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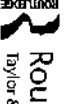
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# Colloquial Welsh

## A Complete Language Course

Gareth King

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Writing this course-book of modern colloquial Welsh has put me very much in mind of those people who were my own teachers, particularly those who put in long hours of preparation and teaching on the NLU's *ulpan* course at Lampeter to give me and many like me a firm footing in the language that was invaluable in enabling us to progress afterwards. I am glad to be able to take this opportunity to thank them all.

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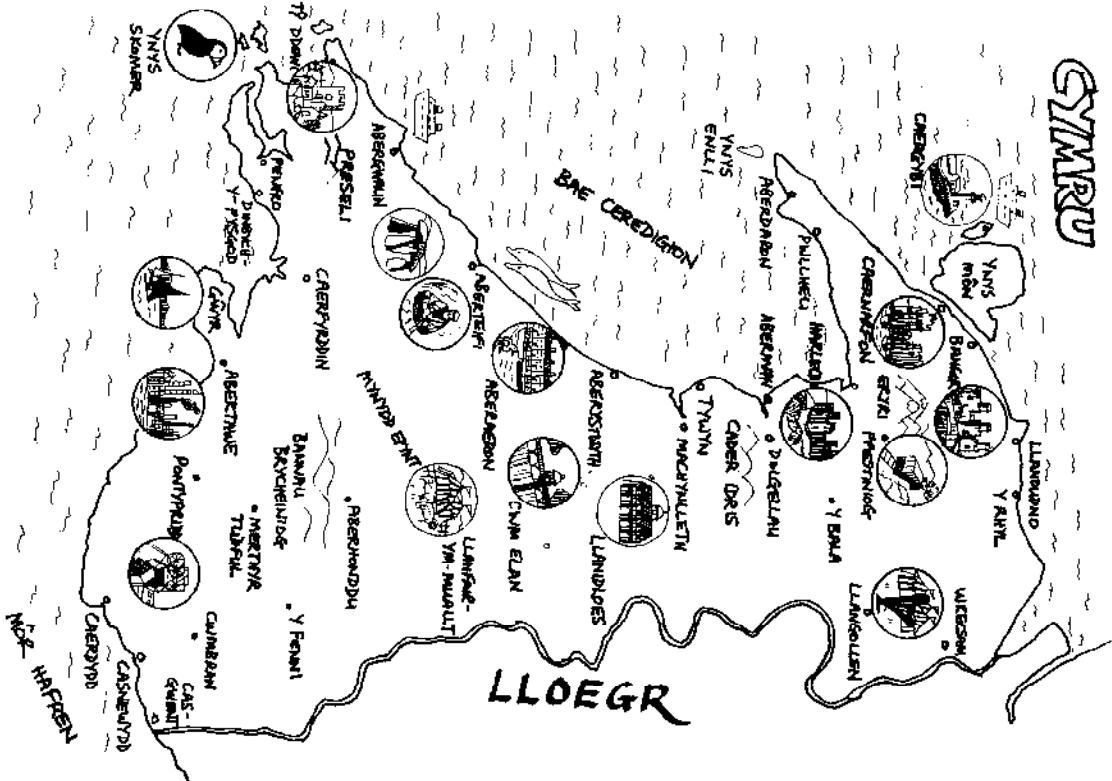
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# Acknowledgements

# Alphabet



The Welsh alphabet uses the following letters:

a b c e h d dd e ff g ng b i j ll m n o p ph r rh s t th u w y

Digraphs (double letters and combinations of letters) above count as separate letters in the dictionary; for example, all words beginning with **l-** will come before any words beginning with **ll-**; so **lori** will precede **lawn**. You should particularly watch out for the digraph **ng**, which is placed after **g** in alphabetical order – so **ynglych** will come before **ymadael** in the dictionary.

k, q and x do not figure in the Welsh alphabet; and j is found only in loanwords.

## Pronunciation

It is difficult to give anything more than a rough approximation of sounds in writing. If you have the cassette that accompanies this book, you will be able to imitate native speakers, which is by far the best way of acquiring the pronunciation anyway. Word lists and dialogues on the cassette are marked throughout.

## Vowels

There are seven vowels in the Welsh alphabet:

a e i o are like 'man' 'bet' 'pin' and 'cot';

u sounds like i in the South, but like French u or German ü (but with unrounded lips) in the North;

w is the 'oo' sound of 'book';

**y** sounds like **u** above when in a final (or only) syllable of a word; otherwise it is like the indistinct 'uh' sound of 'butter' (British English pronunciation) or 'sofa'.

**aafal amser llan siarad achos rhannu arall  
Elen erbyn denu hefyd diweddu heno pell  
dewin esgid ll sifft piell selsig cylid  
hongian torri Chwefor domioli os pont  
crwn pwyll dwli dwsin lwnn hwnnw cwm**

All vowels can be lengthened by adding a circumflex 'â', but in single-syllable words the vowel is sometimes long even though there is no accent. So the rule is: all circumflexed vowels are long, but not all long vowels are circumflexed.

Long vowels:

**da cig nos dyn cul hyd  
mân bôn clêr sŵn tîm tŷ**

Notice the difference between the following pairs:

<b>tan</b>	<b>tân</b>
<b>man</b>	<b>mâu</b>
<b>ffon</b>	<b>ffôn</b>
<b>gem</b>	<b>gêm</b>

Where an **e** occurs in a final unstressed syllable, Northern speakers generally pronounce it **æ**. If you have the cassette, listen to the following words as pronounced first by a speaker from the North, and then by someone from the South:

**rhedeg bore hwyell dynes poed carreg**

The following words have the 'ee' or 'i' sound for y: **dyn, cryn, sych, cyn, hym, hyn, mynd, llyn, llym, sith, nyth, gwŷr, hyd, llyfr, cylch, cyrff, ty.**

The following words have the 'uh' sound for y: **dynion, crynu, sychu, hymod, mynedfa, llynoedd, syndod, nythod, hydre, llyfrau, cylchynu, tymu.**

Listen to the two different sounds for y in the following: **ynys, ymyrryd, dysgwyr, mymyn, cyhyd, sychydd, synnwr, tywydd, tywyll, ysgwydd, lythyr, trydydd.**

Pick out the two sounds in other words: **Aberystwyth, crynu, ewyllys, gwlychu, and the ones that do not obey the 'last or only syllable' rule: y, yr, yn, dy, (fy).**

## Diphthong

**ae, ai, and au** all sound very like the English word 'eye' or 'sigh'. But it is important to remember that, in Colloquial Welsh, unstressed -ai and -au at the end of a word are pronounced -a in the North and -e in the South. The same is broadly true of -ae- in an unstressed final syllable. But stressed -ae- often sounds like -â- in many Southern dialects. If you have the cassette, listen to these words as pronounced first by a speaker from the North, and then by one from the South:

**cae nai dau dylai llyfrau llaeth gwahaniaeth**

**ei** and **eu** within words sound rather like 'uh' + 'ee' run together very quickly. Note that the common words **ei his/her** and **eu their** are idiosyncratically pronounced 'ee' (Lesson 4).

**tei teiar neidio mein i creu creulon neu dwend**

**ew** is simply a combination of **e + w**, and so sounds like 'eh-oo'. It does not rhyme with English 'new'.

**few llaw mewn olew drewi newydd dewr ewch**

**iw** does sound quite similar to the diphthong in English 'new', but with a longer first element.

**fflâu crïw Nïwbwrch rhïuw llïw llïwgar**

**oe** sounds like 'oi' as in 'noise':

**croeso oerach poeni troed croes croen**

**wy** generally sounds something like 'oo-ee':

**twylio mwyn ffïwyth trwyn âwyn drwy llwy**

but **gwy-** generally sounds like 'gwi-' as in the personal name Gwyn:

**gwyntog Gwynedd gwylt gwyth gwylio**

**yw** (and occasional words with **uw**) sounds similar to **iw**, but with the **y**-pronounced further back in the throat in the North.

**rhïyw clyw byw menyw llïw duw duwianu**

In the combination -**jwy-**, the first -**jy-** is in the previous syllable and sounds like 'uh', while the diphthong is the -**wy-**, sounding like 'wi':

**bywyd twywyd**

## Consonants

- b d l m n p** and **t** all sound similar to their English equivalents.
- c** is always hard, as in English 'cat', even when followed in Welsh by **i** or **e**.
- ch** is like the last sound in (Scottish pronunciation of) 'loch', or in German *ach, noch*.
- dd** is the *voiced* 'th' sound in English 'these', 'then'; notice that the unvoiced equivalent is spelt differently (**th**) in Welsh.
- f** is as 'v'; at the end of words in Colloquial Welsh it is often dropped.
- ff** corresponds to 'f'.
- g** is always hard, as in English 'game', even when followed in Welsh by **e** or **i**.
- ng** almost always has the sound of 'singer'; but in Welsh this sound can come at the beginning of a word.
- h** is always sounded, except in some Southern dialects.
- ll** is an *aspirated* 'l' – get your tongue and lips in position to pronounce an 'l', and then blow gently instead of using your voice. Easy when you know how, and actually not nearly as tricky as **ch**.
- ph** corresponds to 'f' as in English, but occurs only as the result of mutation of **p** (see Lessons 3 and 4).
- r** is always sounded, even at the end of a word, and is pronounced as a 'flap' of the tongue (i.e. not like American and Southern English type).
- rh** is an *aspirated* 'r' – in practice it generally sounds as if it were written **hr**.
- s** always sounds as 's' (never as 'z' except in loanwords in some Southern dialects), unless followed by **i** + vowel, in which case it sounds as 'sh'.
- th** is the unvoiced 'th' sound of English 'think', 'thirty'.

Only two letters can be doubled, **n** and **r**; **nn** and **rr** – this does not affect their pronunciation. Remember that **dd**, **ff** and **ll** are not double letters but different letters from **d**, **f** and **l**.

caeth acen chwecch aiarach drws diod ddolen gardd fantais tyfu ffôn  
raff golau gem maneg gwenu angen ngîr halen jwg lori canol  
llan lleinni tywyll main noddi talcen pant tâp phan radio telynor  
torri rhosyn gwisgo dynes siop creision sinema taro atsain twt yst-  
wyth thawel

## Stress

There is nearly always a strong stress-accent on the last-but-one syllable in Welsh:

### gáir gériaus geiriadur geiriaduron

Changes to the first letter of a word (Mutations) are an integral feature of Welsh, and this aspect of the language is dealt with in Lessons 3 and 4. In this book, a special sign ' is used to indicate the presence of the most common mutation, the Soft Mutation, and its use is explained in Lesson 3.

## Consonants

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catn acen chwec hlar chwec drws diod dtolen gardd fantais tyfu ffôn  
rhaff golau gem maneg gwenu angen ngâ halen jwg lori canol  
llan henni tywyll mam noddi talcen pant tâp phan radio telynor  
torri chosyn gwisgo dynes stop creision sinema taro arsain twt yst-  
wyth thawel

## Stress

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**gáir géiriau geiriadur geiriadúron**

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# 1 Cwrdd â phobol

## Meeting people

- A: Hello. I'm Alun.  
E: Nice to meet you, Alun. I'm Elinor.  
A: And this is my girlfriend Siân.  
E: Hello, Siân.  
S: I'm pleased to meet you, Elinor.

In this lesson you will learn how to:

- greet people
- ask how people are, and say how things are with you
- introduce people
- ask who other people are
- talk about occupations

### Sgwrs (conversation)

- A: Noswaith dda.  
B: Noswaith dda. Neis gweld chi.  
A: Sut mae'r tculu erbyn hyn?  
B: Pawb yn iawn, diolch.  
  
A: Good evening.  
B: Good evening. Nice to see you.  
A: How's the family these days?  
B: Everyone's fine, thanks.

### Sgwrs

*Alun, Elinor and Siân introduce themselves to each other*

- ALUN: S'mae? Alun dwi.  
ELINOR: Neis cwrdd â chi, Alun. Elinor dwi.  
A: A dyma nghariad Siân.  
E: Helo, Siân.  
SIÂN: Mae'n dda gen i 'gwrdd â chi, Elinor.

### Sgwrs

*Gwilym takes his brother Elfed next door to meet Mrs Williams*

- GWILYMM: Bore da, Mrs Williams.  
MRS W: Bore da - Shwd ych chi bore 'ma?  
GW: Go lew, diolch. Ych chi wedi cwrdd â mrawd i o'r blaen?  
MRS W: Nadw, dw i ddim yn meddwl.  
GW: Elfed, dyna Mrs Williams sy'n byw drws nesa. Mrs  
ELFED: Williams, dyna mrawd Elfed.  
MAE N DDA GEN I GWRDD Â CHI, MRS WILLIAMS:  
Gw: Good morning, Mrs Williams.  
MRS W: Good morning - How are you this morning?  
GW: Alright, thanks. Have you met my brother before?  
MRS W: No, I don't think (so).  
GW: Elfed, this is Mrs Williams who lives next door. Mrs  
WILLIAMS: Williams, this is my brother Elfed.  
E: I'm pleased to meet you, Mrs Williams.

### Greetings

Like other languages, Welsh has a variety of set formulae for greeting people at different times of the day. Many of these involve **da good**: **Bore da** *Good morning*, **Prynhawn da** *Good afternoon*, **Noswaith dda** *Good evening*. These are used exactly as their English equivalents, with the expression repeated for the reply. **Helo** is very common as well. Note that **Nos da** *Good night* is, as in English, restricted to leave-taking. There is no commonly used equivalent of *Good day*.

Other common formulae involve asking how the other person is. This requires **Sut...? How...?**, which in these expressions particularly is often heard as **S'** in the North and as **Shw(d)** in the South. So *How's things?* can be **S'mae?** or **Shwmae?** depending on the

area. Similarly, *How are you?* is **S'dach chi?** or **Shwd ych chi?**. There is a wide choice of answers:

<b>Lawn</b>	Fine
<b>Da lawn</b>	Very good
<b>Go lew or Yn 'o lew</b>	Fine
<b>Gwedadol</b>	Fair/OK
<b>Dim yn ddrwg</b>	Not bad

To any of the above can be added the expressions ... **wyddoch chi** (North) or ... **chimod** (South) ... y'know.

