

CARA KERNOWEK

BOOK THREE

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

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Illustrations by
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GWELES

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Pùb gwir gwithys. Ny yll rann vjth a'n pùblycacyon-ma naneyl bos copies, sensys aberth in system dascafes na treuscorrys in form vjth oll na dre vain vjth oll, poken electronek, jynweythek, dre fotocopians, dre recordydh pò fordh vjth aral, heb recêva cummyas dhyrag dorn dhyworth an dyllor.

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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.

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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 Pympe 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 fêdh 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 dê. '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 byth 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 dê 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 dê 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 dê 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 cōwsys 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 pêth 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 vëdh 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 vysytia 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 **mys** is 'size' or 'quantity'. We use **mys** 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 omgemes 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 dê 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 pô’t cornel. Ha’n tressa o pô’t kereth. Marthys crev. Ny veu dhe’n gwethyas chauns vèth! |

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 ‘gweh’. 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 **gy**, **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?'

Practys Peswar

Exercise Four

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

A brenslowgh chy nowyth? Ny worfensyn an whel. Y teuthsons in udn rew. Ny welys an pëth a wharva. A bôtys an bel dres an ke? Ny vysytys Dama Wydn agensow. Y crias an voves uhel hy lev. Ny elwys ev ma's tusk 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.'

Practys Pymp

Exercise Five

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').

Practys Whe

Exercise Six

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 straight 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 vysytia** 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.

Practys Seyth

Exercise Seven

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 Wâr'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 anê** 'Don't be uneasy' or **Na borth awhê**, 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 <i>or</i> it has (<i>masculine reference</i>)
y's teves	she has <i>or</i> it has (<i>feminine reference</i>)
y'gan beus	we have
y'gas beus	you have (<i>plural</i>)
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! Attësva 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 Eight into Cornish using an **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?

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 goffya 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'.

Practys Udnec

Exercise Eleven

How would you say the following in Cornish?

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.

Using y'm beus instead of particle re

We know that particle **re** that can be substituted for particle **a** to give a sense that something has happened which is seen not merely as an event in the past but as still relevant to the present. When the present relevance is possession we can achieve the same effect by using a form of **y'm beus** with the verbal adjective. For example, **me a'm beus try fasty prenys** 'I've bought three pasties' (and have them here now).

Practys Dêwdhek

Exercise Twelve

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 – grâss e dhe dhescador Mêster Edward Teague o abyl dh'agan vysytya in mes a'n scol nessa vrâs. Hevleny y'gan beus Mêster Teague arfedhys unweyth arta, ha Danyel lemmyn i'n Pympes Bledhen.

Lowen ov i'wedh dhe nôtya tell vëdh lessons 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 **grâss e dhe** is a fixed phrase equivalent to a preposition, corresponding to English 'thanks to'.

Prop particle

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**. With **mar** we sometimes find the infixed pronoun propped with **y**, sometimes attached directly to the conjunction. It will be best to avoid **mar'th** because this could easily be confused with **marth** 'wonder' in conversation. **May** simplifies to **ma** before an infixed pronoun, though **may'n** is also found. 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. Second State applies when **'th** is followed by **b**, **go**, **gu**, **gw**, **m**.

Mutations after **'th** are subject to a fixed rule in revived Cornish, but things used to be more flexible. Nowadays we always spell **'th**, but originally it could be **'th** or **'t** or **'d**.

And initial **b**, **go**, **gu**, **gw**, **m** did not necessarily have to be treated differently. Every mutation was originally a sound-change caused by phonetic environment – what linguists call ‘sandhi’ – and the mutations after **’th** were the last to be fully grammaticized, occurring only with the revival of the language in the 20th century. Since then grammar books have usually designated the whole system as ‘Fifth State’ (or ‘Mixed Mutation’), including what are here treated as exceptions. But seeing **b > v** etc as Second State (just like we find after **dha** ‘your’), not Fifth State at all, will help you remember the exceptions do *not* apply when Fifth State is required in other situations.

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.

<i>Imperfect</i>	<i>Future</i>	<i>Present subjunctive</i>
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 or re’gan ben
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. This means there is some slight potential for confusion with the present subjunctive; to some extent this can be avoided by using the alternative forms. 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**. Note the forms **a’ fÿdh**, **ny’ fÿdh** and **a’ fo**, **ny’ fo**: changing the particle does not change the mutation because the apostrophe always represents **’th** which requires Fifth State.

Preterite of y'm beus

We know that the preterite tense of **bos** often has eventive force, contrasting with the stative sense of the imperfect tense. This applies equally to the **y'm beus** construction. Here are the preterite forms:

y'm beu or y'm beuv

y' feu

y'n jeva

y's teva

y'gan beu

y'gas beu

y's teva

The 'he', 'she' and 'they' forms of the preterite are identical to those of the imperfect, so in these cases only the context will show whether the sense is eventive or stative. Note the forms **a' feu**, **ny' feu**, as explained above. Here are a few examples:

Ev a'n jeva droglabm uthyk. 'He had a terrible accident.'

Ny'm beu ma's udn chauns diank. 'I had just one chance to escape.'

A'gas beu sport dê i'n kyffewy? 'Did you have fun at the party?'

Adding emphasis

Infixed pronouns can never themselves carry emphasis. We may for example switch from **y'm beus** to **me a'm beus**, or from **ny'm beus** to **my ny'm beus**, laying stress on the first word. Or we can place a reinforcing pronoun after the verb. 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.'

Practys Tredhek

Exercise Thirteen

Otta radn a'n text yw dhe redya wâr 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. Hag y'm beuv aga *Body Bryght* kefrÿs.
Hèn yw dyghtyans dywenynegy dhe'n grohen.

Elen Neppëth dhe gomendya?

Jana An therapydhesow, myns a woraf, yw deskys dê. 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 ben con 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!

Myns a woraf is equivalent to **kebmys a woraf**. These two expressions are used interchangeably. **Kebmys dell woraf** is a third possibility.

Gwetyas generally means 'expect'. But when it is followed by **may** or **na** and a subjunctive verb its meaning becomes 'see to it that'. It can also have this sense when followed by a verb-noun. So **gwait bos pùptra restrys yn ewn** could in theory mean 'expect that everything is in order'; but it is more likely to mean 'see to it that everything is in order'.

'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? Wël, 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 vysytia 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 principally 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 others are **cafes**, **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

me a gev *or*

me a gav

CARA

me a gar

CRESY

me a grës

DOS

me a dheu

GWELES**me a wel****KEMERES****me a gebmer****LEVEREL****me a lever *or*
me a laver****RY****me a re *or*
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 leverowgh why
y leverons y

y ren ny
y rewgh why
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 bôn**) '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'.

Leverta

Here are three instances of **leverta** frequently encountered in conversation.

Pandra leverta? 'What do you mean?'

An gwir a leverta. 'You're right.'

Cabm y leverta. 'You're wrong.'

Practys Pymthek

Exercise Fifteen

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.**

Practys Whêtek

Exercise Sixteen

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 (<i>singular</i>)	intredhos
between him / it (<i>masculine reference</i>)	intredho
between her / it (<i>feminine reference</i>)	intredhy
between / among us	intredhon
between / among you (<i>plural</i>)	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 of **inter** in 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 lewydhon, rag surhe pùptra dhe vos parys dhe'n vledhen academyk nowyth. Hy a wrug nôten got intredhans a'n lies poynt. Wâr dhyweth an metyans yma hy ow redya an nôten yn uhel in udn gonclûdya. Otta radn anedhy.

'Fëdh istory deskys hevlenny dvK.

'Scrifas P dhe bûb 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 **godhyr** belonging to **godhvos** occurs in the phrase **dell wodhyr** 'as everyone knows', which sometimes approaches the sense 'of course'. 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: **pêth 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 vèth 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 vèth ter rewgh why kesobery tredhowgh yn tâ**. In more formal Cornish this would be **ny'm beus dowt vèth 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**.

Practys Nawnjek

Exercise Nineteen

Let's quickly revise how to express possession before moving on. Give as many different ways as you can of expressing each of the following sentences in Cornish.

He has four sisters. We have three kids and a dog. She has a beautiful smile. I had a headache. This solicitor has many clients. Will the new society have a budget? Does Mrs Rowe have a good impression of her class? I don't have a car. Didn't he have a ticket? They won't have much time.

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 the 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** ‘it seems to me’ or ‘in my opinion’ in Book Two. **Dell hevel** on its own means ‘apparently’.

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**.

