

# KERNEWEK DRE LYTHER

Dyskans dew ha dewgens

Nessa dyskans ha dewgens

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 chio w 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> Garesk 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> Garesk. Kristonyon o an<sup>2</sup> dus ma. Ny yllens konvedhes travydh a volleth an Penn.

## Gerva

<b>ragown</b>	presentiment	<b>lorgh (lorghow)</b>	staff
<b>difun</b>	awake	<b>gwella gallens</b>	as best they could
<b>drogober</b>	evil deed		
<b>ytho</b>	so	<b>studh (studhyow)</b>	state
<b>mos ha bos</b>	to become	<b>a<sup>2</sup> dhros</b>	brought
<b>fowesik (fowesigyon)</b>	refugee	<b>(dri</b>	to bring)
<b>didre</b>	homeless	<b>apert</b>	obvious
<b>treveglos f</b>	(large) village	<b>styrya</b>	to explain
<b>trevow eglos</b>	(large) villages	<b>fordh f (fordhow)</b>	way
<b>govenek</b>	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

A. 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. For example, “I am able” = “I can”, but “I shall be able” has no short form.

### Present/Future Tense

<b>gallav</b>	I can/shall be able
<b>gyllydh</b>	You can etc.
<b>gyll</b>	He/She/It can etc.
<b>gyllyn</b>	We can etc.
<b>gylowgh</b>	You can etc.
<b>gyllons</b>	They can etc.

### Present Subjunctive Tense

<b>pan<sup>2</sup> ylliv</b>	when I can
<b>pan ylli</b>	when you can
<b>pan allo</b>	when he can
<b>pan yllyn</b>	when we can
<b>pan yllowgh</b>	when you can
<b>pan allons</b>	when they can

### Past (Preterite) 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

### Pluperfect/Conditional Tense

<b>gallsen</b>	I had been/would be able
<b>gallses</b>	You had been/would etc.
<b>gallsa</b>	He/She/It....
<b>gallsen</b>	We.....
<b>gallsewgh</b>	You....
<b>gallsens</b>	They....

### Imperfect Tense.

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

### Imperfect Subjunctive Tense.

<b>mar<sup>4</sup> kallen</b>	if I could/had been able
<b>mar kalles</b>	if you could etc.
<b>mar kalla</b>	if he/she/it could etc.
<b>mar kallen</b>	if we could etc.
<b>mar kalleugh</b>	if you could etc.
<b>mar kallens</b>	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.          |

B. 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.)

**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  $a^2$ .

**An ughella menydh a<sup>2</sup> ylliv**

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.

C. 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:

“Learning Cornish is fun.” “Smoking is bad.”

In Cornish the normal verb-noun is used, but the complement often comes first.

**Gwari yw dyski Kernewek. Drog yw meg.**

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:

**Da yw genev dha<sup>2</sup> weles** To see you is good with me.  
i.e. 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.