Finally, **Beth andanoch chi?** *What about you?* or **A chithau?** *And you?* returns the question.

To say *Goodbye*, use any of the following:

<b>Hwyl!</b>
<b>Hwyl fawr!</b>
<b>Hwyl nawr!</b>
<b>Wela i chi!</b> ( <i>I'll be seeing you</i> )
<b>Da borth chi!</b> (more formal)

### Exercise 1

Fill in the gaps in this conversation:

- A: Bore \_\_\_\_\_, S \_\_\_\_\_?  
 B: \_\_\_\_\_ lew, \_\_\_\_\_? A \_\_\_\_\_?  
 A: Dim \_\_\_\_\_.

### Exercise 2

Rearrange the order of the Welsh phrases to match their English equivalents:

A: Good morning	<b>Lawn, diolch</b>
B: Good morning ...	<b>Wela i chi</b>
... how are you?	<b>Bore da</b>
A: OK, thanks ...	<b>Dim yn ddrwg, chimod</b>
... what about you?	<b>Hwyl nawr</b>
B: Not bad, y'know	<b>A chithau?</b>
A: Be seeing you	<b>Bore da</b>
B: Goodbye	<b>Shwd ych chi?</b>

## Introducing yourself and other people

For yourself, give your name first, and then ... **dw i I am** ... So **Dafydd Jones dw i, I'm D.J.** To ask someone else's name, use **Beth(y) ydych enw chi?** (N) or **Beth yw'ch enw chi?** (S), *What's your name?* All you need for introducing one person to another is **Dyma ... This is ...**, or rather more formally **Ga i gyflwyno ...?** *May I introduce ...?*

The following are of use in identifying or introducing family and friends. Some of the words are awkward for beginners to pronounce – if you have the cassette, listen to them and try to imitate the native speakers:

<b>that</b> my father	<b>mrawd</b> my brother
<b>fy mam</b> my mother	<b>'n chwaer</b> my sister
<b>ngâr</b> my husband	<b>Fy mab</b> my son
<b>ngwraig</b> my wife	<b>Fy merch</b> my daughter
<b>nghaniad</b> my boy/girlfriend	<b>nghyfath</b> my friend
<b>weddil y teulu</b> the rest of the family	<b>nghymydog</b> my neighbour
<b>nghyniar</b> my partner	(person I live with)

So, for example, **Dyma ngwraig Jeni** or **Dyma Jeni, ngwraig**, *This is my wife Jeni* – or, more formally, **Ga i gyflwyno ngwraig Jeni?** etc. Notice that **Dyma ...** means *This is ...* or *Here is ...*, while **Dyna ...** means *That is ...* or *There is ...*. In rapid speech they are frequently shortened to **'Ma ...** and **'Na ...** respectively: **'Ma nghariad Sioned** *This is my girlfriend Sioned*; **'Na Ronnie yn y gornel** *That's Ronnie in the corner*.

### Exercise 3

How would you:

- introduce your mother
- introduce your brother Ronnie
- point out your brother
- introduce Mrs Williams (formally)
- point out your sister
- point out the rest of the family behind her
- introduce your friend who lives next door
- introduce your husband (formally)?

## Sgwrs

*Delyth and Mari are at a party. Mari doesn't know anyone, so Delyth is pointing out who's who.*

M: Pwy yw honno, 'te?

DELYTH: Anthea yw honno – Anthea Edwards sy'n byw gyferbyn.

M: A'r dyn ifanc tu ol iiddi – pwy yw e?

D: Ei gŵr hi, gobethio. O, a dyna Ronnie a Fifi!

M: A beth am y ddau yn y gornel – pwy yw'r rheiny?

D: Dw i ddim yn nabod nhw.

M: Awn ni i gyflwyno'n hunain, 'te.

D: Pam lai?

M: Who is that (woman), then?

D: That (woman) is Anthea – Anthea Edwards who lives opposite.

M: And the young man behind her – who is he?

D: Her husband, I hope. Oh, and there's Ronnie and Fifi!

M: And what about the two in the corner – who are those (people)?

D: I don't know them.

M: Let's go and introduce ourselves, then.

D: Why not?

## Identifying people and things – Beth . . . ? Pwy . . . ?

We have already seen that . . . dw i / am . . . is used for identifying yourself. To refer to things, we need ydy (N) or yw (S) . . . is . . . ; so **Beth ydy/yw . . . ?** means *What is . . . ?*

**Beth ydy hwn?**      What is this?

**Beth yw hwnnw?**      What is that?

A useful way of acquiring vocabulary is to point to the object and ask **Beth ydy hwn** (*hwnnw*) yn Gymraeg? *What is this (that) in Welsh?* Alternatively, for things not to hand, you can substitute the English word for **hwn/hwnnw**: **Beth ydy** 'window' yn Gymraeg? *What is 'window' in Welsh?*

**Hwn** and **hwnnw** are fine for *this* and *that* with objects, but when pointing out people, and using **Pwy ydy/yw . . . ?** *Who is . . . ?*, it makes a difference whether they are male or female: **hwn** (m) or **hon** (f) *this (person)*, and **hwnnw** (m) or **honno** (f) *that (person)*. For example:

**Pwy ydy hwnnw?  
Pwy ydy honno?**  
Who is that (referring to a man)?  
Who is that (referring to a woman)?

### Exercise 4

How would you ask:

- 1 who that woman is over there
- 2 what this thing is
- 3 what that thing is
- 4 who this man is
- 5 who this woman is
- 6 who that man is over there?

## Talking about occupations

The identification patterns used for introducing yourself or identifying others can also be used to refer to occupations. For example, in answer to the question **Beth ydy/ch gwaith chi? What is your job/work?**, you can answer: (occupation) **dw i, I'm a ( . . . )**.

### Beth ydy/ch gwaith chi?

adeliadwr	builder
diffoddwr tân	fireman
athro	teacher (m)
athrawes	teacher (f)
nyrs	nurse
meddyg	doctor
ffermwyr	farmer
gyrrwr lori	lorry-driver
garddwyr	gardener
mecanwydd	mechanic
myfyriwr	student (m)
mysyrrwaig	student (f)
beddwas	policeman
cyfreithiwr	lawyer
cyfeithiyyd	translator

Similarly, to identify someone else's occupation:

**Cyfeithiyyd ydy/yw hi**      She's a translator  
**Heddwas ydy/yw e**      He's a policeman

**Myfyrniwr ydy/yw hwnnw** That [man] is a student  
**Athrawes ydy/yw honno** That [woman] is a teacher

### Definite article – words for ‘the’

The word for *the* appears in three forms, depending on what sounds come before or after it:

**y** is used before consonants: **y bws**, **y tacsi**, **y llong** (ship)

**yr** is used before vowels: **yr amgueddfa** (museum), **yr afal** (apple)

**'r** is used after vowels: **'r bws** (to the bus)

**'r llong** (to the ship)

**'r amgueddfa** (to the museum)

You will see from these examples that a preceding vowel overrides any other considerations: in this case, all nouns have the '**r** article regardless of whether they begin with a consonant or vowel.

Although Welsh nouns are masculine or feminine (see Lesson 3), this has no bearing on the form of the definite article. Nor does it matter whether the noun is singular or plural. Notice, however, that there is no word for *a/an* in Welsh. Where it appears in English, it is simply left out in Welsh: *tasi taxi* or *a taxi*; *llong ship* or *a ship*.

### Exercise 5

Fill in the gaps with the correct word for *the*:

- |   |                |   |                      |
|---|----------------|---|----------------------|
| 1 | _____ siop     | 5 | gyda _____ bara      |
| 2 | i _____ sicp   | 6 | allwedd              |
| 3 | i _____ sicpau | 7 | gyda _____ allwedd   |
| 4 | _____ bara     | 8 | cyllyl a _____ ffyre |

**Geirfa**

**allwedd** key (S)

**a** and

**cyllyl** knives

**ffyre** forks

**siop** shop

**bara** bread

**gyda** with

### Commenting on the weather



As in English, this is simply a convenient way of showing friendliness by initiating a conversation. You will need **Mae hñn...** *Hñ...* (usually **Mae'n...** in rapid speech), followed by one of:

<b>braf</b>	<b>fine</b>
<b>ddifftas</b>	<b>miserable</b>
<b>boeth</b>	<b>hot</b>
<b>dwyfn</b>	<b>hot</b>
<b>oer</b>	<b>cold</b>

These are the only comments needed for the purposes of exchanging pleasantries. More detailed discussion of the weather and weather forecasts is dealt with in Lesson 7. Finally a ‘tag’ question should be added at the end to elicit a response: ‘... on'd ydy?’ (or ‘... ‘tydy?’) (N), ‘... on'd yw hi?’ (S) ... isn't it? So, for example:

### ‘These (ones)’ and ‘Those (ones)’

The plural forms of **hwnhwon** and **hwnnw/honno** are **y rhain these (ones)** and **y rheiny those (ones)**. They are used of people and objects alike, masculine or feminine. Notice that they incorporate the definite article (see p. 12), and so the **y** element will appear as '**r** after a vowel: **am y rhain about these**, but **r rhain to these**.

### Exercise 6

Using the vocabulary (**geirfa**) below, translate the following into Welsh:

- Who are those people?
- How much is this?
- What is this in Welsh?
- I'll take these, please
- How much are those?

**Geirfa**

faint? how much?  
**yn Gymraeg** in Welsh  
 gyntera i ... I'll take  
 os gwelwch yu dda please

Mae'n braf bore 'ma, 'tydy?  
Mae'n oer heddw, on'd yw hi?

It's fine this morning, isn't it?  
It's cold today, isn't it?

The answer will almost certainly be **Ydy** (*Yes*) *it is*, or **Ydy, wir** (*Yes*) *it certainly is*.

### **Exercise 7**

Make brief comments about the weather according to the symbols, and whether you are in the North or South:

1 (N)

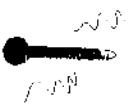


-4°C

3 (S)



4 (N)



40°C

### **Exercise 8**

Decide whether you would use **ti** or **chi** in addressing the following:

- 01 your brother
- 02 a shop assistant
- 03 your three nieces Fifi, Kary and Lisa
- 04 Arnold Schwarzenegger
- 05 Arnold Schwarzenegger's cat 'Terminator'
- 06 the bank manager
- 07 your twin sisters (aged 22)
- 08 your twin sisters (aged 3½)
- 09 the bank manager's 5-year-old nephew
- 10 Pontardawe Male Voice Choir (close personal friends)

### **Ti and Chi - 'you'**

As in other European languages, Welsh has two words for 'you' – **ti** for addressing a friend, member of the family, child or animal, and **chi** for all other cases. **Chi** is also the plural in all cases. Which to use with acquaintances is very much a matter of subjective judgement. If in doubt, and especially with people of the older generation, you should stick to **chi**. With younger people and your peers, wait and see what they use to you, and do the same.

### **Darllen-a-Deall (Reading comprehension) ●●**

Read and try to understand as much of the following dialogue as possible. There is a short vocabulary at the end to help you, but otherwise try and guess unfamiliar words from the context.

Euros has just moved in next door to Phyl and Sandra.

Euros: Bore da, Euros dw i. Beth yw'ch enw chi?  
Phyl: Bore da. Phyl dw i. Dw'r'n byw dwrs nesa.  
E: (shakes hands) Mae'n dda gen i gwrrd à chi. Mae'n braf heddw, on'd yw hi?

P: Ydy, wir.

(*Sandra comes out*)  
O, dyna ngwraig Sandra. Sandra, dyna'n cymydog newydd Euros.

- SANDRA: Croeso i'r ardal, Euros. Eich car chi ydy hwnnw, 'te?  
 E: Ie, Beth amdano fe?  
 S: Mae'n blocio'n myneda.  
 E: O... symuda i fe i chi nawr.  
 P: Diolch.

### Geirfa

'n our                                      beth amdano fe? what about it?  
 newydd new                                 symuda i I'll move  
**ardal** arca

### Exercise 9

Now see if you can find the Welsh equivalents for the following:

entrance \_\_\_\_\_  
 now    now  
 thanks                                      thanks  
 next door                                 next door  
 neighbour                                 neighbour

## 2 Dod i nabod pobol

### Getting to know people

In this lesson you will learn how to:

- talk about your family
- say where you come from, and where you live
- answer yes or no to various questions

### Sgwrs

Sïôn is sitting next to Susan, an American, on the train to Aberystwyth. He notices she has an airline tag on her bag, but a Welsh newspaper in her hand, and introduces himself

SÎON: Shwmae – Sïôn dw i.

SUSAN: Mae'n dda gen i gwrd â chi. Susan dw i.

SÎON: Cymraes dych chi, Susan?

SUSAN: Nage – Americans dw i.

SÎON: Wir? A o le dych chi'n dod yn America?

SUSAN: Dw i'n dod o Efrog Newydd.

SÎON: Dych chi'n siarad Cymraeg yn dda.

SUSAN: Diolch, Ond dw i eisiau gwella!

SÎON: Hello – I'm Sîon.

SUSAN: Pleased to meet you. I'm Susan.

SÎON: Are you Welsh, Susan?

SUSAN: No – I'm American.

SÎON: Really? And where do you come from in America?

SUSAN: I come from New York.

SÎON: You speak Welsh well.

SUSAN: Thanks. But I want to improve!

## Sgwrs



*Jane is also on her way to Aberystwyth, but hitching. A car with a CYM plate stops to pick her up*

JANE: Dych chi'n mynd i Aberystwyth?

ELENI: Ydw. Ych chi eisiau tifft?

J: Diolch yn fawr. Jane ydy'r enw, gyda llaw – Jane Williams.