Practys Ugans

Exercise Twenty

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 confirmya me dhe vos caderyor dhe’n gowethas Kernowek heveny. Cals a whel vëdh hedna, mës yth yw dê genef ry dhe’n tavas neb gwell gre i’n Scol. A vydnys jy bos scryvynyas martesen rag gwil gweres orth oll an arayans? Mëster Mundy a wra gàn overweles, saw y fëdh kessedhek kefrës – cubmyas a’gan beus – ha whensys ov vy dhe showya fatell wor studhyoryon trevna pùpträ 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 **Wël, 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 pàr hap, poken yth hevel an dra re neythys i’gan Bledhen ny.**
- Demelsa **Assentys. Mar kyllyn ny cafos neb na garsa gwil mëstry 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 subjunctive 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 or a **bos** construction. So the following all mean 'I wish you were stronger'.

A pes unweyth creffa!

A pe (or just Pe) unweyth te dhe vos creffa!

A pe (or just Pe) unweyth dha vos creffa!

A pe (or just Pe) unweyth y bosta creffa!

It is common in conversational Cornish to reduce **a pe unweyth** to just **pe unweyth** when it is used impersonally in this way.

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 vusy!

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!

Practys Onen warn Ugans

Exercise Twenty One

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 gwerrians 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

mednen *or* **mydnyf vy**
mednes *or* **mynhy jy**
mydna *or* **mynha ev**
mydna *or* **mynha hy**
mydna *or* **mynha** + noun subject
mednyn ny
mednowgh why
mednons y

GALLOS

gallen vy
galles *or* **gylly jy**
galla ev
galla hy
galla + noun subject
gallon ny
gallowgh why
gallons y

GWIL

gwrellen *or* **gwryllyf vy**
gwrelles *or* **gwrylly jy**
gwrella ev
gwrella hy
gwrella + noun subject
gwrellen ny
gwrellowgh why
gwrellons y

GODHVOS

gothfen vy
gothfes jy
gothfa ev
gothfa hy
gothfa + noun subject
gothfen ny
gothfowgh why
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 scattyä 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 kydneyow! 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 nùंबर 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 còwsel 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 dra 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 gyll (galla) 'the dog will run as fast as it can'
gwra lebmel uhelha gyllyth (gylly) 'jump as high as you can'

Tra is both a countable and an uncountable noun. So **ot an dra yw** means the same as **ot an pèth yw**, namely 'that's what is'. We can say **kebmys tra** or **kebmys taclow**, likewise **nebes tra** or **nebes taclow**, with much the same meaning in each case.

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 champagne 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.

Practys Peswar warn Ugans

Exercise Twenty Four

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 Mêtres Rowe ow metya kensa tro gans class an strem Kernowek i'n Pympe 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 dê gansans wâr neb cor.
Nessa Scolor	Rag dallath revolûcyon wâr 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 vêth 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 fydryn ny perthy cov a'n wharvedhyans hedhyw whath, wosa lies lies bledhen?
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 prow 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 ydhyn** '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. (*For convenience here too is the habitual imperfect tense of y'm beus, but this is extremely rare.*)

bedhen vy	<i>y'm bedha</i>
bedhes jy	<i>y' fedha</i>
bedha ev	<i>y'n jevedha</i>
bedha hy	<i>y's tevedha</i>
bedha + noun subject	
bedhen ny	<i>y'gan bedha</i>
bedhewgh why	<i>y'gas bedha</i>
bedhens y	<i>y's tevedha</i>

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 rêwllys kyns kydneyow 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**. It can mean 'ago' when associated with something that happened in the past. It may correspond to a time phrase introduced in English by the preposition 'for'. Or there may be other English equivalents

Here are some examples. 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.

Me a dhalathas desky Kernowek nans yw dyw vledhen.

I began learning Cornish two years ago.

Nans yw pell te a wrug promys teg dhybm.

You made me a lovely promise a long time ago.

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.

Illustrating a high style

Me a wor cōwsel Kernowek nans yw pell.

I've known how to speak Cornish for a long time now.

Th'eroma tregys in Kernow nanj ew oll ow bôwnans vy.

I've lived in Cornwall all my life.

*Illustrating how **nanj** may replace **nans** in more colloquial registers*

Cothman o va dhybm nans o lies bledhen alebma.

He had been my friend now for many years.

Y fedhens y ow qwary golf warbarth nans o termyn pell.

They had been used to playing golf together for a long time now.

The use of **nans** without some expression of time is regarded as archaic.

**Crows Jesus nânj o parys,
y êth dh'y ladha yn scon.**

Now that Jesus's cross was ready,
they quickly proceeded to execute him.

Passyon agan Arlùth, Verse 160

This example shows that **nans** may optionally be pronounced with the same vowel sound as in **brâs**.

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 nys usy va lebmyrn 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'vê, 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 plêsy 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 – pàr 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**; **mones** is an alternative form of **mos**; and **dones** is an alternative form of **dos**. Some speakers are rather fond of these forms; but others regard them as an affectation. Note the alternatives are not used after prepositions, and **bones** may not introduce indirect statement. The alternative forms are occasionally useful to help the rhythm of a sentence or to give greater prominence to the word. **Dos** had two further alternative forms, **devos** and **devones**, but these are not generally found in revived Cornish.

Dalva 'dispute' or 'debate' is an example of suffix **-va** (essentially, 'place' for something) operating to yield a more abstract sense. There are many such instances: **cabûlva** 'muddle'. **diankva** 'escapism', **dyberthva** 'distinction', etc.

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). We shall learn it in Lesson Eleven. Meanwhile we may note 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
mydnen vy
mydnes jy
mydna ev
mydna hy

GWIL
gwren vy
gwres jy
gwre ev
gwre hy

mydna + noun subject

mydnen ny

mydnewgh why

mydnens y

gwre + noun subject

gwren ny

gwrewgh why

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 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 ow 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** can express a past habitual sense. For example, **ow thas a wre gortos an buss obma pùb myttyn** 'my father used to wait here for the bus every morning'.

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 vysytia, mès hy yw lebmyrn 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'.

We also employ the imperfect tenses of **mydnas** and **gwil** 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." Or **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."

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.**

Bys

The preposition **bys** 'up to, until' is used without extension before **dy** '[to] there', either as **bys dy** or **bys ty** (compare **ogasty** 'almost'), meaning 'to that place' or 'up to that point'. Likewise **bys obma** 'up to this point'. It occurs in the fixed phrases **bys nefra**, **bys vycken**, both 'for ever'; and their rarer equivalents **bys venary** and **bys venytha**. And it forms the compound conjunctions **bys pàn** and **bys may**, both 'until'. The simple preposition can also be used before numerals (including clock times). For example, **nyver onen bys deg!** 'count from one to ten!' And **gorta bys peder eur!** 'wait till four o'clock!'

Otherwise we generally find the extended forms **bys in** and **bys dhe** (this latter only with pronouns, so **bys dhodho** etc). The fixed expressions **bys i'n eur-ma** 'up to now, until now' and **bys i'n eur-na** 'until then' are very common. (The phrases *bys lebmyn* is occasionally encountered in revived Cornish, but this is an anglicism to be avoided.)

Bys pedn may be used instead of **rag** to express duration. For instance, **mil bens a vëdh lowr bys pedn tremis** 'a thousand pounds will last for three months'.

Except in a few fixed phrases **bys** is not followed by any mutation.

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 kestaſ 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 caſos 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-aqwytia 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 gedysans 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.

'Solicitor' is either **atorny** or **laghyas** (**laghyades** if specifically female). 'Barrister' is either **dadhlor** (**dadhlores** if specifically female), literally 'debater', or more precisely **barr-laghyas** (**barr-laghyades**). Idiomatically, when either of these is definite ('*the* solicitor' or '*the* barrister') we can also say **benyn an laha** or **den an laha**.

Note the similarity of **troblus** 'troublesome' and **troblys** 'troubled'. It is customary to retain the old lip-rounded pronunciation of u in the adjectival suffix **-us** when it would otherwise sound exactly like the ending **-ys** of the verbal adjective.

Practys Deg warn Ugans

Exercise Thirty

**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 noveltyth 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 kevrada nebes geryow dro'n lien Gernowek ha fatl'ell bos dysplegys.

Sur oma why dhe wolcùbma an ôstysy-ma in vor' vo gweff teg.

Alson Combella

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 dê 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 shine tomorrow, we would go to the beach.

Referring to the past

Mar pe an pris deg pens, y fia marhas dê 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 encountered 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.

