

ASTELL WYDN – WHITEBOARD

De Merth an êtegves mis Genver

Tuesday the eighteenth of January

New on-line group: conversation without English, for intermediate students
First Thursday of every month, first meeting Thu 3 February 19:30 - 21:00

Revision of verbal adjective

Give the verbal adjective (past participle) for each of the following verbs:

Transitive (sense 'having been ...')

debry > **debrys** 'eaten'

eva > **evys** 'drunk' (note **medhow** 'drunk with alcohol, power etc')

marhogeth > **marhogys** 'ridden'

aspia > **aspies** 'spotted, seen'

degea > **degës** 'closed, shut'

gwil > **gwrës** (irregular) 'made, done'

*Sometimes the sense is really perceived more as just an ordinary descriptive adjective: e.g. **terry** > **terrrys** 'broken', **egery** > **egerys** 'open[ed]'*

Intransitive (sense 'having ...')

kerdhes > **kerdhys** 'walked'

dos > **devedhys** (irregular) 'come, arrived'

mos > **gyllys** (irregular) 'gone'

So note common (and very good) way of saying e.g. 'I *have* arrived' is **Me yw devedhys**. The alternative way with perfective particle **re** (**my re wrug dos**), instead of usual particle **a**, is rarely better Cornish. Revivalists must be careful not to imitate English grammar too closely.

Here is our 'story' for the lesson. Mrs Jenkin is the head teacher at Demelsa's school, and she has jotted down a quick report to the governors about the successful school concert. She has given it to the school secretary, asking her to email it in appropriately formal Cornish, along with an English version for those governors who are not Cornish speakers.

A lewydhyon whег: Gan gool ilow veu spêda vrâs. Th’oma prowт a’n flehes. Mêster Mûsyk rug ober spladn. Ma moy whel dhe wil pùb termyn rag gwelhe’n menestrouthy, saw’njy rug ’hedhes sqwir solabrës uhel glân. Talent, ma calj anodho, spessly mesk’n growdoryon, ha brav an sôlô fyll, veu performys gen mowes i’n unegves bledhen. Daslif yn jen’ral dhorth kerens yw posytyf teg.

The story has a few things in it we’ve not yet learned officially. But they’re coming, within our second coursebook. So this is also a little glimpse ahead.

Here’s the message as formalized by the secretary:

A Lewydhyon whег,

Agan gool ilow a veu spêda vrâs. Yth ov vy prowт a’n flehes. Mêster an Mûsyk a wrug ober spladn. Yma moy whel dhe wil pùb termyn rag gwelhe an menestrouthy, saw y a wrug drehedhes sqwir solabrës pòr uhel. Yma talent fest lowr, spessly in mesk an growdoryon, ha brav an sôlô fyll, a veu performys gans mowes i’n unegves bledhen. Daslif yn jeneral dhyworth kerens yw posytyf teg.

**Gans gorhemynadow a’n gwella,
Jenkin, Pendescadores**

Dear Governors,

Our concert was a great success. I am proud of the children. The Head of Music did a splendid job. There is always more work to be done to improve the orchestra, but they have already reached a very high standard. There is plenty of talent, especially among the violinists, and the violin solo performed by a girl in Year 11 was excellent. Feedback in general from parents is extremely positive.

Yours sincerely,

Jenkin, Head Teacher

Reducing **an** (‘the’) to **’n**

In colloquial speech this happens very frequently. After vowels. But also after consonants because the bare letter **n** can itself be pronounced vocally. Compare the second syllable of English *wooden* (in which the **e** is silent). In formal written Cornish **an** > **’n** is compulsory in six situations, and optional in two more. In all *other* situations **an** is written in full.

*Compulsory **an** > **’n***

After **a** ‘from, of’, **dhe** ‘to’, **ha** ‘with, and’ (you cannot write or say ***hag an**), **na** ‘nor’, **re** ‘by’ (in oaths). And ***in an** always > **i’n**.

*Optional **an** > **’n***

After **dre** ‘through, by means of’ – but it is more common to write and say **der an**. And after **yma** ‘there is etc’.