E: Eleri Roberts dw i. Rhwch eich bagiau yn y cefn.

(they drive on)

E: Felly, Jane – Cymraes ych chi?

J: Nage – Saesnes dw i.

E: Ond ych chi'n siarad Cymraeg yn dda.

J: Cymro yw nhaid. Felly dw i'n deall Cymraeg, ac yn siarad

ychydig hefyd.

E: Gwela i.

J: Are you going to Aberystwyth?

E: Yes. Do you want a lift?

J: Thanks a lot. The name's Jane, by the way – Jane Williams

E: I'm Eleri Roberts. Put your bags in the back.

E: So, Jane – are you Welsh?

J: No – I'm English.

E: But you speak Welsh well.

J: My grandfather is a Welshman. So I understand Welsh, and

(I) speak a bit as well.

E: I see.

### Exercise 1

Decide between **yw** and **dw** for each of the gaps:

1 Cymraes \_\_\_\_\_ i, ond Saesnes \_\_\_\_\_ Anne Smith.

2 Ffrancwr \_\_\_\_\_ hwn, a Ffrances \_\_\_\_\_ honno.

3 Americane \_\_\_\_\_ Susan, ond Saesnes \_\_\_\_\_ i.

4 Almaenwr \_\_\_\_\_ Franz, a Ffrances \_\_\_\_\_ Anne-Marie.

5 Cymraes \_\_\_\_\_ fy nam, ond Gwyddel \_\_\_\_\_ i.

Geirfa

Ffrancwr Frenchman

Ffances Frenchwoman

Americanwr American (m)

Almaenwr German (m)  
Almaenes German (f)  
Gwyddet Irishman

Americanes American (f)  
Sais Englishman  
Saesnes Englishwoman

Gwyddetles Irishwoman

### 'I am, you are' etc.

The verb **bod** ('to be') is especially important in Welsh because, in addition to its normal use as in English, it is used to form nearly all of the tenses of the verb. For this reason it is vital to master it if fluency is to be achieved. The forms for the present tense are as follows, with certain regional differences pointed out:

sing.	1	<b>dw i, wi (S)</b>	I am
	2	<b>(wyf) ti</b>	you are
pl.	1	<b>mae e (S); mae o (N)</b>	he is
	2	<b>dach chi (N); (d)ynn ni (S)</b>	she is
	3	<b>maen rhw</b>	we are
			you are
			they are

Notice that the 'he' and 'she' form (**mae**) is different from the **ydy/yw** used for identification purposes in Lesson 1 and in Exercise 1 of this lesson.

### Exercise 2

Using the vocabulary below, translate the following into Welsh:

1 Mari is outside.

2 They are over there.

3 She is upstairs.

4 It's under the table.

Geirfa

tu allan outside  
ian y gisiau upstairs  
bwrrd table  
fan hyn here  
mewn pryd in time  
garre at home

draw fan'i'a over there  
o dan under  
i ffwrdd away  
yfory tomorrow

## Verbs in Welsh

The verb in Welsh, and other Celtic languages, has two unusual characteristics: first, and most important, in ordinary sentences it comes *before* its subject – so **i**, **chi**, **e** (note: **o** in N), **hi**, **ni** and **nhw** explained above correspond to *I, you, he, she, we, they*, with the appropriate form of the verb ‘to be’ preceding. Similarly, for example, *Delyth went* is **aeth Delyth** (literally ‘went Delyth’); and *Delyth saw Sioned* is **welodd Delyth Sioned** (‘saw Delyth Sioned’). This takes a bit of getting used to, but you will soon get the hang of it with practice.

Second, unless the word **nhw they** is specifically mentioned, plural subjects take a singular verb. In other words (using the forms of **bold** described above), we say **Mae nhw fan hyn They are here**, but if we identify who ‘they’ are and so remove the need for **nhw they**, then the 3rd pers. sing. **mae** is used: **Mae Morgan ac Eddie fan hyn, Morgan and Eddie are here**.

As regards the pronouns, remember the distinction between **ti** and **chi** mentioned in Lesson 1; and notice also that, as in French, there is no word in Welsh corresponding to *it*.

## Question-forms (INT – interrogative) of bod, present tense

While English swaps round the subject and verb (‘I am’ becomes ‘am I?’), the verb-subject word order does not change in Welsh; instead, the verb-form itself is altered:

- |       |   |                       |
|-------|---|-----------------------|
| sing. | 1 <b>ydw i?</b>   | am I?                 |
|       | 2    ( <b>wyt</b> ) <b>ti?</b>  | are you?              |
|       | 3m <b>ydy e?</b> (S), <b>ydy o</b> (N)  | is he?<br>is she?     |
| pl.   | 1 <b>ydan ni?</b> (N),<br><br>( <b>yd</b> ) <b>yu ni?</b> (S)                     | are we?               |
|       | 2    ( <b>yd</b> ) <b>dach chi?</b> (N),<br><br>( <b>yd</b> ) <b>ych chi?</b> (S) | are you?<br>are they? |
|       | 3 <b>ydyn nhw?</b>  |                       |

Notice how the 3rd pers. sing. **mae e/mi he/she is** is changed completely to **ydy e/mi** *is he/she?*, and a similar process happens with **maen nhw they are, ydyn nhw? are they?**

The 2nd sing. question form is heard either as **wyt ti?** or simply **ti?**: **Wyt ti gartie heno?** or **Ti gartre heno?** *Are you at home tonight?*

### Exercise 3

Rearrange columns 2 and 3 so that the correct translation reads across from column 1:

1	2	3
<i>I am</i>	<b>ydyn</b>	<b>nhw</b>
<i>am I?</i>	<b>ydw</b>	<b>ti</b>
<i>you are</i>	<b>ydych</b>	<b>hi</b>
<i>are you?</i>	<b>wyt</b>	<b>ni</b>
	<b>am I?</b>	<b>i</b>
	<b>dan</b>	<b>i</b>
	<b>dw</b>	<b>chi</b>

### Exercise 4

Tag-questions send a statement back to the originator for confirmation. Example:

(statement)	(tag)
<b>Mae Gwenllian i ffwdd heddiw.</b>	<b>Ydy hi?</b> Is she?

Find the Welsh tags for the following statements:

- 1 Mae nhw fan hyn rywle. \_\_\_\_\_ ?
- 2 Dan ni gartre heno. \_\_\_\_\_ ?
- 3 Dw i eisiau gwella Nghymraeg. \_\_\_\_\_ ?
- 4 Mae Morgan ac Eddie tu allan. \_\_\_\_\_ ?
- 5 Mae hi'n bwrw glaw. \_\_\_\_\_ ?
- 6 Dych chi (sing.) gyda ni. \_\_\_\_\_ ?

## Sgwrs

*Aled meets Glyn in the pub, but he is really looking for Rhys and Delyth*

- ALED: Shw mae pethau, Glyn?  
GLYN: O, go lew, timod.  
A: Gwranda, ydy Delyth a Rhys fan 'ma heno?  
G: Mae Rhys far hyn, ond dyw Delyth ddim.

- A: Lle mae hi, 'te, Gartre?  
G: Dyw hi ddim gartre chwaith. Mae hi i ffwrdd dros y Sul, dw i'n meddwl.

- A: How are things, Glyn?  
G: Oh, alright, y'know.

A: Listen, are Delyth and Rhys here tonight?

- G: Rhys is here, but Delyth isn't.

A: Where is she, then? At home?

- G: She's not at home either. She's away for the weekend, I think.

### Negative (NEG) forms of bod, present tense 'I'm not, you're not' etc.

These require changes to some of the verb-forms themselves, and the addition of **ddim** *not* after the pronoun:

sing.	1 dw i ddim	I am not
	2 ( <b>dwyf</b> ) <b>ti ddim</b>	you are not
	3m dydy e ddim, dyw e <b>ddim</b> (S)	he is not
	f dydy hi ddim, dyw hi <b>ddim</b> (S)	she is not
pl.	1 ( <b>dy</b> )dan ni ddim, ( <b>dy</b> ni) <b>ddim</b>	we are not
	2 dach chi ddim, ( <b>d</b> ych chi <b>ddim</b>	you are not
	3 ( <b>dy</b> )dyn nhw ddim	they are not

### Exercise 5

Translate into English:

- Dw i ddim gartre yfory.
- Dyfch chi i ffwrdd trwy'r wythnos?
- Dyw Siân ddim fan hyn ar hyn o bryd.
- Ydw i mcw'n pryd?
- Ydy Dewi a Sifflan fan hyn?
- Maen nhw draw fan'na rhywle, dw i'n meddwl.
- Dyn nhw ddim lan y grisiau.
- Ydyn nhw yn y gegir, efallai?

### Geirfa

trwy'r wythnos all week	ar hyn o bryd at the moment
rhywle somewhere	dw i'n meddwl I think
yn y gegin in the kitchen	efallai perhaps

### Present tense of other verbs

You are now equipped to use any verb in the present tense, because this is done by taking the basic or dictionary-form of a verb, known in Welsh as the **berfenw** or verb-noun (VN), and joining it to the present tense of **bod** by means of the linking particle **yn** (written and pronounced 'n after vowels). So, for example, in the previous exercise we saw dw i'n meddwl, where **meddwl** is *think* and dw i is *I am*; linked by **yn**, these make *I am thinking* or *I think* – there is no distinction in Welsh between the two English present tenses. Similarly, if **dysgu** is *learn*, then *I learn* (or *I am learning*) will be:

Dw i	<b>yn</b>	dysgu
I am	[link]	learn

Further examples:

**Mae Ron yn deall Cymraeg**  
Ron *understands* Welsh

**Mae'r plant yn mynychu ysgol gynradd Gymraeg**  
The children go to [lit. frequent] a Welsh primary school  
**Dyn ni'n mynd i Lundain dros y Sul**  
We're going to London for the weekend

**Trñ gyrru'n rhy gylwm**  
You're driving too fast

**Maen nhw'n adnewyddu'r ty**  
They're doing up the house

### Exercise 6

Two words have swapped places in each of the following sentences – identify them and rewrite the sentences accordingly:

Example: Mae Dafydd trwy gweithio fan hyn yn'r wythnos  
– **Mae Dafydd yn gweithio fan hyn trwy'r wythnos**

- Chi dach 'n siarad Cymraeg yn dda.

- 2 Mae Eddie 'n Paula a mynd i ffwrdd yfory.
- 3 Dan gartie'n siarad Cymraeg trwy'r amser ni.
- 4 Darllen mrawd yn mae yr *Independent*.
- 5 Maen yfory'n hedfan i lwerddon nhw.
- 6 Mae'r plant teledu gwylio'r yn.

### Geirfa

trwy'r amser	all the time	darllen	read
hedfan	fly	Iwerddon	Ireland
plant	children	gwylio	watch
teledu	television		

### Exercise 7

Using the VNs and other vocabulary below, translate the following into Welsh:

- 1 Sioned doesn't work here. 6 Is he coming tomorrow?
- 2 I don't speak French. 7 Do they know?
- 3 We are leaving next week. 8 Do your parents know?
- 4 I buy too many books. 9 Are you reading this?
- 5 Alun is selling the car. 10 Does your mother speak Welsh?

### Geirfa

gweithio	work	dod	come
gadael	leave	prynu	buy
gwerthu	sell	gwybod	know (a fact)
Ffrangeg	French (language)	wythnos nesa	next week
gormod o lyfrau	too many books	'ch rhieni chi	your parents
'ch mam chi	your mother		

Present tense questions and negatives of verbs are done in the same way, using INT and NEG forms of **bod** with linking **yn** and dictionary-form of the main verb. So, for example, *Does he speak (starad) Welsh?* will require **Ydy e...?**

<b>Ydy e</b>	<b>'n</b>	<b>siarad Cymraeg?</b>
<i>Is he</i>	[link]	<i>speak Welsh?</i>

Again, this example could also mean 'Is he speaking Welsh?' – Welsh does not distinguish between the two types of present tense in English.

Negative present tense follows the same principle:

**Dydy/Dyw hi ddim**      **yn**      **mynd**  
*She is not*                    [link]            go

to mean either 'She isn't going' or 'She doesn't go' as required. Further examples:

**Dyw Eleri fach ddim yr siarad Saesneg eto**

Little Eleri doesn't speak English yet

**Ydy'ch gŵr yn dod 'da ni heno?**

Is your husband coming with us tonight?

**Dyn ni ddim yn prynu anrhedegon ceni**

We're not buying presents this year

**Sut dych chi'n sillafu 'ny?**

How do you spell that?

**Ydyw i'n ysgrifennu fe fel hyn?**

Do I write it like this?

**Lle dach chi'n gweithio erbyn hyn?**

Where are you working these days?

**Dach chi ddim yn edrych yn rhy iach**

You don't look too healthy

**Dach chi ddim yn deud hyfyn'n iawn**

You're not saying that right

**Ydy hi'n bwrrw glaw?**

Is it raining?

**Dyw hi ddim yn bwrrw glaw ar hyn o bryd**

It isn't raining at the moment

Other tenses of the verb – imperfect, one of the futures, and conditional – are formed on the same (**bod**) + **yn** + (verb) pattern, using the appropriate tense of **bod**. See Lessons 7 and 14.

### Exercise 8

Unscramble the following sentences:

- 1 bryd Sioned gweithio yn hyn mae o ar
- 2 o gormod i prynu 'n dwl lyfrau
- 3 ddin Ffrangeg mrawd siarad yn dydy
- 4 hyn byw chi erbyn dach lle 'n
- 5 allan oer mae'n tu
- 6 gwraig hyn 'ch fan gweithio ydy yn

## 'Yes' and 'No'

Although Welsh does have words corresponding to these (**Ie** and **Nage** – see Dialogues), they are much more restricted in use than in English. More usually, the affirmative answer to, say, 'Are you going to town?' will be not 'Yes' but 'I am' – the verb is turned round and sent back to the questioner. Similarly:

- 'Is your brother here?'
- 'Am I late?'
- 'Are they ready now?'
- 'Do you speak Welsh?'

