CARA KERNOWEK

BOOK THREE

Common European Framework of Reference
for Languages B1 (Lower Intermediate)

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Foreword

Book Three continues the grammar-based *Cara Kernowek* course designed primarily for adults learning with a teacher. Standard Cornish is the spelling system used throughout. The course is divided for convenience into lessons, but teachers should work through the material at a pace that matches the interest and aptitude of the class. Teachers will certainly wish to provide much additional opportunity to develop listening, speaking, reading and writing skills within the framework of each lesson.

The various dialogues are once again set in a slightly modified universe where Cornish is already the language of the home for a significant minority of people in Cornwall. Students should be encouraged to think wisely about the personal, social and political issues that naturally arise in this scenario. Some of those issues start to be addressed in the more advanced Cornish that students can now tackle in this coursebook.

I am ever indebted to Professor Nicholas Williams and Michael Everson for their advice and support. My thanks to Dominic Ó Ceallaigh, Dilwyn Ellis Roberts and Nigel J. Roberts, who kindly road-tested the book, prompting many improvements.

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Lesson Onen
Lesson One

We should begin with a quick reminder about the Tonkin family. We first met them in *Cara Kernowek* Book Two. They will continue to play a major part in the exercises throughout this third coursebook.

Practys Onen
Exercise One

Elen Tonkin yw ugh-clojiores, Powl hy gour yw atorny. Ymowns y trigys in Trûrû. Demelsa yw myrgh dhe Elen, ha'y thas yw Perys Pentreath, sodhak orth Consel Kernow. Mark ha Danyel yw mebyon dhe Elen ha Powl. Yma gwith Demelsa dh'y mabm. Tavas chy an teylu yw Kernowek. Yma Danyel i'n Pympes Bledhen i'n scol elvednek. Yma Mark i'n Êthves Bledhen i'n scol nessa. Yma Demelsa kefrës i'n keth scol-ma. Y whrug hy spêdya yn pòr dhâ i'n apposyansow GCSE. Lebmyn y fëdh hy ow tallath an Wheffes Class. Fysek, kemek, calcorieth yw towlen hy studhyans. Pendescadores an Scol a wrug pesy orth Demelsa a fùndya cowethas dhe'n tavas Kernowek inter an studhyoryon.

The present subjunctive of bos

The present subjunctive of **bos** is the only distinctively present subjunctive still in frequent use in everyday Cornish. It is used in wishes introduced by particle **re**; after temporal conjunctions referring to the *future* or to what happens *every time*; and after [**ha**] **kyn** 'even though'. It is also employed in clauses to indicate a degree of uncertainty or that things are open-ended. There is no mutation of the present subjunctive of **bos** after particle **re** expressing a wish, just as when the same particle is used with the preterite of **bos** to indicate a past event that is still relevant to the present.

Here are the forms. It is very common to omit the pronouns **vy**, **jy** etc with the present subjunctive. They are nearly always omitted when the same grammatical subject is specified in another clause of the same sentence.

biv vy *or* **byma**
by jy *or* **bosta**
bo ev
bo hy
bo + noun
ben ny
bowgh why
bowns y

Here are some examples. As these suggests, **bo** is easily the most commonly used of the present subjunctive forms.

Re bo govenek! 'Let's hope so!'
Me a wra derivas orto pàn vo prës dâ. 'I'll tell him when the time is right.'
Res yw dhyn gortos erna vo parys. 'We must wait until it's ready.'
Kettel vowgh parys ny a yll dallath. 'As soon as you're ready we can start.'
Te yw sqwith bÿth pàn vy gwelys genam. 'You're tired whenever I see you.'
Ow broder a vydn gobonya pynag a vo an gewar. 'My brother goes jogging whatever the weather.'
Ev yw cothman dhybm ha kyn fo fest muscok. 'He's my friend even though he's quite mad.'
Porposys yns y dhe brena oll an breghtanow a vo kefys ena. 'They intend to buy all the sandwiches they can find there.'
Gwra dell vo dâ genes. 'Do as you like.'

Erna 'until' and **kettel** 'as soon as' are conjunctions that must be followed directly by the verb. Like **pàn** 'when', they can also be used with an ordinary past tense.

Examples:
Me a wrug gortos erna veuva devedhys 'I waited until he arrived',
Kettel veu devedhys ny êth ha debry. 'As soon as he arrived we went for a meal.'

Pynag is a pronoun meaning 'whoever' or 'whatever' according to context. It is followed by relative particle **a** and a subjunctive verb. With addition of **oll** it can also be used as an adjective meaning 'whatever'. For example, **gwra ûsya pynag oll colour a vo dâ genes** 'use whatever colour you like'. The noun occasionally goes into Second State after **pynag oll** – there is no hard-and-fast rule. For instance, **pynag oll tra** or **pynag oll dra** 'whatever thing'. Another possible construction is **pan** *or* **pana** … **pynag**. For example, **gwra ûsya pana golour pynag a vo dâ genes**.

Practys Dew
Exercise Two

The Cornwall where the Tonkins live is a little different from the Cornwall that we know from our own experience.

I'n Gernow mayth usy an teylu Tonkin ow pêwa inhy yth yw an tavas Kernowek côwsys gans pymthek an cans, ogas lowr, a'n mênys. A ny veu Kernowek bythqweth marow? A veu Kernowek restorys meur moy ès dell wharva i'gan Kernow ny? Y hyllowgh why dôwys an pëth a wrewgh cresy. Saw hedhyw, in Kernow an teylu Tonkin, yma qwestyons brâs. Pygebmys Kernowek a yll bos alowys i'n scolyow? Pan gwiryow a vêdh dhe'n gowsoryon a'n Kernowek ûsya an

tavas i'n bêwnans poblek? Pana gowntnans a vëdh wor'tu ha'n lies huny nag yw parys dh'y dhesky?

Yma Elen ha Powl ow côwsel Kernowek i'ga whel galwansus. Wolcùm yw hebma pàn na vo Sowsnek an kensa tavas dhe'n glâvyon ha dhe'n cliens. Saw nyns yw an perthynas orth cowethysy êsy pùpprës pàn na wor an re-ma ùnderstondya myns a vo leverys.

Yth yw scol elvednek Danyel Tonkin onen a'n scolyow may ma flehes ow tesky in Kernowek. Saw nyns eus descadoryon lowr rag collenwel hebma dhe bùb testen. In scol Danyel yma dew strem: Sowsnek ha Kernowek. Bÿth pàn vo descador rag desky dhe'n scoloryon in Kernowek, y fëdh an strêmys ow studhya dybarow. Yma udn descador, Mêster Teague, ow vysytya in mes a'n scol nessa rag desky elementys an dhorydhieth in Kernowek. Powl yw caderyor lewydhyon an scol ha pòr whensys yw ev dhe weles meur moy a dhyscans elvednek in Kernowek. Hag yn fen yma Elen ow scodhya an whans-ma.

In scol Mark ha Demelsa yma lessons in Kernowek in tysk bian a destednow, ha nebes in sport ha gwythresow frank. Mêster Teague, rag ensampyl, yw descador a'n dhorydhieth in Kernowek. Ev yw menystror magata dhe radn a'n parrys pel droos. Mark o warleny capten Kensa XI an Seythves Bledhen, ha Mêster Teague a yll côwsel Kernowek orto yn fenowgh.

The literal meaning of **myns** is 'size' or 'quantity'. We use **myns** before relative particle **a** to mean 'everything that'.

Scolor means 'scholar'. It is used both in the older sense of 'pupil in a school' and also in the modern senses of someone who engages in scholarship (that is, works as an academic) or someone who receives money or privileges because they have demonstrated high academic ability. That is a lot of different meanings for one word, so be on your guard against ambiguity. **Scolheyk** is a word meaning exclusively one who engages in scholarship – this will be a better choice for that sense most of the time.

Ha with words for similar / same

In any course of elementary Cornish we first encounter **ha** in the sense 'and'. But it is important to appreciate this is a secondary meaning. The primary sense of **ha** is 'with'. We use **ha** in this sense when we say **kehaval ha** 'similar to' and **an keth tra / colour / shâp** etc **ha** 'the same [thing] / colour / shape etc as'. Note also more emphatic **an kethsam tra / colour / shâp** etc **ha**. It is the **ke-** element of these words that triggers the use of **ha**. So we say **haval dhe** 'similar to' alongside **kehaval ha**.

Kepar ha

We also use **ha** meaning literally 'with' after **kepar**, which as an attributive adjective (either preceding or following its noun) means 'of that / the same sort'. To liken something to some other noun or pronoun we put **kepar ha** '[just] like' in front of it. We have already met in Book Two the phrase **kepar dell** '[just] as' that we use in front of a verb. **Kepar dell** is followed by Second State mutation. A more literary form is **kepar ha dell**.

Here are some examples.

Bythqweth ny welys kepar omdhon.
I never saw behaviour like it.
Oll an dra a godhas warbarth kepar ha chy cartednow.
The whole thing collapsed like a house of cards.
Dieth brâs nag yw hy kepar ha my.
It's a great pity she's not like me.
An fordh o degës, kepar dell wrug vy darleverel.
The road was closed, just as I predicted.

If we are likening something to some object we already know, then we can say **kepar ha hebma** etc. But if we are referring to the *manner* in which something is done we say **indelma** 'in this way', **indella** 'in that way' or **in ketelma** 'in the same way'.

Kepar ha and **kepar dell** may be reduced to **par ha** and **par dell**. **Pecar** is a colloquial form of **kepar**. And **pecar ha** may be reduced to **pecara**. Instead of **kepar dell** we can say colloquially **pecar der** (**pecar dr'** before a vowel in forms of **bos**).

Practys Try
Exercise Three

Danyel	**A vedhys capten dhe'n Kensa XI i'n vledhen-ma kepar ha warleny?**
Mark	**Nor'vy màn. Mêster Teague o omgemerys rag oll an bel droos i'n Seythves Bledhen warleny. Nowodhow spladn yw ev dhe dhos lebmyn dhe omgemeres i'n Êthves Bledhen, awos bos descador nowyth jùnys a vydn kemeres an Seythves Bledhen alebma rag.**
Danyel	**Yth esof aswon Mêster Teague. Yma ev ow tos dhe'm scol vy rag desky dorydhieth. In Kernowek. Ev a wrug desky lies tra dhyn ow tùchya an tesyans bÿs-efan.**
Mark	**Eâ, pollat dâ yw hedna. Gwell dhe'm breus ès an moyha radn a'n dhescadoryon. Ha brav yw va gans an bel. Parra a dhescadoryon pà wrug warleny chalynjya Kensa XI an Wheffes Class, an gwas-ma a scoryas tergweyth! Udn gol gorrys bryntyn in very cornet an roos. Onen a dheuth dre vobm pedn warlergh pôt cornel. Ha'n tressa o pôt kereth. Marthys crev. Ny veu dhe'n gwethyas chauns vëth!**

Note **awos bos** which means 'because there is / are etc'. It can also be used as an alternative to **awos** + infinitive construction, in a formal or literary style. For example, **my a brenas tesen awos bos an popty egerys** 'I bought a cake, seeing as the bakery was open'. A pronominal subject can be expressed with a possessive pronoun, just as when we use this construction for indirect speech: **my a brenas tesen awos y vos egerys** 'I bought a cake, seeing as it (the bakery) was open'.

Gweyth 'time, occasion' is a feminine noun that should not be confused with masculine **gweyth** 'work'. Feminine **gweyth** is mostly confined to fixed expressions; in which it is often pronounced 'gweth'. It combines with numerals one to ten, and a hundred and a thousand, as follows: **unweyth** 'once', **dywweyth** 'twice', **tergweyth** 'three times', and then **pedergweyth**, **pympgweyth**, **whe gweyth**, **seythgweyth**, **êthgweyth**, **nawgweyth**, **degweyth**, **canqweyth** (*or* **cansqweyth**), **milweyth**. We can use an ordinal in an adverbial phrase: for example, **tressa gweyth** 'for the third time'. Note also **lies gweyth** 'many times' and **pan lies gweyth?** 'how many times?' Otherwise we generally use **treveth**, occasionally **torn**, in the same sense. For example, **dêwdhek treveth** 'twelve / a dozen times', **hanter cans torn** 'fifty times'. There is also **tro** with similar sense, but it tends not to be used with numerals; note **an dro-ma** 'this time', **dewetha tro** 'last time', and **rag tro** 'temporary, provisional'. We met **nessa tro** 'next time' in Book Two.

While we note **torn** to mean 'time', we can also remark on **i'n tor'-ma** and **i'n tor'-na**. The elision here is standard. And the sense is one of impermanent state, recently realized or soon to be lost. Contrast **i'n eur-ma** and **i'n eur-na** which do not automatically carry this nuance.

Dhe expressing 'of' etc

Cornish expresses straightforward possession with the 'genitive construction'. Preposition **a** renders other ideas for which English uses 'of' – material, origin, quantity etc. Cornish typically uses preposition **dhe** when the idea is relationship. For instance **capten dhe'n Kensa XI** 'captain of the First XI'. In the case of an idea like **cowethas dhe'n tavas Kernowek** English might instead use 'for' or even 'about'. This construction is also useful where the idea *is* possession but it is important that the first item in the phrase does not become definite (something that *always* happens when the genitive construction is employed). Contrast **Powl yw caderyor lewydhyon an scol** with **Powl yw lewyth dhe'n scol**. The first means that he is *the* chair of governors of the school – that is, there is only one chairperson. The second means that he is *a* governor of the school – that is, there are many governors.

Lesson Dew

Lesson Two

Inflected preterite tense

We have learned how to make statements using the inflected preterite tense of verbs with relative particle **a**. For example, **me a vysytyas ow modryp** 'I visited my aunt', **an venyn a sevys in bàn** 'the woman got up'**.** Now we should learn all the forms of the preterite tense so that we can ask questions, make negative statements, and also express affirmative statements introduced by affirmative statement particle **y** where the subject follows the verb.

Here are all the forms using **dallath** as our model verb. Forms introduced by interrogative particle **a** and negative forms introduced by negative statement particle **ny** are in Second State as usual. The pronouns **jy**, **ny**, **why**, **y** are used with these forms *only* to provide emphasis. And the pronouns **vy**, **ev**, **hy** can always be omitted, as usual.

a / ny dhalethys vy	**y talethys** [**vy**]
a / ny dhalethsys [**jy**]	**y talethsys** [**jy**]
a / ny dhalathas ev	**y talathas ev**
a / ny dhalathas hy	**y talathas hy**
a / ny dhalathas + noun subject	**y talathas** + noun subject
a / ny dhalethsyn [**ny**]	**y talethsyn** [**ny**]
a / ny dhalethsowgh [**why**]	**y talethsowgh** [**why**]
a / ny dhalathsons [**y**]	**y talathsons** [**y**]

It is important to bear in mind that, except for the third person singular ('he/she/noun subject' form) and the occasional 'I' and 'you' (singular) forms, none of these are found outside high written registers in traditional Cornish. Questions, negative statements and affirmative statements with particle **y** are generally built with auxiliary verb **gwil**. So we will usually encounter, for instance, **a wrug ev dallath?** rather than **a dhalathas ev?** Likewise **ny wrug vy dallath** rather than **ny dhalethys vy**. And away from very formal or literary Cornish we will always find **y whrussons y dallath** rather than **y talathsons y**.

If you wish to use the inflected preterite of a particular verb, and are unsure how it is formed, you should not hesitate to check in a reference book of grammar. We are already familiar with the variation between -**as** and -**ys** in the third person singular. Forms with inserted **s** sometimes modify their stem to avoid an unpronounceable outcome. For example, **ny dhepsys** 'you did not eat' (verb-stem **debr**- 'eat'). Verbs with stems in **y** drop this letter before **s** of a preterite ending. For example, verb-stem **pony**- 'run' but **a bonsowgh?** 'did you run?'

Substitute the preterite tense formed with auxiliary verb **gwil** for the inflected preterites tense in each of these sentences.

A brensowgh chy nowyth? Ny worfensyn an whel. Y teuthsons in udn rew. Ny welys an pëth a wharva. A bôtsys an bel dres an ke? Ny vysytys Dama Wydn agensow. Y crias an vowes uhel hy lev. Ny elwys ev ma's tysk bian a gothmans dh'y barty. A glôwsys oll an tros? Y wharthas pùbonen.

Infixed pronouns

We have learned that the possessive pronouns are used to express the direct object of a verb-noun.

Examples: **yth esof ow vysytya an hendrajy**, **yth esof orth y vysytya** 'I am visiting the museum, I am visiting it'; **me a vydn vysytya an lyverva**, **me a vydn hy vysytya** 'I shall visit the library; I shall visit it'; **me a wrug vysytya an shoppys**, **me a wrug aga vysytya** 'I visited the shops, I visited them'.

With inflected verbs we do not use the possessive pronoun. Instead we employ an 'infixed' personal pronoun after the verbal particle. Here are the forms of the infixed pronouns:

'm me, **'th** you, **'n** him, it (masculine reference), **'s** her, it (feminine reference), **'gan** us, **'gas** you (plural), **'s** them.

Here are some examples to show you how they work:

Tas a'm vysytyas. 'Dad visited me'. **Mabm a'th vysytyas.** 'Mum visited you.' **Sîra Wydn a'n vysytyas.** 'Granddad visited him.' **Dama Wydn a's vysytyas.** 'Grandma visited her.' **Êwnter a'gan vysytyas.** 'Uncle visited us.' **Modryp a'gas vysytyas.** 'Auntie visited you. **Cosyn Jûlyan a's vysytyas.** 'Cousin Julian visited them.'

Y'm vysytyas Tas. 'Dad visited me.' **Y'th vysytyas Mabm.** 'Mum visited you.' **Y'n vysytyas Sîra Wydn.** 'Granddad visited him.' **Y's vysytyas Dama Wydn.** 'Grandma visited her.' **Y'gan vysytyas Êwnter.** 'Uncle visited us.' **Y'gas vysytyas Modryp.** 'Auntie visited you. **Y's vysytyas Cosyn Jûlyan.** 'Cousin Julian visited them.'

