

KERNEWEK DRE LYTHER

Dyskans Unnek

Unnegves Dyskans

Dhe² 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 re² dhrehedhas tre rag an² bennseythun. Pur skwith yw ev wosa studhya y'n² Benskool dres an seythun. Yethow keltok a² wra ev dhe studhya, an yeth² 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 dhe² goska. Owth oberi yth esa bys yn diw eur myttinweyth. Res yw dhodho ri dew skrif hir dh'y² dhyskador a-vorow.**

Marie: **Pur² dhiok yw ev. Prag na² wrug ev y skrifow kyns? Nans yw unn mis y⁵ feu leverys dhodho aga gul.**

Anjela: **Yv dha² goffi, Marie. Pur² vysi yw Erwan. Skrifennyas Kowethas Bretonek an² Benskool yw ev lemmyn.**

Marie: **Dar! Pur² vysi yw ev ow kwari peldroes yn le studhya!**

Yann: **Na² wra argya yn y² gever. Ottava lemmyn.**

Erwan: **Myttin da, oll an bys! Eus koffi? Pur skwith ov vy. Lyver my re² gollas.**

Angela: **Py lyver?**

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

Marie: **Ottava gans dha lyvrow erell war-lergh an² bellwolok.**

Gerva

drehedhes	to reach	skrif	writing, essay.
tre(f)/trevow(p)	home.	hir	long
pennseythun(f)	weekend	a-vorow	tomorrow
skwith	tired	diek	lazy
wosa	after	prag na² wrug ev?	why didn't he do?
studhya	to study	skrifow	essays
wosa studhya	after studying	kyns	before
dres	during	y⁵ feu leverys dhodho	he was told
seythun (f)	week	aga gul	to do them
yethow	languages	nans yw unn mis	a month ago
yeth (f)	language	yv dha² goffi	drink your coffee
unnek	eleven	skrifennyas	secretary (male)
myttinweyth	in the morning	lemmyn	now
esosta ow sevel?	are you getting up?	Dar!	Rubbish!
hedhyw	today	ow⁴ kwari	playing
gas ev dhe² goska	let him sleep	peldroes	football
owth oberi yth esa	he was working	yn le	instead of
bys yn	until.	na² wra argya	don't quarrel
res yw dhodho	he has to	yn y² gever (yn kever)	about him
ri	(to) give	ottava	here he is

myttin da!	good morning!	pur skwith ov vy	I am very tired
oll an bys	everybody	my re² gollas	I have lost
eus koffi?	is there any coffee?	kelli	to lose
erell	other (plural)	soedh (f)	job, position
war-lergh	behind	herwydh	according to
pellwolok (f)	television	kellys	lost
ro!	give! (imperative)		
henwyn	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 y⁵ trehedhas Erwan tre?**
- 2) **Prag yth yw ev skwith?**
- 3) **Pandr'a² 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 y⁵ hwrug Erwan oberi bys yn diw eur myttinweyth?**
- 7) **P'eur⁵ feu leverys dhe Erwan gul an² dhew skrif?**
- 8) **Pyth yw soedh Erwan y'n² Bennskol?**
- 9) **Prag yth yw pur² vysi, herwydh Marie?**
- 10) **Ple'ma'n lyver kellys?**

Gramasek

A. Dhe² with "gul" and preceding object. "Yethow keltek a² 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 **dhe²** 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 a² wra ev dhe² dhyski. He learns Cornish.

Y lytherow a² wra hi dhe redya She reads his letters.

Pandr'a² 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 **dhe²** 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 a² 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>
Kernow	Kernowyon	Cornishman
bro (f)	broyow	country
eseli	eseli	member
kowethas	kowethasow	society
rann (f)	rannow	part
lyther	lytherow	letter
kesskrifer	kesskriforyon	correspondent
koweth	kowetha	friend
gwreg (f)	gwregedh	wife
teylu	teyluyow	family
hanow	henwyn	name
mab	mebyon	son
myrgh (f)	myrghes	daughter
skol (f)	skolyow	school
gwerthji	gwerthjiow	shop
soedhva (f)	soedhvaow	office
chi	chiow	house
pyskador	pyskadoryon	fisherman
fos (f)	fosow	wall
studhyer	studhyoryon	student
pennskol (f)	pennskolyow	university
mis	misyow	month
trigva (f)	trigvaow	address
flogh	fleghe	child
gorthyp	gorthybow	answer
kok	kokow	fishing boat
ober	oberow	job
karr-tan	kerri-tan	motor car
diwotti	diwottiw	pub
den	tus	man (pl.= “people”)
dyskador	dyskadoryon	teacher
lyver	lyvrow	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.. **An² dus² vysi** the busy men.

fleghes² 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 **ow⁴** in front of the Verb-Noun. **Owth** is used if the verb-noun starts with a vowel or h.

e.g.. **den ow⁴ 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 ow⁴ kwari peldroes, yma Marie owth oberi.**

While Erwan is playing football, Marie is working.

Hag ev ow⁴ 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 re² 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.