Practys Udnek warn Ugans

Exercise Thirty One

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 dôwysys 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 adhedwedhes. Mar mednyn agria, y whrussen ny betraya y drest. Mar carges gwil gweres dhybm in gwir, ny venses profya cùssul fol a’n par-na. Mar kyllly 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 an unreal conditional sentence can be introduced by **mar na** + Second State. Note that **mara** is not used before **na**. We may also employ **na** without preceding **mar**. In both cases **na** functions as the negative of **a** 'if'. But this **na** in a personal construction without reinforcing **mar** belongs only to poetical registers, save for a few more or less fixed phrases (which in practice will always precede the apodosis). **Na** in an *impersonal* construction is however common in everyday Cornish for verbs other than **bos**. That is, we employ invariable **na ve** 'if it were not [the case that]', followed by an infinitive construction.

Note too that many Cornish speakers nowadays prefer to employ **mar ny** instead of **mar na**. This is an authentic alternative usage.

Here are some examples.

Mar na (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 na (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 vêts 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 wodhvós (ny'n gothvien).

If she hadn't told me, I'd never have known.

Na ve an kyttryn dhe dhós 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.

Practys Dêwdhek warn Ugans

Exercise Thirty Two

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?"

Practys Tredhek warn Ugans

Exercise Thirty Three

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

Otta 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 godhvós an Kernowek, saw geryow bohes aga nùंबर. 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 vȳdh sensys yn selvenek, hag yma opynyons ledan aga dyffrans adro dhe'n qwestyon-ma. Nefra ny vȳdh mona lowr rag pùptra. Res yw convedhes a ble usy an mona ow tos: tollow leek in Kernow, pèmons ajy dhe'n Stâtarhow in Loundres. Ha ny yller surhe pùpprȳs in lahys rag oll Englond na vo caletter vȳth rag cowsoryon a'n Kernowek. Bytegyns, kenyer Esel Seneth rag bro a Gernow yw voys i'n Seneth may halla clēm̄ys an Kernowek bos clēwys."

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

"Nyns yw polytygieth kebm̄ys hy bern, dell hevel dhēm̄, in gwiryoneth. Yma an tavas bew i'gan lies teylu, i'gan lies perthynas personek, i'gan brēs 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 dredhy. 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 bȳs dell eson ny Kernowyon orth y weles, otham provia patronys dhe seul a garsa cessya heb scodhya i'ga desmygyans wār 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 kefrēs.

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 **vȳdh**, **vȳth**, **pùpprȳs** rather than **vēdh**, **vēth**, **pùpprēs**; and her choice of **kēwsel** instead of **cōwsel**.

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 **mys̄s a** 'everything 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

caffen *or* **kyffyf vy**

caffes *or* **kyffy jy**

caffa ev

caffa hy

caffa + noun subject

caffen *or* **kyffen ny**

caffowgh *or* **kyffowgh why**

caffons y

DOS

deffen *or* **dyffyf vy**

deffes *or* **dyffy jy**

deffa ev

deffa hy

deffa + noun subject

deffen ny

deffowgh why

deffons y

MOS

ellen *or* **yllyf vy**

elles *or* **ylly jy**

ella ev

ella hy

ella + noun subject

ellen ny

ellowgh why

ellons y

RY

rollen vy

rolles jy

rolla *or* **roy ev**

rolla *or* **roy hy**

rolla *or* **roy** + noun subject

rollen ny

rollowgh why

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.

Mar teffen vy

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 kyff y moy gober, fatla venses y spëna? 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 strêth, 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!

Practys Pymthek warn Ugans

Exercise Thirty Five

Yma Mêster Mundy ow cùssulya warbarth a'n qwestyon py gwary a vèdh dôwysys hevleny rag an Seythves hag Êthves Bledhydnyow may hallons y performya ino. 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 fèdh spâss lowr rag dry mûsyk ha dauns dhe'n performans. |
| Demelsa | Wèl, eâ defry. Ha pòr dhâ yw genef an trailyans a wrug Doctour Kent. Mès a nys yw dieth na vèdh 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 pàr hap? |
| Mêster Mundy | Hmm ... y fèdh ow hangya in nes an bojet. Dâ lowr, me a'n whyther gans an bendescadores. |
| Demelsa | Otta neppèth, heb costya tra vèth! 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. Pùpra yn pòr sempel. Na wra areth ortans! |
| Demelsa | Dowt vèth. Yth esen ow honen i'n Seythves Bledhen, nys yw pell alebma – i'n termyn-na 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 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 <i>masculine reference</i>
in hy hever	in regard to her or it <i>feminine reference</i>
in agan kever or i'gan kever	in regard to us
in agas kever or i'gas kever	in regard to us (<i>plural</i>)
in aga hever or i'ga hever	in regard to them

Practys Whêtek warn Ugans

Exercise Thirty Six

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 Swàn*s gans dowervergh in tûtû?
- Mark Nâ nâ. Adar corol. Dauncyow arnowyth. Ow whor vy, Demelsa Pentreath, usy i'n Wheffes Class, a wrug còwsel 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. Mêstresyk Keverne a wra gwil gweres orth an ilow ha'n daunslunyans. Y fëdh audycyons avorow rag seul a garsa.
- Josh Onen borthadow yw Keverne-Ny-Vern. Gas ny dhe ombrofy 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.

Ûnpossybyl yw deseha an dyllas mes a’n chy pàn wra glaw.

It’s impossible to dry washing outside when (if) it’s raining.

Yth esens y ow kerdhes kepar ha pàn vên’s in hunros.

They were walking as if in a dream.

Yth esa semlant dhodho kepar ha pàn 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 mostly 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**).

Avell

Here are the inflected forms of preposition **avell** ‘as’.

as me	avellof
as you (<i>singular</i>)	avellos
as him / it (<i>masculine reference</i>)	avello
as her / it (<i>feminine reference</i>)	avelly
as us	avellon
as you (<i>plural</i>)	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 bolygy** ‘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 dhyn mos wàr an train.

We should go on the train (*or* by train).

Y talvia dhyn 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 **ny a dal mos wàr an train**, we can make an affirmative statement **ny 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 **ny a dal dhyn mos wàr an train** or **ny a dalvia dhyn mos wàr an train**.

Practys Seytek warn Ugans

Exercise Thirty Seven

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 meurcerys 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 **Wël, an comparyans-ma yw meurcerys 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 **Wël, yma eth comparyans yw dâ dhëm 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 wreta 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 deu. 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, mës 'dro-ma hy a'th selwys. Bëdh war ... pymthek only!**

Prepositions as conjunctions

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 skydynya mes a'n buss** '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’ (not to be confused with **mora** ‘put to sea’). **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 interchangeable. **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** or **-yas**) very rarely inflect at all, except for preterites like **me a vetyas** etc. A you-singular inflected imperative is extremely rare (**gwait** being about the only one with any currency). Even with a verb like **ponya** it will be better to say **gwra ponya!** instead of **poon!** unless things are *very* urgent.

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.

	<i>With express negative verb</i>	<i>With implied negative verb</i>
na fella	any further, any longer	no further, no longer
na fors	<i>Does not occur</i>	no matter (literally, no force)
na hen	otherwise	<i>Does not occur</i>
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	<i>Does not occur</i>

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. **Napell** is exceptional – here Third State is suppressed, hence we write it as one word. **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 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.

Finally you should note the colloquial alternative **nampëth** to usual **neppëth** ‘something, anything’. It is likely that **nam-** from **neb** is an intermediate development that eventually led to **na** plus Third State.

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

- Demelsa **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.**
- Professour Moyle **A vydnough 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.**
- Demelsa **Wèl pòr gomplesh 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 Bachelorieth Kesgwlassek ha CANT. Ytho scoloryon, kepar ha why, a veu poynt a dhallath rag oll an dra.**
- Professour Moyle **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 còwsel Kernowek i'gas whythrans pùb jorna?**
- Demelsa **Wèl, dell wodhowgh, pùb kescùssulyans, pùb scrif hag yw dyllys, y fydh Sowsnek an yêth, poken ev a wher in neb tavas aral yw kêwsys gans lies huny. Ha namna vÿdh pùb areth sciensek, 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 calscorieth 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 musur, 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, **arayer** 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, **aspier** 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, **degër** formed to **degea**. Verb-nouns built with suffix **-he** fall into this category, so **gwelheës** for instance, corresponding to verb-noun **gwelhe**.

Lesson Naw

Lesson Nine

Questions of quantity / degree

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 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

Py gradh (or pygebmys) yth o va serrys?

How angry was he?

Pan gradh osta lowen hedhyw i'n jëdh?

How happy are you these days?

By 'ellipsis' these questions can also be simplified:

Py serrys o va?

How angry was he?

Pan lowen osta hedhyw i'n jëdh?

How happy are you these days?

