   | 15) They would not see. |
| 2) We saw.          | 9) He used not to see. | 16) She did not see.    |
| 3) She used to see. | 10) I would see.       | 17) If we saw.          |
| 4) They have seen.  | 11) If they saw.       | 18) We used to see.     |
| 5) He had seen.     | 12) She saw.           | 19) Bran did not see.   |
| 6) We would see.    | 13) Let us see.        | 20) He will see.        |
| 7) I do not see.    | 14) I have seen.       |                         |

Verbs used with “dhe<sup>2</sup>”

“amma” (to kiss), “gorhemmynn”(to order), “gul” (to make), “leverel” (to tell) and a number of other verbs are followed by “dhe<sup>2</sup>” before the object, though in English the object is direct.

e.g. Tewdar a ammas dhe Aethelflaed = Tewdar kissed Aethelflaed.

Y<sup>2</sup> das a<sup>2</sup> worhemmynnas dhe<sup>2</sup> Dewdar skoellya an Penn.

= His father told Tewdar to get rid of the Head.

(Notice that there is no word for “to” in front of any verb-noun that follows the object.)

Exercise 2 Translate the following into Cornish.

- 1) Tewdar kissed Aethelflaed.
- 2) Bran ordered his men to carry his head to London.
- 3) His grandfather told Tewdar to keep the Head.
- 4) His father made Tewdar take the Head out of the house.
- 5) The abbot told the monks to carry the Holy Relic.
- 6) He ordered me to stay in Exeter.
- 7) His mother told Tewdar to go to the monastery.
- 8) The king ordered me to go.
- 9) She did not kiss me.
- 10) The bishop did not tell the abbot to tell the king.

If sentences of this kind are passive, the “dhe<sup>2</sup>” must be kept in a rather clumsy construction. There is an example in the story:

e.g. Leskys via an kals a skoellyon may<sup>5</sup> fia gorhemmynnys  
dhe<sup>2</sup> Dewdar gorra an Penn = (word for word)

Burned had been the pile of rubbish on which it had been ordered to Tewdar put the Head.

or, in normal English:

The pile of rubbish on which Tewdar had been ordered to put the Head had been burned.

Similar examples are:

e.g. Y<sup>5</sup> feu gorhemmynnys dhodho gortos. = He was told to stay.

Y<sup>5</sup> feu leverys dhymm kewsel Kernewek. = I was told to speak Cornish.

Notice that in the last example the verb becomes third person, literally “It was told to me to speak Cornish.”

Exercise 3

- 1) She was kissed on the lips.
- 2) Tewdar was made to go to the monastery.
- 3) He was ordered to see the king.
- 4) I was told to find a priest.

- 5) They were ordered to go to the church.
- 6) The servants were told to clean the streets.
- 7) The Cornish were ordered to go to the Mass.
- 8) The men were ordered to burn the pile of rubbish.
- 9) Tewdar was kissed by his mother. (p. part. of “amma” is “ymmys.”)
- 10) Aethelflaed was made to stay at home.

Conjunction “dell<sup>2</sup>” = “as”. “Dell<sup>2</sup>” is always followed by the verb, like the conjunctions given in dyskans 33. It often forms a parenthetical clause, and can be used instead of an Indirect Statement construction. Look at these examples:

e.g. Aethelflaed yw lowen, dell<sup>2</sup> grysav.  
 Aethelflaed is happy, (as) I believe. OR:  
 I believe Aethelflaed is happy.  
 Yma an myghtern omma, dell<sup>2</sup> wonn =  
 The king is here (as) I know. OR:  
 I know the king is here.  
 An myghtern ny<sup>2</sup> gar an abas, dell hevel =  
 The king does not like the abbot, apparently. (as it seems)

These “dell<sup>2</sup>” clauses are very handy and are often used.

Exercise 4. Using “dell<sup>2</sup>” clauses as in the examples, translate the following into Cornish.

- 1) Aethelflaed will not come, he thinks.
- 2) The relic is a bone of St. Chad, apparently.
- 3) I know Tewdar loves Aethelflaed.
- 4) It seems that the Head has a curse.
- 5) I believe you know the Bishop, Lord Abbot.
- 6) I hope Cornish will live.
- 7) The king is angry, apparently.
- 8) The bishop is a good man, as we know. (godhon)
- 9) He seems to like the Cornish.
- 10) The church is full, I see.

The conjunction “kettell<sup>2</sup>” = “as soon as.” This is also followed by a verb.

e.g. Kettell eth Tewdar, y<sup>5</sup> teuth y<sup>2</sup> vamm. =  
 As soon as Tewdar went, his mother came.

Exercise 5. Translate the following into Cornish.

- 1) As soon as the king came, I shouted.
- 2) As soon as Tewdar saw Aethelflaed, he stopped.
- 3) Aethelflaed went to the church as soon as she heard the news.
- 4) As soon as Tewdar left the head in the cottage, a curse fell.
- 5) As soon as Aethelflaed spoke about her mother, Tewdar saw Bran.

Skrif.

You are the Bishop. Write a speech of thanks and welcome to the king.

## KERNEWEK DRE LYTHER

Dyskans seytek warn ugens

Seytegves dyskans warn ugens

(Summary of “dos.” Conjunctions “kyn<sup>5</sup>” and “a-ban<sup>2</sup>” in affirmative and negative clauses. The adverb “nammna<sup>2</sup>”)

### Tus Ifarn.

“Eus, a<sup>2</sup> Vyghtern,” a leveris an epskop. “Niver bras anedha a<sup>2</sup> drig yn Karesk wosa termyn Epskop Asser. Agas tas-gwynn, Myghtern Alfred (*requiescat in pace*) a<sup>2</sup> wrug y gar Asser, Epskop Karesk. Kembrek ova ha kar an<sup>2</sup> Vrythonyon.”

Nyns o pes da an myghtern, dell heveli. An epskop o den kolonnek, ha ganso kerensa kristyon orth y<sup>2</sup> bobel oll, ha Sowson ha Kernowyon. Marth o ganso bos serrys an myghtern yn kever an<sup>2</sup> Gernowyon. Dres ogas ha kansblydhen, nyns esa bresel gans an<sup>2</sup> Gernowyon. An epskop da ny<sup>2</sup> vynna saw kres dhe<sup>2</sup> besya bys vykken.

Byttegyns, an abas ny<sup>2</sup> gara an<sup>2</sup> Gernowyon. Yth esa nebes menegh<sup>2</sup> gernewek yn y<sup>2</sup> vanaghti. An<sup>2</sup> dus ma a<sup>2</sup> vynna pup-prys tevi aga gols hir war-lergh, kepar ha'n<sup>2</sup> venegh<sup>2</sup> geltek y'n oesow koth. I a<sup>2</sup> grodhvola pub blydhen dhe<sup>2</sup> Bask, ow leverel nag o an seythun na ewn dhe'n goel na.

“Eus,” yn-medh an abas, “yma lies Brython yn Karesk ha lies managh kernewek y'n managhti.”

Ev a hwilas neptra dhe leverel rag kabla an<sup>2</sup> Gernowyon. Ena, ev a<sup>2</sup> borthas kov a'n hwedhel koth derivys orto nans o dewgens blydhen gans den re<sup>2</sup> wrussa omladh erbynn an<sup>2</sup> Dhanogyon pan omsettsons war<sup>2</sup> Garesk. Den a'n<sup>2</sup> Gernowyon re<sup>2</sup> wrussa treghi an penn dhiworth Danek marow. Y<sup>2</sup> worra yn kyst re<sup>2</sup> wrussa hag ena leverel dhe lies Kernow y<sup>2</sup> vos penn neb dyw keltek - neb dyw pagan. An hwedhel ma a<sup>2</sup> dherivis an abas yn fordh pur sad.

Mar<sup>4</sup> teffa Bran y honan rag dibenna an abas, pur lowen via an epskop.

Hag ev ow klywes an hwedhel, moy ha moy serrys eth an myghtern. Wor'tiwedh, ev a<sup>2</sup> drelyas troha'n epskop.

“Kristonyon<sup>2</sup> dha yns dhe<sup>2</sup> wir, dha<sup>2</sup> Vrythonyon, a Arloedh Epskop!” yn-medh ev. “Nag yns, dell<sup>2</sup> hevel! Tus pagan, tus an jowl, tus ifarn yns i”

### Gerva.

kolonnek = good-hearted  
kansblydhen (f) = century  
bresel (p) breselyow = war  
ny<sup>2</sup>...saw = only  
bys vykken = for ever  
gols = hair  
Pask = Easter  
hwilas = to look for  
neptra = something  
kabla = to blame  
goel (p) goelyow = feast, festival

omladh = to fight  
erbynn = against  
Danek (p) Danogyon = Dane  
omsettya war<sup>2</sup> = to attack  
pagan = pagan  
sad = serious  
mar<sup>4</sup> teffa = if...had come  
eth = became  
gis (p) gisyow = custom, fashion  
ewn = correct, right

### Govynadow

- 1) Piw o tas-gwynn Athelstan?
- 2) Prag nag o an myghtern pes da?
- 3) Py par den o an epskop?
- 4) Prag na<sup>2</sup> gara an abas an<sup>2</sup> Gernowyon?
- 5) Pyth o an gis koth a'n<sup>2</sup> venegh<sup>2</sup> geltek?
- 6) P'eur klywas an abas an hwedhel yn kever an penn?
- 7) Piw o an den a'n<sup>2</sup> Gernowyon y'n hwedhel?
- 8) Piw o an dyw keltek?

9) Prag yth o an myghtern serrys?

10) Prag y kryns Athelstan bos an<sup>2</sup> Gernowyon “tus ifarn”?

### Gramasek.

#### The verb “dos” = “to come”

##### Present/Future Tense

dov = I come/shall come  
 deudh = You come/will come  
 deu = He etc. comes/will come  
 deun = We come/shall come  
 dewgh = You come/ will come  
 dons = They come/will come

##### Past (Preterite) Tense

deuth = I came  
 deuthys = You came  
 deuth = He/She/It came  
 deuthen = We came  
 deuthewgh = You came  
 deuthons = They came

##### Imperfect Tense

den = I used to come/came  
 des = You used to come/came  
 do = He used to come/came  
 den = We used to come/came  
 dewgh = You used to come/came  
 dens = They used to come/came

##### Pluperfect/Conditional Tense

dothyen = I had come/would come  
 dothyes = You had come/would  
 dothya = He had come/would come  
 dothyen = We had come/would come  
 dothyewgh = You had come/would  
 dothyens = They had come/would

##### Present Subjunctive

dyffiv  
 dyffi  
 deffo  
 dyffyn  
 dyffowgh  
 deffons

##### Imperfect Subjunctive

mar<sup>4</sup> teffen = if I came/had come  
 mar teffes = if you came/had come  
 mar teffa = if he came/had come  
 mar teffen = if we came/had come  
 mar teffewgh = if you came/had come  
 mar teffens = if they came/had come

##### Imperative

deun! = let us come! (come on!)  
 deus! = come!                      dewgh! = come!  
 des! = let him come              dens! = let them come!

As with “mos” (see dysk. 34) “dos” has a little used perfect tense which is omitted here.

Exercise 1. Translate the following into Cornish using the correct form of “dos” in verbal sentences with the correct particle and mutation.

- |                           |                        |                           |
|---------------------------|------------------------|---------------------------|
| 1) I came.                | 8) We have come        | 15) I used to come.       |
| 2) He comes.              | 9) You would come.     | 16) If they did not come. |
| 3) They come.             | 10) They had come.     | 17) Come!                 |
| 4) We used to come.       | 11) If we came.        | 18) Let him come.         |
| 5) They used not to come. | 12) He did not come.   | 19) He had come.          |
| 6) She came.              | 13) They will come.    | 20) She would not come    |
| 7) They came.             | 14) You will not come. |                           |

Conjunctions “kyn<sup>5</sup>” (although) and “a-ban<sup>2</sup>” (since). Like the conjunctions studied in dyskansow 27, 33, and 36, these are always followed by the verb. “Kyn<sup>5</sup>” becomes ‘kynth’ when followed by a vowel, or “h”:

e.g. Kyn<sup>5</sup> ferwis an tas-gwynn, an molleth a<sup>2</sup> wortas. =  
 Although the grandfather died, the curse remained.



Tewdar re bia ow<sup>4</sup> konis a-ban<sup>2</sup> dhrehevis an howl. =  
Tewdar had been working since the sun rose.

Exercise 2. Translate the following into Cornish.

- 1) Tewdar lived in Exeter although he was Cornish.
- 2) Since the abbot had spoken about the head, the king had been angry.
- 3) Although Tewdar saw Aethelflaed, he could not speak with her.
- 4) Since Asser was bishop, the Cornish had lived in Exeter.
- 5) Although he was a friend of King Alfred, he was a Celt.

“Nammna<sup>2</sup>” = “nearly.” This adverb always precedes the verb it goes with. It becomes “namnag” before vowels in parts of “bos” and “mos.”

e.g. Nammna<sup>2</sup> goedhas ev. = He nearly fell.  
Nammna<sup>2</sup> grysis an hwedhel gokki. = I nearly believed the silly story.

Exercise 3. Translate the following into Cornish.

- 1) She almost wept. (oelas)
- 2) We nearly saw the king.
- 3) The bishop nearly left Exeter.
- 4) The sun almost shone.
- 5) He nearly lost the Head.

Conjunctions with a negative verb. “Kyn<sup>5</sup>” and “a-ban<sup>2</sup>” both take “na<sup>2</sup>” as the negative particle before the verb. (The adverb “nammna” is not used with a negative verb.)

e.g. Kyn nag eth dhe<sup>2</sup> Gernow, y<sup>5</sup> hwelas y<sup>2</sup> gowetha. =  
Although he did not go to Cornwall, he saw his friends.

Exercise 4. Translate the following into Cornish.

- 1) Although the abbot did not tell the truth, the king was angry.
- 2) Since the Cornish cannot stay in Exeter, they will go to Cornwall.
- 3) Since the abbot did not like the Cornish, he wanted to blame them.
- 4) Although we cannot stay in Cornwall, we will go there.
- 5) Since Cornish is not difficult, many people will learn it.

### Skrif.

Do you think stories based on Cornish history are likely to encourage people to study the language, history, and culture of Cornwall?

## KERNEWEK DRE LYTHER

Dyskans etek warn ugens

Etegyes dyskans warn ugens

(Summary of “glanhe” (to clean). Conjunctions with infixed object pronouns. Indirect Statement with “Future in the Past.”)

### Souder Sowsnek

Euver o dhe'n epskop assaya y hebaskhe. Yn-medh ev dhe'n myghtern,

“Hwedhel pur<sup>2</sup> goth yw, heb sel<sup>2</sup> wir, a<sup>2</sup> vyghtern. An<sup>2</sup> Gernowyon yw Kristonyon lel, ha sojets da agas braster. Mars eus gwiryonedh vydh y'n hwedhel, an den yw marow lemmyn, heb mar, ha denvydh ny<sup>2</sup> woer travydh y'n dydhyow ma a'n penn ma.”

Mes an myghtern nyns esa ow<sup>4</sup> koslowes. Athelstan re<sup>2</sup> dhegemmersa omrians myghternedh an<sup>2</sup> Vrythonyon nans o naw blydhen, hag omma yth esa Brythonyon ow triga kepar ha Sowson, ha praktisya kryjyans pagan kekeffrys!

An nos na, yth esa Tewdar a'y<sup>2</sup> worwedh war y<sup>2</sup> gala gweli kales. Yn berr dermyn y<sup>5</sup> fedha an howl ow<sup>4</sup> trehevel. Ny<sup>2</sup> ylli Tewdar koska. Troblys ova yn y enev. Ny<sup>2</sup> wodhya mar<sup>4</sup> kwre gweles Aethelflaed arta. Martesen mos dhe<sup>2</sup> -ves a<sup>2</sup> wrussa gans onan a'n<sup>2</sup> bennsevygion a'n myghtern. Yn y<sup>2</sup> golonn, ev a<sup>2</sup> wodhya hi dh'y<sup>2</sup> gara y honan, kepar dell y's kara ev, hy honan. Yn despit dhe'n Grows gwrys war y<sup>2</sup> gorf gans Aethelflaed, Tewdar a synsi yn y enev galloes an Penn. Ny<sup>2</sup> ylli y<sup>2</sup> asa y'n krowji yn-dann an kala gweli. Res porres o y<sup>2</sup> dhaskavoes ha'y<sup>2</sup> gudha neb le y'n chi le ma na'n gwella y<sup>2</sup> das. Pub eur oll, hag ev y'n krowji, Tewdar a synsi poes molleth an Penn warnodho ev, war Aethelflaed, war y<sup>2</sup> deylu, ha war an<sup>2</sup> ger<sup>2</sup> dhien.

Hag ev ow prederi y'n fordh ma, ev a<sup>2</sup> glywas tros koynt y'n pellder. An tros a dheuth yn nes ha Tewdar a aswonnis y<sup>2</sup> vos tros tus ow kerdhes. Ny<sup>2</sup> ylli konvedhes pyth esa ow koedha. An tros re<sup>2</sup> wrussa dos bys y'n chi pan<sup>2</sup> dhifunas y<sup>2</sup> das. Mos dhe'n daras a<sup>2</sup> wrug sywys gans Tewdar. Y'n pols na, yth esa garm ughel ha'n tros a hedhis. Tas Tewdar a igoras an daras ha kavoes a-dheragdho souder sowsnek, kledha yn y<sup>2</sup> dhorn!

### Gerva

euver	= useless	ny <sup>2</sup> wodhya mar <sup>4</sup> )	= (he did not know
hebaskhe	= to soothe	kwre gweles )	(whether he would
sel (f) (p) selyow	= basis		(see
Kristyon (p) Kristonyon	= Christian	y honan/hy honan	= alone
sojet (p) sojets	= subject	synsi	= to feel
braster	= majesty	galloes	= power
omrians	= surrender	daskavoes	= to recover
praktisya	= to practise	kerdhes	= to march
y <sup>5</sup> fedha an howl)	= (the sun would	koedha	= to happen
ow <sup>4</sup> trehevel )	(be rising	difuna	= to wake up
		garm (f) (p) garmow	= shout
		poes (p) poesow	= weight

### Govynnadow

- 1) Fatell assayas an epskop hebaskhe an myghtern?
- 2) Pyth yw an hwedhel kampoellys gans an epskop?
- 3) Prag yth o an myghtern serrys?
- 4) Py par gweli esa dhe<sup>2</sup> Dewdar?
- 5) Prag na<sup>2</sup> ylli Tewdar koska?
- 6) Ple<sup>5</sup> fynna Tewdar kudha an Penn?
- 7) Pandr'a<sup>2</sup> glywas Tewdar?
- 8) Piw eth kynsa dhe'n daras?
- 9) Piw esa a-dherag an daras?
- 10) Pyth esa yn dorn an Sows?

Gramasek

The verb “glanhe” (to clean) There are a number of verbs like “glanhe” ending in “-he” and derived from adjectives. “Hebaskhe” (to soothe) occurs in the story, and “glanhe” is a model verb for all of this type. Here are some common examples:

berrhe	= to shorten/become short
hirhe	= to lengthen/ become long
toemmhe	= to heat/get hot
yeynhe	= to make/become cold
yaghhe	= to get better/make better (in health)
kothhe	= to grow old
unnverhe	= to agree

Present/Future Tense

glanhav	= I clean/shall clean
glanhdyh	= You clean/will clean
glanha	= He cleans/will clean
glanhyn	= We clean/shall clean
glanhowgh	= You clean/will clean
glanhons	= They clean/will clean

Imperfect Tense

glanhyn	= I used to clean etc.
glanhys	= You used to clean
glanhi	= He used to clean
glanhyn	= We used to clean
glanhewgh	= You used to clean
glanhens	= They used to clean

Present subjunctive

glanhahiv
glanhahi
glanhaho
glanhahyn
glanhahowgh
glanhahons

Past Participle glanhes: e.g. glanhes yw = it is cleaned

(This is the only verb type with p.p. in “-hes.” Others end in “-ys.” or “-yes”)

Imperative

glanha!	= clean!	glanhyn!	= let us clean!
glanhes!	= let him clean,	glanhewgh!	= clean!
		glanhens!	= let them clean:

When the stem ends in “h” as with “yaghhe” and “kothhe” there is a double “h” throughout.

Exercise 1. Translate the following into Cornish.

- 1) Yowann cleaned his car.
- 2) The bishop will not soothe the king.
- 3) The sun heated the house.
- 4) Tewdar’s grandfather will not get better.
- 5) He has grown old.

- 6) We agree.
- 7) The wind chills the monastery.
- 8) Smoking will shorten our life.
- 9) The days grow long in summer.
- 10) Clean the car for me, please!

Conjunctions followed by verbs with object pronouns.

We saw in dyskans 27 how object pronouns are infixes between the verb and its particle. When such verbs and infixes pronoun objects are preceded by a conjunction, the following adjustments take place:

- 1) “Mar<sup>4</sup>”(if) becomes “mara” and is followed immediately by the infixes pronoun and verb.  
e.g. Mara’n gwelav, y kewsav ganso. = If I see him, I speak to him.
- 2) “May<sup>5</sup>”(so that) becomes “ma” and is followed immediately by the infixes pronoun and verb.  
e.g. Mar<sup>2</sup> doemm o ma’n gesis dhe<sup>2</sup> goedha = It was so hot that I dropped it.
- 3) “Erna<sup>2</sup>” (until) and “nammna” (nearly) are also followed directly by the infixes pronoun and verb.  
e.g. Gortos a<sup>2</sup> wrug erna’s gwelis = I waited until I saw her.  
Nammna’n ledhis = I nearly killed him.
- 4) Other conjunctions are followed by the verbal particle “y<sup>5</sup>” and then the infixes pronoun and verb.  
e.g. Pan y’n gwelav, y kewsav ganso = When I see him, I speak to him.  
Kyn y’m gwelas, ny<sup>2</sup> gewsis genev = Although he saw me, he did not speak to me.

Exercise 2. Translate the following into Cornish.

- 1) When I found him, I took him to the Reeve.
- 2) As soon as we heard you we came to meet you.
- 3) Although I know you, I cannot help you.
- 4) I do the job like you do it.
- 5) He doesn’t know how they do it.
- 6) Since he knows you, surely he will help you.
- 7) I will send you where you will see them.
- 8) If you love me, come with me.
- 9) If we read it, it will help us to learn the language.
- 10) Tewdar nearly lost it.(lost = kollas)

Indirect Statement with “Future in the Past.” In the sentence “He said he would come.”

“would come” indicates an action which was in the future at the time the statement was made. What he said was, in fact, “I will come.”

In this kind of sentence, where no condition is stated or implied, the pluperfect/conditional tense is not used in the “y<sup>5</sup>” clause. We simply use the imperfect, so the Cornish becomes the equivalent of “He said he was coming.”

e.g. Ev a leveris y<sup>5</sup> to. = He said he was coming/would come.

If the verb “to be” is used in the indirect statement a special form of the imperfect called the “habitual imperfect” is used. This goes as follows:

bedhen = I was/used to be	bedhen	= We were/used to be
bedhes = You were/used to be	bedhewgh	= You were/used to be
bedha = He was/used to be	bedhens	= They were/used to be

Thus, in the story:

“Yn berr dermyn y<sup>5</sup> fedha an howl ow<sup>4</sup> trehevel.” = “In a short time the sun would be rising.”

(showing Tewdar’s thought at the time)

(It is possible to use the “subject - dhe<sup>2</sup> - verb-noun” construction also if the clause is affirmative.)

Exercise 3. Translate the following into Cornish, using “y<sup>5</sup>” or negative “na<sup>2</sup>” clauses with the imperfect tense.

- 1) He said he would not come.
- 2) They thought the grandfather would die.
- 3) Tewdar knew he would find the Head.
- 4) The abbot knew the king would be angry.
- 5) We said that the soldiers would come.
- 6) Tewdar was sure a curse would fall on Exeter.
- 7) The girl said she would be in the church.
- 8) They said they would not shout when the king came.
- 9) I said I would like to learn Cornish.
- 10) We knew Cornish would not die.

Skrif.

Continue the story!

## KERNEWEK DRE LYTHER

Dyskans nownsek warn ugens.  
ugens

Nownsegves dyskans warn

(Summary of “mynnes.” Present participle with “orth” and object-pronoun. Compound Prepositions.)

### Fo

“Hemm yw hembrenkyas an<sup>2</sup> Gernowyon!” Tewdar a aswonnis lev an abas. An souder a dhrehevis y<sup>2</sup> gledha rag gweskel y<sup>2</sup> das, mes kyns an kledha dhe<sup>2</sup> goedha, ev a sesyas diwskoedh y<sup>2</sup> das rag y<sup>2</sup> denna war-dhelergh ha’n kledha a<sup>2</sup> goedhas war-tu ha’n dor. Tewdar a settyas dalghenn yn garthow hir ryb an daras ha’y<sup>2</sup> bychya yn enep an souder, meur y<sup>2</sup> varth. Ev a<sup>2</sup> goedhas war-dhelergh gans garm euthek hag y’n keth pols Tewdar a<sup>2</sup> boenyas yn-mes a’n chi a-berth y’n aswa ynter an chiow, ha mes a<sup>2</sup> wel an soudoryon. Poenya a<sup>2</sup> wrug heb lett bys pan<sup>2</sup> dheuth dhe<sup>2</sup> volgh yn fos an<sup>2</sup> ger, hag yth esa ev y’n gwelyow. Lemmyn yth esa tros euthek war y lerg, mes dh’y<sup>2</sup> varth meur, denydydh ny<sup>2</sup> wrussa y sywya. Ny<sup>2</sup> gonvedhas mann prag yth omsettsa an souder war y<sup>2</sup> das, na pandr’a wre an soudoryon, mes nyns esa marnas unn tybyans ganso, dhe dretha an avon hag omgudha y’n gwylvos. Yn gwella prys, nyns esa meur a<sup>2</sup> dhowr y’n avon hag ev a’n trethas heb kaletter. Wor’tiwedh, hedhi a<sup>2</sup> wrug ha mires orth an<sup>2</sup> ger. Yth esa mog ow<sup>4</sup> trehevel dhiworth kwartron an<sup>2</sup> Gernowyon, ha flammow treweythyow. Tewdar a<sup>2</sup> ylli klywes hwath garmow euthek.

Hag ev ow mires, yet<sup>2</sup> vras an<sup>2</sup> ger a<sup>2</sup> veu igerys, ha bush bras a<sup>2</sup> dus a<sup>2</sup> dheuth yn-mes a’n sita. Gwel euthek dres eghenn o. Tus koth, tus yowynk, benynes gans babanes, benynes koth, tus kloppek, fleghes<sup>2</sup> vyghan, tus gans goliow, tus ow skoellya goes, re ow kerdhes, re ow poenya, an fros ma a<sup>2</sup> wrug y fordh war-tu ha Tewdar. Ena yth esa diwedh dhe’n liv a<sup>2</sup> Gernowyon, ha Tewdar a<sup>2</sup> welas an yet ow tegea. War-lergh an<sup>2</sup> Gernowyon<sup>2</sup> dhiarv, yth esa lies souder sowsnek gans gywow orth aga<sup>3</sup> figa ha’ga herdhya. Treweythyow neb den a<sup>2</sup> wre koedha dhe’n dor goliys yn<sup>5</sup> trog gans gyw onan an soudoryon. Yth esa an soudoryon ow<sup>4</sup> karma mollothow euthek, hag yn-mysk an mollothow, “Kewgh dhe<sup>2</sup>-ves! Kewgh dhe<sup>2</sup> Gernow! Kewgh dres an Tamer heb hedhi!”

### Gerva

gweskel	= to strike	dres eghenn	= exceedingly
sesya	= to seize	baban (p) babanes	= baby
tenna	= to pull	kloppek	= lame
war-dhelergh	= backwards	goli (p) goliow	= wound
war-tu ha	= towards	skoellya	= to shed
settya dalghenn yn	= to grab	fros (p) frosow	= torrent
garthow (p) garthowyow	= ox-goad	liv (p) livow	= flood
pychya	= to thrust	diarv	= unarmed
lett	= delay	gyw (p) gywow	= spear
bys pan <sup>2</sup>	= until (+ verb)	piga	= to prod, goad
bolgh (p) bolghow	= breach	herdhya	= to push, shove
war y lerg	= behind him	sawya	= to save
ny ... mann	= not at all	arv (f) (p) arvow	= weapon
tretha	= to cross (water)	fo	= flight, retreat
gwylvos	= forest land	goes	= blood

### Govynnadow

- 1) Fatell<sup>2</sup> wodhva Tewdar bos an abas ow kewsel?
- 2) Fatell sawyas Tewdar bywnans y<sup>2</sup> das?
- 3) Pandr’a hwarva dhe’n souder sowsnek?
- 4) Pleth eth Tewdar?
- 5) Prag yth omsettyas an souder war<sup>2</sup> das Tewdar?
- 6) Prag nag o kales tretha an avon?

- 7) Pandr'a<sup>2</sup> welas Tewdar pan hedhis?
- 8) Pandr'a<sup>2</sup> wrug an soudoryon sowsnek?
- 9) Esa arvow dhe'n<sup>2</sup> Gernowyon?
- 10) Pandr'a<sup>2</sup> armas an soudoryon dhe'n<sup>2</sup> Gernowyon?

### Gramasek

The verb “mynnes” (to wish/want). This verb is followed by a verb-noun, showing “to want/wish/be willing etc. to do something ”

e.g. My a<sup>2</sup> vynn dyski Kernewek = I want to learn Cornish.

It is not normally followed by a noun object.

e.g. My a vynn kavoes karr nowydh = I want a new car.

#### Present/Future Tense

mynnav = I wish/want  
 mynyydh = You wish/want  
 mynn = He wishes/wants  
 mynnyn = We wish/want

wished/wanted

mynnowgh = You wish/want  
 mynnons = They wish/want

#### Imperfect Tense

mynnen = I was wanting etc.  
 mynnes = You were wanting etc.  
 etc

mynna = He was wanting etc.  
 mynnen = We were wanting  
 mynnewgh = You were wanting  
 mynnens = They were wanting

#### Present Subjunctive

mynniv  
 mynni  
 mynno  
 mynnyn  
 wanted  
 mynnowgh  
 mynnons

(Imperatives not in use)

#### Past (Preterite) Tense

mynnis = I wished/wanted  
 mynnsys = You wished/wanted  
 mynnas = He wished/wanted  
 mynnsyn = We

mynnsowgh = You wished/wanted  
 mynnsons = They wished/wanted

#### Pluperfect/Conditional Tense

mynnsen = I had wanted/would want  
 mynnses = You had wanted

mynnsa = He had wanted etc.  
 mynnsen = We had wanted etc.  
 mynnsewgh = You had wanted etc  
 mynnsens = They had wanted etc.

#### Imperfect Subjunctive

mar mynnen = if I wanted/had wanted  
 mar mynnes = if you wanted/had wanted  
 mar mynna = if he wanted/had wanted  
 mar mynnen = if we wanted/had

mar mynnewgh = if you wanted/had wanted  
 mar mynnens = if they wanted/bad wanted

Exercise 1. Translate the following into Cornish.

- 1) We want to go home.
- 2) Tomorrow I shall want to go out.
- 3) The Cornish wanted to stay in Exeter.
- 4) The king wanted to give the Holy Relic to the minster church.
- 5) If they wanted to go, the English would not prevent them.
- 6) Bran wanted to get the cauldron.
- 7) I do not wish to leave Exeter.
- 8) Do you want to stay with Tewdar?
- 9) We would stay if we could.
- 10) Tewdar wanted to save his father.

Present Participle with Object Pronouns. If the present participle has a pronoun object, instead of using “ow<sup>4</sup> + verb-noun” (dyskans 11), “orth” is used followed by the possessive adjective as object, followed by the verb-noun:

**e.g.** Yth esa lies souder sowsnek gans gywow orth aga<sup>3</sup> figa ha'ga herdhya, =  
There were many English soldiers with spears prodding them and shoving them.

An Sowson a omsettyas war an chioiw kernewek, orth aga leski heb tregeredh. =  
The English attacked the Cornish houses, burning them without pity.

**Exercise 2.** Translate the following into Cornish using a present participle in the appropriate construction.

- 1) As Tewdar struck him, the soldier fell backwards.
- 2) While they were looking for him, he went away.
- 3) Tewdar seized his father, pulling him backwards.
- 4) We are looking for him.
- 5) The soldiers pushed the Cornish, prodding them with their spears.

**Compound prepositions.** A number of prepositions consisting of two words, but sometimes written as one when followed by a noun, are divided when they govern a pronoun which is inserted between the two parts in the form of the corresponding possessive adjective.