A'm vysytyas Tas? 'Did Dad visit me?' **A'th vysytyas Mabm?** 'Did Mum visit you?' **A'n vysytyas Sîra Wydn?** 'Did Granddad visit him?' **A's vysytyas Dama Wydn?** 'Did Grandma visit her?' **A'gan vysytyas Êwnter?** 'Did Uncle visit us?' **A'gas vysytyas Modryp?** 'Did Auntie visit you? **A's vysytyas Cosyn Jûlyan?** 'Did Cousin Julian visit them?'

Ny'm vysytyas Tas. 'Dad did not visit me.' **Ny'th vysytyas Mabm.** 'Mum did not visit you.' **Ny'n vysytyas Sîra Wydn.** 'Granddad did not visit him.' **Ny's vysytyas Dama Wydn.** 'Grandma did not visit her.' **Ny'gan vysytyas Êwnter.** 'Uncle did not visit us.' **Ny'gas vysytyas Modryp.** 'Auntie did not visit you. **Ny's vysytyas Cosyn Jûlyan.** 'Cousin Julian did not visit them.'

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Practys Pymp
Exercise Five

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Rephrase the following sentences using an inflected preterite with an infixed pronoun to express the direct object. For affirmative statements there will be two possibilities.

Ny a wrug agas aspia de i'n hel arethya. A wrug an rûth y vockya? Y whrug ev agan gortos in tyller cabm. An knava a wrug hy knoukya dhe'n dor. A wrussowgh aga hafos yn êsy lowr?

We know that a subject pronoun can always be omitted after any inflected verb. There is no ambiguity without it whenever all the 'subject information' is encoded in the ending of the verb. If we do omit a subject pronoun when an infixed pronoun expresses the direct object, then we can instead put a pronoun after the verb to emphasize the object or to remove ambiguity about the object. For example, **Ny'n scodhys** *ev*. 'I didn't support *him*.' Or **A's depsys y?** 'Did you eat them?' meaning, say, many cakes; as opposed to **A's depsys hy?** meaning just one (**tesen** *f* 'cake').

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Practys Whe
Exercise Six

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How would you say the following in Cornish, using infixed pronouns.

> I saw her. Did you hear us? I have not done it. Did you (singular) find them? You (plural) did not finish it.

Infixed pronouns generally belong to higher registers. Occasionally they appear in proverbial expressions. For instance, **a lagas an fenten me a'n cafas** 'I got it straught from the horse's mouth'. In everyday language infixed pronouns are very frequently 'side-stepped' by employing an auxiliary verb instead. So **Ny's vysytyas Cosyn Jûlyan** will generally be **Ny wrug Cosyn Jûlyan aga vysytya** unless we wish to express the idea in very formal fashion.

Infixed pronouns do still play a part in conversation whenever brevity is sought. Here is a piece of rapid conversation where infixed pronouns help speed up expression.

Yma Powl ha Mark ow scodhya an clùb pel droos Plymouth Argyle. Hedhyw ymowns y owth ombarusy dhe vysytya gam i'n stadyùm Home Park. Mès holergh yns y. Oll yw troyll ha toth kentervys.

Elen	**A Mark, fysten! An vor' nyns yw cot. Th'yw res reckna'n trafyk i'wedh. Ple ma Powl?**
Mark	**Avàn. I'n studhva. Trog an carr o leun a scrîvyow. Ow longya dhe'n ken brâs yw va maglys ganso. Y's kemeras in mes. Y fydn erbysy cunys mos ha dewheles.**
Elen	**Ha gwitha'n taclow'n tiogel. Dieth na's gasas le'ma fo gweffa glân. Yn saw in y sodhva.**
Mark	**Ple ma ow lien codna lelder? A'n gwelsys neb plâss?**
Elen	**Wàr'n bagh ryb an daras 'rag. Te a'n gorras dy rag perthy cov anodho.**
Mark	**Defry! Hag otta Tas ow tos.**
Elen	**Powl, kê gèn rach. Nyns yw ma's fyt pel droos. Ny dal fysky peryllys.**
Powl	**Taw trobel. Ma termyn lowr dhyn whath heb lewyas fol. Deus Mark, dewhans. Da weles, a whegen! Prës soper y fedhyn ny tre.**

Suffixes forming abstract nouns from adjectives

Cornish has many suffixes that are added after a core element to make further words. One common way of forming abstract nouns is to add the suffix **-der** to an adjective. So **lel** 'loyal', **lelder** 'loyalty'. If the adjective ends in **-s** or a 'fricative' sound, then **-der** becomes **-ter** and the sound in front of the suffix is 'devoiced'. So **poos** 'heavy', **poster** 'heaviness'. And **cuv** 'kind', **cufter** 'kindness'. Some adjectives employ suffix **-neth** instead. For example, **sley** 'clever', **sleyneth** 'cleverness'. Some employ suffix **-sys**. For instance **kempen** 'tidy', **kempensys** 'tidiness'. A noun formed with any of these suffixes is always masculine. A very few have a plural in **-ow** where sense requires. The most common of these is **cales** 'hard', **caletter** 'hardness' or 'difficulty'; **caleterow** 'difficulties'. The double **t** of **caletter** originated in Old Cornish and remains in today's language as a 'fossil' – sometimes we find alternative spelling **caletterow** that retains it in the plural too

The suffix **-eth** is another maker of masculine abstract nouns, and some of these are derived from adjectives. For example, **abyl** 'able', **ableth** 'ability'; and **real** 'real', **realeth** 'reality'. Care must be taken to identify this suffix correctly because there is another suffix **-eth** (rarer) that forms feminine nouns (**kemeneth** 'community' for example); and a further suffix **-ieth** (productive) that forms feminine names for sciences etc (**calcorieth** 'mathematics' for instance).

Saying 'Don't worry'

Perhaps the commonest expression is **Gas cavow dhe wandra**, literally 'Let cares wander [away]'. Or you can say **Na vëdh anês** 'Don't be uneasy' or **Na borth awhêr**, literally 'Don't bear distress'. **Taw trobel**, literally 'Trouble be silent' is at the more forceful end of the idea, suggesting the worry is inevitable and mentioning it is not helpful.

Infixed pronouns expressing indirect object

Possessive pronouns with a verb-noun always express the *direct* object. Infixed pronouns are likewise generally only used to express a direct object. But there are also a few specific instances when they express an *indirect* object. The most prominent of these is the use of infixed pronouns with **bos** in the sense 'have'.

We have learned that the ordinary way to express 'have' meaning possession is to use the verb 'to be' with preposition **dhe**. It is also possible to use the verb 'to be' with an infixed pronoun expressing the possessor; in this case the infixed pronoun is an indirect object.

In the present tense we use **eus** for this construction in place of **yma**. But this **eus** is in most cases modified by the addition of a prefixed element. If the identity of the possessor is already known, we may introduce the construction with affirmative statement particle **y**. These are then the full present tense forms:

y'm beus	I have
y'th eus	you have
y'n jeves	he has *or* it has *(masculine reference)*
y's teves	she has *or* it has *(feminine reference)*
y'gan beus	we have
y'gas beus	you have *(plural)*
y's teves	they have

Here are some examples to show you how these forms work in practice.

Y'm beus carr. 'I have a car.' **Y'th eus jyn dywros.** 'You have a motorbike.' **Y'n jeves kevambos.** 'He has a contract.' **Y's teves caror.** 'She has a boyfriend.' **Y'gan beus problem.** 'We have a problem.' **Y'gas beus leder wàr y bydn.** 'You have a bias against him.' **Y's teves aga ragvreusow.** 'They have their prejudices.'

Practys Eth
Exercise Eight

How would you say the following in Cornish, using an **y'm beus** construction?

We have a right to know. They have flu. I've got an idea. You (singular) have enough money. He has many talents.

We may use relative particle **a** instead of particle **y**. This enables us to start with the possessor.

Me a'm beus carr. Te a'th eus jyn dywros. Ev a'n jeves kevambos. Hy a's teves caror. Ny a'gan beus problem. Why a'gas beus leder wàr y bydn. Y a's teves aga ragvreusow. Pyw a'n jeves ow gwelen hocky? Pëth a'th eus? *Note that we do not use* **pandra** *with this construction.* **Consel Kernow a'n jeves sodhva rag an tavas Kernowek.** 'Cornwall Council has an office for the Cornish language.' **An goffyva a's teves vu wàr an lydn in mes.** 'The café has a view out over the lake.'

Sometimes the emphasis is on the thing possessed. For instance, **Carr a'm beus.** 'I have a *car*.' Or **Vu wàr an lydn a's teves.** 'It has a view of the lake." In such a case the position of the possessor and the possessed will be swapped. Common sense may be required to work out which is which. For instance, **Soweth! Attêsva ny's teves an eglos!** 'Oh dear! The church doesn't have a toilet.' The other possible meaning 'The toilet doesn't have a church' is not very likely.

Practys Naw
Exercise Nine

Put the sentences in Exercise Seven into Cornish using a **me a'm beus** construction. Then put these extra sentences into Cornish in the same way.

The restaurant has a Michelin star. The hotel has twenty five bedrooms. Charlie has **a** *golden ticket*. Granddad has a bungalow by the sea. What have you (singular) got in your bag?

Yes/no questions are asked with interrogative particle **a**. In this case any noun for the possessor is best placed at the beginning, but outside the question itself.

A'th eus jyn dywros? 'Do you have a motorbike? **An goffyva – a's teves vu wàr an lydn in mes?** 'Does the café have a view out over the lake?'

Practys Deg
Exercise Ten

How would you say the following in Cornish, using an **a'm beus** construction?

Does he have permission to do that? Does the bus that goes to London have a toilet? Do we have more than one option? Do all the wine bottles have a screw top? Has she got child care?

Negative statements are formed as usual with particle **ny**. Again, any noun for the possessor is best placed at the beginning, but without the need for specific punctuation. The thing that is not possessed can be fronted for emphasis.

Ny'th eus jyn dywros. 'You don't have a motorbike.' **An goffyva ny's teves vu wàr an lydn in mes.** 'The café does not have a view out over the lake.' **Tra vëth ny'm beus** 'I've got nothing at all'.

<h2 style="text-align:center">Practys Udnek</h2>
<p style="text-align:center">Exercise Eleven</p>

How would you say the following in Cornish, using a **ny'm beus** construction?

> I don't have a laptop. This dog has no microchip. Currently they have no right at all to compensation. We never have much luck. He only has three points on his licence.

<h2 style="text-align:center">Practys Dêwdhek</h2>
<p style="text-align:center">Exercise Twelve</p>

Powl and Elen have received a letter from the Head Teacher of Danyel's primary school.

A Vêster Tonkin, a Vêstres Tonkin wheg,

Danyel a veu appoyntys dhe'n strem Kernowek pàn wrussyn ny dallath profya rann a'gan lessons in Kernowek; hag i'n vledhen academyk eus passys ev a ylly cafos lessons a'n dhorydhieth i'n tavas-ma – grass e dhe dhescador Mêster Edward Teague o abyl dh'agan vysytya in mes a'n scol nessa vrâs. Hevleny y'gan beus servycyow Mêster Teague yn fortynnys unweyth arta, ha Danyel lemmyn i'n Pympes Bledhen. Ha lowen ov dhe nôtya tell vëdh lessons i'wedh a istory provies hevleny in Kernowek, gans Mêstres Eryca Rowe, usy ow jùnya felshyp agan scol in soodh termyn leun. Yma govenek dhyn myns an euryador yw in Kernowek dhe encressya tamm ha tamm i'n bledhynnyow a dheu. Saw ny vëdh chaunj dh'agan polycy profya lessons in Kernowek only pàn y'gan bÿdh descador(es) cowl-gompes, ha dhe'n tavas ha dhe'n desten specyfyk.

Gans gorhemynadow a'n gwelha,

Lily Goss
Pendescadores

The phrase **eus passys** is fixed. Strictly we might expect **yw passys**. That is *possible* but far less common. Using **eus** gives a sense of *location* in the past.

Note that **e** is usual instead of **ev** after an inflected imperative. In practice **grass e dhe** is a fixed phrase equivalent to a preposition, corresponding to English 'thanks to'.

The general rule is that an infixed pronoun must be attached to a particle preceding the verb. Whenever in the absence of such a pronoun there would be no particle in front of the verb, then we insert particle **y** to act as a prop for the pronoun. Here are a couple of examples.

Pàn y's gwelys, yth esa pows dhu adro dhedhy.
When I saw her, she was wearing a black dress.
Kyn y's caraf a'm colon, ow flehes yw traweythyow todn trobel.
Though I love them dearly, my children are a nightmare at times.

Note however that conjunctions ending in a vowel (simple or diphthong) do not require a prop. So the infixed pronoun is attached directly to **a** ('if'), **erna**, **hedre**, **mara**. **May** is simplified to **ma** before an infixed pronoun. With **mar** we sometimes find the infixed pronoun propped with **y**, sometimes attached directly to the conjunction. Note also that a propped infixed pronoun may be used with **dell** (all senses), but not with **fatell** 'that'. Nor do we find infixed pronouns ever used with colloquial forms **der**, **dr'**, **tell**, **ter**, **tr'** derived from **dell** and **fatell**.

Fifth State after 'th

After **'th** we employ a mix of Fifth State and Second State mutation. We treat Fifth State as the general rule, noting the instances of Second State as exceptions. (Many descriptive grammars of Cornish treat the exceptions as part of the Fifth State system itself, but that is a somewhat confusing approach – not recommended.) Second State applies when **'th** is followed by **b**, **go**, **gu**, **gw**, **m**.

Imperfect, future, present subjunctive of y'm beus

Here are the forms of the imperfect and future tenses. Shown only with affirmative statement particle **y** for concise presentation; but relative particle **a**, interrogative particle **a**, negative statement particle **ny** work in the same way for every tense. Also the present subjunctive, shown with particle **re** indicating a wish.

Imperfect	*Future*	*Present subjunctive*
y'm bo	**y'm bÿdh**	**re'm bo** *or* **re'm biv** *or* **re'm byma**
y'th o	**y' fÿdh**	**re' fo** *or* **re' foja**
y'n jeva	**y'n jevyth**	**re'n jeffa**
y's teva	**y's tevyth**	**re's teffa**
y'gan bo	**y'gan bÿdh**	**re'gan bo**
y'gas bo	**y'gas bÿdh**	**re'gas bo**
y's teva	**y's tevyth**	**re's teffa** *or* **re's teffons**

In the future forms of this construction **ÿ** is usual even for speakers who say and write **ë** in other situations. The imperfect tense is built to copula (short) form **o**, not to local (long) form **esa** as one might expect. We have already met the phrase **re bo govenek**. This is an instance where any of the forms with infixed pronoun can be used instead, to specify exactly whose hope is involved: **re'gan bo govenek** 'let *us* hope so', **govenek re's teffons '**let *them* hope so', etc.

In writing we sometimes encounter **re'th fo** instead of **re' fo**. This looks like an exception to the rule that **b > v** after **'th**. In fact it is only a spelling convention. The *pronunciation* is always **re' fo**.

Adding emphasis

Infixed pronouns can never themselves carry emphasis. We may for example switch from **y'm beus** to **me a'm beus**, laying stress on the first word. Or we can add a reinforcing pronoun. In the case of possession the reinforcing pronoun will refer to the possessor. Otherwise it will refer to the possessed. Contrast **an gwella eseth a'm beus** *vy* '*I've* got the best seat' with **me a'th vlâmyas** *jy* 'I blamed *you*.'

<div align="center">

Practys Tredhek
Exercise Thirteen

</div>

Otta radn a'n text yw dhe redya wàr wiasva ostel gorlanwes. "Gwrewgh prevy agan jacûzy hothfy, omdrockya i'gan poll tomm, gasa dh'agan sauna gul y hus." Yma Elen Tonkin in kescows gans hy henytherow Jana Bligh.

Elen	**A veus jy in fentenva an ostel solabrës? Sauna a's teves. Ha poll neyja.**
Jana	**Me a's provas dewetha mis. Ha kemeres aga** *Body Bryght* **kefrÿs. Hèn yw dyghtyans dywenynegy dhe'n grohen.**
Elen	**Neppëth dhe gomendya?**
Jana	**An therapydhesow, myns a woraf, yw deskys dâ. Ny vëdh pecar tra isel y bris nefra. Saw mar y'th eus whans chersya dha gorf …**
Elen	**Y'm bÿdh pedn bloodh nessa seythen. Powl a vydn sur gwetyas ma'gan bo côn specyal in boosty stâtly. Ha my ow mos an keth jorna i'n fentenva martesen?**
Jana	**Tybyans brav. Prag na? Whyther rol an lies dôwys i'n gwias. Yma dyvers tosans inwedh: rag an pedn, pò dhe'n keyn, pò wàr oll an corf.**
Elen	**In gwrioneth?** (*Ow checkya der hy fon:*) **An wiasva a'm beus vy obma. Naw deg mynysen rag tosa fâss, pedn, corf. Ny'n jeves pris isel vëth. Saw udn dro arbednyk, rag udn jëdh arbednyk … Me a'n gwra!**

Gwetyas generally means 'expect'. But when it is followed by [**rag**] **may** or [**rag**] **na** and a subjunctive verb its meaning becomes 'see to it that'.

'th in place of dha

The infixed pronouns **'m**, **'gan** and **'gas** are identical to the forms of the *possessive* pronouns that are generally used after prepositions **a** and **dhe**, after **ha**, after **na** 'nor', in the combinations **i'm**, **i'gan**, **i'gas**, and after **re** 'by' in oaths. It will therefore be no surprise that **'th** is also used as a possessive pronoun in these same situations. For example, **dhe'th vroder** 'to your brother', **ha'th wessyow** 'and your lips', **i'th torn** 'in your hand'.