We must look, therefore, at the start of the question (where the verb is) to work out what the answer 'yes' will be:

- |                                    |              |
|------------------------------------|--------------|
| <i>Ydy'ch brawd fan hyn?</i>       | <b>Ydy</b>   |
| <i>Ydw i'n hwyr?</i>               | <b>Ydych</b> |
| <i>Ydyn nhw'n barod nawr?</i>      | <b>Ydyn</b>  |
| <i>Ydych chi'n siarad Cymraeg?</i> | <b>Ydw</b>   |

Obviously, the 3rd person verb forms (*he, she, they* etc.) will simply be repeated, as in the first and third examples above, while the 1st and 2nd persons (*I, we* and *you*) will alternate ('Are you coming? I am'; 'Am I late?; 'You are').

For present tense questions, then, the response will be as follows. 'No' answers simply prefix **Nag** (some areas **Nac**).

Question	Yes	No
1 <b>Ydw i ...?</b>	<b>Wyt/Ydych</b>	<b>Nag wyt/Nag ydych</b>
2 <b>Wyt ti ...?</b>	<b>Ydw</b>	<b>Nag ydw</b>
3 <b>Ydy ...?</b>	<b>Ydy</b>	<b>Nag ydy/Nag yw</b>
1 <b>Ydyn ni ...?</b>	<b>Ydych</b> (or <b>Ydyn</b> )	<b>Nag ydych</b> ( <b>Nag ydyn</b> )
2 <b>(Y)dych chi ...?</b>	<b>Ydw/Ydyn</b>	<b>Nag ydw/Nag ydyn</b>
3 <b>Ydyn nhw ...?</b>	<b>Ydyn</b>	<b>Nag ydyn</b>

But when the 3rd sing. **Ydy ...?** refers to more than one person or thing, the answer will be **Ydyn**, *They are*.

This aspect of Welsh causes beginners some difficulty and a tendency to panic at the thought of picking the right answer out of so many possibilities. The trick is to get into the habit of listening for the first word of the question – therein lies the key. It might as well be mentioned, also, that while it is important to get 'yes' right, **Na** is generally acceptable in speech for most 'no' answers.

### Exercise 9

Answer 'yes' to the following questions:

- |  |   |
|--|---|
| 1 <b>Ydy Gwilym yn dod gyda ni heno?</b> | — |
| 2 <b>Wyt ti'n byw yn Abertawe?</b>       | — |
| 3 <b>Ydych chi'n dod fan hyn yn aml?</b> | — |
| 4 <b>Ydy Gwilym a Mair yn barod?</b>     | — |
| 5 <b>Ydyn ni'n hwyr?</b>                 | — |
| 6 <b>Ydw i'n sillafu fe fel hyn?</b>     | — |

### Geirfa

- |                           |                     |
|---------------------------|---------------------|
| <b>gyda (or 'da)</b> with | <b>byw</b> live     |
| <b>Abertawe</b> Swansea   | <b>yn aml</b> often |
| <b>fel hyn</b> like this  |                     |

### Ie and Nage

**Ie** and **Nage** are used where the question begins with a word that is not a verb. There are several examples in the Dialogues at the beginning of this lesson, and they involve identifying people, in particular asking their nationality or profession. We have already encountered the pattern **Cymro dw i**, *I'm a Welshman*, and the same order is used in asking someone else: **Cymro dach chi?** *Cymro*, at the start of the question, is clearly not the verb, so 'yes' will be **Ie** and 'no' **Nage**.

### Exercise 10

- |   |              |
|---|--------------|
| Put the 'yes' answers alongside the questions they belong to: |              |
| 1 <b>Dych chi'n darllen y Daily Telegraph?</b>                | <b>Ie</b>    |
| 2 <b>Cymraes yw'ch mam, 'ie?</b>                              | <b>Ydw</b>   |
| 3 <b>Ydy Morgan ac Eddie yn ynweld â ni eleni?</b>            | <b>Ydych</b> |
| 4 <b>Stoned wyt ti?</b>                                       | <b>Ydy</b>   |
| 5 <b>Ydw i ar yffordd iawn i Abertawe?</b>                    | <b>Ydyn</b>  |
| 6 <b>Ydy Aled esiau gwylio'r teledu?</b>                      | <b>Ie</b>    |
| 7 <b>Ydyn nhw'n mynd gyda'i gilydd?</b>                       | <b>Ydw</b>   |
| 8 <b>Gwyddel ydy Diarmuid O Sé?</b>                           | <b>Ydyn</b>  |
| 9 <b>Almaenwyr yw'r rheiny?</b>                               | <b>Ie</b>    |
| 10 <b>Wyt ti wedi blino?</b>                                  | <b>Ie</b>    |

Which sentence has the correct answer already?

**Geirfa**

- |                               |                              |
|-------------------------------|------------------------------|
| <b>Ynweld â visit</b>         | y ffordd iawn the right road |
| <b>i to</b>                   | gyda'i gwydd together        |
| <b>Amaenwyr (pl.) Germans</b> | wedi blino tired             |

## DARLLEN-A-DEALL

CYFENW:  
ENWAU ERAIL:

CYFEIRIAD:

RHIF FFÔN (GWAITH):  
RHF FFÔN (GWAITH):

Ydych chi'n briod?

Ydych chi'n gyrru car?

Ydych chi'n gwaith yn llawn-amser?

Ydy'r Gymraeg yn fam-i-aith i chi?

Ydych chi'n rhugl yn y Gymraeg?

Ydy'ch rhieni'n siarad Cymraeg?

Ydych chi'n aelod o gŵb chwaraeon?

LLOFNOD

DYDDIAD

YDW/NAC YDW  
YDW/NAC YDW  
YDY/NAC YDY  
YDY/NAC YDY  
YDW/NAC YDW  
YDYN/NAC YDYN  
YDW/NAC YDW

Look at the official form above, and try to identify the Welsh equivalents of the following:

- |                     |       |
|---------------------|-------|
| sports club         | _____ |
| phone number (home) | _____ |
| fluent              | _____ |
| signature           | _____ |
| address             | _____ |
| married             | _____ |
| phone number (work) | _____ |
| mother-tongue       | _____ |
| surname             | _____ |

### Exercise 11

parents	_____
member	_____
date	_____
other names	_____

# 3 Mynd allan

## Going out

SIÔN: I expect so. What about something to eat?  
SUSAN: Nothing for me, thanks.  
SIÔN: Are you sure?  
SUSAN: Yes I am, thanks.

In this lesson you will learn how to:

- order food and drink
- offer and accept things
- say that you possess things, and ask others
- take mutations in your stride

## Sgwrs

The train has brought Susan and Siôn to **gorsaf** Aberystwyth – Aberystwyth station. It has been a long journey, and Siôn offers to buy Susan a drink in the pub over the road

Siôn: Hoffech chi dliod, Susan? Oes amser 'da chi?

(Looks at her watch)

SUSAN: Mmm ... saith o'r gloch. lawn, pam lai?

Siôn: Awn ni i'r dafarn draw fan na, 'te.

(They find a table)

Siôn: Be' hoffech chi, 'te?

SUSAN: Oes gwin coch 'da nhw, tybed?

Siôn: Siwr lawn. Beth am rywbed i fwya?

SUSAN: Dim byd i mi, diolch.

Siôn: Dych chi'n siwr?

SUSAN: Ydw, diolch.

Siôn: Would you like a drink, Susan? Have you got time?

SUSAN: Mmm ... seven o'clock. OK, why not?

Siôn: Let's go to the pub over there, then.

Siôn: What would you like, then?

SUSAN: Have they got red wine, I wonder?

## Possession – 'to have'

Welsh has no verb to express possession. Instead, it uses a construction with **gyda** (usually 'da in speech) **with**, whereby **John has a car** is phrased as

<b>There is</b>	<b>a car</b>	<b>with</b>	<b>John</b>
<b>Mae</b>	<b>car</b>	<b>'da</b>	<b>John</b>

To turn this into a question ('Has John got a car?'), we change Mae **There is/are** into **Oes?** Is/Are there? The rest of the sentence is unchanged:

<b>Is there</b>	<b>a car</b>	<b>with</b>	<b>John?</b>
<b>Oes</b>	<b>car</b>	<b>'da</b>	<b>John?</b>

Negatives ('John hasn't got a car') are done with **Does dim There is/are not:**

<b>There is not</b>	<b>a car</b>	<b>with</b>	<b>John</b>
<b>Does dim</b>	<b>car</b>	<b>'da</b>	<b>John</b>

The important thing to remember about this construction is that the relative positions of the possessor and the thing possessed are reversed in Welsh from the normal English phrasing, with the possessor always coming last:

*Eleri has three children*

**Mae tri o blant 'da Eleri**

In place of names, of course, pronouns can be used in the same way:

<b>Mae</b>	<b>car</b>	<b>'da</b>	<b>fe</b>	<b>ti</b>	I have
			he has	she has	a car
			ni	chi	we have
			chi	nhw	you have
					they have

In North Wales a different construction is more common, with **gan**:

with instead of (gy)da. This will be dealt with in Lesson 6. For now, you should master the principles of (gy)da.

True to the yes/no principle explained in Lesson 2, questions beginning **Oes . . . ?** will be answered 'yes' by **Oes**, and 'no' by **Nag oes**.

## Sgwrs

*Sîon goes to the bar to order from the gweinyddes (barmaid)*

SÎON: Gwin coch a hanner o chwérw, os gwelwch yn dda.  
(*the barmaid gets the drinks*)

Gw: Unrhwybeth arall?

SÎON: Oes creision 'da chi?

Gw: Oes, Pa flas hoffech chi?

SÎON: O . . . halen a finegr.

Gw: Does dim halen a finegr 'da ni.

(*Sîon is disappointed*)

Cyw iâr, 'te

Gw: 'Sdim creision cyw iâr ar ôl, yn anffodus.  
(*Sîon is beginning to get peeved*)

SÎON: Wel he' sy 'da chi, 'te?

Gw: 'Mond caws a nionyn.  
(*Sîon just manages to keep his temper*)

SÎON: Un pecyn o "grecision caws a nionyn, 'te.  
(*she gets the crisps*)

Gw: 'Na chi, 'te.

SÎON: Faint sy arna i i chi?

Gw: Dwy "bunt a deg ceiniog, os gwelwch yn dda.

S: A red wine and a half of bitter, please.

Gw: Anything else?

S: Have you got crisps?

Gw: Yes. What flavour would you like?

S: Oh . . . salt and vinegar.

Gw: We haven't got any salt and vinegar.

S: Chicken, then.

Gw: There's no chicken crisps left, unfortunately.

S: Well what have you got?

Gw: Just cheese and onion.

S: One packet of cheese and onion crisps, then.  
Gw: There you are, then.

S: How much do I owe you?  
Gw: Two pounds and ten pence, please.

## Sgwrs

*Sîon returns with the drinks*

SUSAN: Diolch, Sîon. Iechyd da.  
SÎON: Iechyd da.  
(*takes off his coat*)

Mae'n "boeth fan hyn, on'd ydy hi?  
SUSAN: Ydy, braidd. Ond o "leia mae'n "dawel.

SÎON: Oes ffriðiau 'da chi fan hyn, Susan?

SUSAN: Oes . . . mae ffrið da 'da fi'sy'n bywyd yn y "dre. Dw i'n mynd i aros gyda hi.

SÎON: Americanes arall yw'ch ffrið?

SUSAN: Nage – Cymraes ydy hi. Fel wedes i, dw i eisian gwella Nghymraeg!

(*Sîon takes at his watch and puts his coat back on*)

SÎON: Well i mi fynd, Susan. Ond mae Aberystwyth yn "fach – gobethitho etch gweld chi o "gwmpas. Hwyl!

SUSAN: Hwyl nawr!

SUSAN: Thanks, Sîon. Cheers.

SÎON: Cheers.

It's warm (*in*) here, isn't it?

SUSAN: Yes, (*it is*) rather. But at least it's quiet.

SÎON: Have you got friends here, Susan?

SUSAN: Yes . . . I've got a good friend living in town. I'm going to stay with her.

SÎON: Is your friend another American?

SUSAN: No – she's Welsh. Like I said, I want to improve my Welsh!  
SÎON: I'd better go, Susan. But Aberystwyth is small – I hope to see you about. Goodbye!

SUSAN: Goodbye!

## Mutations

Welsh words change not only at the end (e.g. **siop** *shop*, **siopau** *shops*), but also at the beginning. This phenomenon, which is common to all the Celtic languages, is known as initial consonant

mutation, or simply Mutation. For example, a **c-** at the front of a word can change (under clearly defined circumstances) to **g-, ch-** or **ngh-**; so that **cariad** (*boy/girlfriend*) can appear as **gariad, chariad** or **nghariad** – this last variant occurred in Lesson 1 with the meaning *my boy/girlfriend*. In this example, three different mutations have operated on the **c-**; they are termed Soft Mutation (turns **c-** into **g-**), Aspirate Mutation (turns **c-** into **ch-**) and Nasal Mutation (turns **c-** into **ngh-**). **C-** is not the only initial consonant susceptible to these mutations. The following table gives all the possible changes in initial consonants, with the original (or radical) form in the left-hand column. The Soft (SM), Aspirate (AM) and Nasal (NM) variants can then be read off to the right, starting with **c-** turning to **g-, ch-** and **ngh-** as we have just seen. ‘-’ indicates the original consonant is unaffected; so, for example, there is no Aspirate Mutation of **b-**. You will see, therefore, that three consonants (**c, p** and **t**) are susceptible to all three Mutations, while three more (**g, b** and **d**) are affected by SM and NM, but not AM. The remaining three (**ll, m** and **rh**) are affected by SM only. Certain dialect variations not generally written are omitted from this table.

