

## \*\* Reading Dyskans Lewya

Kemmerys dhiworth KDL kynsa vershyon (tamm amendys)

Marie a wra mos pub dydh gans hy mamm dhe'n koffiji a-berth y'n fosow a Sen Malo. Mes unn jydh, klav o hy mamm ha res o dhe Marie kerdhes an peswar kilometer dhe'n koffiji. Ny gar Marie kerdhes, ha pur skwith o hi wosa mos dhe'n koffiji ha dehweles alena. Rag henna, hi a erviras dyski lewya. Yth esa skol lewya yn Sen Malo, ha Marie eth dhe'n soedhva rag omrolya.

Nebes dydhyow diwettha, an karr skol a dheuth dh'y daras, ha Marie a wrug dalleth hy dyskansow lewya.

“Gwra maglenna lemmyn! Ke nebes skaffa! Ke nebes lenta! Bydh war! Gwra hedhi dhe'n krowshyns! Gwra mires y'n gweder! Na wra lewya yn kres an fordh! Na wra ankevi arwoedha!”

Wosa unn our, pur skwith o Marie. Y'n pols na, ny garas hi mann lewya karr Byttegyns, wosa unn seythun an karr skol a dheuth arta, rag an nessa dyskans!

### Gerva

bydh war	<i>be careful!</i>	<i>Note 4</i>
gwra hedhi!	<i>stop</i>	<i>Note 4</i>
unn jydh	<i>one day</i>	<i>Note 1</i>
gwra mires!	<i>look!</i>	<i>Note 4</i>
gweder (g) gwedrow	<i>mirror</i>	
na wra lewya!	<i>don't drive!</i>	
ke	<i>go</i>	<i>Note 4</i>
na wra ankevi!	<i>don't forget!</i>	
arwoedha	<i>to signal</i>	
mann	<i>at all</i>	
alena	<i>from there</i>	
omrolya	<i>to enrol</i>	
diwettha	<i>later</i>	
dh'y	<i>to her</i>	<i>Note 2</i>
krowshyns (pl)	<i>crossroad</i>	
gwra magla	<i>change gear</i>	<i>Note 4</i>
skaffa	<i>faster</i>	<i>Note 3</i>
lenta	<i>slower</i>	<i>Note 3</i>
byttegyns	<i>nevertheless</i>	

## Notennow

**1** dydh is masculine but mutates irregularly after an and after other words ending in -n. an + dydh = an jydh (*the day*); yn + dydh = yn jydh (*in a day*). This mutation remains after keth (same) an keth jydh (*the same day*). The usual mutation occurs after other words so dew + dydh = dew dhydh

**2** dh'y = dhe hy to her

dh'y = dhe y to his

*the difference can be found in the mutation of the word following. Dh'y ji is to his house whereas dh'y chi is to her house. Confusion may arise if the following word does not require mutating dh'y rannji could be to his or her flat. Generally the context will make it clear.*

dhe + ow = dhe'm; dhe + dha = dhe'th; dhe + y = dh'y; dhe + hy = dh'y  
dhe + agan = dh'agan; dhe + agas = dh'agas; dhe + aga = dh'aga

**3** skaffa, lenta *these are examples of the comparative form of the adjective.*

*Generally Cornish forms the comparative by doubling the last letter of the adjective and adding a*

isel	<i>low</i>	isella	<i>lower</i>
bras	<i>big</i>	brassa	<i>bigger</i>
berr	<i>short</i>	berra	<i>shorter</i>
byghan	<i>small</i>	byghanna	<i>smaller</i>
lent	<i>slow</i>	lenta	<i>slower</i>
skav	<i>fast</i>	skaffa	<i>faster</i>
teg	<i>pretty</i>	tekka	<i>prettier</i>
da	<i>good</i>	gwell	<i>better</i>
glyb	<i>wet</i>	glyppa	<i>wetter</i>
drog	<i>bad</i>	gweh	<i>worse</i>

*Notice the irregularities! Adjectives ending in -v change to -ffa, those ending in -g change to -kka and those ending in -b change to -ppa*

## **4** the 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.*

*Here are some examples:*

Red an lyver! Gwra redya an lyver! *Read the book!*

Kar dha gi! Gwra kara dha gi! *Love your dog!*

Dysk Kernewek! Gwra dyski Kernewek! *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 the easier and simpler to use as the the verb may be irregular.*

*Ke! (Go!) and Bydh war! (Be careful!) in the reading passage.*

*To give orders to more than one person – add ewgh to the singular form*

*Red! Redyewgh! Gwra redya! Gwrewgh redya*

*The negative imperative. (“Do not go” etc.) is formed with the particle Na in front of the normal imperative or gwra with the verb noun.*

*Na wra mos re skav! Do not go too quickly!*

*The imperative with Na wra.... is the easier and more commonly used of the two forms*

### **Exercise 1**

- 1) Pandr’a wra Marie pub dydh?
- 2) Prag y feu (*Why was*) res dhedhi kerdhes dhe’n koffiji?
- 3) Fatell o Marie wosa kerdhes tre?
- 4) Pandr’a erviras hi?
- 5) Pleth esa an skol lewya?
- 6) P’eur hwrug Marie dalleth hy dyskansow lewya?
- 7) A garas hi lewya karr wosa hy hynsa dyskans?
- 8) A wre’ta lewya karr?
- 9) A wre’ta kara lewya karr?
- 10) A wre’ta kara kerdhes?

### **Exercise 2** *Translate the following into Cornish.*

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

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

**Exercise 3.** *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!*

**Exercise 4**

*Continue the story of Marie and the driving lessons. Write about 50 words 'Annessa dyskans' (The second lesson).*