

CARA KERNOWEK 3 LESSON 11: MODEL ANSWERS

Exercise 45

Yma an jeneral owth erhy dhe'n army avauncya.
An serjont a vydn comondya dh'y soudoryon kerdhes aray.
My a leveryys may whrelles gorfedna dha lessons tre kyns oll.
An gwethyas a gomondyas dhe'n prysners sevel stag.
Y feu erhys dhe'n dregoryon gasa an byldyans heb let.

Exercise 46

Hy a wovydnas mos dhe'n attêsva.
An creswas a vydn pesy orth pùb huny sevel pell dhelegergh.
Ny a'n pesys kyns a wil keswel dhyn.
Gwrewgh govyn yn cortes na vednons agan trobla namoy.
Unweyth arta me a'gas pès a gesobery.

Exercise 47

Me a's constrînas dhe amyttya y bosans camdybys.
Y a wrug ow spyrysegy dhe ombrofya dhe'n soodh.
Hy a'm inspîryas dhe vos clojior.
My a wrug y berswâdya dhe worra an gollel dhe'n dor.
An creslu a wrug inia na wrellen ny drîvya peryllys wâr an fordhow leun a rew.

Exercise 48

Na as dhe udn errorr dystrôwy dha vêwnans!
Traweythyow y fydn an lewyor alowa dhe'n dremenysy evreth skydynya mes a'n kyttryn knack ryb aga chy.
Gwil hedna ny allaf alowa dhys.
A'gan beus cubmyas dhe byskessa obma?
Res yw heb ry dhodho cubmyas manovra vèth.

Exercise 49

Py hot a wreth comendya may hallen y brena rag an demedhyans?
A vydnys comendya na vy ow qwysca hot vèth?

Ev a'm gwarnyas may teffen dhe'n treth abrës.

Me a'th warnyas na vednes prevy an boosty nowyth-na.

Yma an gwas pùpprës ow comendya pynag eus otham dhe'n gegyn omryddya anodho.

Exercise 50

Pandra veus ervirys dhe brena worteweth?

Os determyes na gemerta degolyow hâv hevleny?

Prag yth es jy ervirys dhe wil trobel?

Py fordh y fowns y determys dhe gemeres?

Ervirys veu hy na vydna dewheles dhe Gernow warlergh an dydhemedhyans.

Exercise 51

Y fedhaf acordys dhe brena breghtan ha coffy ragtho.

Owgh why acordys na rollowgh bônùs dhe'n felshyp hevleny?

A ny vydnowgh agria dh'agan delyfrya a'n kevambos?

Unverhës vowns y dh'y dhylla rag camomdhegyans garow.

Pùb termyn yma hy assentys dhe radna hy fytsa gans cothman.

Exercise 52

For the cast of *Noah's Ark* Demelsa decided to prepare a short talk to explain the importance of the play in the literary tradition of Cornwall and to motivate them to perform it enthusiastically. After her presentation a group of kids lingers in the room to ask her some questions in Cornish.

First pupil:

Demelsa, why is this old literature full of pious religion? It's not really very interesting nowadays.

Demelsa:

The Catholic faith was very important to people in the past. And though we maybe don't have the same faith any more ... shouldn't we be prepared to respect their view of the life, the universe and everything?

Second pupil:

But it's full of the *Bible*. Weren't there any other stories? Stories about Cornwall itself?

Demelsa:

Sure there were. Lots of yarns, lots of folktales. And they were spoken stories. Passed from generation to generation. Only a very few were written down. The Bible was something else entirely. That was written in Latin. But most of the people didn't know how to read, either Latin or any language. The dramas in the playing place served to teach the Bible to the people, and they were eager to learn it because of their faith.

Third pupil:

I'm going to enjoy the singing and dancing in *Noah's Ark*, the way we mean to act the story out. It's much better, isn't it, than going to boring church, or praying grim and solemn on your knees.

Demelsa:

Folk thought just the same in times gone by! In every age people will think the world is just a bit hard to understand. Folk could celebrate Noah being saved, which was them being saved too, through song and dance that wasn't solemn at all.

Fourth pupil:

So old literature in Cornish is cheerful literature?

Demelsa:

Absolutely. The message of our whole literary tradition is "Let's be optimistic."

Exercise 53

Ms Combellack is asking Mr Mundy what he thinks of the achievements of the Cornish language society so far.

Mr Mundy:

On the whole I'm pleased with the activities of the new society. Demelsa Pentreath has enthusiasm to make a success of the thing, and Alys Howell gives her loyal support.

Ms Combellack:

How much are Cornish speaking pupils involved in the programme?

Mr Mundy:

There are twenty or more in every meeting. We've had guests, as you know. We were pleasantly surprised by the talk from Carajek Moyle, the physics professor. The Sixth Form was very positive about it, praising the scientific topic and the language for not being over-simplified.

Ms Combellack:

I'm glad to hear it. But it's risky if a talk is too hard to understand and isn't suitable for the younger pupils too.

Mr Mundy:

We're careful to keep a balance. Our quiz was a great success. Next time in a bigger room, I hope ...

Ms Combellack:

And make sure you don't alienate the pupils who can't speak the language. Our intention is to enrich school life for the children, all of them, not to prejudice the dignity of those who don't have the language. It's extremely delicate!

Mr Mundy:

I see, of course, that we're walking a fine line. But Demelsa's already a popular pupil in her own Year. She takes care to be known among the younger kids too. She's not sealed inside a single group that's just Cornish focused. Last week she came and explained the background of *Noah's Ark* in English to the cast, the children of Years 7 and 8, in a most appropriate manner.

Ms Combellack:

Schedule some bilingual events please. In addition. Let the society be social glue. And a bridge to better understanding throughout the school.