<i>original consonant</i>	<i>SM</i>	<i>AM</i>	<i>NM</i>
<b>c</b>	<b>g</b>	<b>ch</b>	<b>ngh</b>
<b>p</b>	<b>b</b>	<b>ph</b>	<b>mh</b>
<b>t</b>	<b>d</b>	<b>th</b>	<b>nh</b>
<b>g</b>	(disappears)	—	<b>ng</b>
<b>b</b>	<b>f</b>	—	<b>m</b>
<b>d</b>	<b>dd</b>	—	<b>n</b>
<b>ll</b>	<b>l</b>	—	—
<b>m</b>	<b>f</b>	—	—
<b>rh</b>	<b>r</b>	—	—

By far the most widespread and commonly occurring mutation in Colloquial Welsh is the Soft Mutation, and it is important to master this first of all. Probably ninety per cent of the cases of mutation you will encounter in ordinary speech are SM. The AM and NM will be pointed out as they occur – they are of far lower frequency, and, in the spoken language at least, less consistently applied.

While the mutations undoubtedly make life more complicated for beginners in the language, they should not be allowed to intimidate. The root of the problem is that, while you are still at the stage of acquiring unfamiliar vocabulary, they disguise the true identity

of certain types of word. At first sight, for example, it is impossible to decide whether **bara** is the radical **bara** or an SM variant of a word **para**. Similarly, is **awyr** a radical, or is it the SM variant of **gawy**, with the **g-** removed? In this book, a special sign ‘◦’ is used to help overcome this problem. It is employed in two ways:

- 1 In the vocabularies in the lessons and at the end of the book, ‘◦ after a word (e.g. **am◦**) means that this word causes Soft Mutation of the consonant immediately following. So if you know that **punt** is *pound* (money), and you see the raised circle after **am** in the vocabularies, you will know that *for a pound* is **am bunt**.
- 2 In the dialogues for the first ten lessons, ‘◦ before a word indicates that the word as it appears is not the original word but the soft-mutated variant. But this device is used sparingly. Words beginning with such as **dd-** and **f-** are by definition already mutated (to put it another way, radical words never begin with **dd-** and **f-**). For this reason they do not need pointing out. But **g-, b-** and **d-** are ambiguous; therefore, when they are the result of SM, they will be preceded by the raised circle. So, for example, ‘**gasgl◦**’ warns you that the actual word here is **casglu**; while **gurd◦** will appear without because the **g-** is a radical. If a word beginning with a vowel (or **r-** or **w-**) is preceded by ‘◦’, then this shows that a **g-** has dropped: ‘**oichi**’ shows that the word is really **golechi** (*wash*). Similarly ‘**radd◦ grade, degree** (radical **gradd**), ‘**weddill◦ remainder, rest** (radical **gweddill**). Words beginning **r-** (as opposed to **rh-**) are usually the SM form of **rh-**, and in these cases will be unmarked; so while for ‘**radd**’ you should understand **gradd**, for ‘**rywun**’ you should understand **rhywun**. Words beginning **l-** pose a problem, because there are three possibilities:

SM of **ll-** (the most likely)  
SM of **gl-**  
radical **l-**

In this book, ‘**l-**’ will be used for SM of **ll-**, so ‘**lefydd**’ (radical **lefydd, places**). No raised circle therefore means one of the other two possibilities – radical **l-** usually occurs in loanwords from English and these are generally easy to spot, while **gl-** words are of Welsh origin. Compare **lori** (radical – *borry*) and **lannau** (SM of **glannau** *shores*).

Notice in the table that radical **b-** and **m-** both turn to **f-** under SM – neither possibility is really more likely than the other, and the best approach is simply to learn them as encountered.

Two of the Nasal Mutation effects are potentially ambiguous as well: **m-** (from **b-**) and **n-** (from **d-**). Where necessary, a superscript **‘N’** will be used to distinguish these from radicals: so **nenfwd** (*celing*) – radical, but **‘nillad** (*my clothes*) – NM of radical **dillad**. These typographical aids will appear only in the early lessons, as you must eventually learn to cope without them in the real world!

Listen to the following words in their radical and mutated forms:

radical	SM	AM	NM
car car	gar	char	nghar
pabell tent	babell	phabell	mhabell
tad father	dad	thad	nhad
gardin garden	ardd	-	ngardd
bara bread	fara	-	mara
dillad clothes	ddillad	-	nillad
lawn full	lawn	-	-
merch daughter	ferch	-	-
rhieni parents	rieni	-	-

### Exercise 1

Decide which of the following words are susceptible to SM, and give the SM variants:

brodry brothers	chwioryd sisters
archfarchnad supermarket	lyfr book
gwely bed	ewythr uncle
breawast breakfast	modryb aunt
caws cheese	coff coffee
wyan eggs	map map
popty oven	ffordd road, way
taith trip, journey	dinas city

### Exercise 2

Find the radical forms of the following mutated words. Use the vocabulary at the back of the book if need be.

*weni smile	“mocys boxes
*gas nasty, hateful	“ganol middle
ddeuu attract	ganu sing
*mawd thumb	mhlanigion plants

‘brisiau prices  
tawr big  
tach small  
‘dynna pull  
‘goch red

### Exercise 3

The phrase **Dw i'n mynd** “... I'm going to ...” can be used with VNs to talk about what you have planned. There will be SM of the VN after ‘i’. Using the vocabulary at the back, write down in Welsh five things that you are going to do today.

1  
2  
3  
4  
5

### Offering and accepting things

The simplest way to offer someone something is to use **Hoffech chi** “...?” (or, for people addressed with **ti**, **Hoffet ti** “...?”) *Would you like ...?* What follows will have SM.

Hoffech chi ...	“banaid o ‘de?” “ragor o ‘gofn?” “dioid?”	a cup of tea? (some) more coffee? a drink?
Would you like ...	“bryd o fwyd fan hyn?” “gacen arall?” “gipolwg?”	a meal here? another cake? a look?
	“furflen danygrifio?”	a subscription form?
To accept, use Hoffwn, Yes ( <i>I would like</i> ), or any of the following:		
<b>lawn</b>	OK	
O'r gorau, ‘te	Alright, then	
Pam lai?	Why not?	
Syniad da!	Good idea!	

If it's something expensive, don't forget to ask **Pwy sy'n talu?** *Who's paying?* before committing yourself.  
You can also use **Hoffech chi** “...?Hoffet ti “...? with a following VN to ask if someone would like to do something:

Hoffech chi ...	<i>ddod 'da ni?</i>	come with us?
Would you like to ...	<i>weld y fwydlen?</i>	see the menu?
	<i>drio fe?</i>	try it?
	<i>chwarae pêlroed?</i>	play football?
	<i>gwrdd â ni wedyn?</i>	meet us later?
ffonio adhe?		phone home?

## Nouns – genders and plurals

Nouns ('naming' words – *bús*, *typewriter*, *children*, *honesty*) are either masculine or feminine in Welsh, much as in French. For the most part, there are no guidelines, except that nouns denoting males and females usually have the appropriate gender. Sometimes you can guess from the form of the word (usually the ending). For example, nouns ending in **-en** tend to be feminine, and nouns in **-yn** masculine. But generally the best approach is to learn genders with nouns (later in this lesson there is a neat way of doing this), and not to worry if you don't know or get it wrong – you won't be misunderstood.

While almost all nouns in English are made plural by adding **-s** or **-es**, the situation is more complicated in Welsh, with a number of different ways of forming the plural. Again, you simply have to learn them as you come across them. In the vocabulary at the back of the book the plural is given in brackets after each noun. By far the most common plural endings are **-au**, **-iau**, **-on** and **-ion**. Also fairly common are **-i** and **-ydd/oedd**. In addition, many nouns in Welsh change a vowel in the middle of the word (as with English *man/men*, *foot/feet*, but far more numerous in Welsh). And many words use a combination of ending and vowel-change to make the plural.

Examples:

slop shop	<i>siopau</i> shops
esgid shoe	<i>esgidiau</i> shoes
lythyr letter	<i>lythyron</i> letters
achos cause	<i>athosion</i> causes
capel chapel	<i>capeli</i> chapels
mynydd mountain	<i>mynyddoedd</i> mountains
forest forest	<i>fforestydd</i> forests
cwff body	<i>cyrff</i> bodies
troed foot	<i>traed</i> feet

maneg glove	<i>menig</i> gloves
taiith journey	<i>teithiau</i> journeys
<b>Adjectives</b>	
big red bus is <b>bws coch mawr</b> .	

Adjectives ('describing' words – *red*, *heavy international*, *exasperating*) come after the noun in Welsh – so a *red bus* is **bws coch**, and a *big red bus* is **bws coch mawr**.

du black	<i>melyn</i> yellow (f. <i>melan</i> )
gwyn white (f. <i>gwen</i> )	brown brown
coch red	<i>llwyd</i> grey
glas blue	pinc pink
gwydd green (f. <i>gwerdd</i> )	piws purple
oren orange	... <i>golau</i> light ...
... <i>tywyll</i> dark ...	

## Sgwrs

*Mererid wants to buy a T-shirt*

Gw:	"Alla i'ch helpu chi?
MERERID:	Gallwch. Dw i'n chwilio am "grys-T."
Gw:	Mae llawer 'da ni ar hyn o "bryd. Pa "liw dych chi eisiau?
M:	Sa i'n siwr - gwydd, efallai, neu las.
Gw:	Dyma i chi un gwydd.
M:	Mae'n "wyrdd tywyll iawn, on'd yw e?
Gw:	Ydy, braidd. Beth am yr un glas, 'te.
M:	Mae hwnna'n "well. 'Gymerta i'r un glas, 'te.

## Geirfa

alla i'ch helpu chi?"	llawer many; much	gwell better
can I help you?	lliw colour	<i>gymetai...</i> I'll take...
gallwch yes (you can)	efallai perhaps	sa i'n siwr I'm not sure
chwilio am' look for	neu or	...iawn very...
crys shirt		

**Exercise 4**

Cywir neu Anghywir? True or False?

- 1 Does dim crysiau-T yn y siop ar hyn o bryd.
- 2 Mae'r crys gwyrdd yn rhy (**rhy'** too) dywyll.
- 3 Mae'r crys glas yn rhy olau.
- 4 Yn y diwedd (*in the end*) mae Mererid yn prynu'r un glas.

**Feminine singular nouns**

Two points need to be made about these, both to do with the Soft Mutation.

- 1 If a feminine singular noun is used with the definite article **y** (or **'r**), it appears with SM. So **dessg a desk**, but **y dessg the desk; torh a loaf**, but **y dorh the loaf; gardd a garden**, but **yr ardd the garden; merch a girl**, but **y fferch the girl; pabell a tent**, but **y babell the tent**.
- Note: This particular rule does not apply to feminines beginning **H-** or **R-**, even though these consonants usually do change under SM.
- 2 If a feminine singular noun is used with a following adjective, this adjective undergoes SM. Compare **bwrdd mawr a big table**, but **dessg 'fawr a big desk**.

It will help you remember the gender of nouns if you learn them with an adjective – for example, learn not **ffenest** (feminine), but **ffenest 'fawr** – this more realistic phrase will stick better in the memory. If it is **ffenest fawr** and not **ffenest mawr**, this will remind you that **ffenest window** is feminine.

**Exercise 5**

Look at the adjectives in the following list of noun + adjective phrases, and use them to sort the nouns into masculine and feminine. With two of them, you will not be able to tell.

eglwys lach	siop leol
ffenest fawr	ceffyl gwyn
teledu newydd	dyn pwysig
lori ddu	stafell werdd
tywydd braff	llywbr cyhoeddus
ffordd guil	tre dawel

ysgol gynraidd  
ffurflen swyddogol

aderyn du

**Geiria**

C/A nouns	adjectives
C/A	
C/A	
C/A	
C/A	

eglwys church	newydd new
tywydd weather	cyl narrow
fliord road, way	cymraidd primary
ysgo school	swyddogol official
ffurflen form	llanol local
llwybr path	pwyssig important
aderyn bird	cyhoeddus public

Which two were you unable to determine?

**Exercise 6**

Check the nouns in exercise 5 above in the vocabulary at the back to see if you got the genders right, and then give the English translations for the noun + adjective phrases.

**Verb 'to be' + yn' + adjective**

Another very common word that causes SM is **yn'** ('**ñ**' after vowels) – it does not 'translate' into any English word, but performs a grammatical function in the sentence.

We have already seen that the normal word order in a Welsh sentence is Verb-Subject-Object. In Lesson 1 we saw expressions of the type **Mae'n oer** *It's cold*. This is really a contracted version of **Mae hi'n oer**, which can be analysed as follows:

<b>Mae</b>	<b>hi</b>	<b>'n</b>	<b>oer</b>
is	if		
(verb 'to be')	(subject)		
		(description of subject)	

The same structure could just as easily give us:

<b>Mae</b>	<b>ñ gadaïr 'ma</b>	<b>'n</b>	<b>gyfforddus</b>
is	<b>this chair</b>		<b>comfortable</b>
(verb 'to be')	(subject)		(description of subject)

'Aled is tall'

**Mae**

**Aled**

*tall*

*is*

*Aled*

*(verb 'to be')*

*(subject)*

'You are late'

**Dyeh**

*late*

*are*

*Dyeh*

*(verb 'to be')*

**chi**

*you*

**'n**

*late*

**hwyr**

*late*

*(description of subject)*

This particle **'yn'**, then, appears in descriptive sentences using the verb 'to be', and is placed between the subject and the word that describes it. This will be true for any tense of the verb 'to be'. You should note that **'yn'** does *not* cause SM of following **H-** or **rh-**. The description-word can be a noun as well as an adjective:

**Mae Aberystwyth yn dref fach**

Aberystwyth is a *small town*

**Ydy hyn yn broblem i chi?**

Is this *a problem* for you?