Practys Peswardhek
Exercise Fourteen

Esta ow covyn orthys dha honen pëth a wharva dhe Crysten ha Tôny, a wrusta metya gansans in *Cara Kernowek* **Lyver Onen? Wèl, gwra desmygy te dhe recêva an galow-ma pryntys in ink owr.**

GELWYS OSTA
gans

CRYSTEN KEMP HA TÔNY CHEGWYN

DH'AGAN DEMEDHYANS

[*Dëdh ha eur*]

[*Tyller*]

GOOL DEMEDHYANS
WOSA HENNA

Gwra scrifa gorthyp. Rag acceptya; ha rag leverel keslowena dhodhans a'n golon.

Ow honen 'myself', **dha honen** 'yourself' etc are not used directly after a preposition. Instead we insert the personal pronoun. For example, **ragof ow honen** 'for myself', **dhis dha honen** 'to yourself', **ès ev y honen** 'than himself'.

An oblique relative clause does not *have* to be introduced by **may**. It is also possible (indeed quite common) to use relative particle **a**.

Remember that in the historical texts **ha** is frequently found before a vowel. Some revivalists have promoted the use of **hag** before a vowel into a rule. This is not authentic.

Lesson Try
Lesson Three

More inflected present-future tenses

We have learned fully inflected present tenses for three verbs: **bos, mydnas, godhvos**. We call them 'present tenses' because they always have present sense. But the only function of the present tense of **mydnas** in ordinary Cornish prose outside of a few fixed phrases is to build *future* tenses for other verbs. This corresponds to the present tense verb 'will' that builds future tenses in English.

Examples: **me yw lowen** 'I'm happy', **yth esof ow tauncya** 'I'm dancing', **my a vydn checkya** 'I'll check', **me a wor** 'I know'.

We have learned fully inflected present-future tenses for two more verbs: **gallos** and **gwil**. We call these tenses 'present-future' because they have either present or future sense according to context. We are used to English 'can' being either present or future according to context. But remember the present-future of **gwil** always has its *future* sense when used as an *auxiliary* verb to build future tenses for other verbs. There is no equivalent of this construction in English.

Examples:

Ty a yll hy vysytya hedhyw pò 'vorow. 'You can visit her today or tomorrow.' **Lebmyn y whra glaw; avorow y whra ergh.** 'Now it's raining; tomorrow it will snow'. **Ny a wra gweles scon.** 'We'll soon see.'

Most verbs possess an inflected present-future tense that is mostly confined to poetry and fixed expressions; though it is also useful when expression must be kept brief – for example, when making notes . There are just ten verbs that have a present-future tense frequently encountered in conversational registers. We have mentioned **gallos** and **gwil** already. The othere are **cafos, cara, cresy, dos, gweles, kemeres, leverel, ry**. So it is now time to commit the present-future tenses of these eight verbs to memory.

First we can note there is, as usual, only one form to learn (along with any variants) when the subject precedes the verb and is linked to it by relative particle **a**. Here are those forms using subject **me** but the same forms are used with any subject in this construction.

CAFOS	CARA	CRESY	DOS
me a gev *or* me a gav	me a gar	me a grës	me a dheu

GWELES	KEMERES	LEVEREL	RY
me a wel	me a gebmer	me a lever *or*	me a re *or*
		me a laver	me a ro

Do you remember meeting **me a gebmer** in Book Two? Forms introduced by interrogative particle **a** and negative forms introduced by negative statement particle **ny** are in Second State as usual. And as usual the pronouns **vy**, **jy** etc can always be omitted.

CAFOS
a / ny gafaf vy
a / ny gefyth jy
a / ny gev *or* gav ev
a / ny gev *or* gav hy
a / ny gev *or* gav + noun subject
a / ny gefyn ny
a / ny gefowgh why
a / ny gafons y

CARA
a / ny garaf vy
a / ny geryth jy *or* gerta
a / ny gar ev
a / ny gar hy
a / ny gar + noun subject
a / ny geryn ny
a / ny gerowgh why
a / ny garons y

CRESY
a / ny gresaf vy
a / ny gresyth jy
a / ny grës ev
a / ny grës hy
a / ny grës + noun subject
a / ny gresyn ny
a / ny gresowgh why
a / ny gresons y

DOS
a / ny dheuv vy *or* dhov vy *or* dheuma
a / ny dheth jy *or* dheta
a / ny dheu ev
a / ny dheu hy
a / ny dheu + noun subject
a / ny dheun ny
a / ny dhewgh why
a / ny dhowns y

GWELES
a / ny welaf vy
a / ny welyth jy *or* welta
a / ny wel ev
a / ny wel hy
a / ny wel + noun subject
a / ny welyn ny
a / ny welowgh why
a / ny welons y

KEMERES
a / ny gemeraf vy
a / ny gemeryth jy *or* gemerta
a / ny gebmer ev
a / ny gebmer hy
a / ny gebmer + noun subject
a / ny gemeryn ny
a / ny gemerowgh why
a / ny gemerons y

LEVEREL
a / ny lavaraf vy
a / ny leveryth jy *or* leverta
a / ny lever *or* laver ev
a / ny lever *or* laver hy

RY
a / ny rov vy
a / ny reth jy
a / ny re *or* ro ev
a / ny re *or* ro hy

a / **ny lever** *or* **laver** + noun subject
a / **ny leveryn ny**
a / **ny leverowgh why**
a / **ny leverons y**

a / **ny re** *or* **ro** + noun subject
a / **ny ren ny**
a / **ny rewgh why**
a / **ny rêns y**

Forms introduced by affirmative statement particle **y** are in Fifth State as usual. And as usual the pronouns **vy**, **jy** etc can always be omitted.

CAFOS
y cafaf vy
y kefyth jy
y kev *or* **cav ev**
y kev *or* **cav hy**
y kev *or* **cav** + noun subject
y kefyn ny
y kefowgh why
y cafons y

CARA
y caraf vy
y keryth jy *or* **kerta**
y car ev
y car hy
y car + noun subject
y keryn ny
y kerowgh why
y carons y

CRESY
y cresaf vy
y cresyth jy
y crës ev
y crës hy
y crës + noun subject
y cresyn ny
y cresowgh why
y cresons y

DOS
y teuv vy *or* **tov vy** *or* **teuma**
y teth jy *or* **teta**
y teu ev
y teu hy
y teu + noun subject
y teun ny
y tewgh why
y towns y

GWELES
y whelaf vy
y whelyth jy *or* **whelta**
y whel ev
y whel hy
y whel + noun subject
y whelyn ny
y whelowgh why
y whelons y

KEMERES
y kemeraf vy
y kemeryth jy *or* **kemerta**
y kebmer ev
y kebmer hy
y kebmer + noun subject
y kemeryn ny
y kemerowgh why
y kemerons y

LEVEREL
y lavaraf vy
y leveryth jy *or* **leverta**
y lever *or* **laver ev**
y lever *or* **laver hy**
y lever *or* **laver** + noun subject

RY
y rov vy
y reth jy
y re *or* **ro ev**
y re *or* **ro hy**
y re *or* **ro** + noun subject

y leveryn ny	**y ren ny**
y leverowgh why	**y rewgh why**
y leverons y	**y rêns y**

The Fifth State forms of **dos** will already be familiar because they are identical to Fourth State in **mar teuv vy** etc that we have already learned.

If you wish to use the inflected present-future tense of any other verb, and are unsure how it is formed, you should not hesitate to check in a reference book of grammar. The 'he/she/subject noun' form tends to be the least predictable. It may be identical (allowing for mutation) to the singular inflected imperative. For example, **gorthyp!** 'answer!' and **a worthyp ev?** 'will he answer?' But there is often a change of vowel, as in **na wharth!** 'don't laugh!' and **ny wherth hy** 'she will not laugh'. Verbs with stems in **y** drop it before the notional ending (now zero) of this form. For example, verb-stem **pony-** 'run' but **ev a boon** (*or* **ev a bòn**) 'he will run'. Just as when forming verbal adjectives in **-ys** we also drop **y** of the stem before endings **-yth** and **-yn**. For instance, **a jeckyth?** 'will you check?' and **ny wainyn** 'we shall not win'.

<p align="center">

Practys Pymthek
Exercise Fifteen
</p>

Substitute the inflected present-future tense for the italicized verb phrases in each of these sentences.

Pandra *esta ow leverel*? **Ymowns y ow viajya, dell** *esof ow cresy*, **in degolyow. A** *vynta kemeres* **mynysen rag consydra? Medhow owgh why oll, dell** *eson ow qweles*. **Ev a** *wra cafos* **neppëth uthyk i'n gyst.** *Nyns usy hy orth y gara* **in gwir. Avorow y** *whrowns y dos*. **Mar** *mydnys ry* **dhybm nyver hy fôn, me a yll pellgôwsel orty.**

<p align="center">

Practys Whêtek
Exercise Sixteen
</p>

Put these sentences into Cornish, employing the inflected present-future tense of the relevant verb with an infixed pronoun to express the direct object where appropriate.

> I don't believe it. Will I see you tomorrow? What's the man saying? I'll give them to you as soon as they're ready *(two possibilities)*. I love her *(two possibilities)*.

Inter

Here are the inflected forms of preposition **inter** 'between, among'.

between me	**intredhof**
between you *(singular)*	**intredhos**
between him / it *(masculine reference)*	**intredho**
between her / it *(feminine reference)*	**intredhy**

between / among us	**intredhon**
between / among you *(plural)*	**intredhowgh**
between / among them	**intredhans**

The singular forms are used with a following **ha** 'and'. For example, **intredhof ha'm broder** 'between me and my brother'. But **inter my ha'm broder** is also perfectly good Cornish.

With nouns the idea 'among' is usually expressed by **in mesk**, but 'among' is quite commonly the sense in the case of the plural personal forms.

Inter has an alternative form **intra** which is much less common.

In udn

In udn followed by a verb-noun may be employed to add an action to a sentence in the form of a descriptive adverbial phrase. **In udn** is followed by Second State mutation. For example,

"Cudyn vëth!" a leverys in udn vinwherthyn. "No problem," I said with a smile.

A verb-noun used in this construction should not be given any object or adverbial phrases of its own. So this construction is not a way to link sentences together. It is confined to turning the verb-noun as a stand-alone word into a descriptive adverb.

Practys Seytek
Exercise Seventeen

Yma Lily Goss, pendescadores an scol elvednek, ow metya gans Powl Tonkin, yw caderyor an lewydhyon, rag surhe pùptra dhe vos parys dhe'n vledhen academyk nowyth. Hy a wrug nôten got intredhans a'n lies poynt. Wàr dhyweth an metyans yma hy ow redya an nôten yn uhel in udn gonclûdya. Otta radn anedhy.

'Fëdh istory deskys hevleny dvK.
'Scrifas P dhe bùb teylu a'n K-strem.
CL a wovyn ort KCD brusy present studh dyscans dvK.
KCD a gonsyder nessa stappys.
CL a wolcùm Rowe dre lyther personek ha kenertha.

Rapid notes typically employ abbreviations. Here are those used by Ms Goss.

dvK	**dre vain Kernowek**
	through the medium of Cornish
P	**Pendescadores**
	Head Teacher
K-strem	**Strem Kernowek**
	The pupils who are taught certain subjects in Cornish

CL	**Caderyor an Lewydhyon**
	Chair of Governors
KCD	**Kessedhek Cors Desky**
	Curriculum Committee of the Board of Governors

The impersonal present-future

Originally the present-future tense had an impersonal (or 'autonomous') form, meaning 'one does' or 'one will do' the action of the verb. But these forms fell out of use, except for a few that still survive. The impersonal form belonging to **cafos** is **kefyr**, and this is commonly employed to mean '[there] is available' or '[there] will be available' in written contexts. For example, **Y kefyr tê ha coffy** 'Tea and coffee will be provided' in an announcement about a meeting. The impersonal form **gwelyr** belonging to **gweles** is employed, without a particle, in cross-references: for instance, **gwelyr folen 23** 'see page 23'. **Gallos** too has a commonly used impersonal form. This is **gyller**: for example, **A yller gwil fôtôs?** 'Is photography permitted?'

Infixed pronouns as indirect object: other usages

Wharvos 'happen' takes preposition **dhe** to show the person affected by the event. For example, **pandra wharva dhis?** 'what happened to you?' But an infixed pronoun may also be used with inflected forms of this verb: **pëth a'th wharva?** 'what happened to you?'

Ny'm deur is a phrase meaning 'it's nothing to do with me'. The infixed pronoun is probably best seen as an indirect object; and it can be changed. For example, **ny'th teur** 'it's nothing to do with you', **ny'gan deur** 'it's nothing to do with us'. If we wish to say *what* is nothing to do with me etc, we add it after preposition **a**. Most frequently, just **ny'm deur a hedna** 'that's nothing to do with me'. In *literature* we may also encounter this verb used in affirmative sentences.

Practys Êtek
Exercise Eighteen

On the first day of the new school term Demelsa is given a message from the Head Teacher of her secondary school.

Dhe: Demelsa Pentreath, Wheffes Class

A Demelsa wheg,

I'n dewetha Termyn eus passys, ny a rug acordya dr'osta jy poyntys caderyor dhe Gowethas a'n tavas Kernowek i'gan Scol rag an vledhen academyk nowyth. Me a bejas orth Mêster Mundy, hùmbrynkyas Adran an Sowsnek, a vos omgemerys rag an Gowethas-ma. Ev ew cowsor a'n Kernowek ha me na'n jeves dowt vëth ter rewgh why kesobery tredhowgh yn tâ. Mêster Mundy a vydn metya gena jy in kensa

seythen an Termyn-ma. Gra agria ganjo kessedhek a studhyoryon ha gorra towlen warbarth a dhyvers wharvedhyans. 'Kefyr bojet bian rag astevery costow spênys. In cowethas sowyn me a gebmer meur les.

Gèn gormynadow a'n gwelha,

Alson Combellack, Pendescadores

Colloquial Cornish

In Book Two we noted the Head Teacher speaks quite colloquially. This affects her written style too. Look in particular at **me na'n jeves dowt vëth ter rewgh why kesobery tredhowgh yn tâ**. In more formal Cornish this would be **ny'm beus dowt vëth fatell wrewgh why kesobery [intredhowgh] yn tâ**. Declaring the first of these formulations (**me na'n jeves**) 'ungrammatical' is not the correct approach. It is clear from our historical evidence that forms of **y'm beus** can be used very flexibly in practice.

Lesson Peswar
Lesson Four

Medhes

Medhes 'say' is found only rarely as a verb-noun. It does however have a few inflected forms, which are used with both present and past (preterite) meaning in conjunction with *direct* speech (that is, dialogue – usually punctuated with quotation marks) in stories and other writing. This usage is optional: forms of **leverel** can be employed instead. Here are the forms of **medhes**.

yn medhaf vy
yn medh ev
yn medh hy
yn medh + subject noun
yn medhans y

Introductory particle **yn** (unique to this verb) is sometimes omitted. The pronouns **vy**, **ev**, **hy** can always be omitted, as usual. For **yn medhans y** there is a colloquial alternative **medh anjy**.

Fronting the thing possessed

We have seen how **y'm beus** and **me a'm beus** are two ways of saying 'I have'. For emphasis, or just idiomatically, we may also 'front' the thing possessed.

For example 'I hope' (= I have hope) can be expressed in *four* different ways: **y'm beus govenek**, **me a'm beus govenek**, **govenek a'm beus** and straightforward **yma govenek dhybm**.

Fronting can also be employed for negative statements. So we may say **ny'm beus govenek**, **govenek ny'm beus**, **govenek nyns eus dhybm**. The negative equivalent of **me a'm beus govenek** would be **me ny'm beus govenek**, but this formulation is in fact quite rare.

If we front the thing possessed, any noun for the possessor must be placed at the very beginning, outside the statement itself. For example, **an goffyva a's teves lies cosmer** becomes **an goffyva – lies cosmer a's teves**. This is the same technique we use to preserve information about the possessor when asking a question (see Lesson Two).

Give as many different ways as you can of expressing each of the following sentences in Cornish.

> He has three cars. We have three kids and a dog. She has a beautiful smile. I have a headache. This solicitor has many clients.

Hevelly

Hevelly means 'seem'. It can also be used with a direct object and the preposition **dhe** to mean 'liken something to' or 'compare something with '. As well as the verb-noun we find a verbal adjective **hevellys** 'likened, compared'. But there are only inflected forms for use in the third person singular, though we can as usual employ third person singular form after relative particle **a** with any grammatical subject.

Here are some examples:

yth hevel hedna fur 'that seems sensible'
yth hevelly gwrians muscok 'it seemed a crazy thing to do'
ev a hevelly y honen dhe dhescador 'he likened himself to a teacher'

A form like **me a hevelly** can also mean 'it seemed to me'. We already met **dell hevel** [**dhybm**] 'apparently' in Book Two.

Indirect closed question

In English we may introduce an indirect closed question (one expecting a yes/no answer) with 'if' or, usually more formally, with 'whether'. For example, 'she asked if the seat was free' or 'she enquired whether the seat was free'. In Cornish we use the first method in every situation, so we say **hy a wrug govyn mars o an eseth frank?** An indirect question is reported speech. Colloquial English frequently retains the tense of the original question (just as it often does for reported statements), so we might also say 'she asked if the seat is free'. We find the same tendency in Cornish – colloquially we may say **hy a wrug govyn mars yw an eseth frank**.

Yma Demelsa ow covyn orth hy hothman Alys Howell mar mydn hy bos scryvynyas dhe'n gowethas nowyth a'n tavas Kernowek.