And on the basis of a similar construction in Welsh we might reinforce **py** with **mar** 'so' followed by Second State mutation. Thus for example:

Py mar beryllys o hedna?

How dangerous was that?

This approach should not, however, be taken too far. You can ask **Py gradh y whrug ev desky an tavas yn êsy?** 'How easily did he learn the language?' But if you tried to say *Yn py êsy y whrug ev desky an tavas?* you would be breaking two rules of Cornish grammar. Namely that only an intensifier untouched by Fifth State mutation, such as **pòr** or **fest**, may intervene between particle **yn** and its adjective; and that **yn** is not one of the words permitted to precede a question word.

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!'

Practys Nawnjek warn Ugans

Exercise Thirty Nine

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 **ple ma** and **ple mowns** (originally *ple yma* and *ple ymowns*) and in **pleth** (originally *ple yth*) that we use before vowels in other forms of **bos**. But though we say for instance **peur fëdh**, all trace of particle **y** has vanished when we say simply **peur yw**, **peur esos**, **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?

Pygebmys ymowns y ow costya?

How much do they cost?

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 substitution 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.

Practys Dêwgans

Exercise Forty

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 to express ‘To whom did you give your old car?’ or ‘Who did you give your old car to?’

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?

Likewise for ‘By whom was the car purchased?’ or ‘Who was the car bought by?’ we can say any of the following:

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?

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’.

Practys Onen ha Dêwgans

Exercise Forty One

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.

Practys Dew ha Dêwgans

Exercise Forty Two

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 bÿs 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.

Practys Try ha Dêwgans

Exercise Forty Three

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 Combella 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 dhëm 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 dê 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. Grâss 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]’.

Lesson Deg

Lesson Ten

Ordering, commanding

In English we order someone to do something. In Cornish, employing **erhy** 'order', we express the person to whom the order is given with **dhe** (or with an infixed pronoun) and the thing that is to be done with the verb-noun, which can optionally be preceded by preposition **a**. For example, **an capten a erhys dhe'n soudoryon omsettya** 'the captain ordered the soldiers to attack'. Alternatively, we may employ **may** with the subjunctive: **an capten a erhys may whrella an soudoryon omsettya**. When we use the subjunctive of **bos**, we select present subjunctive if the order is present or future, imperfect subjunctive if the order is past. For instance, **yma an lev jynek owth erhy may fo an dremenysy war a'n ajwy** 'the automated voice warns passengers to mind the gap', contrasting with **an lev jynek a erhys may fe an dremenysy war a'n ajwy**. The subjunctive construction, introduced by **na**, is the only way of expressing a negative order. For example, **my a'n erhys na wrella qwyttya an rom** 'I ordered him not to leave the room'.

We can use **comondya** 'command' exactly like **erhy**.

Simply telling someone to do something

In English we tend to reserve the words 'order' and 'command' for military situations, or for relationships where one person makes no secret of being superior to another. Otherwise it is much more common to use the word 'tell'. The same phenomenon occurs in Cornish, where the commonest verb in this context is **leverel**, always employed with **may** or **na** and the subjunctive when the sense is one of ordering. For example, **an dhescadores a lavaras may whrella an flehes hy holya** 'the teacher told the children to follow her'.

Practys Peswar ha Dêwgans

Exercise Forty Four

How would you say the following in Cornish?

The general orders the army to advance. The sergeant will command his men to march. I told you first of all to finish your homework. The guard commanded the prisoners to halt. The residents were ordered to leave the building immediately.

Requesting

If we merely request someone to do something, we may use **pesy** 'pray, ask', expressing the person to whom the request is given with **orth** (or an infixed pronoun) and the thing that is to be done with the verb-noun, which can optionally be preceded

by preposition **a**. For example, **an descador a besys orth an class a dewel** 'the teacher asked the class to be quiet'. Or we may use the subjunctive in the same way as for **erhy**. For instance, **an descador a besys na wrella an class kebmys tros** 'the teacher asked the class not to make so much noise'.

We can use **govyn** 'ask' in a similar fashion. But we do not employ infixed pronouns with **govyn**, and the thing that is requested is always expressed as the direct object (that is, preposition **a** cannot be inserted before the verb-noun). For example, **me a wovyn orto degea an fenester** 'I'll ask him to close the window'.

Practys Pymp ha Dêwgans

Exercise Forty Five

How would you say the following in Cornish?

She asked to go to the toilet. The policeman is going to ask everyone to stand well back. We had asked him to give us an interview. Ask them nicely to get lost. I'm once again asking you to cooperate.

Compelling, encouraging, inspiring, persuading, provoking, urging

A whole group of verbs share the same construction. Employing **constrîna** 'force' or 'compel', **spyrysegy** 'encourage', **inspîrya** 'inspire', **perswâdya** 'persuade' or 'convince', **provôkya** 'provoke', **inia** 'urge', we express the person who is compelled or urged or persuaded as the direct object and the thing that is to be done with the verb-noun preceded by **dhe**. Here are some examples.

Ny a vydn constrîna an envy dhe omry. 'We shall force the enemy to surrender.'

Yma ev ow spyrysegy y vab wydn dhe vysytya Chîna. 'He's encouraging his grandson to visit China.'

An prownter a wrug hy inspîrya dhe vos redyores leg. 'The priest inspired her to be a lay reader.'

Ow whor a'm berswâdyas dhe jaunja oll ow howntnans. 'My sister persuaded me to change my whole attitude.'

Ny a wrug y brovôkya dhe omlath. 'We provoked him to fight.'

Mabm ha Tas a'm iny pùb eur oll dhe bredery a'n termyn a dheu. 'My parents will always urge me to think of the future.'

In the case of **inia** we may alternatively express the thing that is urged as the direct object, using preposition **wâr** for the person urged. For example, **an descador a wrug inia warnaf studhya yn tywysyk** 'the teacher urged me to study hard'.

We use **na** with the subjunctive when compelling or urging or persuading someone not to do something. For example, **my a's perswâdyas na vednons croffolas** 'I persuaded them not to complain'.

Practys Whe ha Dêwgans

Exercise Forty Six

How would you say the following in Cornish?

I forced them to admit they were wrong. They encouraged me to apply for the job. She inspired me to become a nurse. I convinced him to put down the knife. The police are urging drivers not to take risks on icy roads.

Permitting

We have long been using **gasa** in sentences like **Gas vy dhe weles!** 'Let me see!' This is essentially the same construction as we employ for compelling, urging, persuading. But when we express the idea of allowing or permitting with **alowa**, the grammar is different, with the thing permitted being expressed as the direct object, and **dhe** used with the person who is allowed. For example, **A vynta alowa dhedhy gwil ges ahanas?** 'Are you going to let her make a fool of you?'

Another way of expressing permission is to use the noun **cubmyas**. This employs **dhe** both for the person and the thing that is permitted. For example, **an mêster a ros cubmyas dhe'n wesyon dhe gafos tùch tê moy ès ûsadow** 'the boss permitted the staff more tea breaks than usual'. It is however possible to omit **dhe** before the thing permitted, treating it as 'in apposition' to the permission itself. So **an mêster a ros cubmyas dhe'n wesyon cafos tùch tê moy ès ûsadow** would not be incorrect.

We must use **na** with the subjunctive when something is permitted not to be done. For example, **de Gwener yma cubmyas na vednyn gwysca colm** 'on Fridays we're allowed not to wear a tie'.

Practys Seyth ha Dêwgans

Exercise Forty Seven

How would you say the following in Cornish?

Don't let one mistake ruin your life! Sometimes the driver permits disabled passengers to get off the bus right outside their house. I can't allow you to do that. Are we allowed to fish here? You must not allow him any flexibility.

Recommending

Comendya has a broad sense-range: 'commend', 'recommend', 'approve'. It is also used socially to mean 'introduce' someone to someone else. When we wish to make clear we are giving a specific recommendation, it is best to employ the verb with **may** or **na** and the subjunctive. For example, **me a gomendyas may fednons vysytia barber** 'I recommended they visit a barber.' Contrast **me a gomendyas tell wrussons vysytia barber** 'I approved of the fact they had visited a barber'.

Warning

Warning works like recommending. We use **may** or **na** and the subjunctive. For example, **me a'n gwarnyas may whrella gasa an pow** 'I warned him to leave the country' and **hy a wrug gwarnya nag ellen vy tre** 'she warned me not to go home'.

Practys Eth ha Dêwgans

Exercise Forty Eight

How would you say the following in Cornish?

Which hat would you recommend me to buy for the wedding? Would you recommend I wear no hat at all? He warned me to arrive early at the beach. I warned you not to try that new restaurant. The waiter always recommends whatever the kitchen needs to get rid of.