### Exercise 7



Using the translations to help you, put **'yn'** or **'n'** as appropriate in its proper place in each of the following sentences, and make any mutation changes necessary in the process. (Warning! One of them is not strictly speaking a descriptive sentence. Try and spot it, and leave out the **'yn'** accordingly.)

Example: Mae Siân blinedig bore 'ma

Siân is tired this morning  
— Mae Siân **'yn** flinedig bore 'ma

- 1 Ydy'r bwyd parod?  
Is the food ready?
- 2 Dan ni i gyd cynnar.  
We are all (**i gyd**) early.
- 3 Mae Simon a Louisa prysur ar hyn o bryd.  
Simon and Louisa are busy at the moment.
- 4 Mae'r twydd braf heddiw.  
The weather is fine today (note: **braf** is an immutable word).
- 5 Wyt ti oer?  
Are you cold?
- 6 Mae'r parsel 'ma trwm.  
Are you tall?

This parcel is heavy.

7 Mae 'ch brawd tu allan.

Your brother is outside.

8 Dyw pethau ddim rhad fan hyn.

Things are not cheap here.

9 Mae Llanafan pentre bach tlws.

Llanafan is a pretty (**tlws**) little village (**pentre**).

10 Ydy'r dyn 'na cyngorwr?

Is that man a councillor?

Finally, here is a reminder of the Soft Mutation. It is so important that you should take time out now to become thoroughly familiar with it.

B	→	F
C	→	G
D	→	DD
G	→	(disappears)
LL	→	L
M	→	F
P	→	B
RH	→	R
T	→	D

# 4 Ellwch chi ddangos i mi . . . ?

Can you show me . . . ?

In this lesson you will learn:

- more about mutations
- how to say 'my . . .', 'his . . .', 'her . . .', etc
- how to ask people to do things for you
- how you ask if you can do something

## Sgwrs

Jane has arrived in Aberystwyth, and wants to take a room in a hotel for a few days. She finds one *ynghanol y dre*, in the town centre, and goes to the *deibynfa* reception.

- A: Bore da.  
JANE: Bore da. Oes stafelloedd rhydd 'da chi?  
A: Oes. Am faint hoffech chi aros?  
J: Tan ddiwedd yr wythnos, dw i'n meddwl.  
A: lawn.  
He gives her a ffurflen 'gofrestu' (*registration form*)  
J: Wrth 'gwrs.  
She fills in *enw* (*name*), *cyfenw* (*surname*), *cyfeiriad carref* (*home address*) and *rhiw ffôn carref*.  
A: A llawnodi tan hyn ar 'waelod y ffurflen, os gwelwch yn dda. Jane signs her name at the bottom.  
J: 'Na ni.  
A: Dyma ch allwedd chi, 'te - stafell wyth. 'Ddo i a'ch bagiau lan mewn munud.  
J: Na, pediwrch poeni - dim ond y ddau fag bach sy 'da fi.  
A: Iawn. Mae cinio am ddeuddeg, gyda llaw.  
J: Diolch.

## Sgwrs

Susan has arrived at her friend Mererid's house. Mererid shows her round.

- MERERID: Dyna ni, 'te. Mae lolf a chegin 'da ni ar y llawr 'ma. Ac wedyn mae'r ddwy stafell 'wely a'r stafell molchi lan lloft.  
SUSAN: A lle mae'r tŷ bach?  
M: Draw fan'na. Tr'n edrych wedi blino, Susan - beth am "banaid? O, symiad gwyach!  
S: M: Awn tu i'r "gegin, 'te.  
S: M: Alla i 'adael "magiau fan'ma am y tro? Galli. "Gei di fynd â nhw lan wedyn.  
(They go into the kitchen)  
Mae te a choiffi ar "gael - p'un leiciet ti?  
Coffi, os gwelli di'n dda.  
M: Here we are, then. We've got a lounge and kitchen on this floor. And then the two bedrooms and the bathroom are upstairs.  
S: And where's the toilet?  
M: Over there. You look tired, Susan. What about a cup of something?  
S: Oh, great idea!

A: Good morning.

J: Good morning. Have you got any rooms free?

A: Yes. How long would you like to stay for?

J: Till the end of the week, I think.

A: OK.

J: Could you put a few details here.

A: Of course.  
J: There we are.

A: Here's your key, then - room eight. I'll bring your bags up in a minute.

J: No, don't bother - I've only got the two small bags (lit. 'it is only the two small bags that are with me')

A: Alright. Lunch is at twelve, by the way.

J: Thanks.

M: Let's go in the kitchen, then.  
 S: Can I leave my bags here for now?

M: Yes. You can take them up later. I've got tea and coffee like?

S: Coffee, please.

## Sgwrs

(This time there is no translation; try and decipher as much of this dialogue as possible using the select vocabulary below.)

*Over a nice cup of coffee, Susan and Mererid catch up on family news*

SUSAN: Sut mae dy 'deulu di fyddiau 'ma 'te?'  
 MERERID: Go lew. "Glywest ti fod Mair wedi priodi'n ddiweddar?"  
 S: Naddo! Pwy yw'r dyn lwcus, 'te?'  
 M: Ifan Lhwyd. O Abertawe mae ei 'deulu'n dod, ond maen nhw'n byw yn "Ninas Mawddwy."  
 S: A beth yw ei 'waith?  
 M: Mae'n gweithio 'da'r cwmni trydan. Peiriannydd, wi'n credu, neu rywbedd felly.  
 S: Ac ydy Mair yn dal i weithio fel ysgrifenyddes?  
 M: Ydy, ond mewn lle gwahanol nawr. Mae hi'n gweithio mewn swyddfa yswiriant yn "Nodigellau."  
 S: Druan ohoni.

## Geirfa

teulu family	rhywbedd felly something like that
dyddiau 'ma these days	yn dal i ... (+ VN) still ... -ing
glywest ti fod ... ?	fed as
did you hear that ... ?	ysgrifenyddes secretary
wedi priodi got married	lle place
yn ddiweddar recently	gwahanol different
Iwcas lucky	bellach now
Abertawe Swansea	yswiriant insurance
trydan electricity	druan ohoni poor thing (of a woman) (of a man: druan ohono)

## Aspirate mutation

As mentioned in the previous lesson, this is the simplest of the mutations, and is easy to master:

c- → ch-  
 p- → ph-  
 t- → th-

It is mainly found after the following words:

a and â with	ei her (possessive – see below)
chwe six	gyda with
	tri three
	tua about

So, for example: **tad** father, but **ei thad** her father; **cyllell** knife, but **llwy a cyllell** spoon and knife;

But in Colloquial Welsh its use is not as consistent as that of the Soft Mutation. To begin with, the mutation **t- - th-** is not usual in spoken Welsh – while **bws a char a bus and a car** is natural enough, **bws a thavesi** is not. Furthermore, many regions of Wales prefer the radical after most of the six words given above, e.g. **gyda cefyl** with a horse instead of **gyda cheffyl**. Exceptions to this are set phrases such as **tri chant three hundred**, **chwe chant six hundred**, **chwe cheiniog six pence**.

Another characteristic of AM in Colloquial as opposed to Literary Welsh is that it sometimes affects words beginning **m-** and **n-** (turning them into **mh-** and **nh-** respectively); this occurs especially after **ei her**; **ei mhain** her mother; **ei nhain** her grandmother (N). You should imitate local practice on this point.

### Exercise 1

As we have seen, the Aspirate Mutation (AM) is simple – adding **-h** onto **c-**, **p-** and **t-** to give **ch-**, **ph-** and **th-** respectively. But be careful – a good number of radical words begin with **ch-** in their own right. Use the vocabulary at the back of the book to decide which of the following are radicals, and which are AM. Write in the radicals where necessary:

chyllell knife	phoeni worry
thad father	thramor abroad, foreign
chwetch six	chaws cheese

phupur	pepper
Chymæg	Welsh
thori	break
phunkt	pound (f)
chwâla	knock down, demolish

Can you see what the radical words have in common?

## Nasal mutation

This affects six initial letters, as follows:

b-	→	m-
c-	→	ng-
d-	→	n-

This looks complicated, but there is a pattern if we arrange the radicals into voiced and unvoiced pairs:

voiced	unvoiced
b-	M-
d-	N-
g-	NG-

Like the AM, the Nasal Mutation (NM) is rather inconsistently applied in many areas. It is used in only two circumstances in the spoken language:

- 1 to express the idea of *my - mhad*, *my father* (dad);
- 2 after the preposition *yn*, *in* (not to be confused with the linkword *yn*, which is followed by radical or SM – see Lesson 3).

## Exercise 2

You can say *My ...* by simply using NM on words that can take it. For example, we have seen **nghariad** (from **cariad**) *my boy/girl-friend*. Using the vocabulary below, translate the following. Be careful – one of them cannot change, but you will have to think.

- (a) my paper
- (b) my knife
- (c) my bread
- (d) my typewriter
- (e) my bus
- (k) my computer
- (l) my house
- (m) my dictionary
- (n) my shirt
- (o) my biscuits

(f)	my finger	(p)	my toothbrush
(g)	my kettle	(q)	my lunch
(h)	my glass	(r)	my sister
(i)	my cat	(s)	my season ticket
(j)	my body	(t)	my children

## Geirfa

bisgedi	biscuits	chwaer	sister
brys	finger	geiriadur	dictionary
cath	cat	gwydr	glass
cimio	lunch	papur	paper
coff	body	plant	children
crys	shirt	tegell	kettle
cyfrifiadur	computer	tepiadur	typewriter
cyllell	knife	tocyn	tumor
		tymor	season
		ticket	
		ty	house

## Possessive adjectives – 'my', 'your', 'his', etc.

As in English, the words for *my*, *your*, *his* etc. come before the noun, but in Colloquial Welsh an additional 'echoing' pronoun is optionally (but frequently) added after it (here shown in brackets):

fy, 'y)n	(NM) ... (i)	- my	ein ... (ni)	- our
dy*	... (di)	- your	eich ... (chi)	- your
ei*	... (e/fe)	- his	eu ... (nhw)	- their
...	(o/fo)			
ei	(AM) ... (hi)	- her		

So, for example, **car**: **ei gar e his car** (lit. 'his car him'); **teledu**: **ein teledu ni our television** (lit. 'our television us'); **dy fraich** **di your arm** (lit. 'your arm you'). Remember that, if a word begins with a letter not susceptible to a particular mutation, then there is no change. You should also notice that most of these possessives do not sound as they are spelt – particularly **ei** (both meanings) and **eu**, all of which sound like **i**.

Listen to the following combinations of possessive + noun:

	'car'	'garden'	'books'	'shoes'
my ...	nghar i	ngardd i	'n llfrau i	'n sgidiau i
your ...	dy gar di	dy ardd di	dy lyfrau di	dy sgidiau di
his ...	ei gar e	ei ardd e	ei lyfrau fe	ei sgidiau fe
her ...	ei char hi	ei gurd hi	ei llfrau hi	ei sgidiau hi
our ...	ein car ni	ein gardd ni	ein llfrau ni	ein sgidiau ni
your ...	eich car chi	eich gurd chi	eich lyfrau chi	eich sgidiau chi
their ...	en car nhw	eu garid nhw	eu llfrau nhw	eu sgidiau nhw
'children'	'food'	'journey'	'clothes'	
my ...	mhlant i	mwyd i	llath i	lllad i
your ...	dy blant di	dy fwyd di	dy daith di	dy dillad di
his ...	ei blant e	ei fwyd e	ei daith e	ei dillad e
her ...	ei phlant hi	ei bwyd hi	ei thaith hi	ei dillad hi
our ...	ein plant ni	ein bwyd ni	ein taith ni	ein dillad ni
your ...	eich plant chi	eich bwyd chi	eich taith chi	eich dillad chi
their ...	eu plant nhw	eu bwyd nhw	eu taith nhw	eu dillad nhw

Notice that *my* ... is generally done with NM alone if the word begins with a susceptible letter, but that otherwise 'n' is prefixed to the noun. So we say **mhlant i** for *my children*, but '**n sgidiau i**' for *my shoes*.

One last thing to remember about the possessives concerns nouns beginning with a vowel. These present no problem with regard to mutation, of course, but the possessives *ei her* (but not *his*), *ein our* and *eu their* cause an h- to be prefixed in some (but by no means all) areas of Wales. So *ei arian e his money*, but *ei harian hi her money*, *ein harian ni our money*, *eu harian nhw their money*. Follow the practice of native-speakers in your area.

## Nasal mutation after yn 'in'

The preposition *yn in* causes NM of the directly following word:

(Bangor)	<i>ym Mangor</i>	in Bangor
(Caerdydd)	<i>yn Nghaerdydd</i>	in Cardiff
(Dolgellau)	<i>yn Nolgellau</i>	in Dolgellau
(Gwynedd)	<i>yng Ngwynedd</i>	in Gwynedd
(Porthaethwy)	<i>ym Mhorthaethwy</i>	in Porthaethwy
(Talybont)	<i>yn Nhalybont</i>	in Talybont

'car'

'garden'

'books'

'shoes'

Notice that, with radicals beginning in b-, c-, g- and p-, the form of the word *yn* itself also changes.

It is also worth pointing out that you may hear SM instead of NM after *yn in*, particularly of place-names beginning P- and T-; so *ym Borthaethwy, yn Dalybont*.

### Exercise 3

To say you come *from* a place, you need o° with SM of the name; to say you live or work *in* a place, you need *yn* with NM of the name. Fill in the columns for the following Welsh towns. The first one is done for you (dw i'n dod o Gaerdydd; dw i'n byw yng Nghaerdydd)

o° ie?

(ym\*) lle?

from where?