Demelsa   **An bendescadores a wrug confyrmya me dhe vos caderyor dhe'n gowethas Kernowek hevleny. Cals a whel vêdh hedna, mès yth yw dâ genef ry dhe'n tavas neb gwell gre i'n Scol. A vydnys jy bos scryvynyas martesen rag gwil gweres orth oll an arayans? Mêster Mundy a wra gàn overweles, saw y fêdh kessedhek kefrës – cubmyas a'gan beus –**

	ha whensys ov vy dhe showya fatell wor studhyoryon trevna pùptra heb re a vellyans dhort an dhescadoryon.
Alys	**Pyw a vëdh i'n kessedhek? Re bo pobel a vëdh parys teg dhe vos gwythresek.**
Demelsa	**Wèl, an gessedhegoryon, me a hevel bos res dhedhans oll dhe gôwsel Kernowek, heb mar. "Kebmer udn person, maw pò mowes, in pùb Bledhen rag surhe argemydnans ledan," yn medh Mundy, "ha rag bos canal dhe lies tybyans vas."**
Alys	**Dâ lowr. Otham dhe ny perswâdya maw gwyw dhe vos is-caderyor. Ny yllyn soweny heb omborth reydhek. Nebonen mes a Nessa Bledhen an Wheffes Class par hap, poken yth hevel an dra re neythys i'gan Bledhen ny.**
Demelsa	**Assentys. Mar kyllyn ny cafos neb na garsa gwil mêstry in udn lordya. Me a vydn pesy cùssul orth Mundy.**

Note how **an dra** (literally 'the thing') is often used colloquially to mean simply 'it'. It is especially useful after prepositions to avoid an inflected form that could be ambiguous. For example **adro dhe'n dra** 'about it' is clearer than **adro dhodho** which might possibly mean 'around him'.

Imperfect subjunctive of bos

The imperfect subjunctive of **bos** is mostly used to indicate that something is or was or will be a possibility. But a relatively remote one. 'Imperfect subjunctive' is an old name based on Latin grammar. It is not particularly helpful because *time* is not relevant. We use the imperfect subjuntive to express *remote possibility* regardless of whether that is in the present, the past, or the future.

Here are the forms. It is very common to omit the pronouns **vy**, **jy** etc with the imperfect subjunctive. They are nearly always omitted when the same grammatical subject is specified in another clause of the same sentence.

ben vy	**ben ny**
bes jy *or* **besta**	**bewgh why**
be ev	**bêns y**
be hy	
be + subject noun	

'If only' wishes

We can use these forms to express a wish that is unlikely to be fulfilled or can no longer be fulfilled. For example **A pe unweyth dhèm eskelly!** which can mean either 'I wish I had wings!' or 'If only I'd had wings!' In such expressions the first word is **a**. This word meaning 'if' is confined to remote possibilities. It is followed by Fourth State mutation. Note how **unweyth** (literally 'once') in this construction means 'only'.

It is often possible to employ either a personal construction or to phrase the wish using invariable **a pe** followed by an infinitive construction. So the following all mean 'I wish you were stronger'.

A pes unweyth creffa!
A pe unweyth te dhe vos creffa!
Pe unweyth te dhe vos creffa!

Note how **a pe unweyth** may be reduced to just **pe unweyth**.

For a negative 'if only' wish we may likewise use a personal or an impersonal construction. The negative equivalent of **a** is **na**, which is followed by Second State. Here are a couple of examples.

Na ves unweyth pòr vysy!
I wish you weren't so busy!
Unweyth na ve my dhe viajya ganso dhe Wordhen!
If only I hadn't travelled with him to Ireland!

<div align="center">

Practys Onen warn Ugans
Exercise Twenty One

</div>

What do these 'if only' wishes mean?

A pen ny unweyth in Trûrû de! A pêns unweyth adamantys! Pe unweyth moy perthyans dhis! A pe unweyth mona lowr! Pe unweyth y dhe wolsowes! A pen vy unweyth le tew! A pe unweyth na ve gwerryans i'n bÿs! Pe unweyth hebma dhe vos an gwir! A pe unweyth y dhe brena pàn o isella an pris! A pe unweyth my dhe wodhvos kyns ès kevarhewy!

Subjunctive of mydnas, gwil, gallos, godhvos

Originally every verb had separate present and imperfect forms. But many of them became indistinguishable as a result of sound-changes, and it is now best to think of Cornish verbs (except **bos**) as having a single set of subjunctive forms, sometimes with forms that were once specifically present or imperfect subjunctive being used as alternatives.

Here are the subjunctive forms of these four verbs.

MYDNAS	GWIL
mednen *or* **mydnyf vy**	**gwrellen** *or* **gwryllyf vy**
mednes *or* **mynhy jy**	**gwrelles** *or* **gwrylly jy**
mydna *or* **mynha ev**	**gwrella ev**
mydna *or* **mynha hy**	**gwrella hy**
mydna *or* **mynha** + noun subject	**gwrella** + noun subject

mednyn ny	**gwrellen ny**
mednowgh why	**gwrellowgh why**
mednons y	**gwrellons y**

GALLOS	**GODHVOS**
gallen vy	**gothfen vy**
galles *or* **gylly jy**	**gothfes jy**
galla ev	**gothfa ev**
galla hy	**gothfa hy**
galla + noun subject	**gothfa** + noun subject
gallon ny	**gothfen ny**
gallowgh why	**gothfowgh why**
gallons y	**gothfens y**

It is very common to omit the pronouns **vy**, **jy** etc with the subjunctive. They are nearly always omitted when the same grammatical subject is specified in another clause of the same sentence. The double letter l in the subjunctive forms of **gwil** is pronounced as lh, and may optionally be written that way: **gwrelhen**, **gwrylhyf**, etc.

Properly the alternatives given above (which are old present subjunctive forms) should only be used for present or future reference. Subjunctives built with auxiliary **mydnas** usually have future reference. Otherwise these subjunctives, and subjunctives of other verbs built with **gwil**, may have present, future or past reference according to context.

We can use these subjunctives after [**a**] **pe na** to make negative 'if only' wishes when the verb is not **bos**.

For example:

Pe unweyth na vednes gwil hedna!
I wish you wouldn't do that!
Pe unweyth na wrella ev scattya pùpprës y garr!
If only he wouldn't crash his car every time!
Pe unweyth na wrella ev ankevy hy fedn bloodh!
If only he hadn't forgotten her birthday!

Practys Dew warn Ugans
Exercise Twenty Two

What do these 'if only' wishes mean?
A pe unweyth na vednes mos pòr venowgh in kerdh! Pe unweyth na vednewgh dyswil ow thowlow! Pe unweyth na wrellewgh debry kebmys chocklet kyns kydnyow! Pe unweyth na alla ev darlêsa kebmys gow dre vainys socyal. Pe unweyth na wothfens ple esoma trigys!

Saying 'important' in Cornish

Some languages (German, for example) associate importance with weight. But in traditional Cornish the association is with *value*. We therefore generally render 'important' as **a bris** or **meur y bris**. The latter expression will change as required: **meur hy fris**, **meur aga fris** etc. **Pris** is used here in its sense of 'prize' rather than commercial price. When, however, we wish to say 'it is (was, will be) important' *to do something*, we employ a fixed expression **bysy yw** (**bysy o, bysy vëdh**) + verb-noun. **Bysy** in this sense is *only* found in this construction.

Practys Try warn Ugans
Exercise Twenty Three

Yma Mêster Teague ow metya gans Mark kyns an kensa dohajëdh a bel droos i'n Êthves Bledhen.

Mêster Teague	**Now, Mark, pandr'yw dha borpos rag an bel droos i'n Termyn nowyth-ma?**
Mark	**Me a garsa bos capten an Kensa XI kepar dell en vy warleny.**
Mêster Teague	**Hèn yw pòr dhâ. Saw res yw gwil spâss dhe re erel kefrës. Nyns yw an parra lybm lowr in cres an gwel i'n tor'-ma. Tybys oma a ry soodh an capten dhe Neil Sullivan rag an gwary gèn an Nessa XI hedhyw, ha dhe'n kensa fyt a'n sêson de Merher a dheu.**
Mark	**Saw ny veu gôlyow Neil warleny ma's hanter ow nùmber vy!**
Mêster Teague	**Bysy yw scorya. Ny yller naha. Ha ty yw crev in nes an roos. Mès Neil a'n jeves talent rag restry cres an gwel, ha me a garsa ry dhodho ena brâssa auctoryta.**
Mark	**Na nyns usy ev ow côwsel Kernowek, saw very nebes geryow. A pe pùb huny dhe wodhvos Kernowek, ha ny abyl dhana dhe vos parra udnyes in udn tavas.**
Mêster Teague	**Ny'm deur màn a hedna. Sleyneth orth an bel, codnek wàr an gwel, gwainya moyha gallon, ot an taclow yw prest a bris.**

Moyha gallon means 'as much as we can'. The construction is comparative adjective (or superlative in those few cases where a separate form exists) + present-future or imperfect of **gallos** (according to sense) in First State without a particle. But the subjunctive may optionally be employed when there is future reference. Here are a few more:

why a wrug gwelha gyllewgh 'you did the best you could'
an ky a vydn ponya scaffa gylly (galla) 'the dog will run as fast as it can'
gwra lebmel uhelha gyllyth (gylly) 'jump as high as you can'

Purpose clause

A purpose clause in English is one introduced by 'in order that', or by 'so that' (sometimes just 'so') when this phrase means the same thing. In old Latin-based grammar a purpose clause was called a 'final clause' but we generally avoid this name now because it depends on understanding an 'end' as a purpose, which is not the usual sense in modern English.

In Cornish a purpose clause is introduced by **rag may**. This is immediately followed by the verb in Fifth State. If the purpose clause is negative, we introduce it with **rag na** which is immediately followed by the verb in Second State. In either case, the verb must be in the *subjunctive*.

For verbs other than **bos**, we most commonly form the subjunctive in a purpose clause with **gallos**. But **gwil** is often employed in more formal Cornish. Idiomatically **mydnas** is used as well.

If the verb in the purpose clause is **bos**, we must also choose present subjunctive or imperfect subjunctive. We use the present subjunctive when the main verb of the sentence is present or future. We use the imperfect subjunctive when the main verb of the sentence is past.

Here are some examples:

Deus gans dha gothman nowyth rag may hallon y vetya.
Bring with your new friend so that we can meet him.

Y coodh dhyn prena shampên rag may whrella pùbonen gôlya hy spêda dhâ.
We should buy champage so that everyone may celebrate her success.

Gwysk brodnlen dhe'n baby rag na vydna glavorya wàr y dhyllas glân.
Put a bib on the baby so he doesn't dribble on his clean clothes.

Ev a wrug trùssa sagh kyns ès mos dhe'n gwely, rag may fêns parys dhe dhyberth ternos avarr.
He packed a bag before going to bed, in order that they might be ready to leave first thing in the morning.

The subject of a **rag may** clause is usually different from the subject of the main verb, When there is no change of subject we mostly use just **rag** + verb-noun. But there is no alternative to a **rag na** clause.

In poetical language **rag** may be omitted, in which case the context must supply the idea of purpose.

What do these Cornish sentences mean?

Ny a vydn merwel rag may hallowgh bêwa. Hy a lanwas an pyssîn rag may fydna an flehes neyja pùb jorna a'n hâv. An boosty a wrug dastesînya rol an vytel rag may whrella cliens tastya ascor gwir a Gernow in pùb sant. Yth esof vy dre vrâs ow mos dhe lyverva an gevadran rag na vo godorr dhe'm studhyans. Res o cudha oll an kervyans treth rag na wrella an glaw aga shyndya.

Practys Pymp warn Ugans
Exercise Twenty Five

Yma Mêstres Rowe ow metya kensa tro gans class an strem Kernowek i'n Pympes Bledhen. Hy a garsa trouvya pandra wor an class solabrës a'n Gov, Michael Joseph. Hag arvrusy ableth an class ombredery a'n taclow a wharva i'n termyn eus passys. Inwedh, yma hy orth y wil rag may halla sowndya helavarder an class.

Mêstres Rowe	**An vledhen o 1497. Ha'n mytern o an Seythves Harry. Ha prag y whrug kebmys Kernowyon kerdhes tryhans mildir dhe Loundres i'n dedhyow-na?**
Kensa Scolor	**Rag dysqwedhes nag o an mytern dâ gansans wàr neb cor.**
Nessa Scolor	**Rag dallath revolûcyon wàr y bydn.**
Mêstres Rowe	**In gwir? A wodhya nebes milyow a dus kebmyn gwil whêldro i'n vaner-na? Heb bos soudoryon?**
Tressa Scolor	**Serrys êns y. Ny garsens y pê tollow vëth dhe'n governans Sowsnek.**
Danyel	**Me a grës an Gernowyon dhe vos lel dhe'n mytern. Mès engrys êns awos an governans dhe gafos tollow a Gernow rag caskergh may fe tyllys warbydn Scotland.**
Mêstres Rowe	**Ha prag y fydnyn ny perthy cov a'n wharvedhyans hedhyw whath, wosa lies lies bledhydnyow?**
Nessa Scolor	**Rag enora martyrs a Gernow.**
Tressa Scolor	**Rag remembra nefra na dheu prow dhe Gernow mes a'n governans in Loundres.**
Danyel	**Dre rêson – martesen – ny dhe vos prowt a golonecter an Gov? A'n paryster lêdya tus in caus gwiryon ha dhe les pùb huny a Gernow?**

Note that, though the verb must directly follow **rag may** or **rag na**, it is possible to put any noun subject of the purpose clause between **rag** and **may** / **na**.

This does however change the grammar. If the subject is plural, the verb after **may** / **na** must be changed to the third person plural (they) form. For instance, **me a dhros**

sagh a has rag an flehes may hallons y boosa an ÿdhyn 'I brought a bag of seeds so that the children could feed the birds (literally 'I bought a bag of seeds for the children that they might be able to feed the birds').

The same thing happens when we move a noun subject in front of **dell**. Compare **my a leverys dell esa an flehes ow qwary** with (more formal, but common) **my a leverys an flehes dell esens y ow qwary** 'I said that the children were playing'.

Lesson Pymp
Lesson Five

Habitual imperfect of bos

We have long known the copula (short form) imperfect tense of **bos**. And the local (long form) imperfect tense. **Bos** also an *habitual* imperfect tense.

Here it is, along with the habitual imperfect tense of **y'm beus**.

bedhen vy	**bedhen ny**
bedhes jy	**bedhewgh why**
bedha ev	**bedhens y**
bedha hy	
bedha + noun subject	

As usual, the pronouns **vy**, **jy** etc can always be omitted. And as always it is exclusively the **ev** / **hy** forms that are used when the grammatical subject precedes the verb.

The habitual imperfect tense may be substituted for either the copula imperfect tense or the local imperfect tense when referring to an habitual state of affairs or an habitual action in the past. This corresponds to changing 'was' to 'used to be' (occasionally 'would be') in English. Also, we *must* use this imperfect tense when we are referring to 'future in the past'.

Here are some examples.

Sqwith vedhen vy pùb gordhuwher i'n dedhyow-na drefen ow soodh gales.
I used to be tired every evening in those days because of my difficult job.

Ev a vedha i'n gwely kyns deg eur solabrës, pùb nos heb falladow.
He would already be in bed by ten o'clock, every night without exception.

Y fedhen vy ow mos dhe'n tavern yn rêwlys kyns kydnyow de Sul pàn o dha vroder an ost ena.
I used to go to the pub regularly on Sundays before dinner when your brother was the landlord there.

Hy a leverys na vedha Kernowek tavas bew erna ve lies mil gowsor.
She said that Cornish would not be a living language until there were many thousands of speakers.

The last example also illustrates how the imperfect subjunctive of **bos** is used as a 'present subjunctive in the past'. Her actual words were **"Ny vëdh Kernowek tavas bew erna vo lies mil gowsor."**

Particle nans

The particle **nans** has the sense 'by now'. It is only used with verb forms **yw** and **o**.

Here are some examples.

Me a wor côwsel Kernowek nans yw pell.
I've known how to speak Cornish for a long time now.

Nans yw pell te a wrug promys teg dhybm.
You made me a lovely promise a long time ago.

Y fedhens y ow qwary golf warbarth nans o termyn pell.
They had been used to playing golf together for a long time now.

Me a dhalathas desky Kernowek nans yw dyw vledhen.
I began learning Cornish two years ago.

Ev re beu cothman dhybm nans o lies bledhen alebma.
He had been my friend now for many years.

Nans yw termyn hir na wrug avy dha weles.
I haven't seen you for ages.

Nans o termyn hir na's gwelys hy.
It was long since I had beheld her.

You should study carefully the logic of the time relationship between the two parts of each of these sentences. And the tenses that are used to express those relationships. English is of limited help here. You must think in Cornish.

Na fors

Na fors means 'no matter' in the sense 'it doesn't matter'. It can be used on its own as an alternative to **ny vern**. But (unlike **ny vern**) it is also used before a question word.

Here are some examples.

na fors ple whrug ev mos
no matter where he went

na fors peur fo an appoyntyans
no matter when the appointment will be

na fors py fordh a vednowgh ûsya
no matter which method you use

Any verb will be subjunctive (present subjunctive in the case of **bos**) if it refers to the present or the future.

Practys Whe warn Ugans
Exercise Twenty Six

Perys Pentreath, tas Demelsa, yw sodhak orth Consel Kernow. Ev a wrug promyssya gwil cùssulyow dhe'n Gowethas nowyth a'n tavas Kernowek.