**e.g.** Yth esa tros euthek war y lerg'h. =  
There was a frightful noise behind him.

These prepositions are as follows:

war-lergh	=	after, behind
erbynn	=	against (er + pynn) (mos erbynn = to meet)
yn kever	=	with regard to, about
yn kyrghynn	=	around
yn le	=	instead of
yn-mysk	=	among

**e.g.** war agan lerg'h = after us  
yn hy<sup>3</sup> hever = about her  
y'ga mysk = among them  
er aga<sup>3</sup> fyinn = against them

**Exercise 3.** Translate the following into Cornish.

- 1) After them
- 2) Against us
- 3) About her
- 4) Instead of you
- 5) Around him
- 6) Among them
- 7) After me
- 8) Against her
- 9) About us
- 10) I want to meet you

Skrif

Write a letter of protest from the King of Cornwall to Athelstan to protest about the expulsion of the Cornish from Exeter.



KERNEWEK DRE LYTHER

Dyskans dewgens

Dewgensves dyskans

Revision

Translate the following into Cornish;-

- 1) We saw the king ordering the soldiers to go to the Cornish quarter.
- 2) They were told to leave the city.
- 3) We believe the bishop was a good man.
- 4) As soon as the abbot spoke, the king got (eth ha bos) angry.
- 5) Although I was coming to see him, he was not in the house.
- 6) Since we have come in the car, we are not tired.
- 7) The box was nearly burned with the rubbish.
- 8) I shall clean the house tomorrow.
- 9) In spring the days lengthen.
- 10) Tewdar's grandfather has grown old.
- 11) Let us clean the city.
- 12) If we see it, we shall give it to the reeve.
- 13) She nearly lost it.
- 14) We knew he would die.
- 15) They said the king would be coming.
- 16) You wanted to stay at home
- 17) If he wanted to see Aethelflaed, he would go to the church on Sunday.
- 18) Seeing her in the darkness, he wanted to kiss her.
- 19) As the soldiers burned the houses, the Cornish met Tewdar by the river.
- 20) Tewdar's father was in the middle of the English soldiers.

(Summary of “godhvos.” Present subjunctive with “erna<sup>2</sup>, pan<sup>2</sup>, kettell<sup>2</sup>,” etc. Verb-noun as object of verb. “Rag” and “Dhe<sup>2</sup>” with verb-noun to express purpose. “Mar<sup>2</sup>/maga<sup>5</sup>. . . .avel/dell<sup>2</sup>” = as.....as.”

Hembrenkyas Nowydh

“Na<sup>2</sup> drest nevra dhe lavar den!”

Wor’tiwedh, ha pur lent, Tewdar a<sup>2</sup> gonvedhas falsuri an myghtern sowsnek. Hag ev ow<sup>4</sup> tos dhe Garesk gans ro Krer Sans, Athelstan ny<sup>2</sup> vynnas marnas chasya an<sup>2</sup> Vrythonyon yn-mes a’n<sup>2</sup> ger.

Yth esa an<sup>2</sup> dus<sup>2</sup> voghosek ow<sup>4</sup> tos war-tu ha’n avon. Tewdar a aswonnis maw orth penn an keskerdh. Ev a<sup>2</sup> dremenas an avon hag yth esa marth meur ganso ow<sup>4</sup> kweles Tewdar.

“Res yw kavoes fordh war-tu ha Lannstefan,” yn-medh ev dhe’n maw. Tewdar ny<sup>2</sup> wrussa mos mar<sup>2</sup> bell avel an avon Tamer, mes y<sup>2</sup> das a<sup>2</sup> wre kewsel treweythow yn kever managhti keltek Lannstefan esa dres an Tamer.

“Fatell?” a<sup>2</sup> wovynnas an maw.

“Ke troha’n howlsedhes, a-dhiworth an avon Esk,” a<sup>2</sup> worthybis Tewdar. Yn gwella prys an maw ny<sup>2</sup> dhisputyas, hag ev eth dhe<sup>2</sup> -ves.

Tewdar ny<sup>2</sup> wodhya pyth dhe<sup>2</sup> wul. Hwilas y<sup>2</sup> das ha’y<sup>2</sup> vamm a<sup>2</sup> wrug. Skon moy a<sup>2</sup> dus a<sup>2</sup> dremenas an avon ha sywya an kynsa maw. Ena y<sup>5</sup> teuth bagas a<sup>2</sup> dus a aswonni Tewdar yn<sup>5</sup> ta.

“A<sup>2</sup> Dewdar,” yn-medhons i, meur aga anken, “Marow yw dha<sup>2</sup> das ha’th<sup>5</sup> vamm. Nyns eus dhyn hembrenkyas vydh lemmyn, marnas ty!”

“Gwith pub eur oll an<sup>2</sup> gyst ha’n Penn!”

Y<sup>2</sup> das re<sup>2</sup> glywsa molleth an Penn rag ev dh’y<sup>2</sup> dhannvon dhe<sup>2</sup> -ves!

Nyns esa termyn dhodho dhe<sup>2</sup> gyni. An<sup>2</sup> bobel re’n dewissa hembrenkyas yn le y<sup>2</sup> das.

“Kewgh dhe Lannstefan. Kewgh troha’n howlsedhes,” yn-medh ev.” My a<sup>2</sup> wra gortos ern<sup>2</sup> dheffo an<sup>2</sup> dus erell.”

Gerva

falsuri	: foul play	klywes	: to feel, experience
ny <sup>2</sup> .....marnas	: only	kyni	: to lament
boghosek	: poor	dewis	: to choose, elect
mar <sup>2</sup> bell avel	: as far as	(erna <sup>2</sup> dheffo	: until the other
Lannstefan	: Launceston	an <sup>2</sup> dus erell	people come)
a-dhiworth	: away from	anken (p) ankenyow	: distress

Govynnadow

- 1) A<sup>2</sup> wreta tybi (think) an myghtern dhe<sup>2</sup> dhos dhe<sup>2</sup> Garesk dhe<sup>2</sup> jasya an<sup>2</sup> Gernowyon yn-mes a’n<sup>2</sup> ger?
- 2) Prag yth o an<sup>2</sup> Gernowyon “tus<sup>2</sup> voghosek”?
- 3) Prag y<sup>5</sup> tannvonas Tewdar an<sup>2</sup> Gernowyon dhe Lannstefan?
- 4) Fatell<sup>2</sup> wodhya Tewdar yn kever an managhti yn Lannstefan?
- 5) A<sup>2</sup> ylli Tewdar kavoes y<sup>2</sup> das ha’y<sup>2</sup> vamm?
- 6) Piw a<sup>2</sup> dherivis orth Tewdar yn kever y<sup>2</sup> das ha’y<sup>2</sup> vamm?
- 7) Pyth a hwarva dhedha?
- 8) Fatell<sup>2</sup> wrug y<sup>2</sup> das “klywes molleth an Penn”?
- 9) Piw a<sup>2</sup> veu hembrenkyas nowydh an<sup>2</sup> Gernowyon?
- 10) Prag y<sup>5</sup> hwrug Tewdar gortos?

Gramasek

The verb “godhvos” = “to know.” In part this verb is a compound of “bos.” The verb “godhvos” means to know facts, as compared with “aswonn” which we met in lesson 29, and which means to know a person or a place. Like “bos”, “godhvos” has a separate future tense. (see dysk 28 & 33)

Present

gonn	= I know/shall know
godhes	= You know/will know
goer	= He knows/will know
godhon	= We know/shall know
godhowgh	= You know/will know
godhons	= They know/will know

Past (Preterite) Tense

godhvev	= I knew
godhves	= You knew
godhva	= He etc. knew
godhven	= We knew
godhvewgh	= You knew
godhvons	= They knew

Imperfect Tense

godhyen	= I used to know/knew
godhyes	= You used to know etc.
godhya	= He used to know etc.
godhyen	= We used to know etc.
godhyewgh	= You used to know etc.
godhyens	= They used to know

Pluperfect/Conditional Tense

godhvien	= I had known etc
godhvies	= You had known etc.
godhvia	= He had known etc.
godhvien	= We had known etc.
godhviewgh	= You had known etc.
godhviens	= They had known etc.

Present Subjunctive

godhviv	(See grammar section
godhvi	for use of present
godhvo	subjunctive)
godhvyn	
godhvowgh	
godhvons	

Imperfect Subjunctive

mar <sup>4</sup> kodhven	= if I knew/had known
mar kodhves	= if you knew etc.
mar kodhve	= if he knew etc.
mar kodhven	= if we knew etc.
mar kodhvewgh	= if you knew etc.
mar kodhvons	= if they knew etc.

Future Tense

godhvydhav	= I shall know
godhvydydh	= You will know
godhvydh	= He will know
godbvdyhyn	= We shall know
godhvydhowgh	= You will know
godhvydhons	= They will know

Imperative

godhvydh	= know!
godhvydhes	= let him/her know!
godhvydhyn	= let us know!
godhvydhewgh	= know!
godhvydhens	= let them know!

Past Participle.

godhvedhys = known (e.g. godhvedhys yw = it is known)

Exercise 1. Translate the following into Cornish using verbal sentences where possible.

- |                     |                    |                        |
|---------------------|--------------------|------------------------|
| 1) I know.          | 8) You would know. | 15) We had known.      |
| 2) We used to know. | 9) Tewdar knew.    | 16) I shall know.      |
| 3) She knew.        | 10) Let them know. | 17) They used to know. |
| 4) If I knew.       | 11) It is known.   | 18) If you knew.       |
| 5) He will know.    | 12) We shall know. | 19) We know.           |
| 6) They had known.  | 13) She has known. | 20) Do you know?       |
| 7) I have known.    | 14) He knows.      |                        |

Present subjunctive with conjunctions. The present subjunctive is used after conjunctions such as “pan<sup>2</sup>,” “erna<sup>2</sup>,” “and” “kettell<sup>2</sup>,” to show an indefinite future action, i.e. an event which may, or may not take place:

e.g. My a<sup>2</sup> vynn gortos erna<sup>2</sup> dheffo an<sup>2</sup> dus erell = I shall wait until the other people come.

(It is not certain that they will come! “Deffo” is the 3rd. sing. pres. subj. of “dos” and was given in dysk. 37.)

Mos a<sup>2</sup> wrav pan<sup>2</sup> dheffons. = I shall go when they come.

Pan<sup>2</sup> wodhviv an gorthyp, lowen vydhav. = When I know the answer, I shall be happy.

Mos dhe<sup>2</sup> -ves a<sup>2</sup> wrons kettell<sup>2</sup> dhyffiv. = They will go away as soon as I come.

Exercise 2. Translate the following into Cornish.

- 1) We shall speak Cornish when we know it.
- 2) I shall stay until you come.
- 3) Tewdar will wait until Aethelflaed comes.
- 4) They will study Cornish until they know it well.
- 5) We shall go as soon as they come.
- 6) You will be happy when you know the language.
- 7) Wait until I come.
- 8) When you know the words you will sing better.
- 9) As soon as they come we can start work.
- 10) When we know why the king drove the Cornish away, we shall understand the story.

Verb-Noun as the Object of a Verb. A number of verbs can take a verb-noun as an object:

e.g. Athelstan ny<sup>2</sup> ynnas marnas chasya an<sup>2</sup> Vrythonyon yn-mes a'n<sup>2</sup> ger.  
Athelstan only wanted to drive the Britons out of the city.  
Tewdar a assayas sawya y<sup>2</sup> das. = Tewdar tried to save his father.

Notice that in this kind of sentence the English particle “to” is not translated into Cornish.

Exercise 3. Translate the following sentences into Cornish.

- 1) The Cornish tried to cross the river.
- 2) They wanted to escape.
- 3) We hope to see you.
- 4) She likes to help people.
- 5) He is trying to speak Cornish.
- 6) Tewdar decided to wait.
- 7) I expect to see you.
- 8) We would like to go.
- 9) The bishop tried to help the Cornish.
- 10) They began to leave the city.  
(to escape = diank; to expect = gwaytya.)

“Rag” and “dhe<sup>2</sup>” with verb-noun to express Purpose. (Take care to distinguish this construction from the previous one in which purpose is not shown.)

e.g. An souder a<sup>2</sup> dhrehevis y<sup>2</sup> gledha rag gweskel y<sup>2</sup> das. =  
The soldier raised his sword to strike his father.

An Sowson eth dhe leski chio<sup>2</sup> an<sup>2</sup> Gernowyon. =  
The English went to burn the houses of the Cornish.

Ni a<sup>2</sup> dheuth dhe<sup>2</sup> weles an myghtern. = We came to see the king.

In the last two examples, and in similar sentences using “come” and “go” in English, it is possible to translate as:

e.g. “The English went and burned the houses of the Cornish.”

but the construction in Cornish is still the same, i.e. verb + dhe<sup>2</sup> + verb-noun.

Exercise 4. If purpose is shown, it is usually possible to insert “in order” before the “to” in the English sentence. Translate the following into Cornish, with or without “rag” or “dhe<sup>2</sup>,” bearing this in mind.

- 1) We study to learn Cornish.
- 2) We want to learn Cornish.
- 3) The king decided to drive the Cornish out of Exeter.
- 4) The bishop tried to soothe him.
- 5) Tewdar ran away to escape.
- 6) Athelstan came to Exeter to give a bone of St. Chad to the monastery.
- 7) Tewdar’s father went and opened the door.
- 8) The soldier tried to kill him.
- 9) We learn Cornish to save the language.
- 10) He opened the door to see who was there.

Mar<sup>2</sup>/Maga<sup>5</sup>.....avel/dell<sup>2</sup> = as.....as.

e.g. Tewdar ny<sup>2</sup> wrussa mos mar<sup>2</sup> bell avel an Avon Tamer. =  
Tewdar had not been as far as the River Tamar.

Mos a<sup>2</sup> wra mar skon dell<sup>2</sup> dheffons. =  
He will go as quickly as they come.

“Avel” is used followed by a noun as in the first example, and “dell<sup>2</sup>” is used when followed by a verb, as in the second.

“Avel” combines with pronouns as follows;

avelov = as me	avelon = as us
avelos = as you	avelowgh = as you
avello = as him	avella = as them
avelli = as her	

Both “mar<sup>2</sup>” and “maga<sup>5</sup>” are used for the first “as,” though perhaps “mar<sup>2</sup>” is commoner. “Maga<sup>5</sup>” is used particularly in the phrase “maga<sup>5</sup> ta” which can mean “as well” or “also” as in English.

Exercise 5. Translate the following into Cornish.

- 1) They went as far as the river.
- 2) It is as easy as Cornish.
- 3) The box was as big as a man's head.
- 4) Coffee should be (a<sup>2</sup>dal bos) as black as the devil (an jowl), as hot as hell, and as sweet as love.
- 5) Tewdar is not as old as you are.
- 6) The Cornish are not as poor as you think.
- 7) Work as long as you like.
- 8) They walked as far as they could.
- 9) The Reeve was as sad as the Bishop.
- 10) Aethelflaed was sad as well.

## KERNEWEK DRE LYTHER

Dyskans dew ha dewgens  
dewgens

Nessa dyskans ha

(Summary of “galloes.” Subjunctive with superlatives. Verb-Noun as subject of sentence.)

### Troha Lannstefan

An<sup>2</sup> Gernowyon a<sup>2</sup> gerdhas dres an jydh. Re anedha ny<sup>2</sup> ylli pesya. Res o aga gasa dhe<sup>2</sup> bowes po dhe<sup>2</sup> verwel. An<sup>2</sup> dus oll o pur<sup>2</sup> gemmyskys. Nyns esa marnas Tewdar a<sup>2</sup> gonvedhsa an droglamm a<sup>2</sup> goedhsa warnedha. Y<sup>5</sup> fia ragown ganso hag ev a'y<sup>2</sup> worwedh difun war y<sup>2</sup> weli. Sur ova drogober y<sup>2</sup> das ow<sup>4</sup> tannvon an Penn dhe<sup>2</sup> - ves dhe<sup>2</sup> wul droglamm moy es mernans mamm Aethelflaed. Bran y honan re rosa dhodho gwarnyans yn gwersyow a<sup>2</sup> via kewsys gans y<sup>2</sup> das-gwynn.

Ytho, Tewdar eth ha bos hembrenkyas an fowesigyon dhidre. Leverel dhe<sup>2</sup> bub den a<sup>2</sup> wrug bos res mos war-tu ha Lannstefan. Ena an<sup>2</sup> venegh<sup>2</sup> dha a<sup>2</sup> wre aga gweres ow kavoes trevow.

Ha'n howl ow sedhi, drehedhes treveglos<sup>2</sup> vras lowr a<sup>2</sup> wrussons. Yth esa govenek dhedha i dhe<sup>2</sup> alloes gortos dres an nos yn chiow an<sup>2</sup> dre, mes tus a<sup>2</sup> dheuth er aga<sup>3</sup> fynn gans lorghow ha keun. Wor'tiwedh an<sup>2</sup> Gernowyon a<sup>2</sup> wrug gortos yn koes rag spena an nos gwella gallens. Aga studh anfeusik a<sup>2</sup> dhros arta dhe<sup>2</sup> vrys Tewdar nerth molleth an Penn. Apert ova dhodho. An fowesigyon<sup>2</sup> voghosek ny<sup>2</sup> wrens nevra drehedhes Lannstefan ha'n Penn hwath yn-dann an kala gweli y'n krowji yn Karesk. Res porres o dhodho dehweles dhe<sup>2</sup> Garek rag y<sup>2</sup> gavoës. Mes fatell<sup>2</sup> ylli gasa an<sup>2</sup> bobel? Nyns esa hembrenkyas dhedha. Nyns esa fordh dhe styrya dhedha prag y<sup>5</sup> fynna mos arta dhe<sup>2</sup> Garek. Kristonyon o an<sup>2</sup> dus ma. Ny yllens konvedhes travydh a'n molleth an Penn..

### Gerva

ragown	= presentiment	lorgh (p) lorghow	= staff
difun	= awake	gwella gallens	= as best
drogober	= evil deed		they could
ytho	= so	studh (p) studhyow	= state
mos ha bos	= to become	a <sup>2</sup> dhros	= brought
fowesik (p) fowesigyon	= refugee	(dri	= to bring)
didre	= homeless	apert	= obvious
treveglos, (f)	= (large) village	styrya	= to explain
(p) trevow eglos		fordh (f) (p) fordhow	= way
govenek	= hope		

### Govynnadow

- 1) Prag na<sup>2</sup> ylli an<sup>2</sup> dus oll pesya war an fordh dhe Lannstefan?
- 2) Yw tas Tewdar dhe<sup>2</sup> gabla rag mernans mamm Aethelflaed?
- 3) Fatell<sup>2</sup> wrug Bran ri gwarnyans?
- 4) Py eur y<sup>5</sup> trehedhons i an<sup>2</sup> dreveglos?
- 5) Pandr'a<sup>2</sup> wrug an<sup>2</sup> dus a'n<sup>2</sup> dreveglos?
- 6) Ple<sup>5</sup> hwrug an<sup>2</sup> Gernowyon spena an nos?
- 7) Prag na<sup>2</sup> wre an<sup>2</sup> Gernowyon drehedhes Lannstefan?
- 8) Prag na<sup>2</sup> vynna Tewdar gasa an<sup>2</sup> bobel?

- 9) Prag na<sup>2</sup> ylli styrya dhedha prag y<sup>5</sup> fynna dehweles dhe<sup>2</sup> Garesk?  
 10) Pandr'a<sup>2</sup> wrussta jy gul yn y le?

### Gramasek

The verb "galloes" = "to be able." "Can" and "could" supply most of the tenses of this verb in English, but sometimes longer forms, using the verb "to be" and "able" have to be used:

e.g. "I am able" = "I can." but "I shall be able" has no short form.

#### Present/Future Tense

gallav = I can/shall be able  
 gyllydh= You can etc.  
 gyll = He/She/It can etc.  
 gyllyn = We can etc.  
 gyllowgh = You can etc.  
 gyllons = They can etc.

#### Present Subjunctive Tense

pan<sup>2</sup> ylliv = when I can  
 pan ylli = when you can  
 pan allo = when he can  
 pan yllyn = when we can  
 pan yllowgh = when you can  
 pan allons = when they can

#### Past (Preterite) Tense

gyllis = I could  
 gyllsys = You could  
 gallas = He/She/It could  
 gyllsyn = We could  
 gyllsowgh = You could.  
 gallsons = They could

#### Pluperfect/Conditional Tense

gallsen = I had been/would be able  
 gallses = You..... ditto  
 gallsa = He/She/It..... ditto  
 gallsen = We..... ditto  
 gallsowgh = You..... ditto  
 gallsens = They..... ditto

#### Imperfect Tense.

gyllyn = I could/used to be able  
 gyllys = You could etc  
 gylli = He/She/It could etc.  
 gyllyn = We could etc.  
 gyllewgh = You could etc.  
 gyllens = They could etc.

#### Imperfect Subjunctive Tense.

mar<sup>4</sup> kallen = if I could/had been able  
 mar kalles = if you could etc.  
 mar kalla = if he/she/it could etc.  
 mar kallen = if we could etc.  
 mar kallewgh = if you could etc.  
 mar kallens = if they could etc.

This verb does not have an imperative or present participle.

Exercise 1. Translate the following into Cornish using the verb "galloes. "

- |                       |                            |
|-----------------------|----------------------------|
| 1) I can.             | 11) We were able.          |
| 2) They cannot.       | 12) You could.             |
| 3) He could.          | 13) If they had been able. |
| 4) We would be able.  | 14) She could.             |
| 5) If I could.        | 15) They could.            |
| 6) When we can.       | 16) When they can.         |
| 7) They will be able. | 17) I shall be able.       |



- |                           |                   |
|---------------------------|-------------------|
| 8) She had not been able. | 18) You can.      |
| 9) You would not be able. | 19) She cannot.   |
| 10) I could.              | 20) If you could. |

Subjunctive with a superlative. Clauses such as:

“the best I can,” or, “as well as I can.”

are expressed by a superlative adjective used as an adverb, and the verb is in the subjunctive. (See dyskans 29 for superlative adjectives.)

**e.g.** Gwella gylliv = The best I can, *or*, As well as I can  
 Skaffa gylli = As fast as you can  
 Skonna galla = As soon as he could

The “an” which usually precedes a superlative is omitted, and the verb has no particle and so is not mutated. In a clause such as “The best story (that) I know,” the superlative adjective comes first (see dyskans 29) and the verb is in the subjunctive with relative particle a<sup>2</sup>.

**e.g.** An ughella menydh a<sup>2</sup> wylliv = The highest hill I see  
 An gwetha ober a<sup>2</sup> vo = The worst job there is

Exercise 2. Translate the following into Cornish.

- 1) The prettiest girl I see.
- 2) As fast as I can.
- 3) The longest story there is.
- 4) As well as they could.
- 5) As fast as you can.
- 6) As quick as he could.
- 7) As near as you can.
- 8) As far as you see.
- 9) As well as he could.
- 10) The biggest man we see.

The Verb-Noun as the Subject of a sentence. In English, the verb form ending in “-ing” is often used as a verb-noun, and as such can be the subject of a sentence:

**e.g.** “Learning Cornish is fun.” “Smoking is bad.”

In Cornish the normal verb-noun is used, but the complement often comes first.

**e.g.** “Gwari yw dyski Kernewek.” “Drog yw meggi.”

A similar situation arises in sentences starting with “Res yw,” “Drog yw,” etc. The verb-noun which follows these phrases is the subject of the sentence:

e.g. Da yw genev dha<sup>2</sup> weles = To see you is good with me.  
= I am pleased to see you.

Note that the English particle “to” is omitted in Cornish.  
It is important to distinguish this kind of sentence from one like:

Pes da ov dhe ‘th<sup>5</sup> weles.

Although it means virtually the same thing, here the verb-noun “gweles” is not the subject of the sentence. This can be tested by trying to put it first in the English translation. Doing so will not make much sense! In fact, it depends on “pes da” - “I am pleased to see you.” For this reason “dhe<sup>2</sup>” comes before the verb-noun. Use this transposition test to help you do the following exercise.

Exercise 3. Translate the following into Cornish.

- 1) We are pleased to learn Cornish.
- 2) It is a good thing to learn Cornish.
- 3) Learning Cornish will save the language.
- 4) Tewdar was angry to see the house burning.
- 5) It was bad to attack the Cornish.
- 6) The king was bad to attack the Cornish.
- 7) It was sad to see the poor people leaving Exeter.
- 8) The king was glad to see them going.
- 9) The Cornish will be glad to reach Launceston.
- 10) It will be difficult to find houses for them.

## KERNEWEK DRE LYTHER

Dyskans tri ha dewgens

Tressa dyskans ha dewgens

(Summary of “Leverel.” Subjunctive with “may<sup>5</sup>” showing purpose.)

### Tan.

Arta, yth esa Tewdar a’y<sup>2</sup> worwedh difun, war an dor yeyn ha glyb. Wor’tiwedh, y<sup>5</sup> teuth dhodho tybyans. Ternos, derivas a<sup>2</sup> wre orth an<sup>2</sup> bobel ev dhe fistena y honan dhe Lannstefan. Ev a<sup>2</sup> wre derivas orth an<sup>2</sup> venegh<sup>2</sup> dha yn kever tebel studh an<sup>2</sup> Gernowyon, ha pareusi gweres dhedha a<sup>2</sup> yllens. Tewdar a<sup>2</sup> wre kavoes dew<sup>2</sup> dhen po tri rag hembraonkya an bagas dhe Lannstefan. Hemma erviryys, Tewdar a<sup>2</sup> goskas.

Tybyans da a hevelis dhe’n<sup>2</sup> bobel, Tewdar dhe<sup>2</sup> vos kyns dhe Lannstefan rag pareusi an managhti.

Tewdar a<sup>2</sup> asas an<sup>2</sup> Gernowyon rag mos war-tu ha Lannstefan mes skonna galla, treylya yn kylgh a<sup>2</sup> wrug dehweles dhe<sup>2</sup> Garesk.

Aethelflaed a<sup>2</sup> dhifunas yn hy chambour y’n merji. Moredhek o hi drefenn mernans hy mamm ha drefenn hy<sup>3</sup> thas dh’y gwitha pup-prys hy honan, heb kerens na kowetha. Rag hemma hy lowena pan<sup>2</sup> welas Tewdar. Troblys o hi rag na<sup>2</sup> wodhya p’eur hwre hi y<sup>2</sup> weles arta. Ervirys o gensi mos dhe’n aswa an keth eur, an keth nos an seythun a<sup>2</sup> dho. Martesen Tewdar a<sup>2</sup> wre dos ynwedh.

A-dhesempis hi a<sup>2</sup> glywas mog. Tan o peryll heb hedhi yn trev a<sup>2</sup> jiw gwrys gans prenn ha kala. Aethelflaed a sevis rag kavoes hy<sup>3</sup> thas.

“Eus tan?” a<sup>2</sup> wovynnas.

Marth ha trobel bras yth esa gans an mer drefenn gwrians tromm an myghtern. Ev a<sup>2</sup> gara tas Tewdar ha meur a’n<sup>2</sup> Gernowyon. Ny<sup>2</sup> wodhya fatell<sup>2</sup> ylli gorthybi. Ny<sup>2</sup> ylli leverel an gwir dhe Aethelflaed heb hokya. Wor’tiwedh yn-medh ev,

“Eus, war-tu ha’n kwartron kernewek, dell hevel. Nyns yw an<sup>2</sup> dus na war lowr yn kever tan.”

### Gerva

ternos	= the next day	klywes	= to smell
fistena	= to hurry	peryll	= danger
tebel studh	= evil state	gwrys	= made
pareusi	= to prepare	(past part. of “gul” = “to make”)	
gweres	= to help	prenn	= timber
kylgh (p) kylghyow	= circle	kala	= straw
moredhek	= melancholy	trobel	= worry
lowena	= joy	gwrians	= action
hokya	= to hesitate	tromm	= sudden
war lowr	= careful enough	tybi	= to think

(Besides meaning “to hear”, “klywes” means “to perceive with the other senses,” so here equals “to smell.”)

### Govynnadow

- 1) Prag yth esa Tewdar a’y<sup>2</sup> worwedh difun?
- 2) Pyth o tybyans Tewdar?
- 3) Pandr’ a<sup>2</sup> wrug wosa gasa an<sup>2</sup> Gernowyon?
- 4) Prag yth o Aethelflaed moredhek?
- 5) Pandr’ a<sup>2</sup> wrug Aethelflaed ervira?
- 6) Prag yth o tan peryll bras yn Karesk?

- 7) Pandr' a<sup>2</sup> wrug an mer tybi yn kever gwrians an myghtern?  
 8) A<sup>2</sup> ylli ev gorthybi Aethelflaed yn es?  
 9) Fatell<sup>2</sup> worthybis ev?  
 10) A<sup>2</sup> dherivis ev an gwir orth Aethelflaed?

### Gramasek

The verb “leverel” “to say.” This is a guide for a number of verbs ending in “-el.”

#### Present/Future Tense

lavarav	= I say/shall say
leverydh	= You say/will say
lever	= He says/will say
leveryn	= We say/shall say
leverowgh	= You say/will say
leverons	= They say/will say

#### Past (Preterite) Tense

leveris	= I said
leversys	= You said
said/would say	
leveris	= He said
leversyn	= We said
leversowgh	= You said
lavarsons	= They said

#### Imperfect Tense

leveryn	= I used to say
leverbs	= You used to say
leveri	= He used to say
leveryn	= We used to say
leverewgh	= You used to say
leverens	= They used to say

#### Imperative

lavar	= say
leveres	= let him/her say
leveryn	= let us say
leverewgh	= say
leverens	= let them say

#### Present Subjunctive Tense

pan leverriv	= when I say
pan leverri	= when you say
pan lavarro	= when he says
pan leverryn	= when we say
pan leverrowgh	= when you say
pan lavarrons	= when they say

#### Pluperfect/Conditional Tense

lavarsen	= I had said/would say
lavarses	= You had
lavarsa	= He had said/would say
lavarsen	= We had said/would say
lavarsewgh	= You had said/would say
lavarsens	= They had said/would say

#### Imperfect Subjunctive Tense

mar lavarren	= if I said/had said
mar lavarres	= if you said/had said
mar lavarra	= if he said/had said
mar lavarren	= if we said/had said
mar lavarrewgh	= if you said/had said
mar lavarrens	= if they said/had said

#### Past Participle

leverbs	= said
(leverbs veu	= it was said)

Exercise 1. Translate into Cornish using verbal sentences.

- |                      |                     |
|----------------------|---------------------|
| 1) We say.           | 11) I do not say.   |
| 2) He said.          | 12) They would say. |
| 3) They used to say. | 13) I have said.    |
| 4) I shall say.      | 14) She will say.   |
| 5) She would say.    | 15) I said.         |
| 6) If they said.     | 16) You would say.  |
| 7) When I say.       | 17) If he had said. |
| 8) Say!              | 18) When they say.  |
| 9) You will say.     | 19) They say.       |

10) He had said.

20) He did not say.

Subjunctive with “may<sup>5</sup>” to show purpose. The most obvious way of showing purpose is to use “dhe<sup>2</sup>” or “rag” with a verb noun (Dysk. 29) and this corresponds closely to the English way. However, this is not possible if the purpose is a negative one or if two subjects are involved, one for the main verb and one for the purpose. In such cases “may<sup>5</sup>” + subjunctive is used:

e.g.      Tewdar a<sup>2</sup> dhehwelas dhe<sup>2</sup> Garesk ma na<sup>2</sup> wrella kelli an Penn. =  
              Tewdar returned to Exeter so that he would not lose the Head.  
              Tewdar eth dhe Lannstefan may hwrella an venegh gweres an<sup>2</sup> Gernowyon. =  
              Tewdar went to Launceston so that the monks would help the Cornish.

The verb indicating the purpose, and following “may<sup>5</sup>” is imperfect subjunctive if the main verb is in past tense, and present subjunctive if the main verb is present/future tense.

Exercise 2. Translate the following into Cornish.

- 1) The king drove the Cornish out of Exeter so that there would not be any pagans there.
- 2) He brought the Holy Relic so that there would be peace and love.
- 3) Tewdar went towards Launceston so that the Cornish would not know he was going to Exeter.
- 4) He slept so that he would not be tired in the morning.
- 5) We learn Cornish so that the language may succeed.

## KERNEWEK DRE LYTHER

Dyskans peswar ha dewgens

Peswara dyskans ha dewgens

(Summary of “previ.” Subjunctive with Indefinite Subject. “Lying, Sitting, Standing.”)

### Droglamm

“An kwartron kernewek!” a<sup>2</sup> armas Aethelflaed. Poenya yn-mes a’n chi a<sup>2</sup> wrug kyns hy<sup>3</sup> thas dhe<sup>2</sup> alloes hy lettya. Hi a<sup>2</sup> gavas bush bras ogas dhe’n kwartron kernewek. Yth esa Sowson ow hwilas aga<sup>3</sup> herens ha’ga hentrevogyon<sup>2</sup> gernewek. Oela a<sup>2</sup> wre meur anedha. Euthek o an gwel a-dheragdha. Diswrys yn<sup>5</sup> tien o re a’n chiow. Yth esa meur anedha ow leski hwath. Yth esa nebes korfow a’ga gorwedh war an dor. Aethelflaed a hwilas tyller chi Tewdar. Nyns esa saw kals prenn ow meggi.