Deciding

The verbs **ervira** and **determya** can be used transitively – that is, they may be followed by a direct object of the thing that is decided. For example, **yma hebma owth ervira an mater** 'this clinches the matter' or **pandra yllyn ny determya dhort hedna?** 'what can we conclude from that?' But when the decision is to do something, the usual construction is an intransitive one. For example, **ervirys veuv vy dhe brena carr nowyth** 'I decided to buy a new car'. Here the preterite of **bos** expresses the decision as an event. With the imperfect tense the decision is shown as a continuing one, so the sense of **ervirys en vy dhe brena carr nowyth** is closer to 'I was determined to buy a new car'. In Cornish this effect is achieved regardless of whether we choose to use **ervira** or **determya**. The idea may be strengthened with **fest**, as in **fest determys en vy dhe weles an fylm peskytter may teffa i'n cynema** 'I was determined to see the film as soon as it came to the cinema'.

We must use **na** with the subjunctive when deciding what not to do. The indicative is occasionally used instead. For example, **ervirys veuv vy na vednen (vydnen, vydnafe) prena carr nowyth** 'I decided not to buy a new car'.

In literary registers we may employ the preterite tense of **mydnas** in the sense 'decided' to do something. Here are all the inflected forms, in Second State on the left and Fifth State on the right. As usual the pronouns **vy**, **jy** etc may be omitted..

a / ny vydnys vy

a / ny vynsys jy

a / ny vydnas ev

a / ny vydnas hy

a / ny vydnas + noun subject

y fydnys vy

y fynsys jy

y fydnas ev

y fydnas hy

y fydnas + noun subject

a / ny vynsyn ny

a / ny vynsowgh why

a / ny vynsons y

y fynsyn ny

y fynsowgh why

y fynsons y

Affirmative statements can as usual be made with the subject given first: **me a vydnas** etc.

Practys Naw ha Dêwgans

Exercise Forty Nine

How might you say the following in Cornish?

What did you decide to buy in the end? Have you decided not to take a summer holiday this year? Why were you determined to make trouble? Which route did they decide to take? She decided not to return to Cornwall after the divorce.

Agreeing

The verb **acordya** 'agree' is always intransitive – that is, it may not be used with a direct object. So **pandra wrussowgh acordya anodho?** means 'what did you agree?' It would not be grammatically correct to omit **anodho** here, since the literal sense is 'of (about) what did you agree?' Agreeing to do something employs the same grammar as deciding to do something. Thus we will say, for instance, **acordys veuv vy dhe wertha ow harr coth** 'I agreed to sell my old car' (agreement as event) or **acordys en vy dhe wertha ow harr coth** 'I was willing to sell my old car' (continuing agreement).

Other verbs of agreeing operate in similar fashion: **agria** 'agree, concur', **assentya** 'agree, say yes', **unverhe** 'agree unanimously'.

We must use **na** with the subjunctive when agreeing what not to do. The indicative is occasionally used instead. For example, **an gesva o unverhës na vednons (vydnens, vydnons) appoyntya sewyor** 'the board was unanimously opposed to appointing a successor'.

Practys Deg ha Dêwgans

Exercise Fifty

How would you say the following in Cornish?

I'll agree to buy him a sandwich and a coffee. Have you agreed not to give a staff bonus this year? Won't you agree to release us from the contract? They agreed unanimously to fire him for gross misconduct. She always agrees to share her pizza with a friend.

Bedhyn, bedhens

We have learned the imperatives **bëdh** and **bedhowgh** 'be'. These are *second person* (you) forms, singular and plural / polite. In addition there is a plural *first person* form

bedhyn ‘let us be’; and a *third person* form **bedhens** ‘let him / her / them be’. These can be used instead of **gas ny dhe vos**, **gas e dhe vos** etc. For example, **bedhyn realystek** ‘let’s be realistic’ and **bedhens cosel dha gows**, **bedhens parys dha welen** ‘speak softly and carry a big stick’.

Practys Udnec ha Dêwgans

Exercise Fifty One

Demelsa a vydnas parusy, dhe’n warioryon in *Lester Noy*, areth cot rag styrya roweth an gwary i’n lien goth a Gernow ha’ga spyrysegy dhe berformya oll a’ga bodh. Wosa hy fresentyans yth esa parcel flehes ow tarya i’n rom rag govynadow in Kernowek.

- | | |
|----------------|--|
| Kensa scolor | A Demelsa, prag yth yw an lien goth-ma leun a relyjyon sansyl? I’n jëdh hedhyw scant ny yll bos dhyn dhe les? |
| Demelsa | An crejyans Catholyk o mater meur hy fris dhe’n bobel i’n termyn eus passys. Ha kyn na’gan ben nyny martesen an keth crejyans na fella ... dar, ny dal gwil vry a’ga gwel wàr an bÿs ha’n hanvos? |
| Nessa scolor | Mès an dra yw leun a’n <i>Beybel</i> . A nyns esa whedhlow erel? Whedhlow a Gernow hy honen? |
| Demelsa | Heb dowt. Lies drolla, lies daralla mesk an weryn. Ha’n re-na o whedhlow wàr anow. Istynys dhort henath dhe henath. Scrifys ny veu ma’s very nebes anodhans. An <i>Beybel</i> o ken tra yn tien. Scrifys in Latyn o hedna. Saw ny wodhya an moyha radn a’n bobel redya na Latyn na tavas vëth. An wariow in plain an gwary a servyas rag desky an <i>Beybel</i> dhe’n bobel, hag anjy pòr whensys dh’y wodhvós dre rêson aga crejyans. |
| Tressa scolor | Dâ gena vy vëdh an cana ha’n dauncyans in <i>Lester Noy</i> , harlych der vednen ny gwary’n whedhel-ma. A nynj ew meur gwell ages mos in eglos dhyfreth, pò pejy drog-solempna wàr bedn dêwlin? |
| Demelsa | Tybyans an bobel i’n termyn passys-na, yth o kepar! In pùb oos y fydñ tus reckna bos an bÿs tabm cales dhe ùnderstondya. An bobel a whodhya gôlya selwans Noy, o selwans dh’anjy i’n kettermyn, dre gana ha dre dhauncya, nag o solempna wàr neb cor. |
| Peswora scolor | So lien goth an Kernowek, hòñ yw lien teythu heudh? |
| Demelsa | Yn tefry. Otta messach oll agan lien goth: “Pùb Kernow, pùb Kernowes, bedhens leun a wovenek.” |

The third pupil speaks in a slightly lower register than the others. Note in particular **der** for **dell**, **vednen** for **vydnyn**, **ew** for **yw**.

Taking care with rag

Rag has a number of different uses. It is important not to confuse them. The *underlying* sense of **rag** is 'forwards', and this is clearly seen in the phrases **in rag** and **wàr rag** which mean just that. The spatial sense is also visible in compounds **arâg** 'in front [of]' and **dhyrag** 'in front of'. We see the spatial sense also in the use of **rag** as a prefix equivalent to English *pre*. And the spatial sense operates figuratively with verbs suggesting a barrier set in front of something.

Rag as a preposition is however mostly used in a primary surface sense of 'for the benefit of' someone or 'by reason of' something. In **rag hebma** and **rag hedna** the pronoun is in practice always understood to refer to some circumstance, thus the meaning is fixed: 'because of this / that, therefore'. When **rag** is used with a verb-noun the *reason* is in practice always understood narrowly as a *purpose*, so again the meaning is fixed: '[in order] to'. The same applies to use of **rag** before **may** and **na** introducing a subjunctive verb, yielding fixed meaning 'in order that' / 'in order that ... not'. But when **rag** is used with an infinitive construction, the meaning is 'because' without any particular sense of purpose. This is also the case when **rag na** is employed with the indicative. When **rag** is used with a word or phrase expressing a period of time, the sense is 'running forwards through that period'.

When **rag** is employed as a coordinating conjunction, the meaning is 'for' giving a reason in parataxis for a preceding statement.

Here are some illustrative examples.

Me a dhanvon an messach dhe'm mêster in rag. 'I'll pass the message on to my boss.'

Kê ha sedha arâg i'n scath. 'Go and sit in the bow of the boat.'

Gwra derivas dhyn arâg dorn. 'Let us know in advance.'

Na sav knack dhyragof! 'Don't stand right in front of me!'

Hager-anwos a'm lettyas rag vysytia ow dama wyd. 'A nasty cold prevented me from visiting my grandmother.'

Rag hedna yth yw res dhywgh oll mos gans moy rach. 'Therefore you must all take more care as you go.'