Demelsa	**Agan kessedhek a vetyas de. Th'esen ny ow côwsel lowr, 'whrussyn ervira very nebes. Saw colon Mêster Mundy yw tobm rag trevna dadhlow. 'Wosta?** *Debâtya.*
Perys	**Marth vëth. A nyns usy va lebmyn owth hùmbrank agas Adran Sowsnek? Brian Mundy ha Cattern y wreg re beu cothmans dhèm nans yw pell alebma. Y fedhen vy ow vysytya aga chy, traweythyow, warlergh an dydhemedhyans, pàn o taclow calassa dhèm.**
Demelsa	**Dell na vydnyn ny talkya a hedna …**
Perys	**Dell yw gwir … Now, y hyller gwil dyw ehen debâtyans. Kensa, in kesstrîf gèn an scoloryon tredh anjy gà honen. Rag practycya arethorieth Kernowek. Na fors pan testednow. Kenyver tra a vo dhe les in mesk wardhegoryon. Nessa, gans arethoryon a'n tu'vês, neb a vëdh gelwys dhe'n Scol rag may hallons dadhla stât an Kernowek hedhyw, orth an olas hag i'n bêwnans poblek.**
Demelsa	**Eâ. Arethorieth a dal plêsya Mundy. Saw me a garsa cafos ôstysy wyw, heb y weres eev, mara callam. A vydnys tejy dones dhyn udn dro martesen?**
Perys	**Sur. Te a yll trevna dalva adro dhe'n Kernowek in whel ha servycyow Consel Kernow – prag na? Ny allama plêdya** *warbydn* **ow arfedhor vy. Mès my a yll styrya pandr'yw possybyl heb cudyn brâs, ha compla gwythresow nag yw êsy màn dh'aga chaunjya. Dâ vëdh dadhla gans dew pò try ôstyas aral, ha'n Leur ow qwil qwestyons, ow keworra geryow. Nyns eus whans vëth dhybm bos a'm sav ow honen** *oll* **arâg rûth a yowynkes dyscryjyk ha meur y dros!**
Demelsa	**Dyscryjyk vedhons y – par hap. Meur aga thros – nâ, nefra. Ny vadnaf alowa. Remember, me yw an caderyor.**
Perys	**Wèl, rêwlya cùntellyans, yth yw sleyneth wordhy a wil mêstry abrës anodho. God spêda dhis!**

Bones is an alternative form of **bos** and **dones** is an alternative form of **dos**. Neither is very common (and **bones** cannot be used to introduce indirect statement), but they are occasionally useful to help the rhythm of a sentence or to give greater prominence to the word.

Imperfect of mydnas, gwil

Most verbs possess an inflected imperfect tense that is confined almost entirely to literature (poetry and, to a lesser extent, prose). There are just four verbs that have an imperfect tense frequently encountered in ordinary registers. These are **mydnas**, **gwil**, **gallos**, **godhvos**. We have long known the imperfect tense of **gallos** and **godhvos**. Here are all the imperfect forms of the other two verbs.

MYDNAS	GWIL
mydnen vy	**gwren vy**
mydnes jy	**gwres jy**
mydna ev	**gwre ev**
mydna hy	**gwre hy**
mydna + noun subject	**gwre** + noun subject
mydnen ny	**gwren ny**
mydnewgh why	**gwrewgh why**
mydnens y	**gwrêns y**

As usual, we may omit the pronouns **vy**, **jy** etc. Note that **va** is never used as an alternative to **ev** with **gylly**.

It is worth noting that **e** in the ending **-ewgh** of the imperfect tense is quite unstable. It has a tendency to shift to **-owgh** in words of more than one syllable. Compare **godhyowgh** instead of original **godhyewgh** – for **godhvos** we prefer the first spelling because in that instance no confusion with the present tense can arise.

We employ the imperfect of **mydnas** to form a 'future in the past' for other verbs. For example, **y a lavaras tell vydnens y encressya pris an ragpren** 'they said they would increase the subscription price'. What they actually said was **"Ny a vydn encressya pris an ragpren."**

We can use the imperfect of **gwil** as an alternative way to form the imperfect tense for other verbs. So for example **yth esen vy ow prena croust i'n popty** 'I was buying a snack at the bakery' and **me a vedha prena an croust i'n popty** 'I used to buy a snack at the bakery' can both be expressed instead as **me a wre prena croust i'n popty**. This is however a literary construction; it is rare in conversational Cornish.

The imperfect of **gwil** is also used to form a 'future in the past' for other verbs. For example, **hy a redyas an hens horn dell wre astel ober nessa seythen** 'she read that the trains would be on strike next week'. The words she actually read were **"An hens horn a wra astel ober nessa seythen."**

If you wish to use the inflected imperfect tense of any other verb, and are unsure how it is formed, you should not hesitate to check in a reference book of grammar. Such imperfects may be employed with past continuous sense ('was doing'), past habitual

sense ('used to do'), or future in the past ('would do', in this specific context). But they are confined almost exclusively to literature.

In idiomatic Cornish you can express a past habitual sense for any verb by employing the formula **me a wrug ûsya** + verb-noun. For example, **Mabm a wrug ûsya dos ha vysytya, mès hy yw lebmyn re glâv a'y fakel mellow rag mos in mes a'n chy** 'Mum used to come visiting, but nowadays she's too ill with her arthritis to leave the house'.

Practys Seyth warn Ugans
Exercise Twenty Seven

Nans yw termyn pell yth esa gorsaf hens horn in Hellës. Y fedha an trainow ow sevel in Nans Agolen ha Pras, ha'n lînen leek ow jùnya dhe'n hens brâs usy inter Trûrû ha Penzans. An dhesînoryon a wodhya, pàn wrussons y tôwlel towl a'n lînen, fatell wre ponsfordh dres Dowr Cober kemeres radn larj a'n bojet. Hirder an 'Lowertown Viaduct'-ma yw 114 mêter hag y's teves whe gwarak. An lînen a veu degës in 1962. I'n jëdh hedhyw yma cowethas pryva rag sawya an lînen, ha bys i'n eur-ma yth yw nebes hës restorys rag alowa dhe vysytoryon gwil tro vian warnodho.

Practys Eth warn Ugans
Exercise Twenty Eight

Turn these direct statements into indirect ones beginning **An radyô a dherivys fatell** in each case.

An penvenyster a vydn vysytya Kernow nessa seythen. Y fëdh nessa myssyon NASA parys dhe launchya scon. Prîsyow an hens horn a wra cressya unweyth arta. Udn lyverva moy a vydn degea kyns pedn an vledhen. Y whra glaw ternos vyttyn.

Practys Naw warn Ugans
Exercise Twenty Nine

Yma Elen ha Powl ow kescôwsel a'n Gowethas nowyth mayth yw Demelsa caderyor anedhy.

Elen	**Demelsa a wrug pesy orth Perys a dhos dhe onen a'n dadhlow a garsa hy trevna. Martesen y hyllyth tejy profya neppëth a vëdh heweres dhedhy.**
Powl	**Mos dhe dhalva i'n scol?**
Elen	**Nyns eus otham a hedna in gwrioneth. Ty a yll gwil dhedhy kestaf gans Chy an Kenwerth. Rag may halla hy whythra orth perthynas an tavas dhe vÿs an negys.**
Powl	**Bÿs an negys yw bÿs an profyttys. Ha cales yw cafos profyt in mes a'n Kernowek. Comodyta nyns yw. Saw bysy yw mentêna an cosmers yn**

	contentys, ha cows Kernowek in negys an laha pàn vo dâ gans an cliens, hèn yw poynt a brow dhe bùb atorny, heb mar.
Elen	Ytho gwra kestalkya gensy hy. Yma experyens dhis a'n par a lever meur. Te a wor na garsen ny mos dhe gesstrîf troblus gans Perys. Mès sur oma na vydn Demelsa drog-aqwytya mar kemerta les in hy froject; tra a vëdh chalynj brâs dhe vowes nag yw ma's whêtek bloodh.
Powl	Seytek nessa mis. Y fëdh tevysak kyns ès ny dhe vos parys dhe'n feth. Saw unverhës on ny. Ry tabm gedyans a vëdh vas. Scav an tava.

We have learned that **yn** + Fifth State mutation makes an adverb out of an adjective. This adverb usually expresses the manner of the action or state of the verb. But it sometimes shows the *outcome* of the verb. We can see this usage in **mentêna an cosmers yn contentys** which means 'keeping the customers happy'. In theory it could equally mean 'happily keeping the customers'; the context tells us the first meaning is the one intended.

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Practys Deg warn Ugans
Exercise Thirty

</div>

Dhe: Mêster Mundy, Hùmbrynkyas Adran an Sowsnek
Demelsa Pentreath, Wheffes Class

Lowen oma dhe dherivas Sûsan Hendry, cùssulyadores dhe'n ES ny, ha Tybalt Angwin, prydyth ha novelyth brâs y hanow i'n Kernowek, a rug agria dos dhe'n kensa metyans a'gan Cowethas nowyth. Sûsan a vedn cowsa (heb mar in Kernowek) a savla an tavas in bêwnans polytyk Kernow. Mêster Angwin a ra kevradna nebes geryow dro'n lien Gernowek ha fatl'ell bos dysplegys. Sur oma why dhe wolcùbma an ôstysy-ma in for' vo gweff teg.

Alson Combellack, Pendescadores

Lesson Whe
Lesson Six

Irrealis

There are two ways of expressing a conditional sentence, depending on how we formulate what is technically known as the *protasis* – that is, the part of the sentence that is introduced by a conjunction meaning 'if'. (The technical name of the part of the sentence expressing the consequence is the *apodosis*.) So far we have only encountered conditional sentences in which *indicative* tenses appear in the protasis. We call such conditional sentences 'real'.

Here are some examples of real conditional sentences.

Referring to the present
Mars yw hedna gwir, soweth ny yllyn ny gwil tra vëth rag chaunjya an dra.
If that's true, there's unfortunately nothing we can do to change it.
Referring to the future
Mar mydn an howl shînya avorow, ny a wra mos dhe'n treth.
If the sun shines tomorrow, we'll go to the beach.
Referring to the past
Mars o an pris deg pens, y feu marhas dâ heb dowt.
If it cost ten pounds, that was definitely a bargain.
Mixing the times
Cabmwonys veu dos obma mar mydnys croffolas heb hedhy.
It was a mistake to come here if you're going to complain constantly.

The other way of expressing a conditional sentence uses a *subjunctive* verb in the protasis. We call such conditional sentences 'unreal'.

Here are the same examples presented as 'unreal'.

Referring to the present
Mar pe hedna gwir, soweth ny alsen ny gwil tra vëth rag chaunjya an dra.
If that were true, there would unfortunately be nothing we could do to change it.
Referring to the future
Mar mydna an howl shînya avorow, ny a vensa mos dhe'n treth.
If the sun were to be shine tomorrow, we would go to the beach.
Referring to the past
Mar pe an pris deg pens, y fia marhas dâ heb dowt.
If it had cost ten pounds, that would definitely have been a bargain.
Mixing the times
Cabmwonys via dos obma mar qwrelles croffal heb hedhy.
It would have been a mistake to come here if you were going to complain constantly.

From these examples you can see that *irrealis* is the expression of a condition and its consequence as something either contradicted by the actual facts or as something that might well be so contradicted – that is, as something that is only a remote possibility.

One can also mix unreal with real, though this is not very common. In the following sentence, for instance, the indicative in the second part emphasizes the real shock that would result from fulfilment of the remote condition.

Mar pe hedna gwir, dhana Sows a'n Sowson ov vy.
If that were true, then I'm a Dutchman.

Conditional tense

We already know enough about the subjunctive to make the protasis of an unreal conditional sentence. We must now learn the conditional tense, which is always used in the *apodosis* of such a sentence. Historically, the conditional was an indicative tense with 'pluperfect' meaning. But this usage died out, and should not be employed in modern Cornish unless one is deliberately writing in an archaic style, perhaps for poetical effect.

Here are the conditional tenses of **bos**, **mydnas**, **gwil**, **gallos** and **godhvos**. The conditional tenses of **mydnas** and **gwil** are used interchangeably to form the conditional tense of every other verb, except in high literary registers. Note that the conditional tense of **bos** cannot be used to build tenses for other verbs with particle **ow** / **owth**, because of its origin as a pluperfect tense for which, as is also the case with the preterite tense of **bos**, this construction was never appropriate.

bien vy	**mensen vy**	**gwrussen vy**
bies jy	**menses jy**	**gwrusses jy**
bia ev	**mensa ev**	**gwrussa ev**
bia hy	**mensa hy**	**gwrussa hy**
bia + subject noun	**mensa** + subject noun	**gwrussa** + subject noun
bien ny	**mensen ny**	**gwrussen ny**
biewgh why	**mensewgh why**	**gwrussewgh why**
biens y	**mensens y**	**gwrussens y**

galsen vy	**gothvien vy**
galses jy	**gothvies jy**
galsa ev	**gothvia ev**
galsa hy	**gothvia hy**
galsa + subject noun	**gothvia** + subject noun
galsen ny	**gothvien ny**
galsewgh why	**gothviewgh why**
galsens y	**gothviens y**

The conditional tense of **mydnas** is often spelled with **y** instead of **e** in the first syllable, especially in literature. The conditional tense of **godhvos** is rarely encoutered except in formal writing.

As usual, the pronouns **vy**, **jy** etc can always be omitted. And as always it is exclusively the **ev** / **hy** forms that are used when the grammatical subject precedes the verb. All the forms of **mydnas** and **gallos** may alternatively be pronounced and spelled with j instead of s: **menjen vy** etc, **galjen vy** etc. Forms **mynsen vy** etc also occur.

In Cornish we rely entirely on context to work out whether an unreal conditional sentence refers to the present, the future or the past, or to a mix of times. It is therefore very important to ensure the context is always clear.

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Practys Udnek warn Ugans

Exercise Thirty One

</div>

What do these Cornish sentences mean? As there is insufficient context here to know whether they refer to the present, the future or the past, you can experiment with different translations to strengthen your understanding of how 'open' the Cornish sentences are in this respect.

Mar pe dôwys dhe'n parra, ev a vensa dry moy crefter dhe gres an gwel. Hebma mar cothfes, te a vensa godhvos (te a wothvia) an dra yw moyha y bris. Me a vensa prena pows nowyth mar pe dhybm mona lowr. Me a wrussa mos dhe'n dre mar pe an gewar gwell. Mar pen ny ervirys dhyrag dorn, ny a alsa goheles dadhel dres otham moy adhewedhes. Mar mednen agria, y whrussyn betraya y drest. Mar carses gwil gweres dhybm in gwir, ny venses profya cùssul fol a'n par-na. Mar kylly clerhe dha borpos, y fia hedna êsya rag pùb huny. My a via moy cosel mar pewgh unweyth moy cortes. Mar pe an dra unweyth ges ny oll a vensa wherthyn.

As in 'if only' wishes, **unweyth** means 'only' in the protasis of an unreal conditional sentence.

Me a garsa

We learned long ago that **me a garsa** means 'I want to' with a verb-noun. Technically this is also a conditional tense, but it is better treated as a separate idiom. It is so common that **garsowgh** has replaced more formally correct **garsewgh** as one of the forms we use in this sense. We already know this idiom does not change to reflect time ('want to', 'wanted to' etc). Nor does it change to reflect the type of any conditional sentence in which it may occur, real or unreal. Context is all. But the idiom is not used in the *apodosis* of an *unreal* conditional sentence, being displaced here by the appropriate form of **mydnas**. We also find in colloquial Cornish that **me a vensa** can be employed as a replacement for **me a garsa** more generally.

If we wish to say 'I would love' with a direct object (either an ordinary noun or expressed by a pronoun), then we form a conditional tense for **cara** using **mydnas** or **gwil**, just as for other verbs. For example, **me a vensa hy hara pynag a vo wharvedhys** 'I would love her come what may'.

Conditional tense without explicit protasis

In English we often use a conditional tense with a protasis only implied, not stated. For example, we may say 'it *would* be a good idea' to do something, meaning it would be considered a good idea if anyone thought about it. Cornish does not confine the conditional tense only to sentences comprising both protasis and apodosis. As you see from the above example **me a vensa hy hara pynag a vo wharvedhys**. It is however unusual in good Cornish to employ the conditional tense when a sentence comprises only a single clause. So the equivalent of a simple sentence 'That would be a good idea!' is **Y fëdh hedna tybyans dâ!** When we do find the conditional tense in such a sentence it is generally understood to refer to the past. **Y fia hedna tybyans dâ!** most naturally means 'That would have been a good idea!'

Words for 'if'

We have learned that **a** means 'if' in 'if only' wishes. We may also use **a** 'if' as an alternative to **mar** 'if' in unreal conditional sentences. However it has a somewhat literary feel. It is also possible to combine **mar** and **a** to form composite **mara** 'if'. This variant is found in all registers, spoken and written; and it may also be used in affirmative real conditional sentences, and in indirect questions. All three words cause Fourth State mutation of the following verb.

We have learned that **mar** becomes **mars** before a vowel in forms of **bos**. We can now also note that the same thing happens before a vowel in forms of **mos**. (Just as **na** becomes **nag** before a vowel in either **bos** or **mos**; and **ny** becomes **nyns** before a vowel in either **bos** or **mos**.) Instead of **mars** we occasionally encounter **maras**.

Negative protasis in unreal conditional sentence

The negative protasis of a conditional sentence, real or unreal, can be introduced by **mar ny** + Second State (**mar nyns** before vowels in forms of **mos**). Note that **mara** is not used before **ny**. For the protasis of an unreal conditional sentence **na** + Second State is an alternative, here functioning as the negative of **a** 'if'. But in a personal construction this belongs only to poetical registers, save for a few more or less fixed phrases (which in practice will always precede the apodosis). An *impersonal* construction is however common in everyday Cornish for verbs other than **bos**. That is, invariable **na ve** followed by an infinitive construction.

Here are some examples.

Mar ny ve an gewar mar uthyk, ny a via mes a'n chy hag ow qwary pel droos.
If the weather weren't so awful, we would be outside playing football.
Mar ny ven vy mar hel, scon y fies mar vohosak avell Job wàr an deylek.
If I weren't so generous, soon you wouldn't have a penny to your name.
Na vêns y, me a via gyllys oll dhe goll.
If it were not for them I'd be completely lost.
Na ve kenderow vy dhe apperya i'n kyffewy, scant ny via hireth anodho.
If my cousin were not to turn up to the party he'd hardly be missed.
Na ve hy dhe dherivas orthyf, nefra ny wrussen y wodhvos (ny'n gothvien).
If she hadn't told me, I'd never have known.
Na ve an kyttryn dhe dhos i'n very prës-na, ny a via budhys in dadn law.
If the bus hadn't arrived at just that moment, we'd have been drenched by the rain.