Sorr ha kas erbynn myghtern an Sowson ha’y soudoryon a lenwis kolonn Aethelflaed. Lies den re lavarsa dhedhi an myghtern dhe<sup>2</sup> jasya an<sup>2</sup> Gernowyon yn-mes a<sup>2</sup> Garesk ha dres an avon Tamer, mes ny<sup>2</sup> wodhya prag y<sup>5</sup> hwrussa yndella.

Ha hi a’y sav ena, y<sup>5</sup> teuth dh’y brys kov an gorthugher y’n aswa nans o nebes dydhyow pan<sup>2</sup> wrussa Tewdar leverel dhedhi hwedhel an Penn. Sowses ha Kristones kynth o hi, ha kyn na<sup>2</sup> wodhya travydh yn kever an henhwedhlow keltrek ha’n kryjyansow a’n<sup>2</sup> dhrewydhyon, yth esa gans Aethelflaed own byw a<sup>2</sup> vollothow. Nyns esa denydh na<sup>2</sup> bortha own a<sup>2</sup> vollothow. Tewdar re lavarsa dhedhi an molleth dhe<sup>2</sup> goedha drefenn y<sup>2</sup> das dhe<sup>2</sup> dhannvon an Penn yn-mes a’n chi. Lemmyn ny<sup>2</sup> ylli dehweles an Penn dhe’n chi rag bos an chi diswrys. Y’n pols na, Aethelflaed a<sup>2</sup> wodhva pandra dhe<sup>2</sup> wul. Res o porres kavoes an Penn, sywya an<sup>2</sup> Gernowyon war-tu ha Lannstefan, kavoes Tewdar, ha ri an Penn dhodho. Martesen Tewdar re bia ledhys. Ny<sup>2</sup> vern; rag kerensa Tewdar, doen an Penn dhe’n<sup>2</sup> Gernowyon a<sup>2</sup> wre. Kerensa? Ha mamm Aethelflaed marow yth esa edhomm bras dhedhi a nebonan dhe<sup>2</sup> gara ha bos kerys ganso. Piw gwell es Tewdar, kar hy flogholeth? Gwynn hy bys lemmyn mar<sup>4</sup> pe Tewdar hwath yn<sup>5</sup> fyw ha mar<sup>4</sup> kalla hi y<sup>2</sup> gavoes!

### Gerva

oela	= to weep	Kristones	= Christian (f.)
gwel	= sight	henhwedhel	
diswrys	= destroyed	(p) henhwedhlow	= legend
sorr	= anger	byw	= lively, active
kas	= hatred	na <sup>2</sup> bortha own	= who was not afraid
lenwel	= to fill	y’n pols na	= at that moment
a’y sav	= standing	ny <sup>2</sup> vern	= it doesn’t matter
Sowses	= English woman	doen	= to carry
		edhomm	= need
		flogholeth	= childhood

### Govynnadow

- 1) Prag y<sup>5</sup> harmas Aethelflaed, “An kwartron kernewek!”?
- 2) Fatell eth Aethelflaed yn-mes a’n chi?
- 3) Pleth eth hi?
- 4) Prag yth esa an Sowson owth oela?
- 5) Esa chi Tewdar a’y sav?
- 6) Pandr’a<sup>2</sup> wrug Aethelflaed tybi yn kever an myghtern?
- 7) Prag y<sup>5</sup> hwrussa an myghtern chasya an<sup>2</sup> Gernowyon yn-mes a’n<sup>2</sup> ger?
- 8) Pandr’a<sup>2</sup> wrug Aethelflaed?
- 9) Prag y kavas hi an Penn?
- 10) Prag y kara Aethelflaed Tewdar?

Gramasek

The verb “previ” = “to prove.” This is a guide verb for a number of verbs ending in “-i.”

Present/Future Tense

provav	= I prove/shall prove
prevydh	= You prove etc.
prev	= He/She/It proves etc
prevyn	= We prove etc.
prevowgh	= You prove etc.
prevons	= They prove etc.

Present Subjunctive Tense

pan <sup>2</sup> breffiv	= when I prove
pan breffi	= when you prove
pan broffo	= when he proves
pan breffyn	= when we prove
pan breffowgh	= when you prove
pan broffons	= when they prove

Past (Preterite) Tense

previs	= I proved
prevsys	= You proved
provas	= He etc. proved
prevsyn	= We proved
prevsowgh	= You proved
provsons	= They proved

Pluperfect/Conditional Tense

provsen	= I had proved/would prove
provses	= You had proved etc.
provsa	= He had proved etc.
provsen	= We had proved etc.
provsewgh	= You had proved etc.
provsens	= They had proved etc.

Imperfect Tense

prevyn	= I used to prove
prevys	= You used to prove
previ	= He used to prove
prevyn	= We used to prove
prevewgh	= You used to prove
prevens	= They used to prove.

Imperfect Subjunctive Tense

mar proffen	= if I proved/had proved
mar proffes	= if you proved etc.
mar proffa	= if he proved etc.
mar proffen	= if we proved etc.
mar proffewgh	= if you proved etc.
mar proffens	= if they proved etc.

Imperative.

prov	= prove.
preves	= let him/her prove.
prevyn	= let us prove.
prevewgh	= prove.
prevens	= let them prove.

Past Participle.

prevys.	(prevys yw = it is proved.)
---------	-----------------------------

Exercise 1. Translate the following into Cornish, using verbal sentences.

- |                       |                        |
|-----------------------|------------------------|
| 1) We prove.          | 11) We had proved.     |
| 2) He proved.         | 12) They would prove.  |
| 3) You will prove.    | 13) He used to prove.  |
| 4) I used to prove.   | 14) She will prove.    |
| 5) When they prove.   | 15) It would prove.    |
| 6) Let us prove.      | 16) He will not prove. |
| 7) She did not prove. | 17) They have proved.  |
| 8) If he proved.      | 18) They had proved.   |
| 9) You prove.         | 19) We shall prove.    |
| 10) If we proved.     | 20) It was proved.     |

Subjunctive with an indefinite subject. When a clause follows a relative pronoun (dysk. 31) which refers to a negative, indefinite or unspecified subject, the verb in the clause is subjunctive:

e.g. Nyns esa denvydh a<sup>2</sup> wodhve pleth esa an Penn. =  
There was no-one who knew where the Head was.

My a<sup>2</sup> vynn kavoes den a<sup>2</sup> ello dhe<sup>2</sup> Gernow. =  
I want to find a man who is going to Cornwall.

Eus nebonan na<sup>2</sup> vynno dyski Kernewek? =  
Is there anyone who does not want to learn Cornish?  
("na<sup>2</sup>" is used instead of the "a<sup>2</sup>" explained in dysk. 31 when the verb is negative, and so is equivalent to "who.....not")

Exercise 2. Translate the following into Cornish.

- 1) I am looking for someone who will help me (= "to help me")
- 2) There is no-one who can go.
- 3) Where is there a man who will come with me?
- 4) We want to find a school that teaches Cornish.
- 5) Is there a train which comes before two o'clock?

Lying, sitting and standing. These English present participles are not usually expressed with "ow<sup>4</sup>" and the verb noun (dysk 11), but with the corresponding nouns "gorwedh", "esedh", and "sav" preceded by "a" and a possessive which shows the person referred to:

e.g. Yth esa nebes korfow a'ga gorwedh war an dor. =  
There were some bodies lying on the ground.

Ha hi a'y sav ena, y<sup>5</sup> teuth dh'y brys kov an gorthugher y'n aswa.. =  
As she was standing there, there came to her mind the memory of the evening in the opening.

My a<sup>2</sup> wortas a'm esedh war an skavell. =  
I waited, sitting on the stool.

See Notennow Kernewek for comments about this construction.

Exercise 3. Translate the following into Cornish.

- 1) Tewdar's father was lying on the ground.
- 2) We were sitting on the ground.
- 3) Tewdar was standing, waiting for the other Cornish people.
- 4) I was lying in bed when I heard a noise.
- 5) The king, sitting next to the abbot, was very angry.

N.B. Long forms of "bos" are used with these expressions.

#### Skrif

Ty yw Aethelflaed a'th sav a-dherag an chioiw ow leski a'n<sup>2</sup> Gernowyon. Mes ervira gul neppyth ken a<sup>2</sup> wreta. Pandr'a<sup>2</sup> wreta?  
(ken = different)



KERNEWEK DRE LYTHER

Dyskans pypm ha dewgens

Pympes dyskans ha dewgens

Revision.

Translate the following sentences into Cornish.

- 1) We knew that the king would drive out the Cornish when he came to Exeter.
- 2) The people will wait until a new leader comes.
- 3) As soon as he comes, they will walk to Cornwall.
- 4) Tewdar wanted to wait until all the people came.
- 5) The soldier was as brave (hardh) as Tewdar.
- 6) I can go to Cornwall when I get a new car.
- 7) Go as soon as you can. (See dysk. 34)
- 8) The Cornish must leave Exeter.
- 9) They will be glad to reach Launceston.
- 10) Learning Cornish is not difficult.
- 11) If he said that the king would be angry.
- 12) He said it so that the king would drive out the Cornish.
- 13) Aethelflaed followed the Cornish so that the curse of the Head would not fall upon them.
- 14) We shall tell (use “leverel dhe<sup>2</sup>”) the people so that they can escape. (diank)
- 15) Aethelflaed hurried so that her father could not stop her.
- 16) We shall prove that Cornish is alive.
- 17) I cannot find anyone who knows what was in the box.
- 18) Aethelflaed was lying awake.
- 19) The soldier was standing in front of the door.
- 20) The king was sitting with the bishop and the abbot.

## KERNEWEK DRE LYTHER.

Dyskans hwegh ha dewgens.

Hweghves dyskans ha dewgens.

(Summary of “doen.” Dual parts of the body. “Na<sup>2</sup>” with negative relative clauses.)

### Aethelflaed a<sup>2</sup> gvy an Penn.

An<sup>2</sup> voves a<sup>2</sup> wodhya bos an Penn yn krowji ogas dhe fos an<sup>2</sup> ger. Martesen an krowji re bia leskys. Hi a<sup>2</sup> boenyas dres stret ynter an chioiw sowsnek ha terroes an chioiw kernewek troha'n fos. Orth penn an stret yth esa krowji. Igor o an daras. Aethelflaed eth a-ji. Nyns esa denvydh, mes hi a<sup>2</sup> welas kals gwel kala. Ow lemmel hy<sup>3</sup> holonn, hi a<sup>2</sup> dhrehevis rann<sup>2</sup> vras an kala ha diskudha kyst<sup>2</sup> bedrek na<sup>2</sup> alla igeri. Ownek o hi dh'y<sup>3</sup> hemmeres. Omsoena a<sup>2</sup> wrug ha kemmeres an<sup>2</sup> gyst yn hy diwla. Hi re<sup>2</sup> waytsa poester meur, mes drehevel an<sup>2</sup> gyst heb kaletter a<sup>2</sup> ylli.

Ny<sup>2</sup> vynna dehweles tre rag own na<sup>2</sup> alla mos arta yn-mes mara's gwella hy<sup>3</sup> thas.

Ytho, Aethelflaed eth yn-mes a'n<sup>2</sup> ger der an keth bolgh y'n fos may<sup>5</sup> hwrussa Tewdar mos nebes ouryow kyns, ow<sup>4</sup> toen an<sup>2</sup> gyst yn hy diwla. Nebonan re lavarsa dhe Aethelflaed an<sup>2</sup> Gernowyon dhe sywya an fordh war-tu ha Lannstefan yn Kernow. Hi re<sup>2</sup> wrussa mos dhe Lannstefan kyns gans hy<sup>3</sup> thas, ha godhvos y<sup>2</sup> vos pell lowr. Kyns, hi eth war<sup>2</sup> balfray, mes lemmyn war hy dewdroes. Kyns pell, hi eth erbynn re a'n<sup>2</sup> dus na<sup>2</sup> ylli pesya war an fordh. Yth esa benyn gans baban byghan orth an<sup>2</sup> vronn. Aethelflaed a<sup>2</sup> dhug an baban ha'n<sup>2</sup> gyst mildir po dew, mes klav o an<sup>2</sup> vamm ha pur lent, kynth esa Aethelflaed ow<sup>4</sup> toen an flogh. Wor'tiwedh res o dhe Aethelflaed hy gasa hy honan. Yth esa den koth ow kerdhes pur lent a<sup>2</sup> dherivis orth Aethelflaed bos Tewdar yn<sup>5</sup> fyw, mes marow y<sup>2</sup> das ha'y<sup>2</sup> vamm. Yth esa lowena yn kolonn Aethelflaed ha hi a<sup>2</sup> asas an den koth dhe<sup>2</sup> gerdhes gwella galla. Pan sedhas an howl ha'n tewlder ow koedha, Aethelflaed a<sup>2</sup> gavas krowji ryb an fordh hag ynno kals a<sup>2</sup> gala glan lowr. Hi a<sup>2</sup> worras hy<sup>3</sup> hapa war an kala. Attes o hi kepar dell esa yn hy chambour y'n merji.

### Gerva.

terroes	= ruin(s)	palfray	= palfrey.
igor	= open.	dewdroes	= feet.
gwel kala	= straw.	na <sup>2</sup> ylli	= who could not.
lemmel	= to beat.	mildir (p) mildiryow	= mile.
gwaytya	= to expect.	kapa (f) (p) kapys	= cape.
poester	= weight.	pedrek	= square.
drehevel	= to raise.	der (usually followed by vowel)	= through.

### Govynnadow.

- 1) O leskys an krowji hag ynno an Penn?
- 2) Pleth esa an krowji?
- 3) Prag yth esa kolonn Aethelflaed ow lemmel?
- 4) Prag yth omsoenas Aethelflaed?
- 5) Esa meur a<sup>2</sup> boester dhe'n<sup>2</sup> gyst?
- 6) Fatell aswonnis Aethelflaed an fordh dhe Lannstefan?
- 7) Fatell<sup>2</sup> weresas Aethelflaed an<sup>2</sup> venyn gans an baban?
- 8) Piw a ros derivadow yn kever Tewdar dhe Aethelflaed? (derivadow = information)
- 9) Prag yth esa lowena yn kolonn Aethelflaed?
- 10) Ple koskas Aethelflaed?

## Gramasek.

The verb “doen” = “to carry.”

Present/Future Tense.

degav	= I carry/shall carry.
degedh	= You carry/will carry.
deg	= He/She/It carries etc.
degon	= We carry/shall carry.
degowgh	= You carry/will carry.
degons	= They carry/will carry.

Past (Preterite) Tense.

dug	= I carried.
duges	= You carried.
dug	= He/She/It carried.
dugon	= We carried.
dugowgh	= You carried.
dugons	= They carried.

Imperfect Tense.

degyn	= I used to carry.
degys	= You used to carry.
degi	= He used to carry.
degyn	= We used to carry.
degewgh	= You used to carry.
degens	= They used to carry.

Imperative.

dog	= carry!
deges	= let him/her carry!
degyn	= let us carry!
degewgh	= carry!
degens	= let them carry!

Present Subjunctive Tense.

pan <sup>2</sup> dhykkiv	= when I carry.
pan dhykki	= when you carry.
pan dhokko	= when he carries.
pan dhykkyn	= when we carry.
pan dhykkowgh	= when you carry.
pan dhokkons	= when they carry.

Pluperfect/Conditional Tense.

deggen	= I had carried/would carry
degges	= You had carried etc.
degga	= He had carried etc.
deggen	= We had carried etc.
degsewgh	= You had carried etc.
deggens	= They had carried etc.

Imperfect Subjunctive Tense.

mar <sup>4</sup> tekken	= if I carried/had c.
mar tekkes	= if you carried etc.
mar tekka	= if he carried etc.
mar tekken	= if we carried etc.
mar tekkewgh	= if you carried etc.
mar tekkens	= if they carried etc.

Past Participle.

degys	(degys yns = they are carried.)
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Exercise 1. Translate the following in Cornish using verbal sentences.

- |                       |                         |
|-----------------------|-------------------------|
| 1) I shall carry.     | 11) You will carry.     |
| 2) He carries.        | 12) We are carrying.    |
| 3) He used to carry.  | 13) They used to carry. |
| 4) If he carried..    | 14) She had carried.    |
| 5) They were carried. | 15) If you carried..    |
| 6) Until you carry.   | 16) Until they carry.   |
| 7) Carry!             | 17) You used to carry.  |
| 8) I had carried.     | 18) You carried.        |
| 9) She would carry.   | 19) She used to carry.  |
| 10) He carried.       | 20) They carry.         |

Parts of the body. You will have realised that many parts of the body come in pairs, and that Cornish makes this fact clear:

e.g. diwla = (two) hands.

Here is a fairly complete list:

diwskovarn	= ears.	diwvronn	= breasts.	diwvogh	= cheeks.
dewlagas	= eyes.	diwglun	= hips.	diwwen	= heels.
dewfrik	= nostrils.	diwgell	= testicles.		
diwweus	= lips.	diwvordhos	= thighs.		
diwskoedh	= shoulders	diwbedrenn	= buttocks		
diwvregh	= arms.	dewlin	= knees.		
diwla	= hands.	diwarr	= legs.		
dewelin	= elbows.	dewufern	= ankles.		
dewgonna bregh	= wrists.	dewdroes	= feet.		

Exercise 2. Look through the course and find ten sentences using one of these words, or make up examples of your own.

“Na<sup>2</sup>” with negative relative clauses.

Hi a<sup>2</sup> dhiskudhas kyst<sup>2</sup> bedrek na<sup>2</sup> alla igeri = She discovered a square box which she could not open.

We noticed in dysk. 44 that “na<sup>2</sup>” is used as a relative pronoun (= who, which, that) when the verb following is negative. Here are more examples:

e.g. An venyn na<sup>2</sup> ylli fistena a<sup>2</sup> dhegi baban. =  
The woman who could not hurry was carrying a baby.

Aethelflaed a<sup>2</sup> dhrehevis an<sup>2</sup> gyst nag o poes =  
Aethelflaed picked up the box which was not heavy.

Notice that in these two examples the subject of the “na<sup>2</sup>” clause is definite, so the verb is indicative, not subjunctive.

In the following exercise, use the subjunctive if the subject is indefinite, as shown in dysk. 44, and the normal indicative if the subject is definite, as shown above. If you do not know the correct form of the verb you need, use “gul” with the verb-noun. (See dysk 32.) The verb “gul” is given in full in dysk 32.

Exercise 3. Translate the following into Cornish.

- 1) That is a book which I have not read.
- 2) I want to read a story that will not bore me. (to bore = skwitha)
- 3) We are looking for the man who has not done his job.
- 4) Is there anyone (whom) you do not know?
- 5) That is the man I don't want to see.
- 6) Truro is a town I have not seen.
- 7) I would like to see that paper which you are not reading.
- 8) Which (pyneyl) don't you want?
- 9) There is nobody I don't like.
- 10) I like a lesson that is not too difficult.

Skrif.

Skrif keskows (conversation) yntra dew<sup>2</sup> dhen a<sup>2</sup> dhisput yn kever chioh hav yn Kernow.  
(chioh hav = Holiday homes)

## KERNEWEK DRE LYTHER.

Dyskans seyth ha dewgens.

Seythves dyskans ha dewgens.

(Summary of “kara.” “Dhe<sup>2</sup> . . . . . dhe<sup>2</sup>” with comparatives.)

### Dasjunys

Koska yn<sup>5</sup> ta a<sup>2</sup> wrug, hag ughel y'n ebrenn yth esa an howl pan<sup>2</sup> dhifunas hi. Yth esa hi ow<sup>4</sup> talleth hy<sup>3</sup> herdh troha Lannstefan pan<sup>2</sup> welas den yowynk ow kerdhes troha Karesk. Tewdar ova!

Own molleth an Penn, fydh yn Arwoedh an<sup>2</sup> Grows, nerth benyn ow kara re skoedhsa enev ha korf Aethelflaed bys y'n pols na. Mes pan<sup>2</sup> welas Tewdar noeth y<sup>2</sup> gorf bys y'n kres drefenn toemder an howl, hi a<sup>2</sup> glywas krevder hy giow dhe skoellya dhe<sup>2</sup>-ves. Gans kaletter poenya a<sup>2</sup> wrug troha'y<sup>3</sup> har ha tewlel hy diwvregh a-dro dh'y<sup>2</sup> gonna. Tewdar a's dalghennas kyns hi dhe<sup>2</sup> goedha ow klamdera. Ev a<sup>2</sup> glywas diwla medhel Aethelflaed war y<sup>2</sup> dhiwskoedh, ha'y dywvronn yowynk dres hy<sup>3</sup> fows danow erbynn y<sup>2</sup> gorf, kyns ev dhe<sup>2</sup> dhoen an<sup>2</sup> vowes a-berth y'n krowji ha'y gorra war an kala. Kyns pell, yagh o hi arta, ha Tewdar a ros dhedhi dhe<sup>2</sup> dhybri hag eva. Dhe<sup>2</sup> wir, ny<sup>2</sup> wrussa hi dybri a-ban<sup>2</sup> wrussa gasa Karesk, hag yth esa nown euthek gensi. Wor'tiwedh, hi a<sup>2</sup> ylli klerhe dhodho fatell<sup>2</sup> wrussa kavoes an<sup>2</sup> “gyst” ha'y dri dhiworth Karesk. Own a's tevo a leverel an “Penn.” Tewdar a<sup>2</sup> welas an<sup>2</sup> gyst, lowena ha gras yn y<sup>2</sup> golonn. Derivas orth Aethelflaed a<sup>2</sup> wrug ev dhe<sup>2</sup> dhehweles dhe<sup>2</sup> Garesk rag kavoes an<sup>2</sup> gyst. Ena yn-medh ev,

“Gwynn ow bys, lemmyn, Aethelflaed. Ny<sup>2</sup> allav godhvos dhis gras lowr a'th kolonnekter ha'th kuvder orth agan sywya ha'n Penn genes jy. Lemmyn an molleth a<sup>2</sup> wra mos dhe<sup>2</sup>-ves.” Mes yn y<sup>2</sup> golonn, godhvos a<sup>2</sup> wrug bos Aethelflaed hy honan moy dhe les dhodho es an Penn, feusik po anfeusik kyn<sup>5</sup> fe!

### Gerva.

kerdh (p) kerdhow	= walk.	tanow	= thin.
fydh (f)	= faith.	yagh	= well (in health)
nerth	= strength.	klerhe	= to explain.
skoedhya	= to support.	gras	= gratitude.
drefenn	= because of.	gwynn ow bys	= I am happy.
klywes	= to feel.	godhvos gras dhe <sup>2</sup>	= to be grateful to
krevder	= strength.	kolonnekter	= bravery.
tewlel	= to throw.	kuvder	= kindness.
klamdera	= to faint.	dhe les	= important.
medhel	= soft.	dasjunys	= reunited.
pows (f) (p) powsyow	= dress.	giowenn (f) (coll) giow	= nerve,
		dalghenna	= to seize.

### Govynnadow

- 1) Py eur y<sup>5</sup> tifunas Aethelflaed?
- 2) P'eur<sup>5</sup> hwelas hi Tewdar?
- 3) Pandr' a<sup>2</sup> wrug Aethelflaed pan<sup>2</sup> welas Tewdar?
- 4) Fatell o Tewdar?
- 5) Fatell o an<sup>2</sup> gewer?
- 6) Prag y's dalghennas Tewdar?
- 7) Prag y klamderas Aethelflaed?
- 8) Prag y's tevo Aethelflaed own a leverel “An Penn.”?
- 9) Fatell omglywas Tewdar pan<sup>2</sup> welas an<sup>2</sup> gyst?
- 10) Pyneyl o moy dhe les dhe<sup>2</sup> Dewdar, Aethelflaed po an Penn? (pyneyl = which)

Gramasek.The verb “kara” = “to love/like.”Present/Future Tense.

karav = I love/shall love.  
 kerydh = You love etc.  
 kar = He/She/It loves etc.  
 keryn = We love etc.  
 kerowgh = You love etc.  
 karons = They love etc.

Present Subjunctive Tense.

erna<sup>2</sup> gyrriv = until I love.  
 erna gyrri = until you love.  
 erna garro = until he loves.  
 erna gyrryn = until we love.  
 erna gyrowgh = until you love.  
 erna garrons = until they love.

Past (Preterite) Tense.

keris = I loved.  
 kersys = You loved.  
 karas = He/She/It loved.  
 kersyn = We loved.  
 kersowgh = You loved.  
 karsons = They loved,

Pluperfect/Conditional Tense.

karsen = I had loved/would love.  
 karses = You had loved etc.  
 karsa = He had loved etc.  
 karsen = We had loved etc.  
 karsewgh = You had loved etc.  
 karsens = They had loved etc

Imperfect Tense.

karen = I used to love.  
 kares = You used to love.  
 kara = He used to love.  
 karen = We used to love.  
 karewgh = You used to love.  
 karens = They used to love.

Imperfect Subjunctive Tense.

mar karren = if I loved/had loved  
 mar karres = if you loved etc.  
 mar karra = if he loved etc.  
 mar karren = if we loved etc.  
 mar karrewgh = if you loved etc.  
 mar karrens = if they loved etc.

Imperative.

kar = love!  
 kares = let him/her love!  
 keryn = let us love!  
 kerewgh = love!  
 karens = let them love!

Past Participle.

kerys = loved.  
 (kerys ova = he was loved)

Exercise 1. Translate the following into Cornish using verbal sentences.

- |                      |                            |                     |
|----------------------|----------------------------|---------------------|
| 1) We love.          | 8) If you loved.           | 15) They are loved. |
| 2) He used to love.  | 9) Until I love.           | 16) When you love.  |
| 3) I have loved.     | 10) They loved.            | 17) We would love.  |
| 4) She would love.   | 11) So that you will love. | 18) Let us love.    |
| 5) They will love.   | 12) If we loved.           | 19) I was loving.   |
| 6) He does not love. | 13) I love.                | 20) We had loved.   |
| 7) You had loved.    | 14) She has loved.         |                     |

“Dhe<sup>2</sup>.....dhe<sup>2</sup>” with comparatives. “Dhe<sup>2</sup>” is placed before a comparative adjective (or adjective used as adverb) in sentences such as the following:

e.g. Dhe esya an ober, dhe skaffa ni a’n gwra =  
The easier the work, the quicker we do it.

Dhe<sup>2</sup> voy galloesek an jynn, dhe skaffa yth a an karr-tan.  
The more powerful the engine, the quicker the car goes.

(Wella Brown describes this as “parallel increase” in “A Grammar of Modern Cornish.”)

Exercise 2. Translate the following into Cornish.

- 1) The slower you work, the longer the time which is necessary.
- 2) The bigger the cake, the more you get.
- 3) The more you talk, the more you learn.
- 4) The more we are together, the merrier we shall be.
- 5) The longer Tewdar watched, the worse the fires became.

Skrif.

Fatell<sup>2</sup> yll Radyo Kernow gweres tus a<sup>2</sup> vynno dyski Kernewek?

## KERNEWEK DRE LYTHER.

Dyskans eth ha dewgens.

Ethves dyskans ha dewgens.

(Summary of “a’ m beus.” “Ha” and prepositions with possessives. Suffixed pronouns.)

### Gwydhvosenn ha Gwydhenn know.

“Gwynn ow bys ynwedh, a<sup>2</sup> Dewdar,” yn-medh Aethelflaed. “Pan<sup>2</sup> welis dha<sup>2</sup> ji yn Karesk oll distruys, ny<sup>2</sup> wodhyen mars es byw po marow. Lemmyn my re’th kavas, hag yma genen dha<sup>2</sup> gyst ynwedh.” Yth esa neb dout hwath yn hy brys mars esa penn y’n gyst po nys esa, mes gwynn o bys Tewdar, hag Aethelflaed a’n karas. Y’n bys nys esa moy a<sup>2</sup> vern. Hi a<sup>2</sup> worras hy<sup>3</sup> hapa war an kala hag yn-medh hi,

“Deus omma war an<sup>2</sup> gapa genev.” Gorwedha warbarth war an kala a<sup>2</sup> wrussons, diwvreg an eyl a-dro dh’y<sup>2</sup> gila, kepar ha’n<sup>2</sup> wydhvosenn ha’n<sup>2</sup> wydhenn know y’n hwedhel Tristan.

Tewdar a ammas dhe Aethelflaed. Aga<sup>3</sup> thressa amm ova.

Niver hudel yw tri. Yma tri<sup>3</sup> Ferson y’n Drynses Sans. Yma teyr linenn yn gwers Tas-gwynn Tewdar. An tressa amm o kepar hag ambos ynter an<sup>2</sup> dhew. Gortos ena a’ga gorwedh a<sup>2</sup> wrussons ha’n howl ow<sup>4</sup> trehevel troha’n prykk ughella. Yth esa ammow moy ha profyansow kerensa heb<sup>2</sup> worfenn, mar hweg o enev ha korf an eyl dh’y<sup>2</sup> gila. Ankevys o an<sup>2</sup> gerens<sup>2</sup> varow, mamm Aethelflaed, tas ha mamm Tewdar. Ankevys o an<sup>2</sup> Gernowyon war an fordh dhe Lannstefan. Ankevys o gweryow Tas-gwynn Tewdar ha molleth an Penn. Oll o ankevys marnas aga<sup>3</sup> herensa. Wor’tiwedh Aethelflaed a<sup>2</sup> dhiskudhas hy<sup>3</sup> thekter dhe<sup>2</sup> Dewdar, mes godhvos a<sup>2</sup> wrug ev nag o hwath an termyn ewn.

### Gerva.

gwydhvosenn (f) = honeysuckle.

gwydhenn know (f) = hazel tree.

distruys = destroyed.

(distrui = to destroy)

An<sup>2</sup> Drynses Sans = The Holy Trinity.

linenn (f) (p) linennow = line.

prykk ughella = highest point.

profyans = offering.

heb<sup>2</sup> worfenn = endless.

(gorfenn = end)

kerens = parents.

(p1. of “kar” = near relative)

diskudha = to reveal.

(“Heb” mutates “d” and “g” only in certain fixed expressions. Other examples are “heb dhout” = “no doubt,” and “heb wow” = “without a lie.”)

### Govynnadow.

- 1) Prag yth o Aethelflaed gwynnvys? (gwynnvys = happy)
- 2) Pandr’ a<sup>2</sup> dybis (thought) Aethelflaed pan welas chi Tewdar distruys?
- 3) Mar<sup>4</sup> pes jy Aethelflaed, a<sup>2</sup> wrussesta krysi bos Penn Bran y’n<sup>2</sup> gyst?
- 4) Prag yth o Tewdar lowen?
- 5) Prag yth o an tressa amm dhe les dres eghenn?



Gramasek.

The verb “a’ m beus”: “have.” This verb has occurred several times in the course and we had a quick look at the imperfect tense in Dyskans 28. It has no verb-noun form and “a’ m beus” is actually the first person singular of the present tense, meaning “I have.” It is the form used when preceded by a subject or object, i.e. in a nominal sentence. In a verbal sentence the “a” becomes “y” as is usual. Like the verb “bos” from which it is derived, it has a separate future tense and a separate habitual imperfect tense. Following “Cornish Simplified” the verb tables below give the forms with the particle “a” which is replaced by “y” in verbal sentences as explained above and by “ny” for the negative.

Unlike other verbs, the form changes for each person in both nominal and verbal sentences.

Present Tense.

a’ m beus	= I have.
a’ th eus	= You have.
a’ n jeves	= He/It has.
a’ s teves	= She/It has.
a’ gan beus	= We have.
a’ gas beus	= You have.
a’ s teves	= They have

Past(Preterite)Tense.

a’ m beu	= I had.
a’ feu	= You had.
a’ n jeva	= He/It had.
a’ s teva	= She/It had.
a’ gan beu	= We had.
a’ gas beu	= You had.
a’ s teva	= They had.

Future Tense.

a’ m bydh	= I shall have.
a’ fydh	= You will have.
a’ n jevydh	= He/It will have.
a’ s tevydh	= She/It will have.
a’ gan bydh	= We shall have.
a’ gas bydh	= You will have.
a’ s tevydh	= They will have.

Present Subjunctive Tense.

erna’ m bo	= until I have.
erna’ fo	= until you have
erna’ n jeffo	= until he/it has.
erna’ s teffo	= until she/it h s.
erna’ gan bo	= until we have.
erna’ gas bo	= until you have.
erna’ s teffo	= until they have.