My êth i'n carr dhe'n dre rag prenassa. 'I drove into town to do some shopping.'

Me a dhros côta dhis rag may halles gwitha tobm. 'I've brought you a coat so you can keep warm.'

Tàn mappa rag na vy scon wàr stray. 'Take a map or you'll quickly get lost.'

Ny a gemeras taksy rag an ostel dhe vos pell dhyworth an gorsaf. 'We took a taxi because the hotel was a long way from the station.'

Y a dhalathas heb aga hothman rag na dheuth adermyn. 'They started without their friend because he had not showed up on time.'

Ty a yll gorra dha daclow dy rag an present termyn. 'You can put your things there for the time being.'

Yma otham dhyn separâtya oll an dyvers câssys, rag nyns yw an ger-ma êsy màn!
'We must keep all the various cases apart, for this word is not at all easy!'

The biggest chance of confusion comes with the use of **rag** to indicate not reason or purpose but a figurative barrier. The principal verbs where **rag** has its barrier sense are **cudha** 'hide', **gwitha** 'keep', **lesta** 'hinder', **lettya** 'prevent'. Particular care must be taken to understand the correct meaning when **rag** is found with a verb-noun after these words. An instance of **lettya** has been given already. Here are examples of the others.

An chy yw cudhys rag golok an strêth. 'The house is out of sight of the street.'

An côta-ma a wra dha witha rag anwesey. 'This coat will keep you from catching cold.'
Not 'protect you so that you do catch cold'!

Nyns eus tra vêth ow lesta rag desky Kernowek yn tâ. 'Nothings stands in the way of learning Cornish well.'

Practys Dêwdhek ha Dêwgans

Exercise Fifty Two

Yma Mêstres Combellack ow covyn orth Mêster Mundy y argraf ev a wrÿth cowethas an tavas Kernowek bys i'n eur-ma.

- | | |
|--------------------|---|
| Mêster Mundy | Pës dâ ov vy dre vrâs gans gwythres an gowethas nowyth. Tanek yw colon Demelsa Pentreath rag dry spêda dhe'n dra, hag yma Alys Howell orth hy scodhya in maner lel. |
| Mêstres Combellack | Scoloryon Kernowek aga thavas, pana radh en'jy omgelmys et an dowlen? |
| Mêster Mundy | Yma ugans pò moy in pùb metyans. Ny a gemeras ôstysy, dell wodhes. Sowthenys veun yn teg gans areth Carajek Moyle, an professour a fysek. Fest posytyf o breus scoloryon an Wheffes Class, hag y ow praisya an desten sciensek ha'n yêth na veu gorsempelhës. |
| Mêstres Combellack | Lowen om a'y glôwes. Bès ma perylyow mar pëdh areth re gales dhe gonvedhes, heb bos gweff dhe'n yonca scoloryon a'wedh. |
| Mêster Mundy | Yth eson ow qwitha rag kelly kespos. Agan qwyz a veu spêda spladn. Nessa tro in brâssa rom, re bo govenek ... |
| Mêstres Combellack | Ha gwait na relhewgh 'strenegy an lies scolor na wor cowa'n tavas. Ow forpos ew gwil bôwnans an scol rycha dhe'n flehes, oll anodhans, adar lehe dynyta an re ew heb an tavas. Th'ew tyckly dres ehen! |
| Mêster Mundy | Me a wel, heb mar, tell yw diantel. Saw Demelsa yw scolores veurgerys solabrës in hy Bledhen hy. Yma ow qwetyas may fo aswonys kekefrës in mesk an yonca flehes. |

Nyns yw hy sêlys aberth in udn bùsh a bobel Gernowegys.
 Dewetha seythen hy a dheuth ha styrya kilva *Lester Noy* in
 Sowsnek dhe'n warioryon, flehes an Seythves ha Êthves
 Bledhen, in fordh fyttu glân.
 Mêstres Combellack Gra towledna moy a wharvedhyans in Sowsnek mar pleg.
 Gas an gowethas dhe vos glus gonysegeth. Ha pons dhe
 well ùnderstondyng der oll an scol.

Denominative verbs

A denominative verb is one that is made from a noun or an adjective. There are two kinds. A demoninative verb is 'factitive' if the sense is an action that leads to a result. Other denominative verbs merely describe a process, without any necessary result.

The verb-noun of a factitive verb is formed by adding a suffix to the noun or adjective. The usual suffixes are **-a**, **-he**, **-y**. Here are some examples.

composa 'straighten' (also figurative meanings)

gwella 'improve'

tardha 'burst, explode'

towledna 'plan, schedule'

cofhe 'commemorate'

(also 'remind', though that is more idiomatically expressed by **dry** [arta] **dhe'n cov**)

crefhe 'strengthen'

calesy 'harden'

poblegy 'publicize'

Suffix **-îsa** is employed for technical terms that Cornish bases on Greek. For instance, **canalîsa** 'canalize'.

All factitive verbs have verbal adjectives. These end in **-ys** as expected (**-hës** in the case of verbs formed with **-he**). But generally speaking only verbs formed with **-a** have other inflected forms.

Most factitive verbs can be employed with a direct object. If a factitive verb operates without a direct object (express or implied), we may call it 'fientive' or 'disagentive', because the result of the action then accrues to the subject, which is now a 'patient', not an 'agent'. A few factitive verbs are always of this nature. Here are some examples:

With express direct object

Yth esa an auctour ow poblegy y lyver nowyth. 'The author was publicizing his new book.'

With implied direct object

Res yw poblegy, adar bos kelus. 'One must publicize, not be secretive.'

With direct object or fientive without one

Yma an stayes ow crefhe an wern. 'The stays strengthen the mast.'

Yma an gwyns ow crefhe. 'The wind is strengthening.'

Always fientive

An danbellen a wrug tardha. 'The bomb exploded.'

Contrast

An euthwas a wrug dh'y danbellen tardha. 'The terrorist exploded his bomb.'

The pronunciation of **-he** and **-hës** is unusual. The suffix is stressed, resulting in a word that has equal stress on two syllables. Note also the devoicing of the consonant immediately preceding the suffix.

If suffix **-y** is selected for a factitive verb formed to an adjective in **-ek**, the outcome is **-egy**.

Denominative verbs for a process without any necessary result generally select suffix **-ya** rather than **-a**. For example, **mordardha** (literally, 'sea-burst') most naturally refers to what happens when a big wave nears land; whereas **mordardhya** unambiguously means 'surf', referring to the sport.

Lesson Udnek

Lesson Eleven

Paying

Pê is the ordinary verb meaning ‘pay’. The direct object expresses *what* is paid, either the money that changes hands or the debt that is thereby discharged. For example, **ev a wrug pê deg pens** ‘he paid ten pounds’, **ev a wrug pê an scot** ‘he paid the bill’. Occasionally the direct object expresses the person or business that is paid. So we can say, for example, **yw res dhyn pê an ostel rag ûsya an park kerry?** ‘must we pay the hotel for using the car park?’ But when we say someone is **pës dê gans** we do not literally mean ‘well paid by’. Rather, the sense is that one is ‘pleased’ or ‘contented’ with something. For example, **pës dê oma gans hedna!** ‘that’s fine with me!’ and **nyns o hy pës dê gans oll an dra** ‘she objected to the whole idea’.

The primary sense of the verb **tylly** is ‘be worth’ or ‘give value’. We already know its use in sentences like **y tal gwella dha vêwnans** or **te a dal gwella dha vêwnans** ‘you should get a better life’ (that is, it would be worthwhile) and **y talvia dhedhy mos dhe’n benscol** ‘she should have gone to university’ (that is, it would have been valuable to do so). We can also use **tylly** as an alternative to **pê** in many transactional situations where strictly the meaning (derived from giving value) is ‘settle’ or ‘settle up’. For instance, **a wrusta tylly an reckon?** ‘did you pay the invoice?’, **tyllys dhyrag dorn** ‘prepaid’, **tylly orth dendyl** ‘pay as you earn (PAYE)’. We have already met the verb in this sense in Daniel’s summary of Michael Joseph’s complaint: **tollow a Gernow rag caskergh may fe tyllys warbydn Scotland**. A further meaning of **tylly** is ‘deserve’ – because if you deserve something then you are worth it. So **heb y dylly** means ‘undeserved’ or ‘undeservedly’.