(in) where?

o Gaerdydd

ym Ngahaerdydd

Caerdydd

Llanilar

Ystalyfera

Dinas Mawddwy

Talybont

Y Rhyl

Maehynlleth

Aberteifi

Penybont-ar-Ogwr

Caerfyrddin

Welsh and English names for some towns and localities in Wales differ considerably. There are Welsh-language maps and atlases on the market – if you have one handy, see if you can find the English names for the last three in the exercise above. You might also try looking for these towns outside Wales: Llundain, Manceinion, Caergawnt, Cateddin, Caerlwydd, Rhydychen, Dulyn, Penbedw (near Lerpwl).

Also remember:

- dw i'n dod o Gymru I come from Wales
- dw i'n byw yng Nghymru I live in Wales
- dw i'n dod o Loegr yn wreiddiol I come from England (Lloegr) originally

## Genitive noun-phrases – ‘the . . . of (the) . . .’

There are two types in English: the girl's bike, the rest *of* the family; but only the ‘of’ type in Welsh. All English expressions involving ‘s or s’ must first be mentally rephrased using ‘of’, even where this is unnatural in English. So *the girl's bike* will literally be *the bike of the girl* in Welsh.

There is a special way of expressing genitive (or possession) relationships between two nouns, and this construction must be mastered early on because it is of frequent occurrence in everyday speech. Taking *the girl's bike* as our example, we must first convert it into a phrase using *of: the bike of the girl*. Starting from an . . . of . . . phrase, two operations, both involving removal of elements, are required:

- 1 removal of all instances of *of*, giving  
*the bike /off/ the girl*.
- 2 removal of all *the*'s except the one (if any) before the last noun in the phrase; thus

*/the/ bike /off/ the girl*, giving in Welsh

**beic y ferch**

In effect, the two nouns are linked simply by the intervening *y*, and it is particularly important to remember that there is no definite article at the beginning of genitive noun phrases. Examples like ‘y diwedd y rhaglen’, ‘the end of the programme’, ‘y canol y dref’, ‘the centre of the town’ are wrong, as are attempts to use *o* ‘of’ as in ‘y diwedd o'r rhaglen’, ‘y canol o'r dref’ – *o* does mean ‘of’ in certain contexts (see Lessons 6 and 8), but not in genitive relationships between nouns, where ‘of’ must not be translated.

If a preposition precedes a genitive noun-phrase (e.g. ‘on *the top of the mountain*’, ‘for *the rest of the week*’), it will cause a mutation because the first *y*, which would normally block the mutation, has been removed as explained above. Compare:

**copa'r mynydd**

on the top of the mountain

**ar gopa'r mynydd**

(but when only the one noun is involved: **dan ni ar y copa**, we're on the top)

**gweddill yr wythnos**  
the rest of the week

**am weddill yr wythnos**  
for the rest of the week

(but: **dw i'n aros am y gweddill**, I'm waiting for the rest)

This is equally true of the other mutations, for example:

**canol y dre**

the centre of the town

**'yng nghanol y dre**

in the centre of the town

(but: **dyna nhw yn y canol**, there they are in the centre)

You can read more about this, and about SM after prepositions generally, on pages 79–80.

### Exercise 4

Using the vocabulary provided, translate the following noun-phrases:

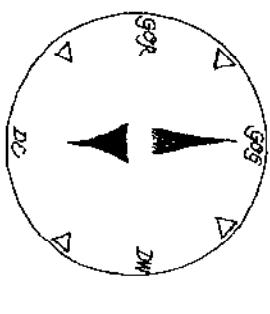
- 1 the capital of Canada \_\_\_\_\_
- 2 the bedroom door \_\_\_\_\_
- 3 the end of the month \_\_\_\_\_
- 4 the beginning of the week \_\_\_\_\_
- 5 the start of the rugby season \_\_\_\_\_
- 6 the manager's signature \_\_\_\_\_
- 7 the family car \_\_\_\_\_
- 8 my brother's season ticket \_\_\_\_\_
- 9 Mr Jenkins' Welsh dictionary \_\_\_\_\_
- 10 the language's future \_\_\_\_\_

**Geirfa**

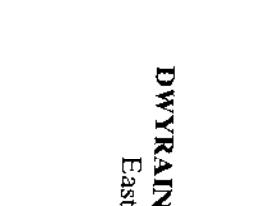
deithrau beginning	mis month
diwedd end	prifddinas capital
drws door	rheolwr manager
dyfodol future	stafell wely bedroom
geiriadur dictionary	tocyn ticket
iain language	tymor season
llifnodi signature	

**Exercise 5****GOGLEDD**

North

**GORLLEWIN**  
West**DWYRAIN**

East

**DWYRAIN**  
East**DE**  
South**Cymru**  
Wales**Lloegr**  
England**Yr Alban**  
Scotland**Iwerddon**  
Ireland

Bearing in mind how we do 'the ... of ...' expressions, how would you say the following in Welsh? ('middle region' is **Canolbarth**).

- 1 I live in the South of Wales
- 2 I live in the North of Wales
- 3 I come from the North of England
- 4 They come from the West of England
- 5 We come from the North of Scotland
- 6 They have a cottage (**bwthyn**) in the West of Ireland
- 7 She lives in the Midlands (i.e. of England)
- 8 Her family come from the middle of Wales

Various forms of these verbs are useful in making requests and, as with all auxiliaries except **bod** *be*, they cause SM of the following VN:

(**dod**)      **\*Alla i ddod?**

(**llofnodi**)    **\*Allech chi llofnodi fan hyn?** Could you sign here?

Similar expressions used in exactly the same way are:

**\*Alli(‘Elli) di’ ... ?**

**\*Allwch (‘Ellwch) chi’ ... ?**

**\*Allet ti’ ... ?**

**\*Nei di’ ... ?**

**\*Newch chi’ ... ?**

**\*Will you . . . ?** (chi-form)

**\*Can you . . . ?** (ti-form)

**\*Can you . . . ?** (chi-form)

**\*Could you . . . ?** (ti-form)

**\*Will you . . . ?** (ti-form)

**\*Will you help me?**

**\*Can you correct this for me?**

**\*Could you take the children?**

**\*Will you collect them later?**

**\*Will you open the door?**

If someone asks you, you need to know the answer 'yes' which of course varies depending on how the question started:

*Question*

**\*Alla i . . . ?**

**\*Allet ti . . . ?**

**\*Alli di . . . ?**

**\*Ellu di . . . ?**

**\*Allwch chi . . . ?**

**\*Elwch chi . . . ?**

**\*Allech chi . . . ?**

**\*Allet ti . . . ?**

**\*Nei di . . . ?**

**\*Newch chi . . . ?**

**\*Will you . . . ?**

**Gwmaf**

**Gallwn**

**(Yes) I will**

Welsh has a number of auxiliary verbs that are used in conjunction with another VN. Two of the most important are:

**gallu**                  can; be able

**(gw)neud**

do

can . . . where there is a sense of giving permission. The various uses of *cael* will be dealt with in more detail in Lesson 6.

### Exercise 6

First, add SM where necessary, and remove where unnecessary. Then match the Welsh sentences to their English counterparts.

- (a) Eli ti diffodd y teledu? (i) Can you arrange the food?
- (b) Nei di darllen y neges 'ma? (ii) Will you turn the TV down?
- (c) Galla i falu â siec? (iii) Could you let me know?
- (d) Galwch chi trefnu'r flyyd? (iv) Will you read this message?
- (e) Allet di bwydo'r anifeiliaid? (v) Can I pay by cheque?
- (f) Newch chi droi'r teledu i lawr? (vi) Will you buy the presents?
- (g) Newch chi prynu'r anrhegion? (vii) Could you feed the animals?
- (h) Galtech chi rhoi'r gwybod i mi? (viii) Can you turn the TV off?

### 'Bring' and 'take'

Welsh has no specific word for 'bring', and uses instead the phrase **dod â** (lit. 'come with'). So, for example:

- |                              |                           |
|------------------------------|---------------------------|
| Dw i'n dod â'r plant         | I'm bringing the children |
| Newch chi ddod â'r gweddill! | Will you bring the rest?  |

Similarly, when 'take' in English means 'accompany' or 'carry', **mynd â** (lit. 'go with') is the usual expression in Welsh:

- |   |                        |
|---|------------------------|
| Dw i'n mynd â'r cryn-ddisgiau i gyd         | I'm taking all the CDs |
| Allwch chi fynd â'r rhain i'r swyddfa i mi? |                        |

Can you take those to the office for me?

### Exercise 7

Translate into Welsh, and add the answer 'yes':

- 1 Could you (chi) take those with you?
- 2 Can you (ti) sit in the back of the car?
- 3 Could you (ti) help me with my homework?
- 4 Can you (ti) see the top of Snowdon (**Yr Wyddfa**)?
- 5 Can I help you (chi)?
- 6 Will you (ti) put this letter in the post?

- 7 Could you (ti) underline (**tanliniellu**) the mistakes (**gwallau**)?
- 8 Will you (chi) speak Welsh to (â) me?

### Sgwrs

(Once again, there is no translation given for this dialogue – try to understand as much of it as possible using the select vocabulary below)

- Aled, a history student, knocks on Dafydd's door*
- DAFYDD: Dewch i mewn.  
ALED: Shwmae, Daf! Oes rhywbeth ar y gweill 'da ti heno?  
D: Nag oes – dim byd yn arbennig. Pam?  
A: Mae 'na "barti yn nhŷ Ew. Beth am ddod gyda ni?  
(*Unbeknownst to Aled, Dafydd has only just got back from a party last night*)  
D: Heno? Dw i ddim yn siwr.  
A: O, ty'd ymlaen, Dafydd – mae dy ffriندiau'n disgwyli gweld i!  
D: *(Dafydd's resistance begins to crack)*  
D: Pwy sy'n mynd, 'te?  
A: Wel... fi, Stan – a phobol eraill.  
D: Pwy yw'r bobol eraill?  
A: Wel... gweddill y criw, timod.  
D: Pwy 'grŵ?  
*(Aled remembers that he has an essay to write on the Spanish Inquisition)*  
A: O, dwi ddim yn gwybod! Y criw arferol – einholll ffriندiau!  
(*There is a lengthy pause, as Aled formulates a tactical manoeuvre*).  
*Finally:*

- Ond os wyt ti am 'adael Linda i lawr...  
D: Linda? Ydy Linda'n mynd i fod yno?  
A: "Debyg iawn.  
(*The clincher – further discussion is unnecessary*)  
D: Iawn. Pryd dyn m'n mynd, 'te?  
Geirfa  
dewch i newnn come in  
Oes rhwtheth ar y gweill 'da ti? Have you got anything planned?  
arbening special

yn nh<sup>g</sup> = yn in + (n)ff house  
ty'd ynaen! come on!

digwyl expect

pobol people

erall (sing. arall) other

gweddill rest; remainder

arfeyd usual

hell all

os wyt ti am' ... if you want to ...

gadael ... i lawr let ... down

telyg likely

pryd? when?

## Cymru a'r Gymraeg Wales and Welsh

### Enwau llefydd Placenames (I)

Wales is a land of varied and often striking scenery and this is reflected in its placenames, a high proportion of which refer to topographic or other geographical features. Once you have a basic vocabulary of common terms, most placenames are easy to interpret. There is space here only for the briefest of looks at this aspect of Welsh identity, but there are a number of useful little books on the market in Wales that deal systematically with a large number of names.

Many placenames involve genitive noun phrases as explained in this lesson. English says 'the woman's hat', while Welsh says 'the hat of the woman'. In the same way, where English says, for example, Ammanford (South Wales), Welsh phrases it as '(the) ford (of) Amman': **Rhydaman**. Millford would be '(the) ford (of) the mill': **Rhyd y felin**. In names this phrase is usually written as one word – **Rhydyfelin** – and this partly obscures its structure for the unpractised. Get into the habit of identifying the components of a place-name, and you will usually be able to decipher its meaning. Elements that you cannot find in the dictionary are either mutated (look them up again properly!), or personal names.

Two very common elements in Welsh placenames are **aber** and **llan**. **aber** means a river estuary, and the element after it is nearly always the name of the river – **Aber-ystwyth** is 'estuary of the Ystwyth', and **ystwyth** itself means 'meandering' (look on a map

and you will see that this is true); so **Aberystwyth** is 'estuary of the meandering river'. Swansea is at the mouth of the **Tawe**, so its Welsh name is **Abertawe**. Cardigan is at the mouth of the **Teffi**, and so on. The word **aber**, incidentally, is the same as the Scottish place-name element 'Inver' (*Gaelic inbhir*) as in Inverness.

**Llan** means, broadly speaking, a church, and in placenames is often combined with a saint's name – there will usually be a mutation of the name, so for example **Llanfair** is *church of Mary (Mair)*; **Llanddudno** – *church of Tudno*; **Llangybi** – *church of Cybi*.

See if you can work out who these places are named after:

**Llanbedr**

**Llanddanielfab**

**Llanddeusant (deu two)**

**Llanddewi**

**Llanfairfechan (bechan little)**

**Llanfarian**

**Llanfihangel**

**Llanilar**

**Llansteffan**

We will look at other elements in Welsh placenames in a later lesson.

# 5 Holi'r ffordd

## Asking the way

of relevant vocabulary – this is to encourage you to work out as much as you can from context and common sense, just as you will have to when you finish the book.]

### Geirfa

cymorth	help, assistance	cyraedd	arrive, reach, get to
o'fauen	in front of	pell	far, distant
o'gwbwl	at all	rhyw	some: (with numbers) about
gwath	work	cerdded	walk
stryd	(f) street	munud	minute

### In this lesson you will learn:

- how to ask and give directions
- how to give and understand commands and instructions
- more ways of making polite requests
- how to find the stem of the verb
- how to point things out, and say where things are
- how to describe family relationships

## Sgwrs

*Unlike thought it may seem, Susan has managed to get lost in Aberystwyth. She knows that she has to find a street called Rhodfa'r Gogledd (North Parade), but has no idea how to get there. She asks help from a passer-by*

SUSAN:

Esgusodwch fi. Dych chi'n siarad Cymraeg?