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Practys Dêwdhek warn Ugans
Exercise Thirty Two

</div>

How would you put the following outburst into good Cornish? You will have to use a dictionary like *Gerlyver Kescows*. And some ingenuity! Remember that a good translation into Cornish will always render the substance of what is being said in an authentically Cornish way.

"If only he wasn't such a wimp! If he had the courage to call her and say he was wrong and that they must somehow try again, because he loves her, and he acted like a fool, then everything could be put back together. I'm sure of it. But he won't call her. She'd probably call him if she wasn't so stubborn. If I talked to her … Do you think? Maybe she'd listen. If only I knew what to do! What would *you* do if you were in my place?"

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Practys Tredhek warn Ugans
Exercise Thirty Three

</div>

Cowethas an Tavas Kernowek a gùntellas dhe'n kensa treveth in scol Demelsa, ha hodna i'n gader.

Ot obma versyon cot a'n geryow a leverys Sûsan Hendry.

"Agan tavas yw, dowt vÿth, a bris brâs avell ertach. Mès why a wor fatell usy an moyha rann a'n poblans in Kernow ow kêwsel Sowsnek heb godhvos an Kernowek, saw geryow bohes aga nùmber. Whel an polytygor yw gul gwythres dhe les oll an gowethas. Gwitha ertach – hèn yw dhe les an gowethas. Goslowes orth lev pùb mynoryta – th'yw dhe les an gowethas in ketelma. Mès gul gwythres abarth an lyhariv warbynn an moyhariv, pò heb attendya an moyhariv – nâ – democratieth ny vÿdh hemma. Gwethysy on ny, an wlasegoryon, dhe wiryow selvenek an lyhariv, heb mar. Saw pùb termyn yth yw res determya py gwiryow

a vÿdh sensys yn selvenek, hag yma opynyons ledan aga dyffrans adro dhe'n qwestyon-ma. Nefra ny vÿdh mona lowr rag pùptra. Res yw convedhes a ble usy an mona ow tos: tollow leek in Kernow, pêmons ajy dhe'n Stâtarhow in Loundres. Ha ny yller surhe pùpprÿs in lahys rag oll Englond na vo caletter vÿth rag cowsoryon a'n Kernowek. Bytegyns, kenyver Esel Seneth rag bro a Gernow yw voys i'n Seneth may halla clêmys an Kernowek bos klêwys."

Hag otta berrheans a'n pëth a veu arethyes gans Tybalt Angwin.

"Nyns yw polytygieth kebmys hy bern, dell hevel dhèm, in gwiryoneth. Yma an tavas bew i'gan lies teylu, i'gan lies perthynas personek, i'gan brës ha'n preder inon yn town aberveth. Radn a'gan honensys yw gàn tavas, na fors pana gowntnans a vo dhe'n re usy ow menystra an wlas. Yth esof ow screfa prydydhieth in Kernowek rag na woram cachya essens an bêwnans marnas dredho. Hag yth esof ow screfa novelys awos bos otham crefhe an tavas avell degador tybyans a bùb ehen, otham gorra rychyth in y allos representya an bÿs dell eson ny Kernowyon orth y weles, otham provia patronys dhe seul a garsa cessya heb scodhya i'ga desmygyans wàr an Sowsnek. Lien yw oxygen. Gwrewgh anella myns a wrug avy dylla. Wolcùm owgh. Ha gèn hedna, martesen, re gaffowgh awen rag dry gàs talent agas honen ha screfa taclow moy, taclow gwell, taclow marthys."

Y wharva dadhel yn fen warlergh an dhew bresentyans. In Kernowek. Pan dadhel a yllowgh *why* gwil a'n dyvers poyntys in pùb areth? Wostallath in Kernowek. Hag in Sowsnek kefrës.

Susan Hendry does not pre-occlude. Consistent with this kind of Cornish is her use of **gul** (pronounced with rounded u) instead of **gwil**; her preference for **vÿdh**, **vÿth**, **pùpprÿs** rather than **vëdh**, **vëth**, **pùpprës**; and her choice of **kêwsel** instead of **côwsel**.

Tybalt Angwin, on the other hand, displays a style that is rooted in fairly colloquial Cornish (**screfa** rather than **scrifa** for instance, **woram** instead of **woraf**, and **gèn**, **gàn**, **gàs** in place of **gans**, **agan**, **agas**). But the Cornish is nonetheless elevated for the occasion. For example **re gaffowgh**: there is a poetical flavour to particle **re** expressing a wish with subjunctives of verbs other than **bos**.

We have encountered **myns a** 'everthing that' previously. Parallel with it is **seul a** which means 'everyone who'.

Cessya can be followed directly by a verb-noun. But **cessya heb** + verb-noun is more idiomatic.

Men 'vigorous' is rare as an adjective outside poetry. In prose we typically use the adverbial form **yn fen**, which is common.

Lesson Seyth
Lesson Seven

Subjunctive of cafos, dos, mos, ry

We have learned the inflected subjunctives of **bos** (two tenses), **gallos, godhvos, gwil** and **mydnas**. Only four other verbs have inflected subjunctives that are used outside of literature and a few fixed phrases. Here they are.

CAFOS	DOS
caffen *or* **kyffyf vy**	**deffen** *or* **dyffyf vy**
caffes *or* **kyffy jy**	**deffes** *or* **dyffy jy**
caffa ev	**deffa ev**
caffa hy	**deffa hy**
caffa + noun subject	**deffa** + noun subject
caffen *or* **kyffen ny**	**deffen ny**
caffowgh *or* **kyffowgh why**	**deffowgh why**
caffons y	**deffons y**

MOS	RY
ellen *or* **yllyf vy**	**rollen vy**
elles *or* **ylly jy**	**rolles jy**
ella ev	**rolla** *or* **roy ev**
ella hy	**rolla** or **roy hy**
ella + noun subject	**rolla** *or* **roy** + noun subject
ellen ny	**rollen ny**
ellowgh why	**rollowgh why**
ellons y	**rollons y**

As usual, the pronouns **vy**, **jy** etc can always be omitted.

Properly the alternatives given above (which are old present subjunctive forms) should only be used for present or future reference.

Take care with some forms of gallos and mos

In some colloquial pronunciations, forms of **gallos** that have a or y as the first syllable vowel are pronounced (and sometimes spelled) with e instead. For example, we may encounter **a allama gwil hebma** 'can I do this?' as **'ellama gwil hebma?** This sound-change makes a few forms of **gallos** identical with forms of **mos**. Indeed, even without the sound-change **ylly** could be interpreted as the he/she/subject noun form of the imperfect tense of **gallos** or the you-singular subjunctive form of either **gallos** or **mos**. In practice, you tend to find that speakers who make the sound-change do not use the inflected subjunctive of **mos** at all.

We have already learned the formula **mar teuma ha** etc + verb-noun as a way of formulating the protasis of a real conditional sentence. We learned it in this fairly colloquial guise. The more formal option **mar teuv vy ha** or just **mar teuv ha** is also available. The corresponding way to build the protasis of an unreal conditional sentence is **mar teffen vy ha** etc + verb-noun. **Mara** may be substituted for **mar** in the *real* formula but is not used in the unreal one. And **a** 'if' does not occur in this construction at all.

Practys Peswardhek warn Ugans
Exercise Thirty Four

What do these Cornish sentences mean?

Mara teuva ha govyn kerdhes ganso in mes, omwra cales dhe gafos. Yth esof ow tanvon hebma dhis rag may hylly godhvos. A pes unweyth ow qwil neppëth vas! Mar kyffy moy gober, fatla venses y spêna? Mar teffons ha gwainya, y fia merkyl brâs! Na ve an skyjyow-ma dhe'm fyttya yn perfeth, ny venjen aga frena. Gas ny dhe gemeres taksy mar pëdh otham. Mars ellowgh compes dhe bedn an strêt, why a alsa gweles an gorsaf dhyragowgh. A cothfen, y fynsen vy derivas. Mar rollen ny mil bens dhodho ev warleny, a wrussewgh y dhyghtya ken fordh?

Conditional tense in protasis

Occasionally a conditional tense occurs in the protasis of a conditional sentence instead of the subjunctive. This phenomenon is becoming frequent in English. In Cornish it should be treated as very exceptional. We would usually hear, for instance, **lowen vien vy mar qwrella an kyttryn dos adermyn** 'I'd be happy if the bus were to come on time' or 'I'd have been happy if the bus had come on time' (depending on context). But we might possibly encounter **lowen vien vy mar qwrussa an kyttryn dos adermyn** just as we might these days hear 'I'd be happy if the bus *would* come on time' or 'I'd have been happy if the bus *would have* come on time' in English.

Inflected conditional tenses of other verbs

Conditional tenses of other verbs may be encountered in literature written in a high register. But they are hardly used at all in everyday Cornish, whether spoken or written.

Negative exhortations

To express a negative exhortation, or a strong negative wish, we employ **bydnar re** + subjunctive. The present subjunctive in the case of **bos**; and we may use available future-reference alternatives in the subjunctive of other verbs. As usual, particle **re** is followed by Second State of all verb except **bos**.

Here are some examples.

Bydnar re bo caus a vresel 'tredhon!
May it not become a bone of contention between us!
Ha bydnar re dheffes arta!
And I hope you never come back!
Bydnar re vednowgh drog-gerya den marow!
You shouldn't speak ill of the dead!
Bydnar re brederhy a'n dra!
Don't think of it for one moment!

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Practys Pymthek warn Ugans
Exercise Thirty Five

</div>

Yma Mêster Mundy ow cùssulya warbarth a'n qwestyon py gwary a vëdh dôwysys hevleny rag an Seythves hag Ethves Bledhydnyow may hallons y performya. Tybyans Mêster Mundy yw gwil ascoryans a *Lester Noy*, radn *Origo Mundi* a'n Ordinalia, in trailyans Sowsnek scrifys gans Alan M. Kent.

Mêster Mundy	**Fatl'yw dha vreus jy, Demelsa, a'm tybyans-ma? Me a hevel hewelder ertach an tavas dhe vos scodhys ganso i'n Scol. Hag y fëdh spâss lowr rag dry mûsyk ha dauns dhe'n performyans.**
Demelsa	**Wèl, eâ defry. Ha pòr dhâ yw genef an trailyans a wrug Doctour Kent. Mès a nyns yw dieth na vëdh presentys in Kernowek?**
Mêster Mundy	**Res yw dhyn predery realystek, Demelsa. Ny wor an moyhariv Kernowek, na lies flogh na lies aga theylu.**
Demelsa	**A ny yll nebes Kernowek bos kemyskys ino?**
Mêster Mundy	**Raglavar martesen. Yn kensa in Kernowek, hag in Sowsnek wosa hedna …**
Demelsa	**Ogh dhe'n lyha! Hag a yll an text Kernowek bos pryntys in lyvryk an dowlen par hap?**
Mêster Mundy	**Hmm … y fëdh ow hangya in nes an bojet. Dâ lowr, me a'n whyther gans an bendescadores.**
Demelsa	**Ot heb costya tra vëth! Me a yll metya gans oll an warioryon, pàn vowns y ow tasleverel partys dhyrag dorn, rag styrya mênyng an gwary, in y gettesten a Gernow.**
Mêster Mundy	**Profyans cuv. Eâ, gwra indella. Saw remember aga bloodh. Bydnar re wrelles cows yn teknegyl. Pùptra yn pòr sempel. Na wra areth ortans!**
Demelsa	**Dowt vëth. Yth esen ow honen i'n Seythves Bledhen, nyns yw pell alebma – ny garsen gosowes naneyl hag onen a'n Wheffes Class ow talkya gerednow hir …**

In Lesson Three we learned that the inflected present-future tense of most verbs is confined "almost entirely" to poetry and fixed expressions. This tense does however still crop up from time to time in quite colloquial Cornish, where it can be used to add a certain pithiness, precisely because of its association with proverbs and because it is unexpected in ordinary discourse. One can really only provide examples in specific contexts. One instance is incorporated into Demelsa's conversation with Mr Mundy: **me a'n whyther** 'I'll look into it'.

Owth is used instead of **ow** before verb-nouns beginning with either a vowel or h. But we do sometimes find just **ow** before h in written Cornish. The reason is that **owth** is purely a spelling convention. For instance, **owth eva** is pronounced *o heva*. But there is no absolute need to write **owth hangya** to show the pronunciation is *o hangya*. It is just as clear if we write **ow hangya**.

The phrase **dasleverel partys dhyrag dorn** (literally 'repeat parts beforehand') means 'rehearse', either for a play or for an orchestral performance.

Nouns employed as attributive adjectives

Cornish is fairly flexible about taking words assigned to a particular grammatical category and applying them in the function of some other category. Though it is not a universal principle. There are some red lines. Only an adjective may be used as a *predicative* adjective. Only a verb may be used as a verb.

A noun is frequently encountered in the function of an *attributive* adjective. Do you remember **pedn êhel** from Book Two? Nouns for a material may be used in this way to describe something made of that material. For example, **fos men** 'a stone wall', equivalent to **fos a ven** or **fos a veyn**. Or we may employ a verb-noun to narrow the meaning of an ordinary noun. For example, **class dauncya** 'a dance class'. In this instance, **class dauns** is also possible – the class could be said, in a sense, to be made of dance!

English mostly prefers to use singular nouns as descriptors, even when the idea is in fact plural. We say 'car park' for instance, even though there is space to park more than one vehicle. Cornish is more willing to use a plural descriptively, as in **park kerry**.

Generally, we do not put a descriptor noun into Second State when it is used as attributive adjective after an ordinary feminine singular noun. We say **ostel gorlanwes** for example. There are exceptions: **pluven blobm** for instance, where **plobm** is no longer the material actually used; the two words now just form a fixed phrase together. It is *very* rare for a verb-noun to undergo mutation when it is used attributively. So we say **astell mordardhya** for instance; but exceptionally a 'folding ladder' is **skeul blegya**.

Sometimes two alternative analyses will be possible. Either that the first noun is being described by the second noun; or that the first noun is functioning as a quantifier for the second noun. So **tabm tesen** is probably best seen as a 'bit' (quantity) of cake, equivalent to **tabm a desen**, but omitting preposition **a** stylistically. It could however be considered as a 'bit' (piece) which is 'made of' cake.

A noun used as attributive adjective always 'remembers' that it is actually a noun. So if an opportunity arises to make the descriptor noun the second element of a genitive construction, this frequently happens. **Kyttryn scol**, for instance, is 'a school bus'. But we prefer to express 'the school bus' as **kyttryn an scol** (literally, 'the bus of the school') rather than saying *an kyttryn scol*. Likewise **gwascas goos** 'blood pressure', but **gwascas y woos** 'his blood pressure' rather than *y wascas goos*.

Attributive adjectives used without a noun

In good Cornish only certain kinds of attributive adjective may be used without an accompanying noun. Superlatives are one such kind. For example, **hy a wrug dôwys an tecka** 'she chose the prettiest [one]'. Ordinal numerals are another kind. For example, **Py troboynt y tal trailya? An tressa aglêdh.** 'Which is the turning to take? The third on the left.'

Cornish can also employ an adjective as a noun. For example, **yma an acownt gyllys dhe'n rudh** 'the account has gone into the red'. Sometimes a double analysis is possible, as in **oll an gwella** 'all the best' (common sign-off in emails), which could be a case of a superlative (short for **an gwella taclow** perhaps) or seen as an adjective employed as a noun.

English will not always be a secure guide to correct use of an adjective without accompanying noun in Cornish. In English we can say 'the same' meaning 'the same thing', for instance; but in Cornish we must say **an keth tra** or **an keth hedna**. (If we use **an keth** alone, the meaning will be 'the slave'!) It follows that we cannot use *an keth ha* as an equivalent of English 'the same as'. 'I'll have the same', when ordering food or drink for example, is **a gev a gafam** (literally '[that] which he/she will have I will have').

In kever

In kever is a preposition meaning 'in regard to, in respect of, in relation to', but it may only be used with a possessive pronoun, never with a noun or any other kind of pronoun. Here is a table of all the possibilities.

in ow hever *or* **i'm kever**	in regard to me
in dha gever *or* **i'th kever**	in regard to you
in y gever	in regard to him *or* it *masculine reference*
in hy hever	in regard to her *or* it *feminine reference*

in agan kever *or* **i'gan kever**   in regard to us
in agas kever *or* **i'gas kever**   in regard to us *(plural)*
in aga hever *or* **i'ga hever**   in regard to them

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Practys Whêtek warn Ugans
Exercise Thirty Six

</div>

Yma Mark ha'y gothman Josh ow kestalkya.

Mark	**A wrusta clôwes? Ymowns y owth argemydna rag cafos dauncyoryon dhe** *Lester Noy***, a vëdh gwary an Seythves hag Êthves hevleny.**
Josh	**Ny yll den vëth dauncya in lester Noy. Heb trettya in cals teyl ha meneth bûsel.**
Mark	**Ges heudh! Saw oll an dra, th'yw sad yn tien. Ymowns y ow tôwlel towl byldya** *Plain an Gwary* **i'n Hel Sport. Y fëdh gwaryva, formyes i'n lester, ha plâss efan rag dauncya.**
Josh	**Ha pëth a vëdh an dauncyans? Py gis? Pana vûsyk?** *Lydn an Swàns* **gans dowrvergh in tûtû?**
Mark	**Nâ nâ. Adar corol. Dauncyow arnowyth. Ow whor vy, Demelsa Pentreath, usy i'n Wheffes Class, a wrug côwsel in y gever orth Mêster Mundy. Ev a vydn presentya bestas ow cùntelles in dauns, hag ow mos aberth i'n lester dre dhauns, hag ow tos in mes a'n lester wàr an dyweth rag gôlya aga sawyans in dauns.**
Josh	**Saw ny wor Mundy dauncya yn tâ. Ow gaja dhis.**
Mark	**Dal vëth. Mêstres Keverne a wra gwil gweres orth an ilow ha'n daunslunyans. Y fëdh audycyons avorow rag seul a garsa.**
Josh	**Onen berthadow yw Keverne-Ny-Vern. Gas ny dhe ombrofya ytho. A yllyn ny dôwys py best a vedhyn?**
Mark	**Nor'vy màn. Y'm beus tybyans, heb mar, raga jy. Saw ny vëdh dâ dhis!**

Prefix dy-

Many words comprise a core element to which a prefix is added in front of it. One of the most common prefixes is **dy-** meaning 'without'. It is followed by Second State mutation. We spell it **di-** when it precedes a vowel. The meaning of most words built with this prefix is reasonably transparent, though the sense of 'without' is sometimes shifted towards undoing something. We already know **dydro** 'direct' (literally 'without turn'); **dyvlâm** 'innocent' (literally 'without blame'); **dydhemedhy** 'divorce' (literally 'unmarry').