The ordinary word for ‘value’ itself is **valew**. This can also be used figuratively. For example, **yma dhe’n jornal valewys ascor uhel** ‘the magazine has high production values’; or **valew moral** ‘moral value’. Derived from **tylly** there is **talvesygeth** ‘worth’ or ‘value’, which is generally employed fairly literally. For example, **talvesygeth enep** ‘face value’; and **ev a gafas talvesygeth y vona** ‘he got value for money’. There is also **talvos** ‘valence’ or ‘valency’ (as in chemistry). This word can be employed as a verb meaning ‘value’ or ‘price’ (that is, determine the value of something). **Talveja** is another verb with the same sense. This word has a sub-family of its own: **talvejans** ‘valuation’, **talvesor** ‘valuer’, **talvesek** ‘valuable’. The last notion is more commonly expressed by **meur y valew**; by **druth** or **precyûs** in the context of jewellery; by **ker** or **costly** in the context of price.

The usual word for ‘payment’ is **pêmont**. But **talas** occurs as well, especially in technical expressions such as **talas dyscans** ‘tuition fee’, **talas farwêl** ‘severance

payment', **talas treusporth** 'transfer fee'. Note also **mûndalas** 'royalties'. And **pêmons socyal** 'benefits' (social security).

Practys Tredhek ha Dêwgans

Exercise Fifty Three

Yma client, Ray Scott, ow metya gans atorny Powl Tonkin. Mêster Scott a garsa provia kevarwedhyans rag parusy lyther kemyn nowyth.

- Powl Tonkin **Sensys oma dhywgh a dhanvon berrscrif a'gas pêth arâg dorn. Dell welaf, y'gas beus udn part in chy franklyn, ha'n part aral ow longya dh'agas gwreg. Yma acowntys arhanty i'gas hanow udneyk: onen kesres, onen arhow; yma acowntys erbysy dydoll – hèn yw, dew ISA i'gas hanow; hag yma kevradow dhywgh in peder cowethas usy restrys i'n Keschaunj Stockys. Yma carr covscrefys i'gas hanow. Ha taclow tiegeth, yw perhednys gans an wreg warbarth. Ha nebes taclenow personek.**
- Ray Scott **A vÿdh neb caletter?**
- Powl Tonkin **Caletter? Nâ nâ. Nyns eus otham vëth saw clerhe udn dra pò dew. Now, pyw a vëdh an asectours?**
- Ray Scott **Ow mebyon vy. Tevysogyon, oll aga dew. My a wrug còwsel ortans a'n negys, hag ymowns y agries.**
- Powl Tonkin **Pòr dhâ. Agas gwreg a wra eryta oll an chy dre laha, avës dhe'n lyther kemyn, rag hy dhe vos kesperhen. Saw pandra wher mar pëdh hy marow kyns ès why?**
- Ray Scott **Gwertha an chy ha'n dhew vab dhe gemeres an mona hanter-hanter.**
- Powl Tonkin **Ha'n eyl mab dhe gafos oll an talvesygeth mar marwa y gela? Drog yw genef: sur ny vëdh lyckly! Res yw gwitha rag chauns.**
- Ray Scott **Convedhys yn tien! Eâ, kepar dell leversowgh. Nyns eus mebyon gwydn na whath.**
- Powl Tonkin **Ha'n kevradow? Treusperthy dh'agas gwreg?**
- Ray Scott **Nâ, ny vÿdh kevarhow a'n par-ma dhe les dhe'm gwreg, na dhe'n vebyon naneyl. Gwell via gwertha an kevrannow. Y hyll ow gwreg kemeres oll an taclow tiegeth. Ha'n carr. Kefrÿs ow thaclow personek. Lemen ow euryor Rôlex vy, yw destnys dhe'm broder Jacka. An mona – hèn yw, an acowntys ha valew an kevrannow – my a garsa hemma oll dhe vos tyllys dhe'm gwreg. Marnas try hemynro dhe jeryta. Onen dhe gowethas spyty a'n vro. Onen dhe whythrans dygowsejeth. Hag onen rag sewajyans dyvotter tramor. Otta trigva ha'n sùmmen rag pùb ro-ma.**
- Powl Tonkin **Ha mona an remenant dhe vos pêmont keth fordh dh'agas mebyon, mar pëdh an wreg marow solabrës?**

Ray Scott	Indella poran. Yw hemma lowr a vanylyon? May hallowgh darbary dogven? In Sowsnek mar pleg. Oll rag sempleth.
Powl Tonkin	Yth yw lowr teg. Meur ras a ry kevarwedhyans kempen cler. Me a vydn danvon draght dhywgh peskytter may fo parys.

Inflected imperfect tense

We have learned the preterite tense, noting limitations on its use for most verbs in conversational Cornish. Most verbs also have an inflected imperfect tense. We already know the inflected imperfect tenses of **bos**, **gallos**, **godhvos**, **gwil**, **mydnas** because these are in frequent use in all registers of Cornish. Other imperfect tenses are largely confined to written styles, but here they occur somewhat more often than the inflected preterites we have noted as belonging to higher registers only.

Here are all the forms using **dallath** as our model verb.

a / ny dhalethyn vy	y talethyn [vy]
a / ny dhalethys [jy]	y talethys [jy]
a / ny dhalethy ev	y talethy ev
a / ny dhalethy hy	y talethy hy
a / ny dhalethy + noun subject	y talethy + noun subject
a / ny dhalethyn [ny]	y talethyn [ny]
a / ny dhalethewgh [why]	y talethewgh [why]
a / ny dhalethens [y]	y talethens [y]

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; the pronouns **vy**, **ev**, **hy** can always be omitted. And as usual we can make affirmative statements with relative particle **a**. For example, **me a dhalethy perthy awêr** 'I was starting to get worried'.

These inflected imperfects are used just like imperfects formed with **gwil**. So between the questions **a dhalethens tevy?** and **a wrêns y dallath tevy?** 'were they beginning to grow?' the only difference is one of style. The inflected imperfect may have habitual sense. For example, **ny a dhalethy gân whel eth eur pùb myttyn** is the same (apart from style) as **ny a wre dallath gân whel eth eur pùb myttyn** 'we used to start work at eight every morning'. **Y fedhen ny ow tallath gân whel eth eur pùb myttyn** is a further possibility and the most colloquial. We also find the same sense of 'future in the past' in a sentence like **ev a leverys fatell dhalethy an ober scon** 'he said he would be starting the job soon', which only differs stylistically from the three other ways of saying the same thing, namely **ev a leverys fatell vydna dallath an ober scon**, **ev a leverys fatell wre dallath an ober scon** and **ev a leverys fatell vedha ow tallath an ober scon**.

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. There is a pattern of variation between **-a** and **-y** in the third person singular; but this does not exactly match the variation between **-as** and **-ys** in the third person singular of the preterite. In the preterite third person singular both **-as** and **-ys** are found for some verbs; but in the imperfect the ending is always either just **-a** or just **-y**, according to the verb in question.

Practys Peswardhek ha Dêwgans

Exercise Fifty Four

Substitute the imperfect tense formed with auxiliary verb **gwil** for the inflected imperfect tense in each of these sentences. For example, **ev a wherthy nerth y bedn** becomes **ev a wre wherthyn nerth y bedn**.

Ny a woslowy dour. Y a viajya scryp only. A sùffrys pain? Ny dhyghtya hy an dra yn sad. Pùb nos y clôwyn ny sonyow coynt.

Practys Pymthek ha Dêwgans

Exercise Fifty Five

Replace the inflected imperfect tense in each of these sentences with an 'periphrastic' verb formed with the local imperfect tense of **bos**. For example, **ev a wherthy nerth y bedn** becomes **yth esa ev ow wherthyn nerth y bedn**.

A wortes termyn pell? Ev a dhianowy sqwith oll an jëdh. Y kerdhyn vy lies our. Prag na agriens y? Ny gemeryn own vëth.

Practys Whêtek ha Dêwgans

Exercise Fifty Six

Replace the inflected imperfect tense in each of these sentences with 'periphrastic' verb formed with the habitual tense of **bos**. For example, **ev a wherthy nerth y bedn** becomes **y fedha ev ow wherthyn nerth y bedn**.

An pronter a dhysqwedhy an gladhgell dhe bùb touryst. A jaunjyes train in Keresk pùb treveth? Me a's gwely de Sadorn yn fenowgh. Dar, ny vegys pib kyns? Yth arethya esely an Seneth meur dhe well i'n dedhyow coth.