Imperfect Tense.

a’ m bo	= I had/was having.
a’ th o	= You had etc.
a’ n jevo	= He/It had etc.
a’ s tevo	= She/It had etc.
have.	
a’ gan bo	= We had etc.
a’ gas bo	= You had etc.
a’ s tevo	= They had etc.

Habitual Imperfect Tense.

a’ m bedha	= I used to have.
a’ fedha	= You used to have.
a’ n jevedha	= He/It used to have.
a’ s tevedha	= She/It used to
	have.
a’ gan bedha	= We used to have.
a’ gas bedha	= You used to have.
a’ s tevedha	= They used to have

Pluperfect/Conditional Tense.

a’ m bia	= I had had/would have.
a’ fia	= You had had etc.
a’ n jevia	= He/It had had etc.
a’ s tevia	= She/It had had etc.
a’ gan bia	= We had had etc.
a’ gas bia	= You had had etc.
a’ s tevia	= They had had etc.

Imperfect Subjunctive Tense.

mara’ m be	= if I had.
mara’ fe	= if you had.
mara’ n jeffa	= if he/it had.
mara’ s teffa	= if she/it had.
mara’ gan be	= if we had.
mara’ gas be	= if you had.
mara’ s teffa	= if they had.

In the following exercise, most of the examples are simple affirmative statements and should be translated as nominal sentences, putting the subject, whether noun or pronoun in front of the verb form given in the tables. In the negative examples, replace “a” with “ny<sup>2</sup>”

**e.g.** ny'm beus = I have not.

The pronoun subject may precede the “ny” to emphasise it. The examples beginning with “if” and “until” will be exactly as in the verb table.

**Exercise 1.** Translate the following into Cornish.

- |                    |                              |                       |
|--------------------|------------------------------|-----------------------|
| 1) We have.        | 8) The Cornish have.         | 15) We shall have.    |
| 2) They will have. | 9) You did not have.         | 16) They did not have |
| 3) Tewdar had.     | 10) I would have.            | 17) She did not have. |
| 4) I used to have. | 11) If they had.             | 18) If I had.         |
| 5) If you had.     | 12) The bishop will nothave. | 19) Until we have.    |
| 6) We were having. | 13) You would have.          | 20) You will have.    |
| 7) She would have. | 14) Until he has.            |                       |

**Combination of “ha” and some prepositions with possessives.** We have seen many examples throughout the course of how “ha,” “a,” “dhe,” and “yn” combine with possessives. Here is a complete list.

	and (ha)	of/from (a)	to (dhe)	in (yn)	
my	ha'm, ha'w <sup>3</sup>	a'm, a'w <sup>3</sup>	dhe'm	y'm	(With “yn”, the full forms are also in use. <b>e.g.</b> “yn ow” = “in my”)
your	ha'th <sup>5</sup>	a'th <sup>5</sup>	dhe'th <sup>5</sup>	y'th <sup>5</sup>	
his	ha'y <sup>2</sup>	a'y <sup>2</sup>	dh'y <sup>2</sup>	yn y <sup>2</sup>	
her	ha'y <sup>3</sup>	a'y <sup>3</sup>	dh'y <sup>3</sup>	yn hy <sup>3</sup>	
our	ha'gan	a'gan	dh'agan	y'gan	
your	ha'gas	a'gas	dh'agas	y'gas	
their	ha'ga <sup>3</sup>	a' ga <sup>3</sup>	dh'aga <sup>3</sup>	y'ga <sup>3</sup>	

**e.g.** ha'ga<sup>3</sup>thas = and their father.  
yn hy chi = in her house.

**Exercise 2.** Translate the following into Cornish.

- |                      |                       |                       |
|----------------------|-----------------------|-----------------------|
| 1) and my father.    | 8) to my wife.        | 15) from our house.   |
| 2) from your friend. | 9) and his shop.      | 16) in your mouth.    |
| 3) to his son        | 10) to your daughter. | 17) and your brother. |
| 4) in your house.    | 11) from our father.  | 18) in my bed.        |
| 5) and our dog.      | 12) in her garden.    | 19) to their mother.  |
| 6) in their town.    | 13) and his book.     | 20) and her dress.    |
| 7) from his farm.    | 14) to my sister.     |                       |

Emphatic Suffixed Pronouns. These are “vy, jy, ev, hi, ni, hwi, i.” They are used to add emphasis to other personal pronouns, expressed or not. They may be added to:

1) Verbs to emphasise an infixed object;

e.g. An den a'm gwel vy = The man sees me.

2) Verbs, especially in questions to emphasise or clarify the subject:

e.g. A<sup>2</sup> wra ev mos a-vorow? = Will he go tomorrow?

(The normal way to emphasise the subject in a simple statement is to use a nominal sentence:

e.g. Ev a<sup>2</sup> wra mos a-vorow = He will go tomorrow.)

3) A verb noun used with “gul” or other auxiliary verb to emphasise the object pronoun:

e.g. Ni a 2 wra hy gweres hi = We are helping her.

4) Pronouns combined with a preposition:

e.g. Ev a<sup>2</sup> gews orto ev = He speaks to him.

5) A noun to emphasise the person who possesses the thing named:

e.g. Gwynn ow bys vy ynwedh = White my world too.  
= I am happy too.

Exercise 3. Translate the following into Cornish, using the appropriate form of a suffixed pronoun to emphasise the word underlined.

- 1) I want to see you tomorrow.
- 2) What is he doing?
- 3) Don't go to Truro with her.
- 4) I saw them at the Gorsedd.
- 5) We shall find her some day.
- 6) That is my book.
- 7) They will send you.
- 8) I shall not go without them.
- 9) Help us today, please.
- 10) They are doing it for us.

Skrif.

Dha<sup>2</sup> gar (po dha<sup>2</sup> wreg/wour) a<sup>2</sup> dyb dha<sup>2</sup> vos nebes gokki dhe<sup>2</sup> dhyski Kernewek. Skrif keskows (conversation) may<sup>5</sup> tyskwedhydh prag y'n dyskydh.

## KERNEWEK DRE LYTHER.

Dyskans naw ha dewgens.

Nawves dyskans ha dewgens.

(Summary of “tyli.” Prepositions with relative pronouns.)

### Lannstefan ha Lowena.

Nyns o res lemmyn dhe<sup>2</sup> Dewdar dehweles dhe<sup>2</sup> Garesk rag kavoes an Penn. Yn<sup>5</sup> hwir, yth esa owth omwovynn mars esa ow<sup>4</sup> tehweles rag kavoes an Penn po rag kavoes Aethelflaed. Y'n gwella prys, y'n jevo an<sup>2</sup> dhew! Mes lemmyn yth heveli dhodho kepar ha pan<sup>2</sup> ve an Penn le bysi ages Aethelflaed. Martesen offrynn kerensa gwrys gans Aethelflaed re<sup>2</sup> lanhasa molleth an Penn.

I a<sup>2</sup> gerdhas an<sup>2</sup> dhew skaffa gallens war-tu ha Lannstefan. Towl Tewdar o sywya an<sup>2</sup> Gernowyon ha'ga<sup>3</sup> thremena dres an nos heb bos gwelys gansa. Y'n fordh ma, drehedhes Lannstefan a<sup>2</sup> wrens, kepar dell lavarsa Tewdar dhedha. Ena i a<sup>2</sup> ylli pysi gweres a'n<sup>2</sup> venegh<sup>2</sup> gernewek.

Erviry's veu gans Tewdar hag Aethelflaed govynn orth an Abas a Lannstefan mar mynna aga demmedhi skonna galla. Yth esa own gans Aethelflaed na<sup>2</sup> dhannvonna hy<sup>3</sup> thas tus dh'y<sup>3</sup> havoës, ha rag henna hi a<sup>2</sup> dreylyas hy hanow dhe hanow kernewek - Lowena - hanow meurgerys gans Tewdar.

Tremena an<sup>2</sup> Gernowyon dres an nos heb kaletter a<sup>2</sup> wrussons, ha wosa dew<sup>2</sup> dhydh, i a<sup>2</sup> dhrehedhas Managhti Lannstefan.

An Abas a<sup>2</sup> dhannvonas lu a<sup>2</sup> dus rag gweres an<sup>2</sup> Gernowyon, ha'n jydh a sywya o dydh demmedhyans Tewdar ha Lowena. Benyn<sup>2</sup> dha an<sup>2</sup> dre a ros pows nowydh dhe Lowena, hag yn gwella prys, nyns esa denvydh a<sup>2</sup> wodhya bos Lowena myrgh mer Karesk, yn despit dh'y thon sowsnek! An Abas a<sup>2</sup> gavas chi dhedha war onan a'n tiryow a'n managhti. An nos na, nyns esa travydh dhe lettya unyans Tewdar ha Lowena, korf hag enev.

Ha'n Penn? Neb hendhyskyas, neb dydh, a<sup>2</sup> wra kavoes yn Lannstefan remenant kyst prenn, hag ynno krogen den!

### Gerva.

offrynn (p) offrynnow = offering.  
towl (p) towlow = plan.  
tremena = to pass  
pysi = to beg, request.  
demmedhi = to marry.  
meurgerys = much loved.  
paper (p) paperyow = paper.

demmedhyans = wedding.  
lu (p) luyow = crowd.  
ton (p) tonyow = accent.  
hendhyskyas = archaeologist  
remanent = remains.  
krogen (f) (p) kregyn. = skull.  
unyans = union

### Govynnadow.

- 1) Prag y<sup>5</sup> hwrug Tewdar dehweles dhe<sup>2</sup> Garesk?
- 2) Pandr' a<sup>2</sup> wrussa glanche molleth an Penn?
- 3) Fatell<sup>2</sup> gerdhas Tewdar hag Aethelflaed war-tu ha Lannstefan?
- 4) Prag y<sup>5</sup> fynna Tewdar tremena an<sup>2</sup> Gernowyon heb bos gwelys?
- 5) Pandr' a<sup>2</sup> wovynnas Tewdar hag Aethelflaed orth an Abas?
- 6) Prag y treylyas Aethelflaed hy hanow?
- 7) A<sup>2</sup> gerydh hy hanow nowydh?
- 8) Fatell<sup>2</sup> weresas an Abas an<sup>2</sup> Gernowyon?
- 9) Prag y ros an venyn pows nowydh dhe Lowena?
- 10) Pandr' a<sup>2</sup> wra leverel an paperyow nowydh pan<sup>2</sup> gaffo an hendhyskyas an<sup>2</sup> gyst hag ynni an Penn?

Gramasek

The verb “tyli” = “to pay.” This is a useful verb. Beside the basic meaning of “to pay” it also means “to be worth,” in the sense of:

e.g. Ober a<sup>2</sup> dal y<sup>2</sup> wul a<sup>2</sup> dal y<sup>2</sup> wul yn<sup>5</sup> ta.  
A job worth doing is worth doing well.

It can also be used to translate “ought” or “must.”

e.g. (present) My a<sup>2</sup> dal mos = I ought to/must go.  
(pluperf.) My a<sup>2</sup> dalvia mos = I ought to have gone.

There is a separate future tense which has the endings of “bos” as do the pluperfect and imperfect subjunctive tenses.

Present Tense.

talav = I pay.  
tylydh = You pay.  
tal = He/She/It pays.  
tylyn = We pay.  
tylowgh = You pay.  
talons = They pay

Present Subjunctive Tense.

pan<sup>2</sup> dylliv = when I pay.  
pan dylli = when you pay.  
pan dallo = when he pays.  
pan dyllyn = when we pay.  
pan dylowgh = when you pay.  
pan dallons = when they pay.

Imperfect Tense.

telen = I used to pay.  
teles = You used to pay.  
tela = He used to pay.  
telen = We used to pay.  
telewgh = You used to pay.  
telens = They used to pay.

Imperfect Subjunctive Tense.

mar talfen = if I paid.  
mar talfes = if you paid.  
mar talfa = if he paid.  
mar talfen = if we paid.  
mar talfewgh = if you paid.  
mar talfens = if they paid.

Past (Preterite) Tense.

tylis = I paid.  
tylsys = You paid.  
tylis = He paid.  
tylsyn = We paid.  
tylsowgh = You paid.  
talsons = They paid.

Pluperfect/Conditional Tense.

talvien = I had paid/would pay.  
talvies = You had paid etc.  
talvia = He had paid etc.  
talvien = We had paid etc.  
talviewgh = You had paid etc.  
talviens = They had paid etc.

Future Tense.

talvydhav = I shall pay.  
talvydhydh = You will pay.  
talvydh = He will pay.  
talvydhyn = We shall pay.  
talvydhowgh = You will pay.  
talvydhons = They will pay.

Imperative.

tal = pay.  
teles = let him/her pay.  
telen = let us pay.  
telewgh = pay.  
telens = let them pay.

Past Participle tylys = paid (Tylys yw = It is paid.)

(N.B. The usual word for “pay for” is “prena” (= “to buy”))

Exercise 1. Translate into Cornish.

- |                         |                         |                          |
|-------------------------|-------------------------|--------------------------|
| 1) I pay.               | 8) You would pay.       | 15) I shall pay.         |
| 2) It is worth reading. | 9) I ought not to go.   | 16) You must eat.        |
| 3) We have paid.        | 10) It is worth seeing. | 17) The bill is paid     |
| 4) We must work.        | 11) She would pay.      | (bill = reken)           |
| 5) He will pay.         | 12) If I paid.          | 18) Let him pay.         |
| 6) They ought to go.    | 13) When they pay.      | 19) He has paid.         |
| 7) She used to pay.     | 14) They used to pay.   | 20) I paid for the beer. |

Prepositions followed by “whom.” Sentences such as “The man to whom I spoke, stood up,” or, in more colloquial English, “The man I spoke to stood up.” can be expressed in Cornish in three ways:

- e.g.
- 1) An den a<sup>2</sup> gewsis vy orto a sevis.  
(The man whom I spoke to him stood up.)
  - 2) An den orto y kewsis vy a sevis.  
(The man to whom I spoke stood up.)
  - 3) An den may kewsis vy (orto) a sevis.  
(The man to whom I spoke (to him) stood up.)

Here is another example:

- e.g. The girl at whom I looked went away.  
(The girl I looked at went away.)
- 1) An<sup>2</sup> voves a viris orti eth dhe<sup>2</sup>-ves.  
(The girl whom I looked at her went away.)
  - 2) An<sup>2</sup> voves orti y<sup>5</sup> firis eth dhe<sup>2</sup>-ves.  
(The girl at her I looked went away.)
  - 3) An<sup>2</sup> voves may<sup>5</sup> firis (orti) eth dhe<sup>2</sup>-ves.  
(The girl at whom I looked (at her) went away.)

In (1) “a<sup>2</sup>” is used as a relative pronoun and is reinforced by the preposition combined with an agreeing pronoun and following the verb.

In (2) the relative pronoun is omitted completely and is replaced by a personal pronoun combined with the preposition before the verb.

In (3) “may<sup>5</sup>” acts as a relative pronoun. The preposition combined with a reinforcing agreeing pronoun after the verb is optional.

Exercise 2. Translate each of the following sentences into Cornish three times using each of the methods shown above.

- 1) The men I work with work hard.
- 2) The man Aethelflaed spoke to was Tewdar.
- 3) The Cornish I talk to love Cornwall.
- 4) The friend I go out with speaks Cornish.
- 5) The boys Yowann plays with love football.

Prepositions followed by “which.” To translate phrases such as “with which,” “on which,” “in which,” “through which,” we use “may<sup>5</sup>”:

e.g. Ni a<sup>2</sup> welas an chi may triga y<sup>2</sup> das  
We saw the house in which his father lived.  
(or; “...the house his father lived in.”)

Yth esa toll may<sup>5</sup> teuth logosenn (anodho).=  
There was a hole from which a mouse came.  
(or: “...a mouse came out of.”)

Hi a<sup>2</sup> gavas moes mayth esa botell (warnedhi) =  
She found a table on which there was a bottle.

The combined preposition and pronoun may be added if necessary for emphasis or clarification.

Exercise 3. Translate the following into Cornish.

- 1) Tewdar hid the box in which was the Head.
- 2) I know the town you are going to.
- 3) This is the book with which we learn Cornish.
- 4) That is the river which they crossed over.
- 5) I know a bank (bankenn) where the wild thyme (tim gwyls) grows.
- 6) Aethelflaed found the cottage where the box was.
- 7) She found the opening through which Tewdar had left the city.
- 8) Tewdar did not know the road along which they were going.
- 9) This is the spear with which his father was killed.
- 10) That is the bed of straw on which Aethelflaed slept.

Skrif.

Konsel an sita a<sup>2</sup> vynn dyllo (publish) istori Karesk. Skrif neppyth ragdho yn kever pellheans (expulsion) an<sup>2</sup> Gernowyon.

KERNEWEK DRE LYTHER.

Dyskans hanterkans.

Degves dyskans ha dewgens.

Revision.

Translate the following sentences into Cornish.

- 1) Aethelflaed spoke with a laugh.
- 2) Tewdar returned to Exeter because he wanted to get the Head.
- 3) The Head was hidden in a cottage which was not burned.
- 4) Aethelflaed found the Head before Tewdar returned.
- 5) She carried it in her hands.
- 6) The Head was hidden under some straw in the nearest cottage,
- 7) The Cornish fled because King Athelstan drove them out of Exeter.
- 8) If they had not gone, he would have killed them.
- 9) The Cornish left Exeter and walked to Launceston.
- 10) Aethelflaed helped a woman who was carrying a baby.
- 11) She said that her husband had been killed.
- 12) We know that she could not reach Launceston.
- 13) We are learning Cornish because we are Cornish.
- 14) If you were here, we could learn Cornish together.
- 15) When they left Exeter, they went to Launceston.
- 16) It is said that the king was angry.
- 17) Tewdar kissed Aethelflaed three times.
- 18) As soon as she saw the box, Aethelflaed took it in her hands.
- 19) Although you did not come, you wrote me a letter.
- 20) When we saw him, he was angry.
- 21) He saw the English soldier striking his father.
- 22) When they reach Launceston, the Cornish will be happy.
- 23) They wanted to ask the Abbot for help.
- 24) He is not as big as you.
- 25) They will be glad to reach Cornwall.
- 26) Tewdar returned to Exeter so that the Head could be saved.
- 27) Is there a Cornishman who will not learn Cornish?
- 28) The more we work, the quicker we learn.
- 29) The king and his soldiers drove the Cornish from their home with their spears.
- 30) The boy he spoke to went on to Launceston where there was a Cornish monastery.

Skrif.

Pyth yw dha<sup>2</sup> dybyansow yn kever an les (advantages) ha'n anles (disadvantages) a<sup>2</sup> dhyski Kernewek "dre lyther!"?



# KERNEWEK DRE LYTHER

## Reference Section

### Pronunciation Guide

The following notes are intended as a guide for the students who are learning the pronunciation and spelling of Kernewek Kemmyn. This guide is recorded on sound files on the website.

Words are usually stressed on the last but one syllable. Where this rule is broken, it will be shown in the lesson vocabularies by underlining the stressed syllable.

Letters are sounded as in English with the following exceptions:

**A** As in “bat” when followed by a doubled consonant e.g. **dannvon** (to send). More as in “father” but not quite so long when stressed e.g. the first syllable of **bara** (bread). A neutral vowel as in “the” (not “thee”) when unstressed e.g. the second syllable of **bara** (bread). Never sounded as in English “made”.

**AW** To rhyme with “how” e.g. **glaw** (rain).

**AY** To rhyme with “by” e.g. **chayn** (chain).

**B** Normally as in English but as P at the end of a word, unless followed by a vowel in a word following immediately without any pause e.g. **y vab** (his son) B sounds as P; **y vab ev** (his own son) B sounds as B.

**C** Only used followed by H. K is used for the normal ‘hard C’ sound.

**CH** As in English e.g. **chayn** (chain).

**DH** Normally as TH in English in “this” - not as in “thin”. Sounds as TH in “thin” at end of word unless followed without a pause by a word beginning with a vowel. It then sounds as TH in “this” e.g. **pub dydh** (each day) DH as in “thin”. **Pub dydh oll** (every day) DH as in “this”.

**E** When followed by a doubled consonant or in an unstressed syllable, the sound is as in English “bet” e.g. **penn** (head), **tiék** (farmer). (Many adjectives end in unstressed **-ek**). When followed by a single consonant or stressed it has the same sound but lengthened as in French “tête”, “frêne”. This is not the same as the vowel sound in English “made” or the French “E acute” e.g. **den** (man).

**EU** As in English “purr” or more accurately as in French “peur” e.g. **beudhi** (to drown).

**EW** Approximately as English “cow” or more accurately as in Welsh “tew”. Try to say the sound of E in “bet” followed immediately by the vowel sound in “boot”. Cornish people can usually make this sound more easily than English people.

**EY** As in English “veil” e.g. **bleydh** (wolf).

**G** Normally as in English “get” (never as in “giant”). Sounds as English K at end of word unless followed immediately without a pause by a word beginning with a vowel e.g. **teg** (beautiful) sounds K, **teg a wel** (beautiful to behold/how beautiful!) sounds G.

**GH** Sounds as the CH in Scottish “loch” or German “achtung”. The English speaker can achieve this sound by heavily breathing an H sound, but, unlike H in English, the Cornish GH comes in the middle or at the end of words, so this heavy breathing requires a slightly unnatural effort for the English speaker e.g. **yeghes** (health).

**I** Sounds as EE in “beet” e.g. **gwir** (true).

**IW** A fairly accurate pronunciation would probably be obtained by saying “seaweed” and then omitting the *-eed* leaving the sound of *ea* followed by *w* as pronounced in English rather than as a full vowel as in Cornish or Welsh. In practice, however, little distinction is made between this and YW.

**K** Normally as in English but as C at end of word if followed by a vowel.

**O** Normally as the vowel sound in “bought”, but as “pot” when followed by a doubled consonant e.g. **lost** (tail) as in “bought”, **bronn** (hill) as in “pot”.

**OE** Approximately as in “toe” but avoiding the diphthong that tends to occur in English. More accurately as French “eau” e.g. **boes** (food). As in English U in a few words where is followed by a doubled consonant, e.g. **toemm** (hot).

**OU** As *oo* in “boot” e.g. **gour** (husband).

**OW** As in “grow” e.g. **down** (deep), *not* as in “cow”.

**Q** Not used, being replaced by **KW**.

**R** Should always be sounded i.e. rolled in words like **kar** (friend).

**U** Usually pronounced as in French “tu”. The sound is sometimes used by Scottish speakers of English in words like “you” and in the second syllable of “Glasgow”. It is a cross between English “ee” and “oo” and is notoriously difficult for English speakers. It has been recommended as the correct sound for “u” in Cornish for many years but very few Cornish speakers actually use it! They tend to use “i” or “ee” instead e.g. **tus** (men, people).

**V** Normally as in English, but as F at the end of a word unless followed by a vowel in a word following immediately without any pause e.g. **genev** (with me) as F, **ev a drig** (he dwells) as V.

**W** See **EW**, **IW** and **YW**. Otherwise **W** sounds as in English.

**X** Not used, being replaced by **KS**.

**Y** When found at the end of word or between consonants (i.e. not with another vowel) the sound is as I in “bit” e.g. **bys** (world). When followed by a vowel the sound is as in English e.g. **redya** (to read).

**YW** Very much like **IW** above except that Y is short and I is long. The sound is well illustrated in the name *Pythywwar* coined by John Richards in a series of stories published in *An Gannas* based on Sherlock Holmes. *Pyth yw war* means *What is on* and is used for Dr Watson. If sounded as *Pythy-war*, the y-w gives the correct pronunciation of *yw*.

**Z** Not in use (though Dr George has suggested it could usefully be introduced)

## **Doubled consonants**

Where these occur at the close of a stressed syllable they should be sounded separately and distinctly, as, for example, the two Cs in “hot tap”. In practice, it is quite difficult to sound a double n or double m except by following the Late Cornish practice of sounding the first n as d, e.g. **penn** (head) as “pedn”; and the first m as b, e.g. **toemm** (hot) as “toebm”. This is acceptable.

Double th is written “tth” and double gh as “ggh”. A vowel before a doubled consonant is short.

Although clear sounds are described above for vowels, when these occur in unstressed syllables at the end of words there is a tendency for the vowel to be weakened or pronounced as a neutral vowel, i.e. as in the English word “the” (not “thee”). The texts sometimes indicate this also by making apparently different vowels rhyme together.

It has been decided that most Biblical names beginning with “J” should start with “Y” and be pronounced accordingly in Cornish. There is possibly some doubt about this but at the moment the Language Board is using this Y pronunciation and the names “Yowann” and “Yesus” appear in KDL courses.

**KERNEWEK DRE LYTHER**  
**Mutation Table**

<b>1</b> Unmutated	<b>2</b> Soft	<b>3</b> Breathed	<b>4</b> Hard	<b>5</b> Mixed	<b>6</b> Mixed after "th"
<b>B</b>	<b>V</b>		<b>P</b>	<b>F</b>	<b>V</b>
<b>Ch</b>	<b>J</b>				
<b>D</b>	<b>Dh</b>		<b>T</b>	<b>T</b>	<b>T</b>
<b>G + a</b> <b>G + e</b> <b>G + i</b> <b>G + y</b>	-		<b>K</b>	<b>H</b>	<b>H</b>
<b>G + l</b> <b>G + r</b>	-		<b>K</b>		
<b>Gw</b>	<b>W</b>		<b>Kw</b>	<b>Hw</b>	<b>W</b>
<b>G + o</b> <b>G + u</b> <b>G + ro</b> <b>G + ru</b>	<b>W</b>		<b>K</b>	<b>Hw</b>	<b>W</b>
<b>K</b>	<b>G</b>	<b>H</b>			
<b>M</b>	<b>V</b>			<b>F</b>	<b>V</b>
<b>P</b>	<b>B</b>	<b>F</b>			
<b>T</b>	<b>D</b>	<b>Th</b>			

# KERNEWEK DRE LYTHER

## Grammatical Terms

<u>Adjective</u>	A word that describes a noun. e.g. “a <u>tall</u> man,” “a <u>heavy</u> bag.” In English, it goes before the noun, but in Cornish after it more often than not.
<u>Adverb</u>	Usually a word showing <u>how</u> something is done, and so goes with a verb, e.g. “He walks <u>slowly</u> ,” “They talk <u>quickly</u> .” It is often formed in English by adding “-ly” to an adjective. In Cornish, the corresponding adjective can be used alone or after “yn <sup>5</sup> ”. See Dyskans 17.
<u>Affirmative</u>	An affirmative verb shows an action which does happen, as opposed to one that does not, which is described as “negative” e.g. “I am learning Cornish” is affirmative. “I am not learning Cornish” is negative.
<u>Auxiliary</u>	An auxiliary verb is used to form a tense of another verb. e.g. “I <u>have</u> spoken,” “I <u>shall</u> go,” “ <u>Do</u> you smoke?”
<u>Cardinal</u>	A cardinal number is a normal number as used in counting, “one, two, three,” etc, as opposed to Ordinal numbers “first, second, third,” etc, and numeral adverbs “once, twice, (thrice),” etc.
<u>Clause</u>	We are mainly concerned with expressions such as “when he came,” “because he went,” etc. These are subordinate clauses. A sentence such as “I saw him when he came” has a <u>main clause</u> “I saw him,” (which makes sense by itself) and a <u>subordinate clause</u> “when he came,” which makes sense only when joined to the main clause to add to its meaning and make a complete sentence.
<u>Collective</u>	Some nouns have a form which refers to a group or collection, e.g. “sheep, fish, swine, cattle,” etc. This feature is more common in Cornish than in English. See Dyskans 23. Such nouns are called “collective nouns” or “collective plurals”.
<u>Comparative</u>	Adjectives ending in “-er”, such as “bigger, smaller” are called “comparative” because they compare one thing with another, e.g. “Cornish is easier than Welsh.” See Dyskans 29.
<u>Complement</u>	What follows the verb “to be” and a few other verbs is usually the complement. e.g. “John is <u>big</u> ,” “Jane is <u>his sister</u> .” See Dyskans 12.
<u>Conditional</u>	In the sentence “I would go if I could,” whether in fact I go or not depends on a condition: Can I go or can’t I? So a verb which shows an action which depends on a condition is conditional. It is shown by the auxiliary verb “would” or “should.”

<u>Conjunction</u>	A word which joins two ideas together, e.g. “bat <u>and</u> ball,” “red <u>and</u> white,” “He came <u>and</u> saw.” We are mainly concerned with words which join a main clause to a subordinate clause, e.g. “I saw him <u>when</u> he came,” “Cornishmen learn Cornish <u>because</u> they are Cornish.”
<u>Definite Article</u>	This is the word “the” which precedes a noun which has been mentioned already, so is now “definite”. The Indefinite Article “a(n)” is used with a noun not previously mentioned. e.g. “Is that <u>a</u> cat?” “Yes, it is <u>the</u> cat from next door!”
<u>Demonstrative</u>	The words “this, that, these, those” are called “demonstrative” adjectives or pronouns because they point things out. e.g. “ <u>This</u> is my friend.” (pronoun), “ <u>That</u> book is yours.” (adjective).
<u>Direct Object</u>	See “Object”
<u>Feminine</u>	See “Masculine”
<u>Finite</u>	This is the form of the verb found in a simple sentence, e.g. “I <u>like</u> Cornish” as distinct from the infinitive or verb-noun, or participles which cannot form the verb in a simple sentence.
<u>First Person</u>	This is the person speaking as shown by the pronoun “I” or “We.” The term is used both with these pronouns and any verb of which they are the subject. e.g. “I speak” is the First Person (singular) of the verb “to speak.”
<u>Imperative</u>	The form of a verb which gives a command. e.g. “Sit down!” “Get up!” “Go away!” The command may be directed at the speaker, or to a third person. Such forms are really lacking in English, but phrases like “Let us go!” “Let him see!” are used to make up for the lack.
<u>Imperfect</u>	The imperfect tense of a verb shows an action which occurred continuously, habitually, or repeatedly in past time. English uses such forms as “I was going,” “I used to go,” “I would go,” “I went” (every day), to indicate this meaning. See Dyskansow 26, 28, 32.
<u>Indefinite Article</u>	See “Definite Article”
<u>Indefinite Subject</u>	A subject (of a sentence) not previously mentioned or defined, e.g. “ <u>A man</u> came,” “ <u>Some bread</u> is on the table,” “ <u>Horses</u> can run fast.” This concept is important in connection with “eus” and “usi,” the 3rd person singular of “bos” “to be” (See Dyskans 33), and use of the subjunctive (Dyskans 44).
<u>Indirect Object</u>	This usually refers to a person <u>to whom</u> something is given, told, shown, etc. e.g. “He gave <u>me</u> the book” “the book” is the direct object, and “me” the indirect object. See Dyskans 36.

<u>Indirect Statement</u>	A statement may be quoted direct, using the actual words a person speaks, e. g. “John said, ‘I like Cornish,’” or it may be made as an Indirect Statement, e.g. “John said (that) he liked Cornish.” Such statements require special care in Cornish. See Dyskansow 32, 33, 34, 38.
<u>Infinitive</u>	See “Verb-Noun”
<u>Infixd Pronouns</u>	Object pronouns which in Cornish are placed between a verb and its particle. They do not exist in English. See Dyskans 27.
<u>Interrogative Particle</u>	See Dyskans 14. “Interrogative” means “connected with a question.”
<u>Masculine and Feminine</u>	In English, living things of the male sex are masculine, and living things of the female sex are feminine. In Cornish, every noun, even though lifeless and therefore sexless, is either masculine or feminine in gender. See Dyskans 2, 4, 11.
<u>Mutation</u>	This is a Celtic phenomenon with no English counterpart. See Dyskans 1. Every word causing the following word to mutate is shown with the number of the appropriate mutation state throughout grades one and two/three of the KDL course. However, it is not necessary to write these numbers when writing Cornish normally.
<u>Negative</u>	See “Affirmative”
<u>Nominal Sentence</u>	A Sentence starting with a noun or pronoun subject. This is then followed by the particle “a <sup>2</sup> ” and a verb in the third person singular. It is always affirmative.
<u>Noun</u>	This is really another word for “name”. All words that name people/places/things/ideas, etc. are “nouns” e.g. “dog, man, village, happiness,” etc.
<u>Object</u>	The part of a sentence that receives or suffers the action indicated by the verb. e.g. “I saw <u>the man</u> ,” “He saw <u>me</u> .”
<u>Ordinal numbers</u>	The numbers that show order, e.g. “first, second, third,” etc. See Dyskans 21.
<u>Particle</u>	Thes are very short words which have an important role in sentence construction, but are not usually translated. In English there is only one, the word “to” before a verb as in “I want <u>to</u> go.” However, there are several in Cornish. See Dyskansow 2 and 8.
<u>Passive</u>	The normal word order of a simple English sentence is reversed when the verb is passive, because now the Subject suffers the action of the verb. e.g. “The man <u>was seen</u> ,” “I <u>was heard</u> .” The passive is formed with the verb “to be” as an auxiliary and the

past participle. This is the normal pattern in Cornish too.