Sometimes the sense is not quite so easy to spot. **Heudh** means 'merry, jolly' and **dyheth**, more commonly spelled **dieth**, means 'a pity'. As in the phrase **ass yw dieth!** 'what a pity!'

Occasionally the language has developed so that the original core element is not found as an independent word at all. In **dyweth** 'end', for example, the second syllable represents an old word *wedh 'take, carry'. So the end of something was originally the 'uncarrying', the moment when you put it down.

Suffix -ans / -yans

The suffix **-ans** is very 'productive', turning verb-nouns into ordinary nouns of action. It has an alternative form **-yans** used in some words. But a lot of words spelled *-yans* are actually employing suffix **-ans**. The y in these words belongs to the core element, not to the suffix. An example is **dauncyans**, built to verb-noun **dauncya**, not to ordinary noun **dauns**. An example where alternative **-yans** is indeed employed would be **leveryans** built to verb-noun **leverel**. We can note that any marker of the verb-noun is *replaced* by **-ans** (**-yans**), so the **-a** of **dauncya** and the **-el** of **leverel** are dropped before the suffix is added. For most verb-nouns ending with y, this marker is removed but we then always select alternative **-yans**. So **tybyans** looks like it is *tyby-ans* but in fact it is *tyb-yans*. There are occasional surprises. The unexpected appearance of the first n in **bêwnans**, for instance, built to verb-noun **bêwa**; or the change of e to y in **dyscans**, built to **desky**.

Happy families

Heudh is an example of a word which invites you to discover a little more about the 'sense-family' to which it belongs. Learning about such families as you advance in Cornish is a powerful way to increase your vocabulary. **Hudhyk** turns out to be more common than **heudh**. But **heudh** is more versatile because, though both words mean the same as adjectives, **heudh** can also be a masculine noun 'joy'. There is loan-word **mery** too, with the same meaning as in English. But it mostly occurs in Fifth State. For instance **yn fery** 'merrily'. If we consider possible confusion with the verb **mery** 'snivel' we can easily understand this pragmatic restriction.

Lesson Eth
Lesson Eight

Kepar ha pàn

Pàn 'when' often comes close in meaning to 'if'. And it always means 'if' in the fixed phrase **kepar ha pàn** '[just] as if', which is followed by a verb in the subjunctive (imperfect subjunctive in the case of **bos**) because it is an instance of *irrealis*.

Here are some examples.

Ùnpossybyl yw deseha an dyllas mes a'n chy pàn wra glaw.
It's impossible to dry washing outside when (if) it's raining.
Ymowns y ow kerdhes kepar ha pàn vêns in hunros.
They were walking as if in a dream.
Yth esa semlant dhodho kepar ha vydna leverel neppëth.
He looked as if he wanted to say something.
Hy a wrug miras dredhon kepar ha pàn na ven unweyth i'n bÿs.
She looked right through us as if we didn't even exist.

Similes

To express a simile with the formula 'as … as' we use **mar** … **avell**. Occasionally **maga** takes the place of **mar**. **Mar** 'as' is followed by Second State; **maga** 'as' is followed by Fifth State. In conversational Cornish **maga** 'as' is usually confined to those times when Fifth State makes a difference to the consonant that follows. This is just a pragmatic device to avoid confusion with verb **maga** 'nourish, bring up (young)'.

Here are a few similes that more or less correspond with English.

mar rêwlys avell clock 'as regular as clockwork'
mar wydn avell an ergh 'as white as snow'
mar growsek avell dew dreuspren 'as cross as two sticks'
maga wher avell an gwels 'as green as grass'

The simple adverb **magata** means 'as well' in the sense 'also, too'. We first met it back in Lesson One. Distinguish equative **maga tâ avell** 'as good as' (equivalent to **mar dhâ avell**).

Note also that in Cornish we do not generally use **mar** or **maga** as an intensifier, though the usage sometimes occurs under the influence of English idiom. We may say in English, for instance, 'You're so brave!' In Cornish it will be better to express it as **Colodnek teg osta!** rather than *Mar golodnek osta!* Likewise **kebmys** meaning 'so / as much' is reserved for equative use: **kebmys avell** 'as much as'. So for English 'I love him so much' we will say **Me a'n car fest yn frâs**.

Avell

Here are the inflected forms of preposition **avell** 'as'**.**

as me	**avellof**
as you *(singular)*	**avellos**
as him / it *(masculine reference)*	**avello**
as her / it *(feminine reference)*	**avelly**
as us	**avellon**
as you *(plural)*	**avellowgh**
as them	**avellans**

Outside of similes and other equative expressions we do not use **avell** when **kepar ha** is appropriate. But we may use **avell** for the sense 'in the function of' or 'in the capacity of'. For example, **res yw dhedhy bos gostyth, avell sodhak Consel Kernow, dh'y bolycy** 'she must as an officer of Cornwall Council comply with its policy'. In lower registers of Cornish uninflected **avell** is often used instead of **ages** or **ès** to mean 'than' after a comparative.

Y codhvia and y talvia

We know that **y coodh** and **y tal** express the idea of 'should' or 'ought to'. These forms have present sense. We also employ conditional forms of these phrases, **y codhvia** and **y talvia**. These may have present or past sense according to the context.
Here are some examples.
Y coodh dhybm dyberth heb let.
I should leave straightaway.
Y codhvia dhybm dyberth heb let.
I should leave straightaway.
or I should have left straightaway.
Ny goodh dhis kemeres gorras orth stranjer.
You shouldn't accept a lift from a stranger.
Ny godhvia dhis kemeres gorras orth stranjer.
You shouldn't accept a lift from a stranger.
or You shouldn't have accepted a lift from a stranger.
Y tal dhywgh mos wàr an train.
We should go on the train (*or* by train).
Y talvia dhywgh mos wàr an train.
We should go on the train (*or* by train).
or We should have gone on the train (*or* by train).
Ny dal dhodhans croffolas.
They should not complain.
Ny dalvia dhodhans crofollas.
They should not complain.
or They should not have complained.

Just as we may also say more colloquially **why a dal mos wàr an train**, we can make an affirmative statement **why a dalvia mos wàr an train**. Neither **y coodh** nor **y codhvia** is used in this alternative fashion.

A further possibility for affirmative statements is to use a hybrid construction. So we may say **me a goodh dhybm dyberth heb let** or **me a godhvia dhybm dyberth heb let**. Likewise we can say **why a dal dhywgh mos wàr an train** or **why a dalvia dhywgh mos wàr an train**.

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Practys Seytek warn Ugans
Exercise Thirty Seven

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Yma dhe Danyel lesson tre in Sowsnek haneth. I'n scol ev a wrug desky lies lavar coth comparya. Y dhescador class, nag yw Kernowegor, a wovydnas orth esely an strem Kernowek cùntell deg lavar coth comparya yw meurgerys in Kernowek heb bos kehaval ha'n re yw ûsys in Sowsnek, ha bos parys ternos dh'aga styrya dhe oll an class.

Elen	**Prës mos dhe'n gwely a vëdh yn scon, Danyel. Pan lies comparyans a wrug cùntell bys i'n eur-ma?**
Danyel	**Th'yw tyckly. Ny garsen vy scrifa comparyans yw dyfreth. Mar lëb avell dowrgy, rag ensampyl. Nyns eus lowr a dhesmygyans ino ev!**
Elen	**Wèl, an comparyans-ma yw meurgerys in Kernowek bytegyns. Esta ow whilas re uhel dha whans? Sur ny veu porpos an descador gwil whel cales dhis. A ny ylta gorfedna scon? Heb gwybessa?**
Danyel	**Wèl, yma eth comparyans yw dâ dhèm solabrës. Pana vreus a'n re-ma? Mar lowen avell cath ha dew lost dhedhy. Mar whethys avell cronak wàr an glûth. Mar dhu avell sagh croust an jowl. Mar lujek avell new toos. Mar leven avell lydn levryth. Mar vohosak avell Job wàr y deylek. Mar godnek avell melynor ow kemeres tollow. Mar sëgh y vriansen avell lonk gwylan.**
Elen	**Spladn yns y! Ober bryntyn!**
Danyel	**'Ma dew stella dhe whilas ytho. Mar wiryon avell an howl? Mar wethyn avell grug?**
Demelsa	*(ow coderry aga hows)* **A Dany, prag na wrêta dôwys dew yw kelmys dhe'n wonysegeth mûn a Gernow? Mar sogh avell bool stenor. Ha mar dhown avell Dor Coth.**
Danyel	**Tybyans teg! Ot an lesson tre gwrës ha due. Saw dar! Nyns yw prës mos dhe'n gwely in gwir …**
Elen	**Pymthek mynysen whath. Ty yw dhe vlâmya awos strechya an lesson tre mar bell. Demelsa, ny dalvia dhedhy mellya wor' dha lesson, mès 'dro-ma hy a'th selwys. Bëdh war … pymthek only!**

A small number of Cornish prepositions have come to be used also as coordinating conjunctions. These are **ha(g)** 'with' employed to mean 'and', **marnas** 'except' employed to mean 'except that', **mès** (a by-form of **marnas)** employed to mean 'but', **saw** 'save, except for' employed to mean 'but', **rag** 'for' employed to mean 'for' linking two sentences, the second of which giving the reason for the first.

A larger number of prepositions may *not* be used as conjunctions. They can only precede a noun or a pronoun; they can neither introduce a clause (they are not subordinating conjunctions) nor link two sentences together (they are not coordinating conjunctions). In this larger category of prepositions are **kyns** and **kyns ès** 'before'; **wosa** and **warlergh** 'after'; **dre rêson**, **drefen** and **awos** 'because of'; **heb** 'without'; **in le** 'instead of'. All of these may be used with the infinitive construction and (except for **awos** and **heb**) with negative indirect statements introduced by **na(g)**. These are not clauses but noun (nominal) phrases. The same prepositions may also be employed with a simple verb-noun. Before a verb-noun **in le** usually becomes **in le dhe**. Note that with these prepositions the only verb-noun that may be modified by a possessive pronoun or a following noun subject is **bos**; so with other verbs we may only employ this method when there is no change of logical subject.

For example, **kyns ès bos dyscudhys** means 'before being discovered' when there is no change of logical subject; **kyns ès [agan] bos ny dyscudhys** means 'before we are/were discovered' and **kyns ès bos an lader dyscudhys** 'before the thief is/was discovered', usually when the grammatical subject of the sentence is someone else. But we can only say, for instance, **kyns ès departya** 'before leaving', **awos strechya** 'because of delaying', **heb skydnya mes a'n bùss** 'without getting off the bus', in each case with no change of logical subject.

When a Cornish-English dictionary classifies these latter prepositions as conjunctions, the author is misleadingly classifying the English word(s) corresponding to them, not the Cornish *prepositions* themselves.

Miscellaneous inflected forms

In addition to the inflected forms we have already learned, there are a few tense forms that do occur in all registers of Cornish, and these should now be noted.

The verb **clôwes** has a present tense form **clôwyth** 'you hear' that occurs in the common questions **A'm clôwyth?** 'Can you hear me?' and **A'gan clôwyth?** 'Can you hear us?' Notice how Cornish, like most languages, though unlike English, sees no need to employ a word for 'can' in questions involving verbs of perception.

The verb **côwsel** has present-future tense forms **me a gôws** etc 'I talk / I will talk' that may be used in affirmative statements. Distinguish from the noun **cows** 'talk' without a diacritical mark.

The verb **wharvos** has a present-future tense form **wher** used in affirmative statements and questions. For example, **pandra wher?** 'what's happening?' and **y wher avorow** 'it's taking place tomorrow'.

Three verbs have 'special future' forms that may be used in affirmative statements. They are formed using **vëdh** (future tense of **bos**) as a suffix, and so always carry future meaning. Here are the forms: **me a welvyth** etc 'I will see' etc, **me a wodhvyth** etc 'I will know' etc, and **me a ylvyth** etc 'I will be able to' etc. The last of these may be pronounced with medial w instead of medial v, but this is not usually represented in the spelling.

Verbs with few or no inflected forms

Some verbs have few inflections or none at all, even in the highest registers of Cornish.

Verb-nouns ending in **-a** or **-essa** denoting hunting-gathering are wholly without inflection. For example, **pyskessa** 'fish', **mora** 'go blackberrying'. **Gwybessa** is a useful word in this group. Literally it means 'catch flies', but it is also employed figuratively to mean 'waste time'.

Properly, the verb-noun **convedhes** 'perceive, comprehend, grasp' has no inflection, except for a verbal adjective **convedhys**, though a preterite **me a gonvedhas** etc is occasionally found. The verb-noun was formed to an old inflecting verb which is now defunct. In order to express the meaning of **convedhes** in inflected fashion we use the phrase **godhvos convedhes**, inflecting **godhvos** and treating **convedhes** as fixed. **Nor'vy convedhes hebma**, for instance, means 'I don't get it', referring to an idea or a joke.

It is not always possible to treat **convedhes** and **ùnderstondya** as fully interchangeably. **Convedhes** is about the moment; **ùnderstondya** is more of an on-going thing. **Ùnderstondya** comes with a useful abstract noun **ùnderstondyng**.

Verbs borrowed from English (usually with verb-noun ending **-ya**) very rarely inflect at all, except for preterites like **me a vetyas** etc from **metya**. They never have a you-singular inflected imperative, so you cannot say *met vy avorow* for 'meet me tomorrow'; the best Cornish here will be **gas ny dhe vetya avorow**.

Na + Third State mutation

We are familiar with the general negative particle **na(g)**. And the conjunctions **na(g)** 'nor' and **na** 'if not' (*irrealis* only). There is one more **na**, which is followed by Third State mutation. This is a worn-down form of **neb** 'some' and it is found in just a few words and phrases. Here they are. We have met **na fors** already. And some of the others have also cropped up previously as vocabulary items.

	With express negative verb	*With implied negative verb*
na fella	any further, any longer	no further, no longer
na fors	*Does not occur*	no matter (literally, no force)
na hen	otherwise	*Does not occur*
na whath	yet	not yet
namenowgh	often	not often
nameur	much	not much
namoy	any more	no more
napell	a long time, a long while	*Does not occur*

Some Cornish speakers imagine that, because this **na** so often appears to take on a negative sense from an implied negative verb, it must be the same as negative particle **na**. But Third State revealed in **na fella** and **na hen** makes clear we are dealing with a different word. But **napell** is exceptional – here Third State is suppressed. **Kyns napell** 'before long' is a common way of saying 'soon'.

There is also a fixed phrase **ha na hens** 'and not before' or 'at the earliest', which always relies on an implied negative verb for its meaning. Here **hens** is Third State of **kyns** but the e-vowel is the only one found when the word is employed in this particular expression.

Practys Êtek warn Ugans
Exercise Thirty Eight

Demelsa a wrug perswâdya Professour Moyle, hùmbrynkyas Adran an Fysek in Ûnyversyta Kernow (Campùs Trûrû), dhe wil areth dhe'n Gowethas a'n tavas Kernowek adro dhe'n whel formya termow rag an sciencys. Yma Demelsa ow metya gans an den-ma kyns an areth rag y wolcùbma ha rag desky nebes a'n pëth a vydn ev derivas.