More about tenses in indirect statement

When we first encountered indirect speech in Lesson Fourteen of Book Two, we learned the following 'rule of sequence of tenses':

*If the verb of saying is in a past tense (imperfect or preterite) but the verb of what was said is in the present tense, then in reported speech after **fatell** etc we change the present tense to past tense (imperfect or preterite as the sense requires).*

We also learned that nowadays this rule is frequently ignored in all but the most formal usage. But assuming we do wish to apply the rule, we have already learned how to deal with the *main* verb of what was said. If the sense is present, we put it into the *imperfect* tense. When the sense is future, we put it into the *imperfect* tense (selecting the *habitual imperfect* tense if the verb is **bos**). If the sense is past, we put the verb into the imperfect or preterite tense according to context.

Two questions remain. What to do with a verb in a *sub-clause* of what was said? And how to treat the verb of the *protasis* if what is said is conditional?

Indicative verbs in sub-clauses are treated just like the main verb of what is said. But a subjunctive (imperfect where present forms also exist) may be substituted for an indicative verb in the protasis of a conditional sentence in indirect statement. In the case of **mar teu** the substitution of **mar teffa** is the norm.

If the verb in a sub-clause, or a protasis, is subjunctive, then we leave it alone – unless it is a *present* subjunctive form, in which case we replace it with the imperfect subjunctive.

Here are some examples:

“Kernowek yw tavas bew kyn nag eus lies huny orth y gôwsel an tavas na felha.”

“Cornish is a living language although not many people speak it any more.”

becomes for instance

Hy a leverys fatell o Kernowek tavas bew kyn nag esa lies huny orth y gôwsel na fella.

She said [that] Cornish was a living language although not many people spoke it any more.

“Me a vydn desky Kernowek pàn wryllyf omdedna.”

“I will learn Cornish once I retire.”

becomes for instance

Hy a leverys fatell vydna desky Kernowek pàn wrella omdedna.

She said [that] she would learn Cornish once she retired.

“Nessa seythen an flehes a vëdh arta i’n scol.”

“Next week the children will be back at school.”

becomes for instance

Hy a leverys an flehes dell vedhens y arta i’n scol nessa seythen.

She said [that] next week the children would be back at school.

“Kebmys a woraf, ny wrug glaw de.”

“So far as I know, it didn’t rain yesterday.”

becomes for instance

Hy a leveryys na wrug glaw de, kebmys a wodhya.

She said that, so far as she knew, it had not rained yesterday.

“Ow broder a wra ponya i’n marathon mar mynta unweyth y vewghya.”

“My brother will run the marathon provided you agree to sponsor him.”

becomes for instance

Hy a leveryys fatell wre hy broder ponya i’n marathon mar mydnes (or mednes) unweyth y vewghya.

She said [that] her brother would run the marathon provided you agreed to sponsor him.”

“Ow broder a wrussa ponya i’n marathon a mednes unweyth y vewghya.”

“My brother would have run the marathon if only you had agreed to sponsor him.”

becomes for instance

Hy a leveryys hy broder dell wrussa ponya i’n marathon a mednes unweyth y vewghya.

She said [that] her brother would have run the marathon if only you had agreed to sponsor him.”

The last of these examples shows there is a practical limit to how elaborate the tenses can be. The unreal condition already requires the conditional tense for the main verb of what is said and the imperfect subjunctive for the protasis. No change is required when it is put into indirect statement.

Practys Seytek ha Dêwgans

Exercise Fifty Seven

Applying the rule of sequence of tenses, convert each of the following direct statements into an indirect statement beginning with **An BBC a dherivys fatell ...** ‘The BBC reported that ...’

An Mytern a vydn vysytya ‘Kresen Kernow’ pàn vo in Ewny Redrudh nessa mis. Y fëdh an fordh degës mar teu an ryver ha fedna. Abàn veu an dôwysyans agensow, an Mentênours a’s teves moyhariv in Consel Kernow. Còst an kevambos re beu encressys kynth yw an servys lehës. An kesudnyans lavur a vensa declarya astel ober mar na ve acord nowyth rag gwelhe an gober ha’n condycyons.

‘Even’ in Cornish

The English word ‘even’ has many different meanings. As a noun ‘even’ is the shorter form of ‘evening’, of course, belonging to the poetical language. This is straightforwardly **gordhuwher** in Cornish. As an adjective ‘even’ may correspond to Cornish **compes** or **gwastas** or **leven**; or might sometimes be expressed by **kesposys**

or **montollys**. But it is the meaning of ‘even’ as an adverb that is most difficult to pin down. In Cornish we may use **inwedh**. The overall syntax of the sentence is then typically adjusted to signal special focus. We may employ the interjection **dar** when there is an element of surprise or indignation. In a negative sentence **udn** or **unweyth** often equates to English ‘not even’. Preceding or following **moy** we use **whath**. Occasionally we find **vëth** after **moy**. When English ‘even’ implies going beyond what is normal or what is expected, there is no single corresponding expression in Cornish. Sometimes the underlying sense is ‘even if’, and then we can employ **kyn** and the imperfect subjunctive of **bos**. Another common device is to append **A venses y gresy?** or **A wrusses y gresy?** ‘Would you believe it?’ as a rhetorical question at the end of the utterance.

Here are some examples.

Seulyow hir a wyscas hy inwedh.

She even wore high heels.

Dar, ny wrussowgh agan gortos.

You didn’t even wait for us.

A ny wodhes powes cosel udn vynysen?

Can’t you sit still even for a moment?

Ny wrussys unweyth gelwel rag dyharas.

You didn’t even phone to apologize.

Lebmyn y a wrug chevysya whath moy.

Now they’ve borrowed even more.

Yth esof ow neyja i’n mor pùb myttyn; i’n gwâv kyn fe.

I swim in the sea every morning; even in winter.

Anjy a brenas dewas dhybm. A venses y gresy?

They even bought me a drink.

Practys Êtek ha Dêwgans

Exercise Fifty Eight

Elen Tonkin yw vysytyor dhe ranjy hy henytherow Jana Bligh in Arwednak udn gordhuwher. Y whra Zoe Collett, prias Jana, parusy soper dh’aga theyr.

Zoe **Ot an vytel dhe’n bord. Dewgh ha debry.**

Elen **Ma’n sawor pòr dhâ! Pandra wrusta kegy?**

Zoe **Nynj eus ma’s brewgig bowyn. Versyon spîcek. Ha penne ganjo.
Pùptra yw pòr sempel, heb lowr termyn warlergh dones tre.**

- Jana Kegynores uvel glân yw Zoe. Warlergh gonys in hy shoppa oll an jëdh, de Lun bys i'n Sadorn, hy a wor gwil soper dhyn yn scon hag yn spladn. Mir! Yma salad ganso. Ha bara toos trenk, pebys chy. Botel a win Borgayn i'wedh. Frûtys vëdh an sant melyn. Y'gan bÿdh coffy wosa hedna.
- Elen Delycyùs yw an bowyn, Zoe. Fatla wrussys y vryjyon?
- Zoe Kyns oll me a frias an kig gans onyon ha kenyn ewynak. Saw cùmyn yw an alwheth. Addya dew loas tê a hedna. Puber Cayenne rag ry bobmyn. Loas tê a'n syrop owrek, dew loas a'n aysel triakel, shakyans larch a'n sows Kerwrangon, skit a'n yos aval kerensa. Dornas lus rudh kefrës. Keworra tûch dowr, ha gasa dhe sygera scav bys may fo parys an pasta.
- Elen Wèl, hèm yw heb dowt meur gwell genam ès an Bolognese a vrojya Demelsa dhe soper yn fenowgh. Erna wrug vy pesy lettya! Y fedha hy orth y gudha gans ledn a geus Parma yn town. Gwalgh a verry – assa veu re gevothak! Ny allaf mès alowa hy scant na's teves talent i'n gegynieth, ha'n gemek arbenygyans gensy kyn fe.
- Jana Èm, now, mar teun ha'gas vysytia whywhy neb tro, y fydnyn ny oll debry in boosty pò tavern pàr hap?
- Elen Ogh peryl vëth! Wolcùm owgh pòr wir. Me a wra parusy an vytel dhe why ow honen i'n eur-na. Dyfen Demelsa rag dos in nes!

Collective versus singulative

When a singulative noun exists alongside a collective noun, we use the collective noun when referring to an uncountable quantity. So **gans onyon** 'with [some] onion' (thinking of the ingredient generally); contrast **gans onyonen** 'with *an* onion' (thinking of an individual bulb).

Pronouncing suffix -ieth

There are two competing pronunciations of the suffix **-ieth** in words like **dorydhieth** 'geography' and **kegynieth** 'cooking, cuisine'. There are speakers who stress these words regularly on the penultimate syllable. But more commonly you will hear them stressed on the 'antepenult' – that is, on the last syllable but one. Those who pronounce the words in this way may even spell the suffix **-yeth** rather than **-ieth** to make their preference clear in writing.