

CLASS DALATHORYON – BEGINNERS CLASS

ASTELL WYDN – WHITEBOARD

De Lun an seytegves mis Genver

Monday the seventeenth of January

Revising future tense, saying 'can', saying 'would like to'

There are two words. **Gallos** means 'be able to' in the sense of power, opportunity, permission and/or possibility. **Godhvos** means 'know', including 'know how to'. Our coursebook uses **gallos** for all meanings of 'can'. Perhaps the author thought that would be simpler for learners. But it is an anglicism (usage based on English) and should not be imitated. You should always use **godhvos** when the meaning is 'know how to'. And in historical Cornish of the later period we also find **godhvos** used to mean 'be able to' in the sense of opportunity and/or possibility – this is a usage that you may certainly imitate if you wish, because it is wholly authentic.

In the middle of page 22, in the third column, you will find the present tense of **gallos** as it is formed with preceding subject pronoun in affirmative statements. The corresponding forms for **godhvos** are:

me a wor

te a wor

ev a wor

hy a wor

ny a wor

why a wor

y a wor

Note that particle **a** in the forms of **gallos** is not usually pronounced in ordinary speech. (The **a** in the forms of **godhvos**, and in first two columns on page 22, *is* usually pronounced, but can be omitted in *rapid* speech.)

The pronunciation of the LL in **yll** may be either 'light' ('bright') or 'dark'. Our evidence suggests that a word-final L-sound was originally light (close to tip of tongue) but a dark variant (further back in the mouth) developed in Middle Cornish under English influence. The dark sound is generally heard in southern English *fill*, *kill*, *will* when the next word in the utterance does not begin with a vowel. In Welsh pronunciations of English this sound tends to be always light.

Here are the examples given in the book of how we ask questions. Note that for now we can only ask questions involving a noun subject or 'he' or 'she'.

An den a wra gweles an flogh 'The man will see the child'. **A wra an den gweles an flogh?** 'Will the man see the child?' **Eâ** 'Yes' or **Gwra** 'He will'. **Nâ** 'No' or **Na wra** 'He won't'.

Ev a vydn mos dhe'n cynema 'He will go to the cinema'. **A vydn ev mos dhe'n cynema?** 'Will he go to the cinema?' **Eâ** 'Yes' or **Mydn** 'He will'. **Nâ** 'No' or **Na vydn** 'He won't'.

Hy a yll redya yn tâ 'She can read well'. **A yll hy redya yn tâ?** 'Can she read well?' **Eâ** 'Yes' or **Gyll** 'She can'. **Nâ** 'No' or **Na yll** 'She can't'. *This is about POPP: power, opportunity, permission or possibility.*

And what the coursebook doesn't tell you:

Hy a wor redya yn tâ 'She can read well'. **A wor hy redya yn tâ?** 'Can she read well?' **Eâ** 'Yes' or **Gor** 'She can'. **Nâ** 'No' or **Na wor** 'She can't'. *This is about knowledge – knowing how to read.*

*So we should add to page 22 a further column **Me a wor**, **Te a wor** etc. The verb-noun is **godhvos** 'to know (something)'. And from Exercise 7 we can add one more column to page 22: **Me a garsa**, **Te a garsa** etc. The verb-noun is **cara** 'to love / like'. It is better to learn **a garsa** as 'would like to' (not 'want'), to ensure you remember it **must** be followed by a verb – it cannot be followed directly by an ordinary noun.*

An flogh a garsa cafos dehen rew. 'The child would like [to get] an ice cream.' **A garsa an flogh cafos dehen rew?** 'Would the child like [to get] an ice cream?' **Eâ** 'Yes' or **Carsa** 'He / she would'. **Nâ** 'No' or **Na garsa** 'He /she wouldn't'.

Final note

My and **ty** = **Me** and **te** 'I' and 'you (singular familiar)'

Completely interchangeable

But the mutated forms that are used *after* inflected verbs are always **vy** 'I' (e.g. **yth esof vy**) and **jy** 'you (singular familiar)' – we haven't really learned this one yet, because in **osta** and **esta** we have the enclitic (glued-on) form **-ta** 'you (singular familiar)' instead.