Professour Moyle	**Wèl, my a welvyth agas cowethas wosa nebes mynysow. A vÿdh oll an woslowysy ow longya dhe'n Wheffes Class? Hag a wodhons y convedhes mar mannaf kêwsel nebes adro dhe'n Fysek?**
Demelsa	**In gwrioneth nâ ha nâ. An brâssa radn a'n woslowysy a vëdh Wheffesoryon, saw y fëdh esely ena a'n bledhydnyow erel magata. Ha nyns usy pùb huny ow studhya Fysek.**
Professour Moyle	**Wèl ny wrav vy arethya fest teknegyl. Bohes calcorieth! Y fedhons y owth ùnderstondya yn tâ lowr, orth level an tybyansow aga honen. Nyns eus dhymm dowt anodho! My a vynn campolla an dyskerheth – an lies damcanieth i'n tor'-ma tùchyng natur an dyskerghyans. Yma tybyans Einstein ha'y Dhamcanieth Jeneral a'n Perthynecter. Mès nowetha nôcyons a dhyskerheth qwantùm a vÿdh dhe les agas scoloryon kefrÿs,**

	dell gresaf. Y whra dysqwedhes fatell yller ûsya Kernowek i'n jëdh hedhyw rag conceytys eus in very voward an sciencys.
Demelsa	**A vydnowgh styrya whel termynologieth fatl'yw hebma arayes? Whensys on ny dhe wodhvos pyw eus ow qwil an lies determyans, ha'n vaner formya comen voys dhe bùb udn qwestyon.**
Professour Moyle	**Wèl pòr gompleth yw solabrÿs. Mès my a wra derivas nebes a'n istory – fatla veu stappys kemerys i'n dedhyow avarr. An kensa whel o scrifa lyfryow desky rag TODN ha Level A ha Bachelerieth Kesgwlasek ha CANT. Ytho scoloryon, kepar ha why, a veu poynt a dhallath rag oll an dra.**
Demelsa	**Soweth, nyns eus lowr a dhescadoryon na whath rag ûsya an lyfryow-ma. Dre rêson nag eus mona lowr rag arhasa strêmys Sowsnek ha Kernowek dybarow i'n scolyow nessa. Ny wrug vy desky ma's dew GCSE dre vain an Kernowek. Studhyans Cryjyk. Ha Kernowek y honen. Ha'gan scol in Trûrû kyn fe. Yma dorydhieth dhe dhesky obma in Kernowek, saw nyns o radn a'm dôwys. Esowgh why lebmyn ow côwsel Kernowek i'gas whythrans pùb jorna?**
Professour Moyle	**Wèl, dell wodhowgh, pùb kescùssulyans, pùb scrif hag yw dyllys, y fÿdh Sowsnek an yêth, poken ev a wher in neb tavas aral yw kêwsys gans lies huny. Ha namna vÿdh pùb areth sciencek, hedhyw dhe'n lyha, i'gan ûnyversyta omma in Kernow gwrës in Sowsnek kefrÿs. Y whra chaunjya neb dëdh martesen, mès scant ny vÿdh a verr spÿs. Byttele, kynth eus cals calcorieth i'n Fysek arnowyth, bysy pùpprÿs yw trailya an galcorieth dhe eryow nes dhe'n re yw ûsys wàr vin an bobel gemmyn. I'gan kevadran ny, pàn viv a'm eseth gans cowethysy yw Kernowegoryon, ha pot a goffy dâ intredhon, dre vrâs yth on ny lowen dhe geskêwsel a'gan whel in Kernowek.**
Demelsa	**Ha ny lowen dres mesur, ow profya wolcùm dhywgh i'gan scol.**

Alas, the University of Cornwall exists only in Demelsa's part of the multiverse. Cornwall might well be a rather different place if it had a university embracing all academic disciplines. The University of Wales has played an important role in the development of the Welsh language. *Geiriadur Termau* was published in 1973, coordinating the efforts of many people engaged in education in Wales who had produced lists of terms required for the teaching of school subjects through the medium of Welsh. In Demelsa's Cornwall something similar happened for Cornish. It is a tried and tested method for making a sound start in the much broader field of technical terminology.

As we know, TODN is short for **Testscrif Ollkemmyn an Dyscans Nessa** (GCSE). CANT stands for **Consel Adhyscans Negys ha Teknologieth** and corresponds to the English abbreviation BTEC.

Verbal adjectives not ending in -ys

Now is a good moment to review the verbal adjectives that do not end straightforwardly in **-ys**. First, there are verbal adjectives corresponding to verb-nouns ending in **-ya** that has been *added to the root*. These verbal adjectives have an optional form **-yes** alongside **-ys**. The two are used interchangeably. For instance, **redyes** alongside **redys**, corresponding to verb-noun **redya**. Secondly, there are verbs with stems ending in the letter y where that letter is *part of the root*. These always form their verbal adjective in **-es**. For example, **arayes** formed to **araya**. Thirdly, there are verbs with stems ending in the letter i. These likewise form their verbal adjective always in **-es**. For example, **aspies** formed to **aspia**. Lastly, there are verbs with stems ending in the letter e. Here the last letter of the stem contracts with the ending to form **-ës**. For example, **degës** formed to **degea**. Verb-nouns built with suffix **-he** fall into this category, so **gwellhës** for instance, corresponding to verb-noun **gwellhe**.

Lesson Naw
Lesson Nine

Questions of degree / quantity

In English we combine 'how' with an adjective to ask a question of degree or quantity: how big, how long, how wide, how deep, how much, how many, etc. Cornish does not have a comparable single method for forming questions of this kind. There are the single words **pygebmys** 'how much' or (less frequently) 'how many', **pes** 'how many' (restricted usage). There are the fixed expressions **pan lies** and **py lies** 'how many', **py seul** 'how much' or 'how many', **pan lower torn** 'how often'. Other questions are generally made with abstract nouns wherever the degree or quantity can be measured, and with adjectives for essentially unmeasurable degrees.

Here are some examples.

Measurable
Pana vrâster yw Lÿs Kernow?
How big is New County Hall?
Pygebmys hës vëdh an geyfordh?
How long will the tunnel be?
Py seul hirder yw darn corden?
How long is a piece of string?
Py seul les yw an ryver?
How wide is the river?
Pan downder o an poll neyja?
How deep was the swimming pool?

Essentially unmeasurable
Pan lowen osta hedhyw i'n jëdh?
How happy are you these days?
Py serrys o va?
How angry was he?

Note that by convention **py seul pellder** means 'how far' (distance) and **pana bellder** means 'how long' (time).

We learned in Book Two that an exclamation comprising a whole sentence may be introduced by **assa** (**ass** before a vowel). Cornish can also use a question phrase as an exclamation in the same way we do in English. So **pan lowen on ny!** means the same as **ass on ny lowen!** 'how happy we are!'

How do we say the following in Cornish?

> How high is the diving board? How wide is the lake? How deep will the recession be? How many tickets are still available? How big are the pizzas here? How far is the bus station from here? How long is the film? How upset will she be? How nervous were you before your interview? How much is a gallon in litres?

Subject / object questions

In all of the questions that we have examined so far in this Lesson, the question word or phrase has been the 'predicate'. It is also possible for the question word or phrase to be the subject or the direct object of the sentence. We have long known that, in this case, we link a question word or phrase to the verb with relative particle **a**.

Here are some examples.

Pyw a wainyas?
Who won?
Pëth a vynta gwil?
What will you do?
Pygebmys a wrussowgh spêna?
How much did you spend?
Pan lies a vydnyn ûsya?
How many will we be using?

We also know that particle **a** is not used before forms of **bos** beginning with a vowel. And that **pandra** is following directly by Second State mutation without particle **a**. For example, **pyw usy** (*or* **eus**) **ow qwainya?** 'who is winning?' and **pandra vynta prena?** 'what are you going to buy?'

Oblique questions

There are also questions where the question word or phrase is in an *adverbial* relationship to the verb – it is neither the subject nor the direct object of the verb, but instead asks about the 'where', the 'when', the 'how'. We call these 'oblique questions'?

We already know that **ple** 'where' and **peur** 'when' are followed directly by Fifth State mutation. This is a 'trace' of particle **y**. It is still half-visible in **pleth** (originally *ple yth*) 'where' that we use before vowels in forms of **bos**. But it has completely vanished in the case of **peur**: we say simply **peur yw**, **peur usy** etc.

We also know that particle **y** is used after **prag** 'why', as in **prag y whrug ev hockya?** 'why did he hesitate?' This in fact reveals the method that is used generally in the most

formal Cornish for all oblique questions except those employing **ple** or **peur**. Here are a few examples.

Pan uhelder y whra an fusen mos?
How high will the rocket go?
Py seul pellder yth yw res dhybm ponya?
How far must I run?
Py tyller yth eses jy trigys?
Where were you living?

We have already met the last of these sentences in Book Two.

In less formal Cornish there is a tendency to replace particle **y** with particle **a**. Is this the relative particle or the interrogative particle? Perhaps it is a bit of both! The subsitution is very common when the question phrase contains **pan** or **pana**. But **prag a** is confined to conversational registers So we might for instance encounter:

Pan uhelder a wra an fusen mos?
Py tyller eses jy trigys? (*particle **a** 'disappears' before vowel in forms of **bos***)
Prag a wrug ev hockya?
Pana dermyn vëdh an prës ly?

The last sentence is taken from Book Two, where we learned that particle **a** is often dropped after **pana dermyn** but Second State mutation remains.

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Practys Dêwgans
Exercise Forty

</div>

What do these sentences mean?

Py tyller y whrewgh esedha? Pana dermyn a vynta departya? Py qwartron y whrussons y mos? Pan uhelder y hyll an airen neyja? Pan rêson a wrug an yar mos dres an fordh? Pana bellder a vëdh otham bos i'n clojy? Py fordh yw gwell genes y wil? Prag y'n gwrussys? Prag a wrussys? Py cales a garsowgh my dhe scrifa an crowseryow?

Prepositional questions

In formal English we may put a preposition before a question word or phrase. For instance, 'Through which door did he come?' In less formal registers, we generally put the preposition at the end of the question instead: 'Which door did he come through?' Cornish uses this second method, but the preposition must be in the appropriate inflected pronominal form (always masculine save when the gender is already clear) or followed by a pronoun. Here are some examples.

Pan daras a wrug ev dos dredho?
Through which door did he come? *or* Which door did he come through?
Pana gyst a vynta gorra hebma ino?
What box are you going to put this in?
Py bës yma hy ow qwysca hy bysow warnodho?
On which finger does she wear her ring? *Or* Which finger does she wear her ring on?
Pan lies tavern a wrussowgh drîvya drestans?
How many pubs did you drive past?
Pyneyl a'n dhew dhen yw an maw hirra ès ev?
Which of the two men is the boy taller than?

In Book Two we learned that **prag** is followed by **yma** and **ymowns** because these have particle **y** embedded in them. The same applies in other oblique questions. Contrast **Py bës yma hy ow qwysca hy bysow warnodho?** (selecting particle **y**) and **Py bës usy hy ow qwysca hy bysow warnodho?** (selecting particle **a** which then 'disappears' before **usy**). The meaning is the same.

In the case of an inflected pronoun, we may place it immediately after the question word or phrase instead of postponing it. This is a stylistic decision. But we do not usually substitute **a** for **y** if we bring the pronoun forward in this way. So we can also say:

Py bës warnodho yma hy ow qwysca hy bysow?

Apart from fixed phrase **a ble** 'where from, whence', only **pyw** of all the question words and phrases may be *preceded* by a preposition, and in good Cornish only by **dhe** or **gans**. So all of these sentences are possible:

Pyw y whrusta gwertha dha garr coth dhodho?
Pyw a wrusta gwertha dha garr coth dhodho?
Pyw dhodho y whrusta gwertha dha garr coth?
Pyw dhodho a wrusta gwertha dha garr coth?
Dhe byw y whrusta gwertha dha garr coth?
Dhe byw a wrusta gwertha dha garr coth?
To whom did you give your old car? *or* Who did you give your old car to?

Likewise:
Pyw y feu an carr prenys ganso?
Pyw a veu an carr prenys ganso?
Pyw ganso y feu an carr prenys?
Pyw ganso a veu an carr prenys?
Gans pyw y feu an carr prenys?
Gans (*or* **gèn**) **pyw a veu an carr prenys?**
By whom was the car purchased? *or* Who was the car bought by?

As for **a ble**, note it is followed by Fifth State mutation just like **ple**. But remember too that we learned in Book One how it is followed directly by a form of **bos** beginning with a vowel. That is, we never say *a bleth*. For example, **a ble fydn dos?** 'where will it come from?' and **a ble osta devedhys?** 'where are you from?'

Finally you should note that **pynag** is subject to the same rule that it may not be preceded by a preposition. For example, **pynag oll daras a vednowgh mos dredho, why a wrewgh dos i'n kethsam rom brâs** 'whichever door you go through, you come into the same big room".

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Practys Onen ha Dêwgans
Exercise Forty One

</div>

What do these sentences mean?

A ble teuth an pla? Pyw y whrussons y metya ganso in Bosvena de? Pana dermyn wrewgh why desky worteweth? Py cùbert ino y whrusta cafos hedna? Pan tavas usons y ow tesky dorydhieth dredho? Pana betrol a wrug ev lenwel an carr anodho? Py pons warnodho a wren ny mos dres an ryver? Py tyller y whrav vy trouvya an tresour? Pana gân a rusta clôwes an lavar-na etto? Pana vor ellyn ny dos an mena warra?

Negative oblique questions

If we are minded to form an oblique question with particle **y**, then we use particle **ny** to make a negative equivalent. If we would form such a question with particle **a**, we employ particle **na** to make the negative equivalent. But we already know that particle **na** is the only option for a negative **prag**-question. This is an exception to the general principle. With **ple** and **peur** we use particle **ny**. Alternatively, with any question word or phrase meaning 'where' or 'when' we may use a more emphatic relative construction. Here are some examples:

Pan trevow in Kernow a whrussys ôstya inans solabrës? Hâ, py tre ny wrug vy ôstya inhy? In pùb tre y whrug ôstya!
What towns in Cornwall have you already stayed in? Hah, what town have I not stayed in? I've stayed in all of them!
Peur ny vëdh hy re vysy rag cows?
When will she not be too busy to talk?
Peur yw erhys [ma] na yllyn ny entra?
When have we been told we can't go in?
Ple eus ma na yllyn ny esedha?
Where is it we're not allowed to sit?

Take note of **eus** in the last example. This is the only circumstance where we find it used with **ple**; we never say *pleth eus*; and **ma** 'where' is generally not omitted before **na** when **eus** precedes.

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Practys Dew ha Dêwgans

Exercise Forty Two

</div>

What do these sentences mean?

Alys yw spyrys an gool – py kyffewy ny's gwelsys inans? Py tyller eus nag usons y ow strolla dresto? Ple i'n bӱs ny wrav vy dos warbydn boosty borgers? Prag a'n jowl na wrusta leverel moy avarr? Peur dhis ny wrussyn revrons vëth?

The intensifier **a'n jowl** after question words and phrases is often spelled **an jowl**, probably under the influence of English.

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Practys Try ha Dêwgans

Exercise Forty Three

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Cowethas an Tavas Kernowek a wrug trevna qwyz adro dhe'n wonysegeth a Gernow. Peur wher? Haneth. Ple wher? In gwaryjy an Scol. Saw hedhyw hanter-dëdh y whrug Mêstres Combellak derivas orth Demelsa fatell esa otham a'n waryjy rag assaya kyns ès gool jazz yw towlednys dhe'n Unegves Bledhen nessa seythen. Alys a's teves sterycks.

Alys	**Prag na veu derivys orta ny pell alebma? Bagas ilow an Unegves Bledhen! Hag udn assay dybos glân! Pan rêson a vëdh neb *assay* moy y bris ès wharvedhyans agan Cowethas? Ha dhe byw a'n jowl eus les in jazz na felha bytegyns? Cas ywa gena vy!**
Demelsa	**Ogh taw flows. Ewn cher p'o dhys, pana vûsyk ny vëdh brav teg gena jy? Gwra hebaskhe. Ma otham pedery 'denewen. Py plâss y fëdh possybyl leegy an qwyz dhodho?**
Alys	**Nor'vy màn. Brâs lowr yw lies rom class. Saw dar ny via uthyk dyfreth? Pàn ven ny oll a'gan eseth in stevel leun a daclow neb isella Bledhen?**
Demelsa	**Awotta voys Snobyn Meur an Wheffes Class! Saw ny yllyn naneyl gwil devnyth a hel an sport – meur re vrâs yw. Ha sur ny worama cafos cubmyas dhodho heb moy gwarnyans.**
Alys	**Mêster Jenner!**
Demelsa	**Mêster Jenner? Pëth in y gever? Pandra vynta lawl?**
Alys	**Y whrug hebma gweres dhèm ow scrifa oll an qwestyons. Ha'n Lyfror yw ev. Gas ny dhe besy a sensy an qwyz in lyverva an Scol.**
Demelsa	**Ny vëdh adhevîs, saw dâ lowr martesen. Py seul, dell yw ûsys, eus ow qwil whel i'n lyverva warlergh an lessons – pymthek, ugans? An re-**

	ma a res remuvya bys in onen a'n rômys informatek. Gas vy dhe wovyn yn pòr cortes.
	(Dewhelys wosa deg mynysen) **Iffarn tan! Ny yller ûsya an lyverva! Jenner a lavaras lyverva an Scol dell yw sacrys dhe whel academyk. Yn medh: "Studhya yw brâssa y bris pùpprës ages gwythres frank." Ass yw cales lùck!**
Alys	**Nag yw nes! Ny vern. Keverne-Ny-Vern! Hy a ros cubmyas namnygen metya in hy rom dauncya – may ma'n bobel ow tesky corolly. Ny a yll kerhes try bord ha plenta chairys a neb plâss aral. Cudyn vëth ytho!**
Demelsa	**Nyny dhe dhon mebyl? Contrary dhe Yêhes ha Sawder yw hedna. Kê toth men dhe Menystrans rag govyn may halla an Scol y wil. My a vydn avîsya a'n chaunj. Grass pùb descadores dhauns dhe Dhuw!**

The low-register contraction **p'o** stands for **pàn vo**.

Stevel is an old word that originally meant 'dining suite'. Early revivalists mistook it for a singular and applied it, under the influence of Welsh, to any kind of room. Nowadays we generally say **rom**. Alys probably uses **stevel** here in order to load her language with heavy l-assonance emphasizing her disapproval.

Pandra vynta leverel? (colloquially **pandra vynta lawl?**) is the usual way of asking 'What do you mean?'

We first met **dell yw ûsys** in Book Two. It means both 'as usual' and 'usually' (referring to the present). When referring to the past we use **dell o ûsys**. Another expression with the same meanings is **warlergh ûsadow**.

Me a res or more formal **y res dhybm** (where **res** is a verb 'be necessary') can replace the construction **res yw dhybm** (where **res** is a noun 'necessity'). Likewise **me a resa** or **y resa dhybm** can be employed instead of **res o dhybm**.

Emphatic personal pronouns

The emphatic personal pronouns are **-ma vy**, **tejy**, **eev**, **hyhy**, **nyny**, **whywhy**. We have met **tejy** before. All of the emphatic forms, except **-ma vy**, are independent words; but **tejy** becomes **-ta jy** when there is abbreviation of the verb: in **pëth a wrusta jy?** 'what did *you* do?' for instance. There is no emphatic form corresponding to **y** (more colloquially **anjy**) 'they'. For emphasis we substitute **an re-ma** 'these [ones]' or **an re-na** 'those [ones]'.