<u>Past Participle</u>	In English, this is used with the verb “to have” to make up the perfect tense, e.g. “I have <u>spoken</u> ,” but it is not used in this way in Cornish. It is also used with the verb “to be” to form the passive, e.g. “The man was seen,” and this is its commonest use in Cornish.
<u>Past Tense</u>	The verb usually has a special ending or form which shows that the action described occurred in the past. A common ending in English is “-ed”, e.g. “He looked,” “We opened.” In Cornish “-as” and “-is” are common endings, but the term “preterite” is used to refer to the corresponding Cornish tense to distinguish it from other past tenses.
<u>Perfect Tense</u>	See “Past Participle”. In Cornish, the perfect particle “re <sup>2</sup> ” is used with the preterite tense. See Dyskans 6.
<u>Personal Pronouns</u>	These are pronouns referring to persons. In English they are: I; (thou); he/she/it; we; you; they. The old second person singular pronoun “thou”, is, of course, replaced by “you” in modern English, so that “you” is both singular and plural, but Cornish, like most languages, still has two words.
<u>Plural</u>	See “Singular”
<u>Possessive Pronouns</u>	See Dyskans 14. KDL follows the Cornish convention of calling the words “ow <sup>3</sup> , dha <sup>2</sup> , y <sup>2</sup> , hy <sup>3</sup> , agan, agas, aga <sup>3</sup> ” pronouns, although strictly speaking they are adjectives.
<u>Preposition</u>	A word showing the relationship between two things, or ideas, e.g. “The book is <u>on</u> the table,” “He went <u>without</u> speaking,” “That is the man <u>to</u> whom she is married.” It is followed by a noun, verb-noun, or pronoun.
<u>Present Participle</u>	This is a verbal adjective ending in “-ing” in English, e.g. “a man <u>looking</u> ,” “a boy <u>reading</u> .”
<u>Present Tense</u>	A verb usually shows by its form or ending that the action takes place in the present time. e.g. “He looks,” “We go.”
<u>Preterite Tense</u>	See “Past Tense”
<u>Pluperfect Tense</u>	This tense shows an action which took place <u>before</u> the main action of the sentence. e.g. “After the rain <u>had stopped</u> I went out.” In English the past tense of the verb “to have” (“had”) is used as the auxiliary, with the past participle. In Cornish the verb has the same form as the conditional. See Dyskansow 26, 28, 32. The perfect particle “re <sup>2</sup> ” may be used.
<u>Pronoun</u>	A word replacing a noun, and so avoiding repetition of a noun many times in a narrative. e.g. “Yann went fishing, <u>he</u> caught



some fish and he came home and sold them.”

<u>Reflexive Verb</u>	These verbs show an action done to oneself e.g. “to wash (oneself)”. They use a pronoun ending in “self” or “selves”, although it is sometimes possible to omit this. e.g. “He is shaving (himself)”. See Dyskans 28.
<u>Relative Clause</u>	A clause starting with a relative pronoun. See Dyskansow 31, 44, 46, 47.
<u>Relative Pronoun</u>	The pronouns “who, whom, which,” used to relate to a noun in the main clause, e.g. “I know a man <u>who</u> speaks Cornish.”
<u>Second Person</u>	The person spoken to, denoted by the pronoun “you.” The term is used both with this pronoun and any verb of which it is the subject. e.g. “You speak”. In English this may be singular or plural, but Cornish uses different forms for both the pronoun and verb. See Dyskans 7.
<u>Singular and Plural</u>	“Singular” refers to one thing/person etc only. “Plural” refers to more than one. <ul style="list-style-type: none"><li>• Singular: man, boy, woman, girl, I am, she is, he is going</li><li>• Plural: men, boys, women, girls, we are, they are, they are going.</li></ul>
<u>Subject</u>	This is normally the person or thing that performs the action shown by the verb, e.g. “ <u>Wella</u> sells books.” However, with a passive verb, the subject receives or suffers the action. e.g. “ <u>Books</u> are sold.”
<u>Subjunctive</u>	This term is very difficult to define, but its use is explained in Dyskansow 31, 41, 42, 43, 44, and 46.
<u>Superlative</u>	Refers to adjectives ending in “-est”. e.g. “greatest, longest, fastest.” They show the extreme point which an attribute attains in a given situation. e.g. “I am the greatest,” “Cornish is the easiest language.”
<u>Third Person</u>	This is the person or thing spoken about. It is shown by the pronouns He/She/It/They. The term is used both with these pronouns and any verb of which they are the subject. Any noun being spoken about is also third person as is the verb of which it is the subject. e.g. “He speaks,” “She speaks,” “The men speak.”
<u>Verb</u>	A word showing an action. However, the verb “to be” shows a state rather than an action.
<u>Verbal Sentence</u>	A sentence starting with the verb preceded by the particle “y <sup>5</sup> ” if affirmative, or “ny <sup>2</sup> ” if negative. The verb agrees with the subject if a pronoun, but remains singular if the subject is a plural noun. However, it is possible for a noun subject to precede the “ny <sup>2</sup> ” in a negative sentence, in which case the verb agrees with it in number.

Verb-noun

This is the form of the verb usually described as “infinitive”. However, the term “verb-noun” or “verbal noun” is preferred by Celtic grammarians, and is probably more appropriate to Celtic grammar. In English, it is often, but not always, preceded by the particle “to”. e.g. “I want to go.” The “to” is omitted when used with “can” and “do” as auxiliary verbs. e.g. “I do go”, “I can go”.

Vocative Particle

We sometimes use “O” before a noun in English in archaic or poetic texts. e.g. “O Lord, in thee have I trusted.” The Cornish equivalent is “A<sup>2</sup>” See Dyskans 6. The use of it is optional but more common than in modern English.

# Gerva Kynsa dhe Dressa Gradh

## Preface

The KDL “Gerva Kensa ha Nessa Grath” was first published in 1986 in Unified Cornish to provide a quick reference for KDL students to the vocabulary in the first two KDL courses, and the first and second grade examination papers from 1983 onwards. It was also intended as a low cost initial word list for inquirers and beginners, not sufficiently committed to invest in the Morton Nance Dictionary.

It was reissued in *Kernewek Kemmyn*, in 1989 and covered the words used in the KDL 1st and 2nd/3rd grade courses, and 1st and 2nd grade exam papers from 1983 onwards (from 1988 a new 2nd grade exam. was introduced so that the old 2nd grade standard became third grade, and this 3rd grade is the one covered in the *Gerva*).

It was updated again in 1994 as new dictionaries in *Kernewek Kemmyn* became available and to include words found in more recent examination papers.

This version has now been transferred to computer disk which has made further updating much easier and made it possible to insert words from the 1996 to the 2000 examination papers, but papers for 1990-95 have been omitted as they were not in the early versions of the *Gerva* nor are they currently used in the KDL courses.

The *Gerva* is based on the *gervaow* provided with the lessons and past exam. papers which form the KDL courses so that some words used only in examples in the courses, not in the reading passages, may not be found here.

Each entry has a reference showing the KDL lesson or past paper in which it is found. In some cases, where the word is used differently, it is entered more than once with the appropriate references. A number such as 25 refers to Lesson 25, and a number such as 3/89 indicates the 1989 third grade paper. To avoid confusion all such papers are referred to as “third grade” as that is the standard they now represent, though before 1988 they were actually second grade papers.

Phrases consisting of several words are listed under all the main words in the phrase. When this is not the first word, the word under which it is indexed is printed in large, bold type. A fairly long phrase may therefore appear several times in the *Gerva* under the various initial letters.

KDL students are warned that the *Gerva* is not intended to replace the one they are recommended to make for themselves in the introduction to the KDL course. Examination papers ranging over a considerable number of years make it clear that as a whole they cover a wide range of vocabulary and the student cannot expect to know all the words shown. It makes it clear also that there is really no such thing as “1st, 2nd or 3rd grade” vocabulary. Almost any word may appear at any grade. The best way of preparing for written exams. is to read as much Cornish as possible making your own vocabulary of new words. The exercise of translation and re-translation as recommended in the KDL courses is also of great value.

We were most grateful to Dr David Balhatchet for checking through the original *Gerva* and providing corrections without number! His sad death earlier this year means that such help has not been available for this new edition.

Ray Edwards  
Mis Kevardhu, 2001

The present website version has been updated to 2005.

Ray Edwards  
Mis Est, 2005

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A

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a <sup>2</sup>	(6)	= vocative particle (0! or not translated)
a-ban <sup>2</sup>	(26)	= since
abas (p) abasow	(33)	= abbot
Aberfal	(17)	= Falmouth
Aberplymm	(1/96)	= Plymouth
a-berth yn	(4)	= inside
a-berth y'n	(14)	= into the
a-bervedh	(26)	= inside
abostol (p) abesteli	(33)	= apostle
a-denewen	(3/96)	= aside
a-dhelergh	(3/00)	= back, rear
a-dherag	(14)	= in front of
a-dhesempis	(28)	= immediately
a-dhiworth	(41)	= away from
a-dhistowgh	(3/00)	= immediately
adhvesi	(3/88)	= to ripen
a-dro dhe	(18)	= around
a-dryv	(1//87)	= behind
a-dryv dhymm yn klos	(3/00)	= close behind me
a fydhya	(32)	= to confirm
aga <sup>3</sup>	(3)	= their
aga gul	(11)	= to do them
a'ga esedh	(14)	= sitting
a'ga sav	(24)	= standing
agan	(7)	= our
ages	(26)	= than
a-gynsow	(3/04)	= lately, recently
a-hys	(26)	= along
a-ji	(26)	= indoors
alargh (p) elergh	(1/05)	= swan
Alban	(1/05)	= Scotland
Albanek	(1/02)	= Scots
alena	(19)	= from there
yn-dann <b>alhwedh</b>	(3/84)	= locked up
alhwedha	(3/84)	= to lock
ny <b>allav</b>	(6)	= I cannot
ty dhe <b>alloes</b>	(6)	= that you can
ny <sup>2</sup> <b>allsons</b>	(1/83)	= they could not
Almaynek	(13)	= German
als (f) (p) alsyow	(17)	= cliff
alusener (p) alusenoryon	(28)	= almoner

A

amal (p) emlow	(3/02)	= edge, border
amanenn	(21)	= butter
amari (p) amaris	(1/84)	= cupboard
ambos (p) ambosow	(32)	= promise
aneth (p) anethow	(3/02)	= adventure
anfeusik	(29)	= unlucky
anken (p) ankenyow	(41)	= distress
ankevi	(19)	= to forget
na <sup>2</sup> wra <b>ankevi</b>	(19)	= don't forget!
ankombrynsi	(3/87)	= embarrassment
ankoth	(31)	= strange
amal (p) emlow	(3/96)	= edge
amm (p) ammow	(31)	= kiss
amontya	(3/84)	= to count
an eyl ... y ben	(3/97)	= the one ... the other (used only when both parties are feminine)
a ny <sup>2</sup> wodhesta?	(13)	= don't you know?
a'n jevo own	(28)	= was afraid
a'n par na	(14)	= like that
anella	(3/04)	= to breathe
anella poes	(3/96)	= to breathe deeply
annedh (f) (p) annedhow	(24)	= dwelling
annia	(16)	= to annoy
anodho	(8)	= of it
war y <sup>2</sup> <b>anow</b>	(28)	= on his lips
apert	(42)	= obvious
apposyans	(13)	= examination
arall (p) erell	(12)	= other
arbennik	(21)	= special
ardhynyek	(3/01)	= seductive
argel (f) (p) argelow	(3/84)	= secret place
arghans	(1/02)	= silver
arghans	(21)	= money
arghantti (p) arghanttiow	(1/87)	= bank
na <sup>2</sup> wra <b>argya</b>	(11)	= don't quarrel!
arloedh	(43)	= lord
arloedhes (f) (p) arloedhesow	(31)	= lady
arnowydh	(22)	= modern
arta	(7)	= again
arv (f) (p) arvow	(39)	= weapon
Arvow Kernow	(1/05)	= the Arms of Cornwall
arveth	(3/99)	= to employ
arvor	(3/01)	= coast
arwoedh (p) arwoedhyow	(14)	= sign
arwoedha	(19)	= to signal
askell-dro (f)	(1/02)	= helicopter
askorrys	(3/05)	= produced
ass ova skwith!	(26)	= how tired he was!

## A

ass yw dydh lowen!	(12)	= what a happy day it is!
ass yw gwel brav!	(24)	= what a fine sight it is!
assay (p) assays	(3/85)	= attempt
assaya	(29)	= to try
nag <b>assaya</b> nevra	(29)	= that he should never try
assoylya	(26)	= to shrive
aswa (f) (p) aswaow	(31)	= gap
aswonn	(3/85)	= to know, recognise
aswonnvos	(29)	= to know (person)
aswonnys	(3/98)	= recognised
attendya	(3/00)	= to notice
attes	(14)	= comfortably
a-ugh	(16)	= above
aval (p) avalow	(13)	= apple
avan	(23)	= raspberries
a-varr	(3/00)	= early
avel	(7)	= as
ha ganso Kernewek <b>avel</b> mammyeth	(7)	= with Cornish as his mother tongue
mar <sup>2</sup> bell <b>avel</b>	(41)	= as far as
a-ves	(3/04)	= away, outside
avisya	(3/86)	= to advise, call
avon (f) (p) avonyow	(24)	= river
a-vorow	(11)	= tomorrow
poran <b>a</b> -woeles	(3/84)	= just below
awos	(31)	= because
a-wosa	(1/98)	= later
awtoures (f)	(3/01)	= author (f)
a'y esedh	(26)	= sitting
a'y sav	(44)	= standing
a'y worwedh	(26)	= lying
ayr	(29)	= air

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## B

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baban (p) babanes	(39)	= baby
bagas	(9)	= group
bagel (f) (p) baglow	(3/85)	= shepherd's crook
bakken	(21)	= bacon
bal (p) balyow	(3/05)	= mine
den <b>bal</b> (p) tus bal	(1/86)	= miner
baner (p) baneryow	(24)	= banner
baner (p) baneryow	(3/05)	= flag
sevel yn- <b>bann</b>	(3/85)	= to stand up
banna (p) bannaghow	(3/02)	= a drop

## B

bara	(21)	= bread
baramanenn	(1/04)	= sandwich
bardh (p) berdh	(24)	= bard (male)
Bardh Meur	(24)	= Grand Bard
bardhes (f) bardhesow	(24)	= bard (female)
bardhonieth (f)	(3/02)	= poetry
bargen-tir (p) bargenyow-tir	(28)	= farm
an <b>barth</b> dheghow	(3/01)	= the south side
barv (f) (p) barvow	(1/99)	= beard
bath (p) bathow	(3/88)	= coin
bay (p) bayow	(3/86)	= kiss
bedh (p) bedhow	(3/97)	= grave
bedha	(3/00)	= to dare
bedhewgh war	(1/96)	= be careful
begh (p) beghyow	(3/88)	= burden
mar <sup>2</sup> <b>bell</b> avel	(41)	= as far as
galwenn <b>bellgewser</b>	(3/00)	= telephone call
an eyl dh'y <b>ben</b>	(3/03)	= as "an eyl dh'y gila" but replacing two feminine nouns
berr	(1/83)	= short
pols <b>berr</b>	(1/87)	= a short while
berr <sup>2</sup> dermyn	(22)	= a short time
my re <b>beu</b>	(12)	= I have been
re <b>bia</b>	(26)	= had been
blas	(3/88)	= scent
bleujenn (f) (p) bleujennow	(13)	= flower
blew (collective)	(1/04)	= hair
bleydh (p) bleydhi	(3/85)	= wolf
bloedh	(3)	= years old
blydhen (f) (p) blydhynyow	(24)	= year
boes	(18)	= food
prys <b>boes</b>	(3/88)	= meal
boesti (p) boestiow	(3/01)	= restaurant
boghosek	(41)	= poor
boghosogneth	(3/89)	= poverty
bolgh (p) bolghow	(39)	= breach
bond-ros felsys	(1/87)	= punctured tyre
ev a <sup>2</sup> <b>borthas</b> kov	(29)	= he remembered
(perthi kov		= to remember)
na <sup>2</sup> <b>bortha</b> own	(44)	= who was not afraid
bos	(12)	= to be
bos mab ha myrgh genowgh hwi	(7)	= that you have a son and daughter
drefenn <b>bos</b> Kembro an epskop da na	(26)	= because that good bishop was a Welshman
mos ha <b>bos</b>	(42)	= to become
rag <b>bos</b>	(22)	= because there is
rag ow <b>bos</b>	(27)	= because I am



## B

Bosvenegh	(1/97)	= Bodmin
botas (c)	(1/01)	= boots
bownder (f) (p) bownderyow	(3/03)	= lane
Bran Vendigeit	(34)	= Bran the Blessed
bras	(12)	= large
brassa	(26)	= bigger
braster	(38)	= majesty
brastir (p) brastiryow	(3/98)	= continent
brav	(3/97)	= fine, excellent
ass yw gwel <b>brav!</b>	(24)	= what a fine sight it is!
bre (f) (p) breow	(24)	= hill
a <sup>2</sup> <b>breder</b>	(7)	= think
(prederi		= to think)
breg (f) (p) breghow (dual) diwvreg	(1/97)	= arm
an <sup>2</sup> <b>breoryon</b>	(8)	= the customers
bresel (p) breselyow	(37)	= war
breselyer(p) breselyoryon	(34)	= warrior
Breten <sup>2</sup> Veur (f)	(1)	= Great Britain
Breten <sup>2</sup> Vyghan (f)	(2)	= Brittany
Ynys <b>Breten</b>	(27)	= the Island of Britain
Bretonek	(2)	= Breton
breus (f)	(3/8)	= judgment
bri	(27)	= renown
brini (p)	(1/02)	= crows
brithel (p) brithyli	(1/97)	= mackerel
bro (f)	(1)	= country
broder (p) breder	(22)	= brother
bronn (p) bronnow	(24)	= hill
bronn (f) (p) bronnow	(32)	= breast
bryntin	(31)	= noble
brys (p) brysyow	(28)	= mind
Brythonek	(3/99)	= Brittonic
Brythonyon	(27)	= Britons
bugel (p) bugeledh	(3/85)	= shepherd
bugh (f) (p) bughes	(1/98)	= cow
bush (f) (p) bushys	(36)	= crowd
bynk(f) (p) bynkys	(36)	= platform
bydh war	(19)	= be careful
byghan	(4)	= small
byghan lowr	(9)	= fairly small
dos er y <sup>2</sup> <b>bynn</b>	(32)	= to meet him
bys	(31)	= world
bys troes (p) bysyes troes	(3/96)	= toe
bys vykken	(37)	= for ever
bys yn	(8)	= until
bys yn	(18)	= as far as
oll an <b>bys</b>	(11)	= everybody
pyth an <b>bys</b>	(3/89)	= worldly wealth

## B

bysi	(9)	= busy
bysi	(26)	= important
bysyes -troes	(3/84)	= toes
bythkweth	(1/85)	= ever
byttegyns	(2)	= however
byw	(1/83)	= alive
byw	(44)	= lively, active
bywa	(26)	= to live
bywnans	(12)	= life

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## Ch

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chambour (p) chambours	(22)	= bedroom
chaplen (p) chaplens	(3/85)	= chaplain
cher	(3/03)	= state of mind
chi (p) chiow	(4)	= house
chi nessa	(12)	= next door
choklet	(1/04)	= chocolate
chons (p) chonsyow	(12)	= chance
chymbla (p) chymblys	(22)	= chimney

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## D

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da	(1/87)	= good
da lowr	(1/99)	= very well
da yw genev	(7)	= I am glad
megys <b>da</b>	(3/84)	= well brought up
myttin <b>da!</b>	(11)	= good morning!
pys <b>da</b>	(1/83)	= pleased
yn poynt <b>da</b>	(9)	= very well
dadhla	(3/04)	= to argue
daffar	(3/87)	= provisions
dager (p) dagrow	(33)	= tear
dall (16)	= blind	
dalleth	(14)	= to begin
dallethores (f)	(13)	= beginner (f)
dallethoryon	(13)	= beginners
danek	(21)	= Danish
Danek (p) Danogyon	(37)	= Dane
settya <b>dalghenn</b> yn	(39)	= to grab

## D

dalghenna	(47)	= to seize
yn- <b>dann</b> <sup>2</sup>	(1/83)	= under
yn- <b>danno</b>	(29)	= under it
dans (p) dens	(3/85)	= tooth
gloes <b>dans</b>	(1/87)	= toothache
dar!	(11)	= rubbish!
daras (p) darasow	(14)	= door
dh'y <b>daras</b>	(19)	= to her door
darbari	(3/88)	= to prepare
dargan (f)	(1/85)	= forecast, prediction
das (f) (p) deys	(3/85)	= stack
dasjunys	(47)	= reunited
daskavoes	(38)	= to recover
daskorrys	(32)	= replaced
dasleverel	(32)	= to repeat
dasserghyans	(3/04)	= resurrection
dassonas	(3/85)	= echoed
(dasseni		= to echo)
davas (f) (p) deve	(1/04)	= sheep
neb <b>deg</b>	(13)	= about ten
degea	(9)	= to close
deges	(9)	= closed
degys	(3/05)	= carried
(doen:		to carry)
deghow	(1/87)	= right (hand)
dehweles	(28)	= to return
a <sup>2</sup> wra <b>dehweles</b>	(8)	= return,
kepar <b>dell</b> <sup>2</sup>	(7)	= as, like
		(followed by verb)
kepar <b>dell</b> eus mab ha myrgh genen ni (7) =		
		as we (too) have a son and daughter
demmedhi	(49)	= to marry
demmedhyans	(49)	= wedding
den (p) tus	(1)	= man
den	(33)	= one, people
den a vri	(3/98)	= famous man
den bal	(1/86)	= miner
den jentyl	(3/84)	= gentleman
mar <sup>4</sup> kwrella <b>den</b> hy gweles (31) = if anyone saw her		
den lagha	(1/97)	= lawyer
pub <b>den</b> oll	(18)	= everybody
dendil	(3/88)	= to earn
medhyk <b>dens</b>	(1/87)	= dentist
ny <b>denvydh</b>	(29)	= not anyone
nyns eus <b>denvydh</b> (7) = there is no-one		
der (usually used before vowel) (46) = through		
derivas	(3/97)	= report

## D

derivas orth	(16)	= to inform
derivis	(34)	= told
berr <sup>2</sup> <b>dermyn</b>	(22)	= short time (also written as one word)
desedhys	(3/05)	= situated
(desedha:		to situate)
desempis	(3/89)	= immediately
deskriifa	(2/03)	= to describe
yn <b>despit</b> dhe <sup>2</sup>	(16)	= in spite of
deun yn rag!	(14)	= come on!
devar	(3/85)	= duty
devedhyans	(3/99)	= origin
devedhyans	(3/98)	= arrival
devedhys	(1/86)	= (having) come (past participle of “dos”)
devnydh	(8)	= use
devnydhys	(3/99)	= used
(devnydhya		= to use)
dew <sup>2</sup>	(8)	= two (with masc. noun)
dewbries	(3/99)	= married couple
dewdhek	(3)	= twelve
dewdhorn (d)	(3/02)	= hands
dewdroes	(46)	= feet
dewlagas	(16)	= eyes
(lagas		= eye)
yn despit dhe <sup>2</sup>	(16)	= in spite of
devar	(3/04)	= duty
dew <sup>2</sup> vargh	(8)	= 2 cv car
dewis	(41)	= to choose, elect
nyns o re <sup>2</sup> <b>dewl</b> dhe weles	(33)	= it was not too dark to see
dewynnya	(3/05)	= to glitter, shine
dha (pronounce as Eng <i>the</i> )	(6)	= your
dha <sup>2</sup> vos pyskador	(7)	= that you are a fisherman
pur <sup>2</sup> <b>dha</b>	(8)	= very well
a <sup>2</sup> <b>dhannvon</b>	(4)	= sends
dhe <sup>2</sup> (pron. as Eng <i>the</i> )	(2)	= to
An <b>Dhargan</b> a Verdhin	(3/98)	= The Prophecy of Merlin
meur ras <b>dhe</b> Dhyw y hwonn	(3/00)	= I am very thankful to God
dhe les	(7)	= interesting
dhe les	(7)	= important
dhe naw eur	(9)	= at nine o'clock
dh'y <sup>2</sup> worfenna	(14)	= to finish it
a-dro <b>dhe</b> <sup>2</sup>	(18)	= around
ha mos <b>dhe</b> <sup>2</sup> goska	(8)	= and go to sleep
kyns i <b>dhe</b> <sup>2</sup> dhehweles	(8)	= before they return
ty <b>dhe</b> <sup>2</sup> alloes	(6)	= that you can
dhe <sup>2</sup> wir	(13)	= indeed, really
dhedha	(3)	= with them
yma <b>dhedha</b>	(3)	= they have
dhedhi	(3)	= with her

## D

yma <b>dhedhi</b>	(3)	= she has
erna <sup>2</sup> <b>dheffo</b> an dus erell	(41)	= until the other people come
re <sup>2</sup> <b>dhegemmeras</b>	(6)	= have received
an barth <b>dheghow</b>	(3/01)	= the south side
kyns i dhe <sup>2</sup> <b>dhehweles</b>	(8)	= before they return
ev a <b>dhellos</b>	(3/97)	= he published
(dyllo		= to publish)
dhe'n lyha	(3/98)	= at least
an seythun a <sup>2</sup> <b>dheu</b>	(14)	= the coming week
a <sup>2</sup> <b>dheuth</b>	(16)	= came
(dos		= to come)
ottomma pyth a <b>dhevis!</b>	(3/85)	= this is excellent!
dhe-woeles	(3/98)	= down
dhe-woeles	(3/03)	= at the bottom
dhis	(6)	= to you
gonn meur ras <b>dhis</b> a'th lyther	(7)	= thank you very much for your letter
pandr' a hwer <b>dhis?</b>	(34)	= what is the matter with you?
dhiso yn lel	(6)	= yours sincerely
eur <b>dhiwedhes</b>	(8)	= a late hour
kyns y <sup>2</sup> vos re <b>dhiwedhes</b>	(26)	= before it is too late
dhiworth	(6)	= from
dhodho	(3)	= with him
res yw <b>dhodho</b>	(11)	= he has to
yma <b>dhodho</b>	(3)	= he has
y <sup>5</sup> feu leverys <b>dhodho</b>	(11)	= he was told
kyns an Sowson dhe <sup>2</sup> <b>dhos</b>	(27)	= before the Saxons came
a <sup>2</sup> <b>dhros</b>	(42)	= brought
(dri		= to bring)
ow leverel <b>dhymm</b> neppyth	(7)	= telling me something
res yw <b>dhymm</b>	(14)	= I must
skrif <b>dhymm</b>	(6)	= write to me
y koedh <b>dhymm</b>	(32)	= I must
a <sup>2</sup> <b>dhysk</b>	(7)	= learn, teach
(dyski		= to learn/teach)
yma nebes teyluyow a <sup>2</sup> <b>dhysk</b> Kernewek	(7)	= there are some families that teach Cornish
meur ras dhe <b>Dhyw</b> y hwonn	(3/00)	= I am very thankful to God
di	(3/84)	= there
dyagon	(3/99)	= deacon
diank	(3/85)	= to escape
nyns eus <b>diank</b>	(3/97)	= there is no escaping
(diank		= to escape)
diarv	(39)	= unarmed
ma'n <b>dibennens</b> i	(27)	= that they should behead him
diberth	(3/84)	= to separate
diberth	(1/99)	= to leave

## D

diblans	(3/99) = distinct
dibowes	(3/86) = restless
didhan	(3/84) = amusement,
didhanus	(3/03) = amusing
didheurek	(3/05) = interesting
didre	(42) = homeless
diek	(11) = lazy
dien	(17) = whole
megi <b>difennys</b>	(14) = no smoking
difeudhi	(16) = to put out
diffrans	(3/01) = different (NB. spelt <i>dyffrans</i> in Gerlyver Kres)
difun	(42) = awake
difuna	(38) = to wake up
dihaval	(3/99) = different
dillas	(3/88) = clothing
diner (p) dinerow	(21) = penny
dinerenn (f) (p) dinerennow	(3/89) = penny
dineythys	(399) = born
diogel	(27) = safe
diskudha	(48) = to reveal
diskudha	(3/03) = to discover, uncover, reveal, disclose
diskwedhes	(13) = to show
dismygi	(3/98) = sort out
dismygi	(3/02) = to guess, find out
disprevi	(3/86) = to disprove
disputya	(29) = to argue
nyns esa <b>disputya</b> gans	(29) = there was no arguing with
distowgh	(3/97) = suddenly
distowgh	(1/04) = immediately, suddenly
distruys	(48) = destroyed
(distrui	= to destroy)
diswrys	(44) = destroyed
(diswul	= to destroy)
divarow	(26) = immortal
divroys	(3/98) = exiled
<i>(Verbow Kernewek suggests divroyys)</i>	
diw eur	(2) = two o'clock
diwedh	(1/99) = end
diwedhes	(3/97) = late
diwedhyn	(3/84) = unbending
diwettha	(19) = later
diwla	(24) = hands
diwostyth	(3/86) = disobedient
diwotti	(9) = pub
diwros (f) (p) diwrosow	(1/86) = bicycle
diwrosa:	(1/05) = to cycle
diwskoedh (f)	(31) = shoulders
diwskovarn (f)	(34) = ears
diwvregh (f)	(34) = arms

## D

diwwews (f)	(29	= lips
diwysek	(3/85)	= earnest, serious
diyskynna	(1/87)	= to descend, get down/out
doen	(36)	= to carry
domhwelys	(3/85)	= upset
dons (p) donsow	(1/85)	= dance
donsya	(24)	= to dance
dor	(23)	= ground
dorn (p) dornow	(32)	= hand
lien <b>dorn</b>	(31)	= handkerchief
dornas	(3/86)	= handful
dos er y <sup>2</sup> bynn	(32)	= to meet him
dos y'n pow gans nerth	(3/86)	= to invade
re <sup>2</sup> wrussa <b>dos</b>	(26)	= had come
dout (p) doutys	(3/00)	= doubt, fear
down	(32)	= deep
dowr (p) dowrow	(18)	= water
dre <sup>2</sup> gov	(24)	= by heart
ev a'n godhya <b>dre<sup>2</sup></b> gov	(27)	= he knew it by heart
dre lyther	(2)	= by letter
drefenn	(47)	= because of
drefenn	(23)	= because
drefenn an teylu dhe vos dhe <sup>2</sup> ves	(23)	= because the family has gone away
drefenn bos Kembro an epskop da na	(26)	= because that good bishop was a Welshman
dregynn	(3/86)	= mischief
drehedhes	(11)	= to reach
drehevel	(22)	= to build
drehevel	(26)	= to rise
drehevel	(46)	= to raise
drehevyans (p) drehevyansow	(3/04)	= building
dres	(11)	= during
dres	(18)	= across
dres eghenn	(39)	= exceedingly
drewydh (p) drewydhion	(28)	= druid
dreys	(3/96)	= brambles
a <sup>2</sup> <b>drig</b>	(1)	= lives
war unn <b>dro</b>	(3/85)	= once upon a time
a- <b>dro</b> dhe <sup>2</sup>	(18)	= around
drog	(1/97)	= bad
drog pes	(1/83)	= cross
drog yw genev	(16)	= I am sorry
droglamm	(32)	= disaster
drogober	(42)	= evil deed
drolla (p) drollaow	(3/02)	= tale, story
meur <sup>2</sup> <b>dros</b>	(1/84)	= noisy
An <sup>2</sup> <b>Drynses</b> Sans	(48)	= The Holy Trinity
du	(24)	= black

## D

Mis <b>Du</b>	(24)	= November
dug	(27)	= carried
(doen		= to carry)
dur	(3/05)	= steel
durdadhis	(3/84)	= good day
an <sup>2</sup> <b>dus</b>	(9)	= the people
erna <sup>2</sup> dheffo an <sup>2</sup> <b>dus</b> erell	(41)	= until the other people come
bagas a <b>dus</b>	(9)	= group of people
rag <b>dybri</b>	(9)	= to eat
dydh (p) dydhyow	(12)	= day
(an jydh (special mutation)	(12)	= the day)
ass yw <b>dydh</b> lowen!	(12)	= what a happy day it is!
py <b>dydh</b> ?	(9)	= what day?
dyegrys	(3/00)	= frightened
dyenn	(1/83)	= cream
dyenn-howl	(1/96)	= sun cream
dyenn rew	(18)	= ice cream
dyerbynna	(3/00)	= to meet
dy'goel (p) dy'goelyow	(1/02)	= holiday
dy'gweyth	(9)	= (on) a weekday
dyller (p) dylloryon	(3/01)	= publisher
dyowlek	(28)	= devilish
dyskador	(9)	= teacher
dyskans (p) dyskansow	(14)	= lesson
dyskans	(3/85)	= moral
dyski	(1)	= to learn
dyskybel (p) dyskyblon	(3/89)	= pupil
dyskys	(3/98)	= learned
Dyw	(27)	= God

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## E

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ebrenn (f)	(24)	= sky
Mis <b>Ebryl</b>	(23)	= April
Edenva (f)	(1/02)	= Eden Project
edhen (f) (p) ydhyn	(1/05)	= bird
edhomm (p) edhommow	(1/01)	= need, want
edhomm	(44)	= need
koedha yn <b>edrek</b>	(3/85)	= to be remorseful/penitent
eghenn(f)	(23)	= kind, sort
dres <b>eghenn</b>	(39)	= exceedingly
eglos (f) (p) eglosyow	(24)	= church
eglos managhti (f)	(29)	= minster-church
elin (p) elinyow	(3/84)	= corner



## E

elvenn (f) (p) elvennow (3/99)	= element
yth <b>en</b>	(17) = we go
(mos	= to go)
ena	(8) = there
enep (p) enebow	(26) = face
enep (p) enebow	(3/96) = surface
enev (p) enevow	(26) = soul
enowys	(3/04) = lit up (past participle of enowi- to light up)
ens i	(18) = they were
ensampel (p) -low, -lys (3/98)	= example
enyval (p) enyvales	(3/85) = animal
epskop (p) epskobow	(26) = bishop
drefenn bos Kembro an <b>epskop</b> da na	(26) = because that good bishop was a Welshman
epskobeth	(36) = diocese
dos <b>er</b> y <sup>2</sup> bynn	(32) = to meet him
erbynn	(17) = against
mos <b>erbynn</b>	(28) = to meet
erbynn unnek eur	(14) = by eleven o'clock
erell	(11) = other (plural)
ergh	(23) = snow
erghi dhe <sup>2</sup>	(3/85) = to order
erna <sup>2</sup>	(26) = until
erna <sup>2</sup> dheffo an <sup>2</sup> dus erell	(41) = until the other people come
erow (f) (p) erewi	(3/99) = acre
ervin (c) ervinenn (s) ervinennow(p)	(1/03) = turnips
ervira	(19) = to decide
lu <b>ervys</b>	(36) = army
esa	(12) = was
esa	(16) = was/were
nyns <b>esa</b> disputya gans	(29) = there was no arguing with
nyns <b>esa</b> maner vydh	(28) = there was no way
nyns <b>esa</b> saw	(21) = there was only
a'ga <b>esedh</b>	(14) = sitting
a'y <b>esedh</b>	(26) = sitting
esedha	(18) = to sit
esedhys	(34) = seated
esel	(1) = member
esel (p) eseli	(3/96) = limb
eskar (p) eskerens	(3/86) = enemy
yth <b>eson</b> ni	(12) = we are
esosta ow sevel?	(11) = are you getting up?
yth <b>esov</b> vy	(12) = I am
fatell <b>esowgh</b> hwi ow spena?	(12) = How are you spending?
Essa	(1/02) = Saltash
Mis <b>Est</b>	(23) = August
estewlel	(3/00) = to throw out

## E

estrenes (f)	(3/05)	= stranger
esya	(3/98)	= easier
(es		= easy)
eth	(19)	= went
(mos		= to go)
eth	(37)	= became
res <b>eth</b>	(8)	= has gone
eur <sup>2</sup> dhiwedhes	(8)	= a late hour
dhe naw <b>eur</b>	(9)	= at nine o'clock
diw <b>eur</b>	(9)	= at two o'clock
erbynn unnek <b>eur</b>	(14)	= by eleven o'clock
pub <b>eur</b> oll	(12)	= all the time
pub <b>eur</b> oll	(27)	= always
pymp <b>eur</b>	(9)	= five o'clock
unn <b>eur</b>	(9)	= one o'clock
y'n <b>eur</b> ma	(7)	= at the present time
y'n <b>eur</b> na	(14)	= at that time
euryor	(1/84)	= clock, watch
eus koffi?	(11)	= is there any coffee?
eus passyes	(12)	= which has passed
kepar dell <b>eus</b> mab ha myrgh genen ni	(7)	= as we (too) have a son and daughter
ma nag <b>eus</b>	(22)	= so there is not
ma nag <b>eus</b> megì	(14)	= so there is no smoking
nyns <b>eus</b> denvydh	(7)	= there is no one
nyns <b>eus</b> diank	(3/97)	= there is no escaping
(diank		= to escape)
nyns <b>eus</b> nevra	(24)	= there is never
nyns <b>eus</b> saw	(14)	= there is only
nyns <b>eus</b> travydh	(16)	= there is nothing
y'n termyn <b>eus</b> passyes	(27)	= in time gone by
euthek	(14)	= frightful
euver	(38)	= useless
ev	(1)	= he
ev a borthas kov	(29)	= he remembered
(perthi kov		= to remember)
ev a dhe <sup>2</sup> glass	(1)	= he goes to a class
eva	(14)	= to drink
my a garsa <b>eva</b>	(8)	= I would like to drink
ewn	(1/87)	= correct, right
ewnter (p) ewntres	(1/02)	= uncle
an <b>eyl</b> dh'y ben	3/03	= as "an eyl dh'y gila" but replacing two feminine nouns
an <b>eyl</b> , y <sup>2</sup> gila	(3/87)	= the one, the other
nag an <b>eyl</b> , nag y <sup>2</sup> gila	(33)	= neither the one nor the other
eyndo-europek	(3/98)	= Indo-European

F

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F

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yn <b>fals</b>	(3/85) = treacherously
falsuri	(41) = foul play
fatla genes?	(9) = how are you?
fatla genowgh?	(14) = how are you?
fatell <sup>2</sup> dhysk Yowann?	(1) = how does Yowann learn?
fatell esowgh hwi ow spena?	(12) = how are you spending?
fatell o	(26) = how it was/would be
fatell o an gwel	(3/98) = what the view was like
fav	(23) = beans
y <sup>5</sup> <b>fedha</b>	(32) = there would be
y <sup>5</sup> <b>fedha</b> an howl ow <sup>4</sup> trehevel	(38) = the sun would be rising
bond-ros (f) <b>felsys</b>	(1/87) = punctured -tyre
fenester (f) (p) fenestri	(16) = window
fenten (f) (p) fentyowyow	(3/98) = source
fenten (f) (p) fentyowyow	(3/97) = fountain, well
fest	(1/01) = very
fethus	(3/02) = beautiful
y <sup>5</sup> <b>feu</b> ynkleudhys	(27) = it was buried
y <sup>5</sup> <b>feu</b> leveryys dhodho	(11) = he was told
feusik	(29) = lucky
fia	(3/85) = to flee, escape
fia dhe'n fo	(3/85) = to take flight
fin	(3/88) = elegant
fistena	(1/86) = to hurry
flamm nowydh	(22) = brand new
fleghes	(6) = children
ha'n <b>fleghes</b> y'n skol	(9) = while the children are at school
fleghik	(22) = little child
fler (p) fleryow##	(3/00) = bad smell
flogholeth	(44) = childhood
flour	(3/00) = deck
fo	(39) = flight, retreat
folenn (f) (p) folennow	(3/77) = page
folhwerthin	(3/88) = to giggle
foenek(f) (p) foenegow	(3/85) = hay-field
fordh (f) (p) fordhow	(14) = journey
fordh (f) (p) fordhow	(29) = way
fosow (f)	(4) = walls
fow (f) (p) fowys	(3/85) = cave, den
fowesik, fowesigyon	(42) = refugee
Fowydh	(1/03) = Fowey

## F

fresk	(3/02) = fresh
freth	(34) = eager
fros (p) frosow	(39) = torrent
gwydh <b>frutys</b>	(23) = fruit trees
Frynkek	(2) = French
Frynkek	(2) = French (language)
fur	(1/97) = wise
furv (f) (p) furvow	(3/99) = furvow
fusta	(3/88) = to thresh
fydh (f)	(47) = faith
y <sup>5</sup> <b>fydh</b>	(23) = there will be
y <sup>5</sup> <b>fydh</b>	(24) = he will be
fyski	(3/00) = to hurry
yn <b>fyw</b>	(3/00) = alive

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## G

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gwella <b>gallens</b>	(42) = as best they could
galloes	(38) = power
galow	(24) = call
galwenn bellgewser	(3/00) = telephone call
ganow (p) ganowow	(1/01) = mouth
ganow (p) ganowow	(28) = mouth
gans	(2) = with, by
dos y'n pow <b>gans</b> nerth	(3/86) = to invade
ha <b>ganso</b> Kernewek avel mammyeth	(7) = with Cornish as his mother tongue
y kara; a <sup>2</sup> <b>gara</b>	(18) = used to like; liked
garm (f) (p) garmow	(38) = shout
garma	(1/99) = to shout
garow	(1/05) = harsh, rough
garr (f) (dual) diwarr	(1/05) = leg
my a <sup>2</sup> <b>garsa</b> eva	(8) = I would like to drink
gasa	(26) = to allow, let
gasa	(3/97) = to leave
gasa dhe <sup>2</sup> goedha	(31) = to drop
a <sup>2</sup> wre <b>gasa</b>	(18) = used to leave
gas ev dhe <sup>2</sup> goska	(11) = let him sleep
gav dhymm	(3/85) = forgive/pardon/excuse me
gaver (f) (p) gever	(1/85) = goat
gell	(1/97) = brown
gelwel	(24) = to call
gelwel	(3/84) = to invite
gelwis	(34) = called
genen	(7) = with us

## G

kepar dell eus mab ha myrgh <b>genen</b> ni (7) = as we (too) have a son and daughter	
genes	(7) = with you
fatla <b>genes?</b>	(9) = how are you?
da yw <b>genev</b>	(7) = I am glad
drog yw <b>genev</b>	(16) = I am sorry
gwell yw <b>genev</b>	(14) = I prefer
yma <b>genev</b>	(6) = I have
genowgh hwi	(7) = with you
bos mab ha myrgh <b>genowgh</b> hwi (7) = that you have a son and daughter	
fatla <b>genowgh?</b>	(14) = how are you?
Mis <b>Genver</b>	(23) = January
genys	(3/99) = born
ger (p) geryow	(24) = word
ny dheuth <b>ger</b> vydh	(29) = no word at all came
gesys	(21) = left
(gasa	= to leave)
yn y <sup>2</sup> gever	(11) = about him
a <sup>2</sup> gews	(1) = speaks
ny <sup>2</sup> gews	(2) = does not speak
an eyl, y <sup>2</sup> <b>gila</b>	(3/87) = each other
nag an eyl nag y <sup>2</sup> <b>gila</b> (33)	= neither the one nor the other
giowenn (f) (coll) giow	(47) = nerve
gis (p) gisyow	(37) = custom, fashion
gis (p) gisyow	(3/01) = fashion, custom, manner, style
glanhe	(36) = to clean
glann (f) (p) glannow	(3/01) = bank
glas	(24) = blue
glas	(1/97) = blue/green
ev a dhe <sup>2</sup> <b>glas</b>	(1) = he goes to a class
glaw	(1/05) = rain
glawlenn (f) (p) glawlennow	(1/97) = umbrella
glesin (p) glesinyow	(23) = lawn
gloes dans	(1/87) = toothache
glow	(22) = coal
glyb	(1/98) = wet
gnas (f)	(27) = nature
godhva	(34) = knew
(godhvos	= to know)
godhvos gras dhe <sup>2</sup>	(47) = to be grateful to
godhya	(27) = knew
ev a'n <b>godhya</b> dre gov	(27) = he knew it by heart
godolgh	(3/96) = small hill
godrev (f) (p) godrevi	(3/88) = small farm
gasa dhe <sup>2</sup> <b>goedha</b>	(31) = to drop
goedh (f) (p) goedhow(p)	(1/04) = goose
goel (p) goelyow	(37) = feast, festival
goelya	(18) = to sail

## G

goelyas	(3/84)	= to keep watch
goen (f) (p) goenyow	(24)	= down
goera	(3/85)	= hay
goes	(39)	= blood
yv dha <sup>2</sup> <b>goffi</b>	(11)	= drink your coffee
gogoska	(3/00)	= to have a nap
gokki	(1/98)	= silly
golghi	(1/01)	= to wash
goli (p) goliow	(39)	= wound
goliys veu	(27)	= he was wounded
my re <sup>2</sup> gollas	(11)	= I have lost
(kelli		= to lose)
golow (p) golowys	(1/05)	= light
golowji (p) golowjiow	(1/97)	= lighthouse
gols	(37)	= hair
golusek	(3/99)	= wealthy
gon (p) gonow	(36)	= gown
gonis	(26)	= to work
gonis	(32)	= (church) service
gonis	(3/88)	= to sow
gonn meur ras dhis a'th lyther	(7)	= thank you very much for your letter
gonys	(3/88)	= sown
gonysyas (p) gonysysi	(3/05)	= workman
gorfenna	(3/99)	= end
gorhel (p) gorholyon	(3/00)	= ship
gorhemmynn (dhe <sup>2</sup> )	(27)	= to order
gorhemmynnadow	(7)	= greetings
gorra	(14)	= to put
gorra	(3/85)	= to drive
gorsav (p) gorsavow	(14)	= station
Gorsedh (f)	(24)	= Gorsedd (An assembly of bards)
<b>Mis Gortheren</b>	(23)	= July
gorthugher	(8)	= evening
Gorthugher da	(8)	= Good evening
gorthybi	(24)	= to answer
gortos	(1/84)	= to wait (for)
gorvarghas (f) (p) gorvarghasow	(21)	= supermarket
gorwel (p) gorwelyow (3/02))		= horizon
a <sup>2</sup> goska	(22)	= used to sleep
(koska		= to sleep)
gas ev dhe <b>goska</b>	(11)	= let him sleep
ha mos dhe <sup>2</sup> <b>goska</b>	(8)	= and go to sleep
goslowes orth	(3/05)	= to listen to
gour (p) gwer	(1/05)	= man, husband
dre <sup>2</sup> <b>gov</b>	(24)	= by heart
ev a'n godhya dre <sup>2</sup> <b>gov</b>	(27)	= he knew it by heart
gov (p) govyon	(1/97)	= blacksmith
gover (p) goverow	(3/05)	= stream

## G

ny <b>gowsons</b> saw	(6)	= (they) only speak
kynsa <b>gradh</b>	(13)	= first grade
gras	(47)	= gratitude
godhvos gras dhe	(47)	= to be grateful to
graghell (f)	(3/01)	= pile
grevys	(3/88)	= afflicted
(grevya		= to afflict)
Grew	(3/98)	= Greek
grommya	(3/00)	= to growl
growynnek	(3/97)	= gravelly
Sin an <sup>2</sup> <b>Grows</b>	(36)	= Processional Cross
dell <sup>2</sup> <b>grysav</b>	(36)	= (as) I believe
(krysi		= to believe)
gul	(7)	= to do
gul kanstellow	(13)	= basket making
gwag	(8)	= empty
gwandra	(3/00)	= to wander
gwann	(1/97)	= weak
prena <b>gwara</b>	(21)	= to go shopping
gwari	(17)	= to play
gwariiek	(3/84)	= playful
gwariell (f) (p) gwariellow	(3/03)	= toy
gwariva (f) (p) gwarivaow	(22)	= playing field
gwas (p) gwesyon	(1/04)	= servant, fellow
gwas (p) gwesyon	(36)	= servant
gwaska	(3/01)	= to press
gwasonieth (f)	(33)	= servitude
Gwav	(17)	= winter
gwaya	(3/00)	= to move
gwaynya	(1/97)	= win
gwaytya	(46)	= to expect
gwaytyans	(32)	= expectation
gweder (p) gwedrow	(19)	= mirror
gweder	(3/96)	= glass
gwedhwes (f) (p) gwedhwesow	(3/99)	= widow
gwedrenn (f) (p) gwedrennow	(13)	= drinking glass
fatell o an <b>gwel</b>	(3/98)	= what the view was like
gwel (p) gwelyow	(24)	= field
gwel	(44)	= sight
gwel kala	(46)	= straw
ass yw <b>gwel</b> brav!	(24)	= what a fine sight it is!
gweles	(1/98)	= to see
mar <sup>4</sup> kwrella den hy <b>gweles</b>	(31)	= if anyone saw her
ny <sup>2</sup> wodhya mar <sup>4</sup> kwre <b>gweles</b>	(38)	= he did not know whether he would see
gweli (p) gweliow	(1/89)	= bed
kala <b>gweli</b>	(29)	= straw bedding
gwell y <sup>2</sup> jer	(3/88)	= bright and cheerful (lit. <i>better his demeanour</i> )
gwella	(29)	= best

## G

gwella gallens	(42)	= as best they could
yn <b>gwella</b> prys	(14)	= fortunately
gwels	(1/05)	= grass
Dy' <b>Gwener</b>	(9)	= Friday
Gwenton	(17)	= Spring
gweres	(28)	= to help
gwern	(3/05)	= marsh
gwernek	(3/05)	= marshy
gwera (f) (p) gweraow	(34)	= verse
gwerther-lyvrow	(3)	= bookseller
gwerthji	(39)	= shop
gwerthjior	(3/89)	= shopkeeper
gweskel	(39)	= to strike
gwesti (p) gwestiow	(3/02)	= guest house
gweythres (p) gweythresow	(3/86)	= handiwork
gweythres (p) gweythresow	(3/00)	= deed
gweythva (p) gweythvaow	(3/05)	= factory
gwin	(29)	= wine
gwir (p) gwiryow	(3/05)	= truth
gwiryonedh	(29)	= truth
gwiryow moenek	(3/99)	= mineral rights
gwiska	(3/84)	= to put on clothes
gwitha	(27)	= to keep
gwitha	(3/00)	= to guard
gwithyades (f)	(3/84)	= guardian (f)
gwithyas kres	(3/00)	= police man
gwlanek (p) gwlanogow	(1/05)	= woolly jersey
gwiw	(3/05)	= suitable
gwra hedhi!	(19)	= stop!
gwra magla!	(19)	= change gear!
gwra mires!	(19)	= look!
gwreg (f)	(3)	= wife
gwregel	(3/01)	= feminine
gwreydh (collective)	(3/99)	= roots
gwrer	(3/01)	= one does (present impersonal of gul)
gwrians	(43)	= action
“Gwrians an Bys”	(14)	= “The Creation of the World” (a Cornish Miracle Play)
gwrys	(43)	= made
(past part “gul”		= to make)
gwydh	(23)	= trees
gwydh frutys	(23)	= fruit trees
Gwydhelek	(3/99)	= Gaelic
gwydhenn (f) (col) gwydh	(1/99)	= tree
gwydhenn know (f)	(48)	= hazel tree
gwydhvosenn (f)	(48)	= honeysuckle
gwyls	(3/01)	= wild
gwylvos	(39)	= forest land
gwynn	(16)	= white
gwynn ow bys	(47)	= I am happy



## G

Mis <b>Gwynngala</b>	(23)	= September
gwyns	(23)	= wind
gwynsek	(1/98)	= windy
gwyrddh	(24)	= green
gyki	(3/81)	= to peep
a <sup>2</sup> <b>gynsa</b> prys	(22)	= for the first time
yn y <sup>2</sup> <b>gyrghyn</b>	(3/85)	= round himself
hi a <sup>2</sup> <b>gyv</b>	(23)	= she gets
(kavoos		= to get/find)
gyw (p) gywow	(39)	= spear

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## H

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ha	(3)	= and
ha'n	(6)	= and the
ha'n fleghes yn skol	(9)	= while the children are at school
ha'y <sup>2</sup>	(2)	= and his
wor'tu <b>ha</b>	(26)	= towards
hag ev y honan	(28)	= as he was alone
hag ynni an penn	(28)	= in which the head (was)
hal (f) (p) halow	(24)	= moor
hanaf (p) hanafow	(13)	= cup
haneth	(1/85)	= tonight
hanow	(3)	= name
hansel (p) hanselyow	(1/88)	= breakfast
hanter	(21)	= half
hanter-kans	(21)	= fifty
hartha	(3/85)	= to bark
has	(23)	= seeds
Hav	(17)	= summer
haval dhe <sup>2</sup>	(3/85)	= similar to
haval orth	(3/98)	= similar to
<i>(haval dhe is the better form to use. It occurs 19 times in the old texts; haval orth does not occur at all)</i>		
havi	(23)	= to go on holiday
havyas (p) havysi	(17)	= holiday-maker
heb	(16)	= without
heb mar	(7)	= of course
heb neb mar	(3/84)	= without any doubt
heb <sup>2</sup> worfenn	(48)	= endless
(gorfenn		= end)
hebankhe	(38)	= to soothe
hebdho	(22)	= without it
hedhi	(14)	= to stop

## H

gwra hedhi!	(19)	= stop!
hedhyw	(11)	= today
Mis Hedra	(23)	= October
hegas	(3/00)	= hateful
hel (p) helyow	(1/85)	= hall
helder	(27)	= hospitality
helergh	(3/84)	= late
helgh	(3/84)	= chase
hembrenkyas (p) hembrenkysi	(26)	= leader
hemma (f) homma	(13)	= this
hen <sup>2</sup> (always before noun)	(36)	= old
hendhyskans	(3/97)	= archaeology
hendhyskyas (p) hendhyskisi	(49)	= archaeologist
henhwedhel (p) henhwedhlow	(44)	= legend
henys (f)	(3/89)	= old age
henna (f) honna	(13)	= that
rag <b>henna</b>	(12)	= therefore
henwel	(31)	= to name, call
henwyn	(11)	= names
henyeth (f) (p) henyethow	(3/98)	= ancient language
herdhya	(39)	= to push, shove
herwydh	(11)	= according to
heveli	(29)	= to seem
hevlyna	(1/84)	= this year
heyl (p) heilyow	(18)	= estuary
heylenn (p) heylennow	(3/03)	= creek
hi	(3)	= she
hi a <sup>2</sup> gyv	(23)	= she finds
(kavoos		= to find)
hi a ober	(3)	= she works
hir	(11)	= long
hir	(1/86)	= tall
hogh (p) hoghes	(1/96)	= pig
hokya	(43)	= to hesitate
hoelan	(21)	= salt
holya	(2/00)	= to follow
hemma (f) <b>homma</b>	(13)	= this
hirneth (f)	(3/03)	= long time
hy <b>honan</b>	(22)	= her own
hy <b>honan</b>	(27)	= herself/itself
ow <b>honan</b>	(26)	= myself
y <b>honan</b>	(8)	= himself
y <b>honan</b> /hy <b>honan</b>	(38)	= alone
henna (f) <b>honna</b>	(13)	= that
horn (p) hern	(1/05)	= iron
hornell (f) (p) hornellow	(1/04)	= iron (tool)
hos (p) heyji	(1/04)	= duck
howl	(1/97)	= sun

## H

Y <sup>5</sup> fedha an <b>howl</b> ow <sup>4</sup> trehevel (38)	= the sun would be rising
howldrevel (3/98)	= east
howlleskys (1/96)	= sun burned
an <b>howlsedhes</b> (18)	= the west
howlsplann (1/01)	= sunshine, sunlight
howlyek (1/88)	= sunny
hudel (27)	= magic
hunros (p) hunrosow (1/04)	= dream, vision
hunrosa (3/03)	= to dream
hwans (p) hwansow (1/97)	= wish, desire
hware (1/05)	= at once, straight on, thereupon
hwarth (31)	= laugh (noun)
hwarth (3/05)	= laughter
hwarvos (1/01)	= to happen
hwath (13)	= still
hwarfedhys (1/87)	= happened
(past part <i>hwarvos</i> )	= to happen)
re <b>hwarva</b> (28)	= has happened
hwarvos (27)	= to happen
hwedhel (p) hwedhlow (26)	= story
hweg (17)	= pleasant
hweghkor (2)	= hexagon
hwegynn (p) hwegynnnow (1/04)	= sweet
hwekka (29)	= sweeter
hwel (p) hwelyow (28)	= work, job
y <sup>5</sup> <b>hwelens</b> (18)	= they used to see
pandr'a <b>hwer</b> dhis? (34)	= what is the matter with you?
hwerik (f) (p) hwerigow (3/84)	= little sister
hwerthin (13)	= to laugh
hwerow (1/05)	= bitter
Mis <b>Hwevrer</b> (23)	= February
bos mab ha myrgh genowgh <b>hwi</b> (7)	= that you have a son and daughter
fatell esowgh <b>hwi</b> ow spena? (12)	= how are you spending?
hwilas (37)	= to look for
hwilas (1/05)	= to try, seek, look for
yn <b>hwir</b> (1/96)	= really
hwithra (1/02)	= investigate, research
hwoer (f) (p) hwerydh (1/02)	= sister
hwypya (3/84)	= to whip
hwyski (1/02)	= whisky
hwystra (16)	= to whisper
hwytha (14)	= to blow
hwithra (1/02)	= to examine
hy <sup>3</sup> (poss adj) (3)	= her
hy honan (22)	= her own
hy honan (27)	= herself/itself
y honan/ <b>hy</b> honan (38)	= alone
Hykka (13)	= boy's name (Richard)

## H

y <sup>5</sup> <b>hyllens</b>	(18)	= they could
hyns (p) hynsyow	(3/01)	= path, road
pleg <b>hyns</b>	(3/84)	= bend (in road)
hyns-horn	(3/98)	= railway
lies <b>hys</b>	(3/96)	= many lengths

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## I

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i	(3)	= they
kyns <b>i</b> dhe <sup>2</sup> dhehweles	(8)	= before they return
Ifarn	(28)	= Hell
imaj (p) imajys	(34)	= image
igeri	(18)	= to open
igerys (past part. used as adj)	(3/97)	= open
igor	(46)	= open
ilow	(1/84)	= music
is- ( <i>prefix</i> )	(3/99)	= under-, assistant-
isel	(27)	= low, quiet
Iwerdhon	(27)	= Ireland
Iwerdhonek	(1/02)	= Irish

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## J

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den <b>jentyl</b> (p) tus jentyl	(3/84)	= gentleman
gwell y <sup>2</sup> <b>jer</b>	(3/88)	= bright and cheerful ( <i>lit better his demeanour</i> )
a'n <b>jevo</b> own	(28)	= was afraid
ny'n <b>jevo</b>	(28)	= did not have
Jori	(13)	= boy's name (George)
an <b>jowl</b>	(34)	= the devil
junya	(3/84)	= to join
justis (p) justisyow	(3/99)	= magistrate
jynn- ebrenn (p) jynnnow-ebrenn	(1/02)	= aeroplane
jynn skrifa	(13)	= typing
jynnji (p) jynnjiow	(1/97)	= engine house
jynn-tenna (p)	jynnnow-tenna	(1/04) = tractor

K

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K

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kabli	(37)	= to blame
mata <b>kabynn</b>	(3/00)	= cabin mate
kador (f) (p) kadoryow	(1/83)	= chair
kador-treth	(3/96)	= beach-chair
kador-vregh (f) (p) kadoryow-bregh	(1/97)	= arm chair
kala	(43)	= straw
gwel <b>kala</b>	(46)	= straw
kala gweli	(29)	= straw bedding
kales	(12)	= hard
kaletter	(17)	= difficulty
kals	(28)	= pile
kalter (f) (p) kalteryow	(1/04)	= kettle
kalter (f) (p) kalteryow	(27)	= cauldron
kamm	(16)	= wrong
kamm (p) kammow	(31)	= step
kammdybi	(3/97)	= to be mistaken
kammwrians	(3/88)	= misdeed
kana	(1/04)	= to sing
kannas (f) (p) kannasow	(36)	= messenger
kans kansrann	(3/00)	= a hundred per cent
kansblydhen	(37)	= century
kanstell (f) (p) kanstellow	(13)	= basket
gul kanstellow	(13)	= basket making
kap (f) (p) kapys	(46)	= cape
kar	(2)	= friend
kara	(7)	= to love/like
y <b>kara</b>	(18)	= liked, used to like
kares (f)	(3/00)	= girl-friend
Karesk	(26)	= Exeter
karetys (singulative, karetyseenn)	(1/05)	= carrots
karn (p) karnow	(3/84)	= hoof
karn (p) karnow	(1/04)	= rock pile, cairn
karnek	(3/96)	= rocky
karrek (f) kerrek(p)	(1/02)	= rock (“karregi” is an alternative plural form)
karr-tan	(8)	= motor-car
karr (p) kerri	(1/05)	= car
karrji (p) karrjiow	(1/87)	= garage
y <b>karsen</b>	(7)	= I would like
kas	(3/04)	= instance, case
kas	(44)	= hatred
kasadow	(3/00)	= hateful

## K

Kastell Penndynas	(18)	= Pendennis Castle
kath (f) (p) kathes	(1/04)	= cat
kavoos	(14)	= (to) find
kay (p) kays, kayow	(1/84)	= (station) platform
kay (p) kays, kayow	(3/84)	= quay
ke (p) keow	(1/87)	= hedge, wall
keffrys	(3/99)	= also
keffrys ha	(3/99)	= as well as
kegin (f) (p) keginow	(22)	= kitchen
keher (p) keherow	(3/00)	= muscle
kehaval	(3/99)	= similar
keheveli	(3/88)	= to compare
kekeffrys	(14)	= also
kelmys	(3/00)	= tied up
kelorn (p) kelornow	(1/86)	= bucket
Keltek	(1)	= Celtic
kellys	(11)	= lost
Kembra	(24)	= Wales
Kernbrek	(9)	= Welsh
drefenn bos <b>Kembro</b> an epskop da na (26) = because that good bishop was a Welshman		
kemmer!	(28)	= take! (imperative)
kemmeres	(12)	= to catch
kemmeres	(29)	= to take
a <sup>2</sup> veu <b>kemmerys</b>	(27)	= was taken
kemmyn	(8)	= ordinary
kemmyn	(3/99)	= common
kemmys	(3/97)	= so much, as much
yn <b>kemmyskys</b>	(32)	= mixed up
kenderow (p) kenderwi	(1/05)	= cousin
kentrevek (p) kentrevogyon	(28)	= neighbour
kenwerth	(3/96)	= trade
kenys	(24)	= sung
keniver	(3/04)	= so many, as many
kepar dell <sup>2</sup>	(7)	= as, like (followed by verb)
kepar dell eus mab ha myrgh genen ni	(7)	= as we (too) have a son and daughter
kepar ha	(31)	like (followed by noun)
kepar ha pan <sup>2</sup> wrella nebonan merwel	(28)	= as if someone died
ker	(6)	= dear
ker (f) (p) keryow	(26)	= fortified city
kerdh (p) kerdhow	(47)	= walk
kerdhes	(17)	= to walk
kerdhes	(38)	= to march
kerens	(48)	= parents
(pl of <i>kar</i> )		= <i>near relative</i>
kerensa (f)	(33)	= love
Kernewek	(1)	= Cornish
yma nebes teyluyow a <sup>2</sup> dhysk <b>Kernewek</b>	(7)	= there are a few families that teach

## K

Cornish

ha ganso <b>Kernewek</b>	avel mammyeth (7)	= with Cornish as his mother tongue
Kowethas an Yeth <b>Kernewek</b>	(1)	= Cornish Language Fellowship
Kernow	(1)	= Cornwall, Cornishman
park <b>kerri</b>	(18)	= car park
kerri-kreslu	(3/97)	= police cars
kert (p) kertys or kertow	(1/05)	= lorry
kerthow talvosek	(3/00)	= valuables
keskerdh (p) keskerdhow	(36)	= procession
keskernowyon	(3/98)	= fellow Cornishmen
keskewsel	(12)	= to converse
keskows (p) keskowsow	(3/98)	= conversation
keskusulya		= to advise, counsel together
kessedhek (p) kessedhogow	(3/04)	= committee
mall o gans an <b>kessedhek</b>	(3/97)	= the committee was eager
kesskrifa	(4)	= to correspond
kesskrifer	(2)	= pen friend, correspondent
kessydhyans	(3/86)	= punishment
kesunya	(3/89)	= to join
keth	(31)	= same
an <b>keth</b> popti	(3/97)	= the baker's shop itself
kettell <sup>2</sup>	(3/97)	= as soon as
y'n <b>kettermyn</b>	(3/88)	= at the same time
keur (p) keuryow	(1/87)	= choir
keus	(21)	= cheese
Mis <b>Kevardhu</b>	(23)	= December
yn kever	(9)	= in respect of
kevnisenn (f) kevnis (c)	(1/01)	= spider
kevoethek	(1/99)	= powerful
kevrenn (f) (p) kevrennow	(3/98)	= connection
kevrin (f) (p) kevrinyow	(3/03)	= mystery, secret
y <b>kevyn</b>	(3/02)	= we find, we get
(kavoës		= to find, get)
kevys	(1/02)	= found (p. part. of kavoës)
kevywi	(1/01)	= party
kewar	(3/88)	= correct
kewer (f)	(1/05)	= weather
kewsel	(6)	= to speak
ow <b>kewsel</b>	(12)	= talking
kewsys	(24)	= spoken
keyn (p) keynow	(3/02)	= back
ki (p) keun	(1/04)	= dog
kig	(21)	= meat
kig	(34)	= flesh
kiger (p) kigoryon	(1/85)	= butcher
kilometer	(7)	= kilometre
klamdera	(47)	= to faint
klappya	(3/05)	= to chat

## K

klav	(19)	= ill
klavekord	(3/84)	= clavichord
klavji (p) klavjiow	(1/86)	= hospital
klavjiores (f) (p) klavjioresow	(1/03)	= nurse
kledh	(1/87)	= left (hand)
kledh	(1/02)	= north
kledh-barth	(3/99)	= north
kledha (p) kledhedhyow	(24)	= sword
kleger (p) klegerow	(3/96)	= cliff
kler	(3/98)	= clear
klerhe	(47)	= to explain
kleves (p) klevesow	(1/01)	= illness, disease
kleves rudh	(3/84)	= measles
klokk (p) klokkys, klokkow	(1/89)	= clock
kloppek	(39)	= lame
klywes	(16)	= to hear
klywes	(41)	= to feel, experience
klywes	(43)	= to smell
klyw!	(1/03)	= hear!
knouk	(1/83)	= knock
knoukya orth	(1/88)	= to knock on/at
gwydhenn <b>know</b> (f)	(48)	= hazel tree
kocha	(14)	= carriage
y' n <b>kocha</b> ma	(16)	= in this carriage
y <b>koedh</b> dhymm	(32)	= I must
koedha	(23)	= to fall
koedha	(38)	= to happen
koedha yn edrek	(3/85)	= to be remorseful, penitent
koes (p) koesow	(24)	= wood, forest
koffi	(8)	= coffee
eus <b>koffi</b> ?	(11)	= is there any coffee?
koffiji	(4)	= café
kok	(7)	= fishing boat
koll	(3/98)	= loss
kollell (f) (p) kellylli	(1/87)	= knife
kollenki	(3/85)	= to swallow, gobble up
kolonnek	(37)	= good-hearted
kolonnekter	(47)	= bravery
kommolek	(1/85)	= cloudy
kommolenn (f) (p) kimmol	(14)	= cloud
kompes	(3/85)	= level
konin (p) konines	(1/05)	= rabbit
konna (p) konnaow	(34)	= neck
konna-tir	(1)	= peninsula
konnyk	(31)	= clever
kons (p) konsow	(3/88)	= pavement
konstryna	(3/86)	= to compel
konvedhes	(6)	= to understand



## K

war neb <b>kor</b>	(3/84)	= in some way
lili <b>Korawys</b>	(33)	= daffodils
(Korawys		= Lent)
korev	(8)	= beer
korf (p) korfow	(26)	= body
korn (p) kernow	(26)	= corner
kortes	(8)	= polite
kosel	(3/96)	= quiet, gentle
koska	(1/05)	= to sleep
kostrel (p) kostrels	(18)	= flask
kota (p) kotow (1/04)		= coat
koth	(3/05)	= old
kothni	(3/02)	= old age
kov (p) kovyow	(24)	= memory
ev a <sup>2</sup> borthas <b>kov</b>	(29)	= he remembered
(perthi <b>kov</b>		= to remember)
kovadh	(3/96)	= record
kovadh	(3/02)	= record, remembrance
kowas (f) (p) kowasow	(22)	= shower
kowetha	(2)	= friends
Kowethas an Yeth Kernewek	(1)	= Cornish Language Fellowship
kowethas-surheans	(3)	= insurance company
kowethes (f) (p) kowethesow	(3/84)	= female companion, mate
kowlek	(3/85)	= gluttonous
kows (p) kowsow	(3/84)	= talk
koynt	(22)	= strange
krambla	(3/84)	= to climb
kreft (f) (p) kreftow	(3/86)	= craft, skill
krena	(3/02)	= to shake
krevder	(47)	= strength
krer (p) kreryow	(33)	= relic
kres	(7)	= centre
kres	(24)	= peace
Mor <b>Kres</b>	(3/96)	= Mediterranean Sea
toemmheans <b>kres</b>	(22)	= central heating
kresenn (f) (p) kresennow	(3/98)	= centre
kreslu	(1/98)	= police
krav	(23)	= strong
kria	(3/88)	= to shout
krib (f) (p) kribow	(3/96)	= crest
Kristyon (p) Kristonyon	(38)	= Christian
Kristyones (f)	(44)	= Christian (f)
krodhvolas	(16)	= to complain
krogen (f) (p) kregyn	(49)	= skull
kroghen (f) (p) kregbyn	(3/96)	= hide
krollys	(3/02)	= curled
krow (p) krowyow	(22)	= shed
krowji (p) krowjiow	(26)	= cottage

## K

krowshyns (p) krowshynsi (19)	= cross-roads
kryghlemmel (3/88)	= to somersault
kryjyans (f) (36)	= belief
krys (p) krysow (1/05)	= shirt
krysi (3/97)	= to believe
kudha (29)	= to hide
kudhys (28)	= covered
kudynn (f) (p) kudynnnow (3/01)	= problem
kul (1/85)	= narrow
kulyek (p) kulyogyon (3/85)	= cock
kuntell (1/97)	= to collect, gather together
kuntellys (3/97)	= assembled
(kuntelles	= to assemble)
kuvder (47)	= kindness
kuv (32)	= kind
ow <sup>4</sup> <b>kwari</b> (11)	= playing
kwarter (p) kwartrys (1/00)	= quarter
kwatron (26)	= quarter
ny <sup>2</sup> wodhya mar <b>kwre</b> gweles (38)	= he did not know whether he would see
mar <sup>4</sup> <b>kwrella</b> den hy gweles (31)	= if anyone saw her
kyfeyth (21)	= pickle, jam
kylgh (p) kylghyow (43)	= circle
mar <sup>4</sup> <b>kyllir</b> (32)	= whether it is possible
kyn (3/01)	= although
kyns (11)	= before
kyns an Sowson dhe <sup>2</sup> dhos (27)	= before the Saxons came
kyns i dhe <sup>2</sup> dhehweles (8)	= before they return
kyns pell (33)	= before long
kyns y <sup>2</sup> vos re dhiwedhes (26)	= before it is too late
kynsa gradh (13)	= first grade
Kynyav (17)	= Autumn
kyni (41)	= to lament
kynth yw (3/97)	= although it is
a <sup>2</sup> wra <b>kinyewel</b> (8)	= dine
kyrghes (3/85)	= to fetch
kyst (f) (p) kystyow (1/04)	= box
kyst (f) (p) kystyow (27)	= box
kystenn (f) (p) kystennow (27)	= small box
kyttrin (p) kytrinyow (1/04)	= bus
kywlet (28)	= coverlet

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## L

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ladha (1/99)	= to kill
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## L

lagha (f) (p) laghys	(1/03) = law
lagas (p) lagasow, <i>dual</i> dewlagas	(1/05) = eye
lagatta	(3/02) = to stare
lagha(f) (p) laghys	(1/03) = law
lann	(3/05) = church site
Lannstefan	(1/02) = Launceston
Lannstefan	(41) = Launcestan
lavar (p) lavarow	(27) = word
lavrek (p) lavrogow	(1/05) = trousers
rag <b>lavurya</b>	(8) = (in order) to travel
le (p) leow	(1/01) = place
yn <b>le</b>	(11) = instead of
ledan	(1/85) = broad
ledanna	(3/99) = more widely
leder	(3/96) = slope
ledya	(3/85) = to lead
lel	(36) = loyal
dhiso yn <b>lel</b>	(6) = yours sincerely
lemmyn	(3/88) = but, except
lemmel	(29) = to beat (heart)
lemmel	(3/85) = to jump
lemmyn	(11) = now
lenki	(3/85) = to swallow, eat
yn <b>lent</b>	(26) = slowly
lenwel	(44) = to fill
war y <b>lergh</b>	(39) = behind him
dhe <b>les</b>	(7) = interesting
dhe <b>les</b>	(47) = important
lesa	(1/01) = to spread
leskys	(36) = burnt
(leski	= to burn )
lester/lestri(p)	= vessel
lester (p) lestri	(3/01) = vessel
leth	(1/05) = milk
lett	(19) = delay
lett (p) lettys	(1/88) = hindrance
lettya	(31) = to prevent
lettya	(3/87) = to delay
lester (p) lestri	(3/89) = ship
leun a2	(23) = full of
leur (p) leuryow	(3/84) = floor
leurlenn (f) (p) leurlennow	(1/87) = carpet
lev (p) levow	(27) = voice
leverel	(14) = to say
a <sup>2</sup> wra <b>leverel</b>	(8) = say
ow <b>leverel</b> dhymm neppyth	(7) = telling me something
y <sup>5</sup> feu <b>leverys</b> dhodho	(11) = he was told
leys	(3/02) = mud, silt, slime

## L

lien dorn (p) lienyow dorn (31)	= handkerchief
lies (plus sing noun) (13)	= many
py <b>lies</b> ?	(1/88) = how many?
lies hys	(3/96) = many lengths
lieskweyth	(27) = many times
li(f) (p) livyow	(3/2) = lunch
linenn (f) (p) linennow (48)	= line
liv (p) livow	(39) = flood
livya	(3/02) = to (eat) lunch
liw (p) liwyow	(1/05) = colour
lo (f) (p) loyow	(13) = spoon
loer (f)	(31) = moon
loergann	(3/84) = moonlight
loes	(1/97) = grey
loesni	(3/02) = greyness
Logh	(3/98) = Looe
lorgh (p) lorghow	(16) = (walking) stick
lorgh (p) lorghow	(42) = staff
losow	(21) = vegetables
lostenn (f) (p) lostennow (1/05)	= skirt
Loundres	(27) = London
lowarn (p) lewern	(1/96) = fox
lowarth (p) lowarthyow (22)	= garden
lowen	(3) = happy
ass yw dydh <b>lowen</b>	(12) = what a happy day it is!
lowena (f)	(31) = joy
lowenek	(3/85) = joyful
lowr	(3/84) = enough, quite
da <b>lowr</b>	(1/85) = very well
byghan <b>lowr</b>	(9) = fairly small
war <b>lowr</b>	(43) = careful enough
lows	(3/86) = lax, careless
lu (p) luyow	(49) = crowd
lu ervys	(36) = army
lugarn (p) lugern	(1/04) = lamp
Dy' <b>Lun</b>	(9) = Monday
dhe'n <b>lyha</b>	(3/98) = at least
lili Korawys	(33) = daffodils
(Korawys	= Lent)
lynn (p) lynnow	(3/01) = pond, pool
lys (f) (p) lisyow	(3/84) = court, palace
Lyskerrys	(3/98) = Liskeard
lyther	(6) = letter
dre <b>lyther</b>	(2) = by letter
gonn meur ras dhis a'th <b>lyther (7)</b>	= thank you very much for your letter
lytherenn (f) (p)lytherennow (16)	= letter of the alphabet
lytherennieth	(3/99) = spelling
lytherow	(2) = letters

## L

lytherva (f) (p) lythervaow (1/98)	= post office
lyvrow	(3) = books
na <sup>2</sup> wra <b>lywya</b>	(19) = don't drive
lywya	(18) = to drive a car
lywyer (p) lywyoryon (1/98)	= driver

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## M

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ma nag eus	(22)	= so there is not
ma nag eus megi	(14)	= where there is no smoking
ma'n dibennens i	(27)	= that they should behead him
y'n eur <b>ma</b>	(7)	= at the present time
mab	(3)	= son
bos <b>mab</b> ha myrgh genowgh hwi (7)	=	that you have a son and daughter
kepar dell eus <b>mab</b> ha myrgh genen ni (7)	=	(as we (too) have a son and daughter
mab-den	(24)	= mankind
maga	(3/84)	= to bring up
gwra <b>magla!</b>	(19)	= change gear!
magor (f) (p) magoryow (3/03)	=	ruin
mall	(3/04)	= eagerness, haste
mall o gans an kessedhek (3/97)	=	the committee was eager
mamm (f) (p) mammow (19)	=	mother
mammskrif	(3/03)	= manuscript
mamm-wynn (f) (p) mammow-gwynn (3/05)	=	grandmother
mammyeth (f) Yowann (1)	=	John's mother tongue
ha ganso Kernewek avel <b>mammyeth</b> (7)	=	with Cornish as his mother tongue
managhes (f) (p) managhesow (33)	=	nun
managhti (p) managhtiw (26)	=	monastery, minster
eglos <b>managhti</b> (f) (29)	=	minster-church
maner (f) (p)	(34)	= manner
nyns esa <b>maner</b> vydh (28)	=	there was no way
ny <sup>2</sup> .... <b>mann</b>	(19)	= not at all
manorji (p) manorjiow (3/96)	=	manor house
Manow	(3/99)	= Isle of Man
mappa (p) mappaow (3/02)	=	map
mar <sup>4</sup> (plus verb)	(27)	= if
mar <sup>2</sup>	(28)	= so, such
mar <sup>2</sup> bell avel	(41)	= as far as
mar <sup>4</sup> kwrella den hy gweles (31)	=	if anyone saw her
mar <sup>4</sup> kyllir	(32)	= whether it is possible
mar pleg	(6)	= please
mar <sup>4</sup> teffa	(37)	= if had come
heb <b>mar</b>	(7)	= of course
ny <sup>2</sup> wodhya <b>mar</b> <sup>4</sup> kwre gweles (38)	=	He did not know whether he would see

## M

margh (p) mergh	(1/04)	= horse
marghek (p) marghogyon	(3/84)	= horseman
Maria <sup>2</sup> Wynn	(28)	= Blessed Mary
marnas	(2)	= except
ny .... <b>marnas</b>	(2)	= only
marner (p) marners	(1/05)	= sailor
marow	(23)	= dead
martesen	(24)	= perhaps
marth	(27)	= surprise
mas	(1/03)	= good (morally)
mata kabynn	(3/00)	= cabin mate
mater	(13)	= (school) subject
may <sup>5</sup> (plus verb)	(26)	= in which, where
maylyer (p) maylyers	(1/00)	= envelope
maw (p) mebyon	(1/03)	= boy
megys	(3/04)	= raised, reared
mellyon (c) mellyonenn (s)	1/03	= violets, clover
men (p) meyn	(1/03)	= stone
meni	(3/00)	= crew
meur aga <b>marth</b>	(16)	= to their great surprise
Mis <b>Me</b>	(23)	= May
yn- <b>medh</b>	(9)	= says
medhel	(47)	= soft
yn- <b>medhons</b> i	(13)	= they say
medhyk (p) medhygyon	(1/89)	= doctor
medhyk dens	(1/87)	= dentist
medra	(3/02)	= to notice, observe
megi	(16)	= to smoke
megi difennys	(14)	= no smoking
ma nag eus megi	(14)	= where there is no smoking
megys da	(3/84)	= well brought up
melin (f) (p) melinyow	(1/89)	= mill
melyn	(24)	= yellow
men (p) meyn	(3/02)	= stone
(breaking the normal rule, the plural mutates after “an”, i.e. “an veyn”.)		
Men Omborth	(3/86)	= Logan Rock
toeth <b>men</b>	(3/84)	= full speed
mengleudh (p) mengleudhyow	(3/05)	= quarry
menowgh	(21)	= often
Menporth	(18)	= Maenporth
menydh (p) menydhyow	(18)	= hill
mer (p) meras, meryon	(28)	= reeve
Dy' Mergher	(29)	= Wednesday
merji	(29)	= reeve's house
mernans	(3/99)	= death
merwel	(23)	= to die
kepar ha pan wrella nebonan <b>merwel</b>	(28)	= as if someone died
mes	(6)	= but

## M

yn-mes a <sup>2</sup>	(23)	= out of
Mis <b>Metheven</b>	(23)	= June
metya orth	(9)	= to meet
meur	(18)	= big
meur aga marth	(16)	= to their great surprise
meur ras	(9)	= thank you
meur ras dhe Dhyw y hwonn	(3/00)	= I am very thankful to God
meur y dros	(1/84)	= noisy
Bardh <b>Meur</b>	(24)	= Grand Bard
Gonn <b>meur</b> ras dhis a'th lyther	(7)	= Thank you very much for your letter
meur y sorr	(1/98)	= very angry
meurgerys	(49)	= much loved
Dy' <b>Meurth</b>	(9)	= Tuesday
Mis <b>Meurth</b>	(23)	= March
mevys	(3/00)	= excited
mil (p) miles	(28)	= animal
mildir (p) mildiryow	(46)	= mile
minhwerthin	(1/04)	= to smile
minhwerthin	(29)	= to smile
mires orth	(12)	= to look at
gwra <b>mires!</b>	(19)	= look!
mis	(4)	= month
nans yw unn <b>mis</b>	(11)	= a month ago
modrep (f) (p) modrebeth	(21)	= aunt
moen	(3/05)	= ore
moen	(1/96)	= thin
moes (f) (p) moesow	(13)	= table
molleth (f) (p) mollothow	(34)	= curse
mona	(3/89)	= money
mones	(3/02)	= to go (variant form of "mos")
mor (p) moryow	(18)	= sea
Mor Kres	(3/96)	= Mediterranean Sea
mordid	(3/96)	= tide
Mordir Nowydh	(21)	= New Zealand
mordonn (f) ,(p) mordonnow	(17)	= wave
moren (f) (p) moronyon	(3/84)	= girl
moredhek	(43)	= melancholy
morhogh (p) morhoghes	(1/98)	= porpoise; dolphin
morrep	(3/02)	= sea-side, sea board
morvargh (p) morvergh	(1/97)	= seahorse
morvleydh (p) morvleydhi	(1/97)	= shark
moryon (c)	(3/01)	= ants
mos	(17)	= to go
mos erbynn	(28)	= to meet
mos ha bos	(42)	= to become
a <sup>2</sup> wra <b>mos</b>	(8)	= go
a <sup>2</sup> wrug <b>mos</b>	(14)	= went
ha <b>mos</b> dhe <sup>2</sup> goska	(8)	= and go to sleep

## M

mos skat	(1/01)	= abandon (of mine works)
mostys	(3/87)	= dirty
movyans	(26)	= movement
mowes (f) (p) mowysi	(24)	= girl
moy a'th teylu	(7)	= more about your family
moyha	(26)	= most
my	(6)	= I
my a <sup>2</sup> garsa eva	(8)	= I would like to drink
my re beu	(12)	= I have been
my re <sup>2</sup> gollas	(11)	= I have lost
myghtern (p) myghternedh	(24)	= king
mygyl	(29)	= mild
myns	(12)	= quantity
mynysenn (f) (p)mynysennow	(14)	= minute
myrgh (f)	(3)	= daughter
bos mab ha <b>myrgh</b> genowgh hwi	(7)	= that you have a son and daughter
kepar dell eus mab ha <b>myrgh</b> genen ni	(7)	= as we have a son and daughter
y'ga <b>mysk</b>	(9)	= among them
y'ga <b>mysk</b>	13)	= including
yn- <b>mysk</b>	(24)	= among
myttin da!	(11)	= good morning!
myttinweyth	(11)	= in the morning

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## N

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na <sup>2</sup> bortha own	(44)	= who was not afraid
na <sup>2</sup> ve	(34)	= but for
na <sup>2</sup> wra ankevi!	(19)	= don't forget!
na <sup>2</sup> wra argya	(11)	= don't quarrel
na <sup>2</sup> wrug	(14)	= no, I haven't
na <sup>2</sup> ylli	(46)	= who could not
nabell	(3/02)	= not far (not in Gerlyver Kres)
neppyth a'n par <b>na</b>	(7)	= something like that
ny <sup>2</sup> ... <b>na</b> ... <b>na</b>	(4)	= neither nor
y'n eur <b>na</b>	(14)	= at that time
y'n pols <b>na</b>	(44)	= at that moment
Nadelik	(23)	= Christmas
nag an eyl nag y <sup>2</sup> gila	(33)	= neither the one nor the other
nag assaya nevra	(29)	= that he should never try
nag esa na fella	(3/97)	= that there were no longer
ma <b>nag</b> eus	(22)	= so that there is not
ma <b>nag</b> eus meggi	(14)	= where there is no smoking
nag yw	(13)	= it is not
ny <sup>2</sup> <b>nammenowgh</b>	(29)	= not often



## N

naneyl na	(3/85) = neither nor
nans (p) nansow	(1/04) = valley
nans yw	(1/97) = ago
war- <b>nans</b> an <sup>2</sup> vre	(3/84) = down the hill
nans o moy es	(3/97) = for more than
naswydh (f) (p) naswydhyow	(3/86) = needle
dhe <b>naw</b> eur	(9) = at nine o'clock
neb	(28) = some
neb deg	(13) = about ten
neb tre	(24) = some town
heb <b>neb</b> mar	(3/84) = without any doubt
war <b>neb</b> kor	(3/84) = in any way
nebes	(7) = a few
nebes	(18) = somewhat
yma <b>nebes</b> teyluyow a <sup>2</sup> dhysk Kernewek	(7) = there are a few families that teach Cornish
kepar ha pan <sup>2</sup> wrella <b>nebonan</b> merwel	(28) = as if someone died
neghys	(1/02) = denied (past participle of nagma)
negys (p) negysyow	(28) = business
neppyth	(16) = something
neppyth a'n par na	(7) = something like that
neptra	(37) = something
nerth (p) nerthow	(31) = strength
dos y'n pow gans <b>nerth</b>	(3/86) = to invade
nerthek	(27) = strong
nesa dhe	(3/96) = to approach
nessa	(13) = second
nessa	(1/86) = next
nessa	(26) = to approach
<i>(this should be corrected to <u>nesa dhe</u> as above)</i>	
chi <b>nessa</b>	(12) = next door
neusenn (f)	(3/86) = thread
neusennys	(3/02) = threaded
neuvya	(17) = to swim
poll <b>neuvya</b>	(3/96) = swimming pool
nev (p) nevow	(3/88) = heaven
nag assaya <b>nevra</b>	(29) = that he should never try
nyns eus <b>nevra</b>	(24) = there is never
neyth (p) neythow	(1/05) = nest
ni	(7) = we
kepar dell eus mab ha myrgh genen <b>ni</b>	(7) = as we (too) have a son and daughter
on <b>ni</b>	(12) = we are
yth eson <b>ni</b>	(12) = we are
nija	(3/88) = to fly
nith (f) (p) nithow	(1/86) = niece
niver (p) niverow	(17) = number
niwl (p) niwlow	(1/97) = fog

## N

noeth	(36)	= bare
troes <b>noeth</b>	(3/96)	= bare foot
norvys	(3/01)	= earth
nos (f) (p) nosow	(1/97)	= night
nosweyth	(1/05)	= at night
nowodhow	(1/04)	= news
nowydh	(13)	= new
flamm <b>nowydh</b>	(22)	= brand new
Mordir <b>Nowydh</b>	(21)	= New Zealand
noy (p) noyens	(1/02)	= nephew
ny <sup>2</sup> allav	(6)	= I cannot
ny <sup>2</sup> allsons i	(1/83)	= they could not
ny <sup>2</sup> .... denvydh	(29)	= not anyone
ny <sup>2</sup> .... ger vydh	(29)	= no word at all
ny <sup>2</sup> gews	(2)	= does not speak
ny <sup>2</sup> gowsons saw	(6)	= (they) only speak
ny <sup>2</sup> .... mann	(19)	= not at all
ny <sup>2</sup> .... na .... na	(4)	= neither nor
ny <sup>2</sup> .... nammenowgh	(29)	= not often
ny <sup>2</sup> .... saw	(37)	= only
ny <sup>2</sup> wodhya mar kwre gweles	(38)	= he did not know whether he would see
ny'n jevo	(28)	= did not have
ny ... marnas	(2)	= only
a <b>ny</b> <sup>2</sup> wodhesta?	(13)	= don't you know?
nyhewer	(1/02)	= last night
nyns esa disputya gans	(29)	= there was no arguing with
nyns esa maner vydh	(28)	= there was no way
nyns esa saw	(21)	= there was only
nyns eus denvydh	(7)	= there is no-one
nyns eus diank	(3/97)	= there is no escaping
(diank		= to escape)
nyns eus nevra	(24)	= there is never
nyns eus saw	(14)	= there is only
nyns eus travydh	(16)	= there is nothing
nyns o re dewl dhe <sup>2</sup> weles	(33)	= it was not too dark to see

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## O

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o	(19)	= was
(bos		= to be)
fatell <b>o</b>	(26)	= how it was
ober (p) oberow	(1/81)	= work, job
a'th <b>ober</b>	(7)	= about your work
hi a <b>ober</b>	(3)	= she works

## O

i a <sup>2</sup> wra <b>oberi</b>	(8)	= they work
oela	(44)	= to weep
oes (p) oesow	(23)	= age, period
Oferenn (f)	(29)	= Mass
oferyas (p) oferysi	(3/85)	= priest
offrynn (p) offrynnow	(49)	= offering
ogas	(31)	= nearly
ogas dhe <sup>2</sup>	(8)	= near
ogas ha (with number)	(7)	= about
ogatti	(3/00)	= nearly
ol (p) olow	(3/01)	= trace
oll an bys	(11)	= everybody
pub den <b>oll</b>	(18)	= everybody
pub eur <b>oll</b>	(12)	= all the time
pub eur <b>oll</b>	(27)	= always
ollgalloesek	(3/88)	= almighty
Men <b>Omborth</b>	(3/86)	= Logan Rock
omdenna	(3/04)	= to retire, retreat
omdhiskwedhes	(31)	= to appear
omdhisygha	(3/04)	= to quench one's thirst
omdhiwiska	(1/98)	= to undress oneself
omdhon	(31)	= to behave oneself
omglywes	(1/83)	= to feel
omgommendya	(3/87)	= to introduce oneself
omgrullya	(3/84)	= to curl up
a <b>omguntell</b>	(9)	= who meet
omhedhi	(3/88)	= to stop oneself
omhwelys	(3/86)	= knocked down
(omhweles		= to knock down)
omladh	(37)	= to fight
omlesa	(3/96)	= to spread out
omlowenhe	(3/99)	= to enjoy
omlowenhes	(3/00)	= joyful
omma	(7)	= here
omri	(1/98)	= to surrender
omrians	(38)	= surrender
omrolya	(19)	= to enrol
omsettya war <sup>2</sup>	(37)	= to attack
omsoena	(28)	= to cross oneself
omweres	(22)	= to manage
omwiska	(1/98)	= to dress oneself
omwitha	(3/88)	= to look after oneself
omwolghi	(1/98)	= to wash oneself
omwovynn	(26)	= to wonder
on ni	(12)	= we are
onyon (c) onyonenn (s) onyonennow (p)	(1/03)	= onion
ordena	(3/97)	= to arrange
ordys	(3/99)	= holy orders

## O

orth penn	(1)	= at the end (of)
orth y <sup>2</sup> dreghi	(23)	= cutting it
derivas <b>orth</b>	(16)	= to inform
goslowes <b>orth</b>	(1/84)	= to listen to
metya <b>orth</b>	(9)	= to meet
mires <b>orth</b>	(12)	= to look at
ottava	(11)	= here he is
ottavy	(3/04)	= here I am
ottomma	(14)	= here is
ottomma pyth a dhevis	(3/85)	= this is excellent
unn <b>our</b>	(19)	= one hour
our (p) ouryow	(3/04)	= hour (length of time)
ov vy	(6)	= I am
ova	(32)	= he was
ass <b>ova</b> skwith	(26)	= how tired he was!
ow <sup>3</sup>	(7)	= my
ow honan	(26)	= myself
ow kewsel	(12)	= talking
gwynn <b>ow</b> bys	(47)	= I am happy
ow <sup>4</sup> kwari	(11)	= playing
ow leverel dhymm neppyth	(7)	= telling me something
fatell esowgh hwi <b>ow</b> spena?	(12)	= how you spend?
esosta <b>ow</b> sevel?	(11)	= are you getting up?
y5 fedha an howl <b>ow</b> <sup>4</sup> trehevel	(38)	= the sun would be rising
own	(3/86)	= fear
a'n jevo own	(28)	= was afraid
na <sup>2</sup> bortha own	(44)	= who was not afraid
ownek	(34)	= frightened
owr	(1/02)	= gold
owrek	(3/88)	= golden
owth oberi yth esa	(11)	= he was working
oy (p) oyow	(1/05)	= egg

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## P

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pagan	(37)	= pagan
palas	(23)	= to dig
palfray	(46)	= palfrey
yn <b>palster</b>	(3/88)	= in abundance
palys (p) palesys, palesyow	(3/84)	= palace
pan (p) pannow	(3/88)	= cloth
pan <sup>2</sup>	(9)	= when (not in question)
pan <sup>2</sup>	(3/84)	= since
bys <b>pan</b> <sup>2</sup> (plus verb)	(39)	= until

## P

kepar ha <b>pan</b> <sup>2</sup> wrella nebonan merwel (28) = as if someone died	
pana	(3/03) = what
pandr' a hwer dhis?	(34) = what is the matter with you?
paper (p) paperyow	(42) = paper
a'n <b>par</b> na	(14) = like that
neppyth a'n <b>par</b> na	(7) = something like that
py <b>par</b> ?	(9) = what kind (of)?
para (p) parys	(3/85) = flock
pareusi	(43) = to prepare
park (p) parkow	(1/04) = field, enclosure, close, park
parys	(3/02) = ready
pas (p) pasys	(3/00) = step, pace
Pask	(37) = Easter
passya	(17) = to spend (time)
eus <b>passyes</b>	(12) = which has passed
yn termyn eus <b>passyes</b>	(27) = in time gone by
payn (p) paynys	(3/85) = pain, torment
pebys	(3/97) = baked
(pobas	= to bake)
pedrek	(46) = square
peghes (p) peghosow	(3/85) = sin, offence
peldroes	(11) = football
pell	(24) = far
kyns <b>pell</b>	(33) = before long
pella	(1/86) = longer
pellder	(32) = distance
pellgwsel	(22) = to telephone
pellgowser	(22) = telephone
a <sup>2</sup> wrussa <b>pellhe</b>	(28) = would drive away
pellwolok (f)	(11) = television
penn (p) pennow	(18) = top, headland
hag ynni an <b>penn</b>	(28) = in which the head (was)
orth <b>penn</b>	(1) = at the end (of)
penn-bloedh	(1/89) = birthday
Kastell <b>Penndynas</b>	(18) = Pendennis Castle
pennsevik (p) pennsevigyon	(36) = noble
pennseythun (f)	(11) = weekend
pennsita (f) (p) pennsitys	(3/87) = capital/main/big city
pennskol (f)	(4) = university
penn-tir (p) penn-tiryow	(1/88) = headland
pennwisk (p) pennwiskow	(3/85) = head-dress
perghenn (p) perghennow	(3/99) = owner
peryll	(43) = danger
pes da	(1/83) = pleased
drog <b>pes</b>	(1/83) = cross, displeased
pesya	(16) = to continue
peuns (p) peunsow	(21) = pound

## P

p'eur <sup>5</sup> ? (plus verb)	(8)	= when?
peurva (f) (p) peurvaow	(3/85)	= pasture
pibow sagh (fpl)	(3/85)	= bagpipes
piga	(39)	= to prod, goad
pinta (p) pintys	(1/96)	= pint
plas (p) plasow	(3/88)	= mansion
pleg hyns	(3/84)	= bend (in road)
plegya	(1/89)	= to fold
mar <b>pleg</b>	(6)	= please
plegadow	(3/86)	= disposition, inclination
plegadow	(3/98)	= pleasing
plen an <sup>2</sup> dre	(3/97)	= town square
plen an varghas	(3/84)	= market place
ple'th? (plus verb with vowel)	(1/05)	= where?
plos	(1/05)	= dirty
plyw (f) (p) pluyow	(3/97)	= parish
pluvenn (f) (p) pluvennow	(13)	= pen
plynchya	(3/84)	= to blink
po	(4)	= or
pobel (f) (p) poblow	(3/98)	= people, nation
poenya	(1/04)	= to run
poenya	(33)	= to run
poenyer	(3/84)	= runner
poes	(1/04)	= heavy
poes (p) poesow	(38)	= weight
anella <b>poes</b>	(3/96)	= to breathe deeply
poesa	(3/85)	= to lean, rest
poesa	(3/87)	= to lower, bend down
poester	(46)	= weight
poken	(3/04)	= or else, otherwise
poll neuvya	(3/96)	= swimming pool
poll pri gwynn (p) pollow	(3/05)	= china clay pit
pols berr	(1/87)	= a short while
y'n <b>pols</b> na	(19)	= at that moment
pons (p) ponsyow	(1/97)	= bridge
popti (p) poptiow	(3/97)	= bakery, baker's shop
poran	(3/01)	= exactly, rightly, quite
poran a-woeles	(3/84)	= just below
porres	(26)	= urgently
res <b>porres</b> yw	(1/86)	= it is essential
porth (p) porthow	(3/01)	= harbour, gate
Porth	(3/02)	= Par
Porthia	(3/99)	= St Ives
Portyngal	(1/02)	= Portugal
potatys	(1/03)	= potatoes
pow (p) powyow	(1/85)	= country
Pow Frynk	(2)	= France
Pow Sows	(17)	= England

## P

dos y'n <b>pow</b> gans nerth (3/86)	= to invade
powes (12)	= rest
pows (f) (p) powsyow (24)	= robe
pows (f) (p) powsyow (47)	= dress
yn <b>poynt</b> da (9)	= very well
poyntya (24)	= to point
prag na <sup>2</sup> wrug ev? (11)	= why didn't he do?
praga (3/96)	= reason
praktisya (38)	= to practise
pras (p) prasow (24)	= meadow
pratt (p) prattys (31)	= trick
preder (p) prederow (28)	= thought
prena (18)	= to buy
prena gwara (21)	= to go shopping
prenn (p) prennyer (22)	= stick
prenn (43)	= timber
prenn (1/02)	= wood/timber
pri- gwynn (3/02)	= china clay
pris (p) prisyow (21)	= price
profoes (p) profoesi (3/88)	= prophet
profyans (48)	= offering
pronter (p) pronteryon (26)	= priest
prydydh (p) prydyhon (3/02)	= poet
prykk ughella (48)	= highest point
prys (p) prysyow (3/85)	= time
prys (p) prysyow (3/87)	= meal
prys boes (3/88)	= meal
a <sup>2</sup> gynsa <b>prys</b> (22)	= for the first time
yn gwella <b>prys</b> (14)	= fortunately
prysk (c) (3/02)	= bushes
pryv (p) pryves, pryvyon (1/05)	= worm
pub (4)	= every
pub eur oll (12)	= all the time
pub eur oll (27)	= always
pub treveth (3/00)	= every time
puber (21)	= pepper
pubonan (1/87)	= every one
pup-prys (29)	= always
puptra (3/97)	= everything
puptydh (3/04)	= everyday (not found in Gerlyver Kres)
pur <sup>2</sup> (3)	= very
pur <sup>2</sup> dha (8)	= very well
pur skwith ov vy (11)	= I am very tired
py dydh? (9)	= what day?
py lies? (1/97)	= how many?
py par? (9)	= what kind (of)?
pychya (39)	= to thrust
pygemmys? (12)	= how many?

## P

pypm eur	(9)	= five o'clock
pymthek	(3)	= fifteen
pynag	(3/02)	= whatever, whoever
pysi	(49)	= to be, request
pysk (p) puskes	(12)	= fish
pyskador	(4)	= fisherman
dha <sup>2</sup> vos <b>pyskador</b>	(7)	= that you are a fisherman
pyskessa	(8)	= to fish
pan nag usi ev ow <b>pyskessa</b>	(8)	= when he is not fishing
pyth?	(1)	= what?
pyth (p) pythow	(3/88)	= wealth
pyth an bys	(3/89)	= worldly wealth
pyth esa war hy thowl	(3/96)	= what she intended to do
ottomma <b>pyth</b> a dhevis	(3/85)	= this is excellent

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## R

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rag	(3)	= for
rag	(17)	= in order to
rag bos	(22)	= because there is
rag dybri	(9)	= (in order) to eat
rag henna	(12)	= therefore
rag lavurya	(8)	= (in order) to travel
rag ow bos	(27)	= because I am
rag y <sup>2</sup> weres	(9)	= to help him
deun yn <b>rag!</b>	(14)	= come on
ev a dhe <sup>2</sup> glas <b>rag</b> dyski	(1)	= he goes to a class (in order) to learn
ragdha	(22)	= for them
ragown	(42)	= presentiment
rann (f)	(2)	= part
ranndir	(36)	= district
rannyeth (f) (p) rannyethow	(3/99)	= dialect
meur <b>ras</b> dhe Dhyw y hwonn	(3/00)	= I am very thankful to God
gonn meur <b>ras</b> dhis a'th lyther	(7)	= thank you very much for your letter
meur <b>ras</b>	(9)	= thank you
re (adverb)	(1/01)	= too, too much, too many
re (pronoun)	(33)	= some
re bia	(26)	= had been
re <sup>2</sup> dhegemmeras	(6)	= have received
re hwarva	(28)	= has happened
re'm tas!	(32)	= by my father
re <sup>2</sup> wawrsa	(28)	= had died
re <sup>2</sup> wrussa dos	(26)	= had come
re <sup>2</sup> wrussa triga	(26)	= had lived



## R

kyns y <sup>2</sup> vos <b>re</b> <sup>2</sup> dhiwedhes	(26)	= before it is too late
y <b>re</b> beu	(12)	= I have been
my <b>re</b> <sup>2</sup> gollas	(11)	= I have lost
nyns o <b>re</b> <sup>2</sup> dewl dhe <sup>2</sup> weles	(33)	= it was not too dark to see
redya	(7)	= to read
remanent	(49)	= remains
res	(33)	= given
(ri		= to give)
res eth	(8)	= has gone
res porres yw	(1/86)	= it is essential
res veu	(19)	= it was necessary
res yw dhodho	(11)	= he has to
res yw dhymm	(14)	= I must
resek	(3/86)	= to run
resek-mergh	(1/04)	= to horse ride
restra	(3/00)	= to arrange
reun	(3/00)	= (animal's) hair, fur
rew	(23)	= frost
dyenn <b>rew</b>	(18)	= ice cream
rewlys yw	(2)	= it is governed
ri	(11)	= to give
riv (p) rivow	(3/00)	= number
ro!	(11)	= give! (imperative)
ro (p) rohow	(36)	= gift
Roazhon	(4)	= Rennes (Breton form)
roes-fardellow	(14)	= luggage rack
rolya	(17)	= to roll
ros (past tense of <i>ri</i> )	(26)	= gave
ros	(23)	= roses
ros (f) (p) rosow	(1/01)	= wheel, circle
ros (p) rosyow	(3/05)	= moor
rosenn (f) (p) rosennow	(3/88)	= roses
rosya	3/03)	= to stroll
rudh	(24)	= red
kleves <b>rudh</b>	(3/24)	= measles
ryb	(1/89)	= by, alongside
rybdho	(26)	= by him
rych	(36)	= rich
ryccha	(3/01)	= richer
rydh	(3/00)	= free
rygdhi	(22)	= for her
rynn (p) rynnnow	(1/02)	= promontory/point of land
Rysoghen	(3/99)	= Oxford

## S

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**S**


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sad	(37)	= serious
Dy' <b>Sadorn</b>	(9)	= Saturday
sagh (p) seghyer	(14)	= bag
sagh-geyn	(3/96)	= rucksack
salow	(3/00)	= safe
sans (p) sens	(28)	= saint
sans	(33)	= holy
An <sup>2</sup> Drynsys <b>Sans</b>	(48)	= The Holy Trinity
a'ga <b>sav</b>	(24)	= standing
a'y <b>sav</b>	(44)	= standing
savla (p) savleow	(3/04)	= position, status, standpoint
ny <sup>2</sup> <b>saw</b>	(37)	= only
ny <sup>2</sup> gowsons <b>saw</b>	(6)	= (they) only speak
nyns esa <b>saw</b>	(21)	= there was only
nyns eus <b>saw</b>	(14)	= there is only
sawya	(39)	= to save
se (p) seow	(34)	= throne
sedhi	(28)	= to set (sun)
segys	(3/02)	= soaked
sel (f) (p)	(38)	= basis
selys	(3/02)	= founded, based
semlant (p) semlans	(3/02)	= appearance
Sen Malo	(4)	= St Malo
Senedh	(3/99)	= Parliament
seni	(3/84)	= to sound, ring
seren	(32)	= prayer for the dead
ser prenn(p) seri prenn	(1/86)	= carpenter
serrys	(1/87)	= angry, worried
serth	(3/03)	= steep
serthi	(3/00)	= to stand on end
servyades (f)	(4)	= waitress
sesya	(39)	= to seize
settya	(22)	= to lay
settya dalghenn yn	(39)	= to grab
settya war <sup>2</sup>	(34)	= to attack
seulabrys	(3/96)	= already
sevel	(26)	= to stand
sevel yn-bann	(3/85)	= to stand up
esosta ow <b>sevel?</b>	(11)	= are you getting up?
sevia	(3/00)	= to pick strawberries
sewena (f)	(3/97)	= success

## S

seweni	(13)	= to succeed
seythun (f) (p) seythunyow	(12)	= week
seythun a <sup>2</sup> dheu	(14)	= coming week
shoppa (p) shoppys	(3/86)	= workshop
shyndya	(27)	= to damage
sigaret	(14)	= cigarette
Sin an <sup>2</sup> Grows	(36)	= Processional Cross
sina	(1/02)	= to sign
sita (f) (p) sitys	(3/88)	= city
skaffa	(19)	= faster
skant	(3/01)	= barely
skath (f) (p) skathow	(18)	= boat
mos <b>skat</b>	(1/01)	= abandon (of mine works)
skav	(3/84)	= nimble
yn <b>skav</b>	(28)	= quickly
skavell (f) (p) skavellow	(26)	= stool, bench
skethennek	(3/88)	= tattered
skeul a brenn	(3/96)	= wooden ladder
skeusi	(3/84)	= to take fright
skevens	(26)	= lungs
skians	(36)	= knowledge
skiansek	(36)	= wise
skiber (f) (p) skiberyow	(3/88)	= barn
skoedh (f) (p) skoedhow	(32)	= shoulder
skoedhya	(47)	= to support
skoellya	(28)	= to waste
skoellya	(39)	= to shed
skoellyek	(3/96)	= wasteful
skoellyon	(28)	= rubbish
skol (f)	(3)	= school
yn <b>skol</b>	(9)	= in school
ha'n fleghes yn <b>skol</b>	(9)	= while the children are in school
skolheyk (p) skolheygyon	(3/98)	= scholar
skoloryon (p)	(3/03)	= scholars
yn <b>skon</b>	(6)	= soon
skonya	(36)	= to refuse
skovarn (f) (d) diwskovarn	(16)	= ears
skovva (f) (p) skovvaow	(3/02)	= shelter, shade
skown (p) skownyow	(3/02)	= bench
skrif	(11)	= writing, essay
skrif dhymm	(6)	= write to me
a <b>skrif</b>	(2)	= writes
skrifa	(6)	= to write
skrifow	(11)	= essays
skrifenyades	(3)	= secretary (f)
skrifennyas	(11)	= secretary (m)
skubell (f) (p) skubellow	(1/05)	= broom
skwier	(3/99)	= squire

## S

skwith	(11)	= tired
ass ova <b>skwith!</b>	(26)	= how tired he was!
pur <b>skwith</b> ov vy	(11)	= I am very tired
skila	(33)	= reason
skyll	(23)	= shoots
slynkya	(1/87)	= to slide, skid
slynkya	(3/88)	= to slip
soedh (f)	(11)	= job, position
soedhek (p) soedhogyon	(33)	= official
soedhogel	(3/04)	= official
soedhva (f)	(3)	= office
sojet (p) sojets	(38)	= subject
solempnyta	(24)	= ceremony
soler (p) soleryow	(3/04)	= upper floor
son (p) sonyow	(3/99)	= sound
sorn (p) sornow	(3/02)	= nook, cranny
sorr	(44)	= anger
meur y <b>sorr</b>	(1/98)	= very angry
sort (p) sortes	1/05)	= hedgehog
souder (p) soudoryon	(36)	= soldier
sowdhenys	(3/05)	= confused, bewildered
soweth!	(21)	= what a pity!
soweth	(1/97)	= unfortunately
Sows (p) Sowson	(26)	= Saxon
Pow <b>Sows</b>	(17)	= England
Sowses (f)	(44)	= Englishwoman
Sowsnek	(1)	= English
kyns an <b>Sowson</b> dhe dhos	(27)	= before the Saxons came
spas	(3/00)	= time
Spaynek	(13)	= Spanish
spena	(12)	= to spend (time)
fatell esowgh hwi ow spena?	(12)	= how are you spending?
speshyal	(3/84)	= special
splann	(18)	= bright
splann	(23)	= splendid
splanna	(1/88)	= to shine
sten	(1/02)	= tin
stenor (p) stenoryon		= tinner
stevell (f) r(p) stevellow	(1/88)	= room
stevell omwolghi (f)	(22)	= bathroom
stevell wortos	(1/89)	= waiting-room
stordi	(3/86)	= self-willed
strel (p) strelyow	(31)	= tapestry
stret (p) stretys	(1/85)	= street
strif (p) strifow	(3/04)	= strife, fight
studhya	(11)	= to study
wosa <b>studhya</b>	(11)	= after studying
studhyer	(4)	= student

## S

studh (p) studhyow	(42)	= state
tebel <b>studh</b>	(43)	= evil state
styr (p) styryow	(3/05)	= meaning
styrya	(42)	= to explain
sugra	(21)	= sugar
Dy' <b>Sul</b>	(9)	= Sunday
kowethas- <b>surheans</b>	(3)	= insurance company
sygerra	(19)	= slower
sygh	(1/05)	= dry
synsi	(24)	= to hold
synsi	(38)	= to feel
sywya	(31)	= to follow

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## T

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yn <sup>5</sup> <b>ta</b>	(17)	= well
tal (p) talyow	(32)	= forehead
tamm (p) temmyn	(1/03)	= bit, piece
Tamsin	(13)	= girl's name
tan (p) tanyow	(14)	= fire
karr- <b>tan</b>	(8)	= motor-car
tanow	(47)	= thin
tanvaglenn (f) (p) tanvaglennow	(22)	= grate
tardh (p) tardhow	(3/97)	= explosion
tardha	(3/02)	= to explode
tas (p) tasow	(1/96)	= father
re'm <b>tas</b>	(32)	= by my father!
tas-gwynn (p) tasow-gwynn	(1/02)	= grandfather
tas-gwynn	(26)	= grandfather
tava	(3/01)	= touch
taves (p) tавosow	(3/00)	= tongue
tavoseth(f) (p) tavosethow	(3/99)	= idiom
te	(21)	= tea
tebel stuth	(43)	= evil state
mar <sup>4</sup> teffa	(37)	= if he had come
teg	(23)	= beautiful
tekka	(29)	= more beautiful
tekter	(23)	= beauty
temmik	(3/88)	= a bit
tenkys	(3/88)	= destiny
tenna	(39)	= to pull
tennis	(1/03)	= tennis
terlentri	(3/03)	= to glisten
termyn	(12)	= time

## T

yn <b>termyn</b>	eus passyes (27)	= in time gone by
ternos	(43)	= the next day
ternos vyttin	(3/00)	= the following morning
terroes	(46)	= ruins
terrys	(1/89)	= broken
(terri		= to break)
tesenn (f) (p) tesennow	(21)	= cake
testenn (f) (p) testennow	(3/98)	= subject
y <sup>5</sup> <b>teu</b>	(17)	= comes
(dos		= to come)
y <sup>5</sup> <b>teuth</b> (dos)	(19)	= came
tevi	(22)	= to grow
yn <b>tevri</b>	(3/00)	= indeed
tew	(1/97)	= fat
tewl	(16)	= dark
tewlder	(31)	= darkness
tewlel	(47)	= to throw
teylu	(3)	= family
drefenn an <b>teylu</b> dhe vos dhe <sup>2</sup> ves	(23)	= because the family has gone away
moy a'th <b>teylu</b>	(7)	= more about your family
teyluyow	(7)	= families
yma nebes <b>teyluyow</b> a <sup>2</sup> dhysk Kernewek		= there are a few families that teach Cornish
teyrgweyth	(24)	= three times
teythyek	(3/02)	= local
pyth esa war hy <b>thowl</b>	(3/96)	= what she intended to do
tiek (p) tiogyon	(1/01)	= farmer
yn <b>tien</b>	(3/99)	= completely
tir (p) tiryow	(3/05)	= land
konna <b>tir</b>	(1)	= peninsula
tira	(3/84)	= to land
to (p) tohow	(22)	= roof
toellys	(3/02)	= cheated
toemm	(1/02)	= hot
toemm	(26)	= hot
toemheans-kres	(22)	= central heating
tokyn (p) toknys	(1/84)	= ticket
tokynva (f) (p) tokynvaow	(1/84)	= ticket office
toll (f) (p) tollow	(1/97)	= tax
ton (p) tonyow	(49)	= accent
tontya	(3/87)	= to be cheeky
torn (p) tornys	(29)	= time
toesenn (f)	(3/88)	= ear of corn
toth men	(3/84)	= full speed
tochya	(32)	= to touch
tornyas (p) tornysi	(3/04)	= tourist
toul (p) toulys	(22)	= tool
towl (p) towlow	(1/01)	= plan

## T

towl (p) towlow	(49)	= plan
towlenn (f) towlennow	(1/89)	= programme
tra (f) (p) taklow	(12)	= thing
tramor	(3/05)	= overseas
travalya	(1/04)	= to walk far, travel, trudge
ny .... <b>travydh</b>	(23)	= nothing
nyns eus <b>travydh</b>	(16)	= there is nothing
trebuchya	(3/00)	= stumble
treweythyow	(7)	= sometimes
tre (f)	(8)	= home
tre (f) (p) trevow	(17)	= town
neb <b>tre</b>	(24)	= some town
tregher (p) treghoryon	(3/86)	= tailor
treghi	(23)	= to cut
Y <sup>5</sup> fedha an howl ow <sup>4</sup> <b>trehevel</b>	(38)	= the sun would be rising
tremena	(49)	= to pass
tremena der	(28)	= to pass through
tremenyas	(14)	= passenger
tremmynn	(3/96)	= aspect
tren (p) trenow	(14)	= train
trestya	(27)	= to trust
treth (p) trethow	(17)	= beach
tretha	(39)	= to cross (water)
treusa (G.M. <i>treusi</i> )	(3/96)	= to cross
trevas (f) (p) trevasow	(3/88)	= harvest
treveglos(f) (p) treveglosyow	(1/04)	= churchtown, village
treveglos (f) (p) trevow eglos	(42)	= (large) village
pub treveth	(3/00)	= every time
tri <sup>3</sup>	(8)	= three
triga	(3/97)	= to live (somewhere)
re <sup>2</sup> wrussa <b>triga</b>	(26)	= had lived
triger (p) trigoryon	(3/88)	= inhabitant
trigva	(6)	= address
trigys	(1/03)	= lived
trihorn (p) trihern	(1/01)	= triangle
trist	(1/00)	= sad
tristys	(33)	= sadness
triugens	(21)	= sixty
tro-askell (f) (p) tro-eskelli	(1/05)	= helicopter
trobhel	(43)	= worry
troblys	(26)	= troubled
troe'lergh (p) troe'lerghow	(3/03)	= footpath
troes (p) treys	(1/05)	= foot
(N.B.) This plural form is more usual than the dual form <i>dewdroes</i> )		
bysyes <b>troes</b>	(3/84)	= toes
troes noth	(3/96)	= bare foot
troha	(24)	= towards

## T

tromm	(43)	= sudden
tros	(28)	= noise
trufel	(3/84)	= idle, trifling
Truru	(3)	= Truro
ty	(6)	= you
ty dhe alloes	(6)	= that you can
tybi	(43)	= to think
tybyans	(28)	= fancy
tyli	(1/97)	= to pay
tynn	(33)	= strict
tynn	(3/85)	= sharp, cruel

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## U

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ugens	(21)	= twenty
ugens mil	(1/97)	= twenty thousand
ughel	(27)	= high, loud
ughelder	(3/88)	= height
prykk <b>ughella</b>	(48)	= highest point
unn eur	(9)	= one o'clock
unn our	(19)	= one hour
nans yw <b>unn</b> mis	(11)	= a month ago
war <b>unn</b> dro	(3/85)	= once upon a time
unnek	(11)	= eleven
erbynn <b>unnek</b> eur	(14)	= by one o'clock
unnweyth	(3/89)	= once
yn <b>unnsel</b>	(3/88)	= only
unys	(12)	= united
usadow	(3/97)	= habit, custom
y'n <b>usadow</b> a	(3/84)	= in(to) the habit of
pan nag <b>usi</b> ev ow pyskessa	(8)	= when he is not fishing
uskis	(1/98)	= fast
yn <b>uskis</b>	(3/96)	= quickly

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## V

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dew <sup>2</sup> <b>vargh</b>	(8)	= 2 cv car
plen an <b>varghas</b>	(3/84)	= market place
re <sup>2</sup> <b>vawrsa</b>	(28)	= had died
na <sup>2</sup> <b>ve</b>	(34)	= but for



## V

Bran <b>Vendigeit</b>	(34)	= Bran the Blessed
a <sup>2</sup> <b>vern</b>	(3/97)	= important
ny <sup>2</sup> <b>vern</b>	(44)	= it doesn't matter
dhe <sup>2</sup> <b>ves</b>	(12)	= away
dhe <sup>2</sup> <b>ves</b>	(3/84)	= outside
a <sup>2</sup> <b>vester</b>	(8)	= sir
veu	(19)	= was
(bos		= to be)
goliys <b>veu</b>	(27)	= he was wounded
res <b>veu</b>	(19)	= it was necessary
Breten <sup>2</sup> <b>Veur</b> (f)	(1)	= Great Britain
ny <sup>2</sup> <b>via</b>	(31)	= would not be
a <sup>2</sup> <b>vog</b>	(14)	= of smoke
dha <sup>2</sup> <b>vos</b> pyskador	(7)	= that you are a fisherman
drefenn an teylu dhe <b>vos</b> dhe ves	(23)	= because the family has gone away
kyns y <sup>2</sup> <b>vos</b> re <sup>2</sup> dhiwedhes	(26)	= before it is too late
war-nans an <b>vre</b>	(3/84)	= down the hill
den a <b>vri</b>	(3/98)	= famous man
a <sup>2</sup> <b>vyannis vy?</b>	(1/86)	= did I want?
(mynnes		= to want)
ov <b>vy</b>	(6)	= I am
(bos		= to be)
pur skwith ov <b>vy</b>	(11)	= I am very tired
yth esov <b>vy</b>	(12)	= I am
vydh	(28)	= will be
ny .... ger <b>vydh</b>	(29)	= no word at all
vydhav	(7)	= I shall be
Breten <sup>2</sup> <b>Vyghan</b>	(2)	= Brittany
bys <b>vykken</b>	(37)	= for ever
a <sup>2</sup> <b>vyinna</b>	(16)	= wanted
ternos <b>vyttin</b>	(3/89)	= the following morning
vyajor (p) vyajoryon	(3/88)	= traveller
vyajya	(14)	= to go for a trip
vyajya	(3/87)	= to travel

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## W

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war <sup>2</sup>	(7)	= on
war lowr	(43)	= careful enough
war neb kor	(3/84)	= in some way
war unn dro	(3/85)	= once upon a time
war y <sup>2</sup> anow	(28)	= on his lips

## W

war y lerg	(28)	= behind him
omsettya <b>war</b> <sup>2</sup>	(37)	= to attack
settya <b>war</b> <sup>2</sup>	(34)	= to attack
yn <b>war</b>	(3/96)	= carefully
war-barth	(8)	= together
war-dhelergh	(39)	= backwards
war-lergh	(11)	= behind
war-lergh	(31)	= after
warnedhi	(13)	= on it
war-rag	(3/00)	= forward
war-tu ha	(3/97)	= towards
a <sup>2</sup> <b>wayt</b>	(6)	= hope
nyns o re <sup>2</sup> dewl dhe <sup>2</sup> <b>weles</b>	(33)	= it was not too dark to see
rag y <sup>2</sup> <b>weres</b>	(9)	= to help him
ev a <sup>2</sup> <b>werth</b>	(3)	= he sells
dhe <sup>2</sup> <b>wir</b>	(13)	= indeed, really
a ny <sup>2</sup> <b>wodhesta?</b>	(13)	= don't you know?
a <sup>2</sup> <b>wodhya</b>	(33)	= knew
(godhvos		= to know)
ny <sup>2</sup> <b>wodhya</b> mar kwre gweles	(38)	= he did not know
whether he would see		
a <sup>2</sup> <b>woer</b>	(24)	= knows
ny <sup>2</sup> <b>woer</b>	(4)	= does not know
ny <sup>2</sup> <b>wonn</b>	(32)	= I do not know
(godhvos		= to know)
heb <sup>2</sup> <b>worfenn</b>	(48)	= endless
(gorfenn		= end)
dh'y <sup>2</sup> <b>worfenna</b>	(14)	= to finish it
a <sup>2</sup> <b>worthybis</b>	(14)	= answered
a <sup>2</sup> <b>worthyp</b>	(8)	= answers
wor'tiwedh	(8)	= at last
stevell- <b>wortos</b>	(1/89)	= waiting-room
wor'tu arall	(31)	= the other way
war'tu ha	(18)	= towards
a'y <b>worwedh</b>	(26)	= lying
wosa	(11)	= after
wosa studhya	(11)	= after studying
wostalleth	(28)	= at first
a <sup>2</sup> <b>wra</b>	(8)	= does/do
a <sup>2</sup> <b>wra</b> dehweles	(8)	= return
a <sup>2</sup> <b>wra</b> kinyewel	(8)	= dine
a <sup>2</sup> <b>wra</b> leverel	(8)	= say
a <sup>2</sup> <b>wra</b> mos	(7)	= (do) go
a <sup>2</sup> <b>wra</b> oberi	(8)	= work
na <sup>2</sup> <b>wra</b> ankevi!	(19)	= don't forget!
na <sup>2</sup> <b>wra</b> argya!	(11)	= don't quarrel!

## W

na <sup>2</sup> <b>wra</b> lywya!	(19)	= don't drive!
a <sup>2</sup> <b>wre</b> gasa	(18)	= used to leave
kepar ha pan <sup>2</sup> <b>wrella</b> nebonan merwel	(28)	= as if someone died
a <sup>2</sup> <b>wrug</b> mos	(14)	= went
na <sup>2</sup> <b>wrug</b>	(14)	= no, I haven't
prag na <sup>2</sup> <b>wrug</b> ev?	(11)	= why didn't he do?
a <sup>2</sup> <b>wruসা</b> pellhe	(28)	= would drive away
re <sup>2</sup> <b>wruসা</b> dos	(26)	= had come
re <sup>2</sup> <b>wruসা</b> triga	(26)	= had lived
(gul		= to do/make)
Maria <sup>2</sup> <b>Wynn</b>	(28)	= Blessed Mary

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## Y

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y <sup>2</sup>	(2)	= his
dos er y <sup>2</sup> bynn	(32)	= to meet him
orth y <sup>2</sup> dreghi	(23)	= cutting it
Y <sup>5</sup> fedha	(32)	= there would be
y <sup>5</sup> fedha an howl ow trehevel	(38)	= the sun would be rising
Y <sup>5</sup> feu ynkleudhys	(27)	= it was buried
y <sup>5</sup> feu leveryys dhodho	(11)	= he was told
y <sup>5</sup> fydh	(23)	= there will be
y <sup>5</sup> fydh	(24)	= he will be
y'ga mysk	(13)	= including
yn y <sup>2</sup> gever	(1)	= about him
an eyl, y <sup>2</sup> gila	(3/87)	= the one, the other
nag an eyl, nag y <sup>2</sup> gila	(33)	= neither the one nor the other
yn y <sup>2</sup> gyrghyn	(3/85)	= round himself
y honan	(8)	= himself
y honan	(38)	= alone
hag ev y honan	(28)	= as he was alone
y <sup>5</sup> hwelens	(18)	= they used to see
(gweles		= to see)
meur ras dhe Dhyw y hwonn	(3/00)	= I am very thankful to God
y <sup>5</sup> hyllens	(18)	= they could
gwell y <sup>2</sup> jer	(3/88)	= bright and cheerful
y kara	(18)	= used to like
(kara		= to like)
y koedh dhymm	(32)	= I must
war y lerg	(28)	= behind him
y <sup>5</sup> teu	(17)	= comes
y <sup>5</sup> teuth	(19)	= came
(dos		= to come)

## Y

kyns <b>y</b> <sup>2</sup> vos re <sup>2</sup> dhiwedhes	(26)	= before it is too late
rag <b>y</b> <sup>2</sup> weres	(9)	= to help him
yagh	(47)	= well (in health)
Yann	(2)	= Breton for "John"
yar (f) (p) yer	(1/05)	= hen
yarji (p) yarjiow	(3/85)	= hen house
yessans	(3/85)	= confession
yeth (f) (p) yethow	(11)	= language
Kowethas an <b>Yeth</b> Kernewek	(1)	= Cornish Language Fellowship
yet (f) (p)	(26)	= gate
yeyn yw hi	(23)	= it is cold
na <sup>2</sup> <b>ylli</b>	(46)	= who could not
na <sup>2</sup> <b>yllis</b>	(27)	= so that it was not possible
ny <sup>2</sup> <b>yllons</b> i	(4)	= they cannot
yma	(3)	= is, there is
yma dhedha	(3)	= they have
yma dhedhi	(3)	= she has
yma dhodho	(3)	= he has
yma genev	(6)	= I have
ympynnyon	(3/98)	= brains
y'n	(3)	= in the
y'n eur ma	(7)	= at the present time
y'n eur na	(14)	= at that time
y'n kettermyn	(3/88)	= at the same time
y'n kocha ma	(16)	= in this carriage
y'n pols na	(44)	= at that moment
y'n usadow a	(3/84)	= in(to) the habit of
a-berth <b>y'n</b>	(14)	= into the
yn	(1)	= in
yn-dann alhwedh	(3/84)	= locked up
yn-danno	(29)	= under it
yn despit dhe <sup>2</sup>	(16)	= in spite of
yn fals	(3/85)	= treacherously
yn hwir	(1/96)	= really
yn kever	(9)	= about
yn le	(11)	= instead of
yn lent	(26)	= slowly
yn-medh	(9)	= says
yn-medh	(1/97)	= said
yn-medhons i	(13)	= they say
yn-mes a <sup>2</sup>	(23)	= out of
yn-mysk	(24)	= among
yn palster	(3/88)	= in abundance
yn skav	(28)	= quickly
yn skol	(9)	= in school
yn skon	(6)	= soon
yn <sup>5</sup> ta	(17)	= well
yn termyn eus passyes	(27)	= in time gone by

## Y

yn tevri	(3/00)	= indeed
yn tien	(3/99)	= completely
ynkleudhyas	(27)	= to bury
yn unnsel	(3/88)	= only
a-berth <b>yn</b>	(4)	= inside
bys <b>yn</b>	(8)	= until
bys <b>yn</b>	(18)	= as far as
sevel <b>yn</b> -bann	(3/85)	= to stand up
koedha <b>yn</b> edrek	(3/85)	= to be remorseful/penitent
yn fyw	(3/00)	= alive
yn kyrghynn	(3/97)	= round about
dhiso <b>yn</b> lel	(6)	= yours sincerely
deun <b>yn</b> rag!	(14)	= come on!
yn-mes	(3/97)	= outside
ha'n fleghe <b>s yn</b> skol	(9)	= while the children are in school
yn uskis	(3/96)	= quickly
yn war	(3/96)	= carefully
yndella	(1/87)	= so
ynjinor (p) ynjinoryon	(1/85)	= engineer
ynkleudhyas	(27)	= to bury
y <sup>5</sup> feu ynkleudhys	(27)	= it was buried
hag <b>ynni</b> an penn	(28)	= in which the head (was)
ynno	(13)	= in it
yns i	(3)	= they are
ynter	(18)	= between
yntra	(31)	= between
ynwedh	(1)	= also
Ynys Breten	(27)	= the Island of Britain
Dy' <b>Yow</b>	(9)	= Thursday
yowynk	(1/05)	= young
yowynka	(18)	= younger
ys (coll)	(3/88)	= corn
ysenn (f) (col) ys	(3/88)	= (grain of) corn
yskynna	(3/03)	= to go up, climb
ystynna	(3/96)	= to stretch
ystynnans	(3/97)	= supplement, appendix
yth en	(17)	= we go
yth eson ni	(12)	= we are
owth oberi <b>yth</b> esa	(11)	= he was working
ytho	(31)	= so
yv dha <sup>2</sup> goffi	(11)	= drink your coffee
yw	(1)	= is
da <b>yw</b> genev	(7)	= I am glad
drog <b>yw</b> genev	(16)	= I am sorry
gwell <b>yw</b> genev	(14)	= I prefer
nans <b>yw</b> unn mis	(11)	= a month ago
res <b>yw</b> dhodho	(11)	= he has to

## Y

res porres <b>yw</b>	(1/86) = it is essential
res <b>yw</b> dhymm	(14) = I must
rewlys <b>yw</b>	(2) = it is governed
yeyn <b>yw</b> hi	(23) = it is cold
nans <b>yw</b>	(1/97) = ago