PASSER-BY: Ydw. 'Alla i fod o' gymorth i chi?

S: Grobeithio. 'Ellwch chi ddeud 'tha [= wrthai] i sut mae cyrraedd Rhodfa'r Gogledd o fan hyn?'

P:

Rhodfa'r Gogledd – gawn ni 'weld, 'te. Iawn, ewch yn syb i lawr y stryd o'n blaen ni fan hyn, ac mi 'welwch chi "Rodfa'r Gogledd ar y dde.

Diolch. Ydy hi'n "bell?

P: Ddim yn 'bell o' gwbwl – rhyw ddau neu "dri munud o waith cerdded.

S: Diolch am eich cynorth, 'te. Hwy! nawr!

P: Hwy!

[Note: From now on, the dialogues will be followed not by a complete English translation as in the early lessons, but by listings

## Sgwrs

*Later, Susan needs to find the post office, and after wandering around aimlessly for a bit, asks for help*

SUSAN:

Esgusodwch fi, ellwch chi 'ddangos i mi lle mae'r swyddfa 'bost?

PASSER-BY: Y swyddfa 'bost? Ych chi'n mynd yn y cyfeiriad anghywyl! Ewch yn ol at y 'groesffordd... lawn – ac wedyn?

P: Wedyn trowch i'r chwth, a mynd heibio i'r siop "floodau. Yna cymewch yr ail stryd ar y 'dde, ac mi 'welwch chi'r swyddfa "bost ar y chwth. 'Nôl at y 'groesffordd, 'te, i'r chwth, heibio'r siop "floodau, a'r ail ar y 'dde. Na chi.

P: Diolch yn fawr iawn i chi.

S: Dim o'gwbwl.

P: Dim o'gwbwl.

Geirfa

dangos	show	cyfeiriad	(here) direction
arghywir	wrong	crossffordd	(f) crossroads
wedyn	then	blodau	flowers
yn ôl	(môl)	heibio	(f) past ...
all	2nd	cymryd	take

## Asking and giving directions



Asking the way is a very good excuse for using your Welsh. You can talk to perfect strangers, you can work out what you're going to say first, and the answer will be a good comprehension test. Also, you can ask them to repeat what they said – **Newch chi 'ddedw hyunny 'to?** *Will you say that again?*, or write it down for you – **Alech chi sgwennau fe lawr i mi?** *Could you write it down for me?* If all that fails, have a map handy and say **Alech chi 'ddangos i mi ar y map?** *Could you show me on the map?* An alternative way of opening the conversation is **Dw i'n chwilio am ...** *I'm looking for ...* and you could add **Dw i'n 'ddieithr fan hyn** *I'm not from round here.*

There are only a limited number of possibilities in the answer, and it is worth mastering them now – if your Welsh was good in asking the question, they may come back at you at some speed.

### Ewch Go

**yn syth ymlaen straight on**  
**i lawr y ffordd down the road**  
**i flyny'r ffordd up the road (N)**  
**lan y ffordd up the road (S)**  
**heibio (i) 'r ... past the ...**  
**hyd at ... up iolais far as ...**  
**y groesffordd the crossroads**  
**y goleuadau the lights**

### Trowch Turn

**i'r dde (to the) right**  
**i'r chwith (to the) left**

### Cymerwch Take

**y stryd 'gynta the first street**  
**yr ail stryd the second street**  
**y' drydedd stryd the third street**

**ar y 'dde on the right**  
**ar y chwith on the left**

### Mae e/hi /i'S

**Fe/Mi 'welwch chi fe/i**  
**You'll see it**

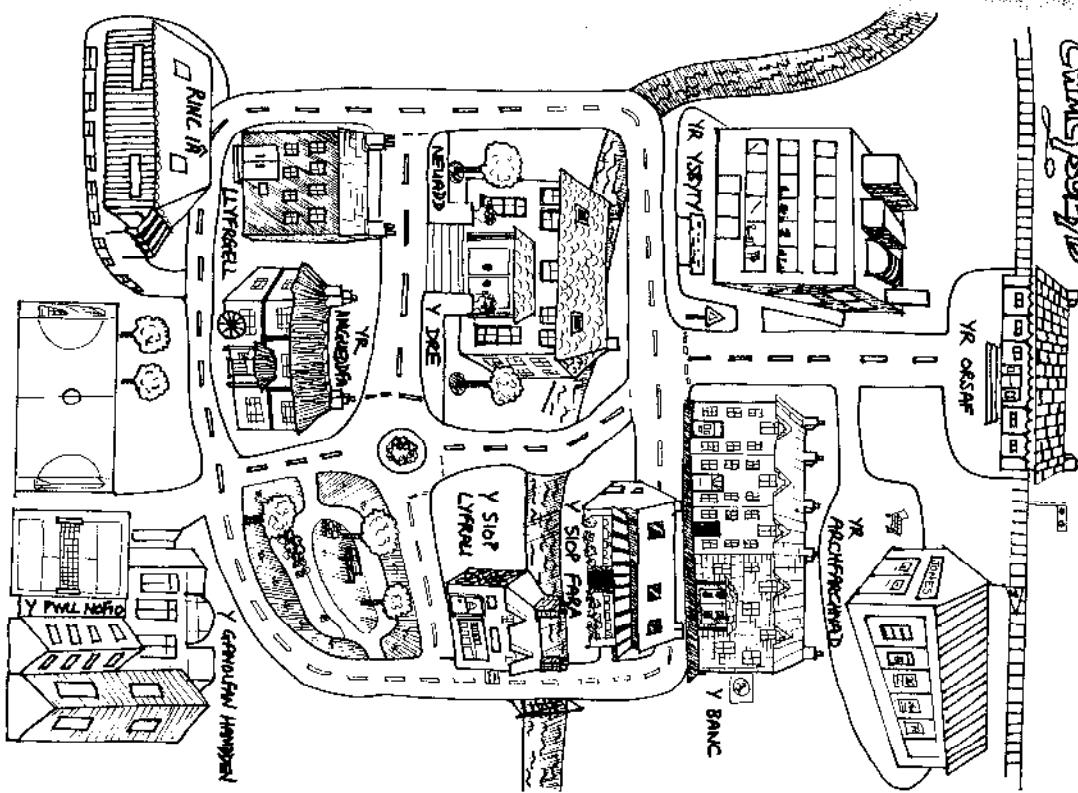
**yn syth o'ch blaen (chi) straight**  
*in front/ahead of you*

**draw fan'na over there**

In a sequence of directions, . . . then . . . is either **wedyn** or especially in colloquial speech, **yna**: **Trowch i'r dde, yna i'r chwith** *Turn right, then left.*

### Exercise 1

Look at the map of Cwmcysglyd above, and imagine that someone has asked how to get to the places listed on p. 64. (Note that some appear with SM after *y, the* on the map). Write down what instructions you would give in each case. Start from outside the door of the bookshop (**siop lyfrau**) in all cases.



Hyfrydell library	rhe iâ icerink
gorsaf (f) station	amgueddfa (f) museum
ysgfytty hospital	neuadd (f) y dre town hall
canolfan (f) hamdden/chwaraeon	pwl arolo swimming pool
leisure/sports centre	archfachnad (f) supermarket

### Exercise 2

As with the previous exercise, but this time give directions from each place in sequence – i.e. from the bookshop to the library, but then from the library to the iccink, and so on.

### Exercise 3

Using the vocabulary at the back where necessary, match up each building in the left-hand column with the appropriate item in the right-hand column.

gorsaf	hufen iâ
swyddfa post	llŷfr siec
sinema	raced sboncen
siope lyfrau	siocled
ysgol	tocyn dwyffordd
banc	cenhinen Redr
siop felysion	geiriadur Cymraeg
siop florau	stampau
canolfan hamdden	bwrid du

## Asking and saying where things are

Where is (or are) ...? in Welsh is **Lle mae ...?** (N); or "Le mae ...?" or **Ble mae ...?** (S).

Welsh has a rather more complicated system for indicating *here* and *there*. To begin with, it distinguishes between *there* (close by) and *there* (in the distance), giving a three-way system similar to Spanish. Furthermore, for this three-way system, you can either use basic words (system I below), or phrases using **fan place** (system II below).

here	here
yma	yma

there (close)	there (close)
acw	acw

system II	fan hyn	fan'na	fan'ew
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### fan'na mae e

Where is it?  
**Lle mae'r swyddfa post?**

Where's the post-office?  
**Draw fan'na ar y dde mae hi**

Both systems are in common use, but many books ignore system II for some reason, even though **fan hyn**, for example, is probably far more frequently heard in speech than **yma**. Draw **fan'na** is the usual way of saying *over there*, useful in pointing places out. We have already encountered extended system I forms **dyma°**, **dyna°** and **dacw°** (meaning *Here is... / This is... etc.*) in Lesson 1, where you learnt how to introduce other people.

In natural spoken Welsh, questions beginning **Lle mae ...?** keep the same word order in the answer, with the location-word or phrase coming first in place of the question-word:

### fan'na mae e

Where is it?  
**It's there**

### fan'na mae e

Where's the post-office?  
**It's over there on the right**

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## Making requests – 'Can you ...?', 'Will you ...?'

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**ELLWCH CHI ESBO NI HYN INN?**

Can you explain this to us?  
Could you come back later?

**ALLECH CHI "DDOD YN ÔL WEDYN?**

Will you phone in for me?

**NEWCH CHI FFONIO I Mewn dros ta?**

Will you phone in for me?

### Exercise 5



What does Rhodri have to do? And what does Sian have to do?

RHODRI:

Lle dach chi isio'r bocys 'ma?

SIAN:

Newch chi roi rhw lawr fan 'na, os gwelwch yn da?

RHODRI:

Iawn. Allech chi ddal y drws 'ma ar agor am eiliad?

SIAN:

Wrth gwrs - 'na chi.

### Exercise 6

Translate the following requests into Welsh:

- 1 Could you open this window for me (**i mi!**)?
- 2 Will you write your address (**cyfeiriad!**) down for me?
- 3 Can you tell me where the bus-stop (**safle bysiau**) is?
- 4 Will you speak Welsh to me (**a fi**) today?
- 5 Will you buy the tickets?
- 6 Could you close the door?

## Stem of the verb

When endings need to be used with the verb (usually with command forms, or the past or future tenses), they are added to the stem. Sometimes this is the same as the VN (dictionary form), but often it is not. There are two types:

- 1 VNs that end in a vowel – the stem is found by removing the final vowel, so **talk pay**, stem **tal-**; **codi rise, raise**, (also means *charge money*), stem **cod-**; **ffonio phone**, stem **ffoni-**. Note in the last example that where two vowels are at the end, the rule still applies – the final vowel only is removed. But VNs ending in **-au** nearly all change this to **-eu-**: **dechrau begin** (**dechren-**).
- 2 VNs that end in a consonant – many of these do nothing to form the stem: **eistedd sit**, stem **eistedd-**; **symud move**, stem **symud-**; **agor open**, stem **agor-**. But many others change in some way, often either by adding an **-i** (**derbyn accept, receive**, stem **derbyni-**; **dal catch**, stem **dali-**), or by making some internal change

**(dianc escape, stem **dilhang-**; ennill **with**, stem **ennill-**; aros stay, wait, stem **arhos-**).**

In the vocabulary at the back of the book, unpredictable verb-stems are given in brackets after the VN, e.g. **aros** (**arhos-**), and should be learnt. Where no stem is indicated, you should assume dropping the final vowel (if there is one), or making no change at all (if there is not).

## Giving commands



The command form of the verb, or imperative, is formed by adding the ending **-wch** to the stem of the verb (see above). The command forms for the verbs given there are **talwch!** **pay!**, **codwch!** **raise!**, **get up!**, **ffoniwch!** **phone!**, **eisteddwch!** **sit!**, **symudwch!** **move!**, **agorwch!** **open!**, **derbyniwch!** **accept!**, **daliwch!** **catch!**, **ennillwch!** **wait!**, **arhoswch!** **wait!**. This is the polite or formal command, corresponding to the pronoun **chi**. Familiar commands (corresponding to pronoun **ti**) substitute **-a** for **-wch** (**tala!** **coda!** **ffonia!**); or, with some consonant-ending VNs, simply use the VN itself – **arhos!** or **aros!**, **symud!** or **symud!**

Some commonly used verbs have irregular command forms that must simply be learnt:

<b>mynd go</b>	sing. <b>dos!</b> (N) <b>cer!</b> (S)	pl. <b>ewch!</b> <b>cerwch!</b> (S) (ewch in many areas)
<b>dod come</b>	<b>ty(r)d!</b> (N) <b>dere!</b> (S)	<b>dewch!</b>
<b>gadael let, leave</b>	<b>gad!</b>	<b>gadewch!</b>
Dos yn ôl a gofyn iddo! Dere 'ma am 'funud!	Go back and ask him! Come here (for) a minute!	
<b>Gad y papurau ar y bwrrd!</b> Leave the papers on the table!		

Note in the first example above that, where a sentence has two imperatives in succession, the second one in Welsh is the simple VN.

**Exercise 7**

Using the vocabulary at the back, write down the Welsh commands (all polite) for the following:

write! wait! run! hurry! come back!  
show! vote! give! learn! speak!

## BYS AR NADOLIG O WOBRAU GYDAG S4C

Eleni mae S4C yn rhoi cyfle i chi ennill gwobrâu drwy wyllo eich hoff raglenni dros y Dolig.

- Yn gyntaf chwiliwch am y blychau melyn yn yr amserlen.
- Gwyliwrch y rhaglenni ac atebwch y cwestiynau.
- Ffoniwrch y rhif isod gyda'r ateb - a dewisir 30 o enillywyr bob dydd ar hap o blith yr holl gynigion cywir.
- Gallwrch geisio niter o weithiau.
- Mae'r gwobrâu dyddiol yn cynnwys 5 set teledu twt, casetau fideo a chrysau T S4C.
- Cyhoeddir yr enillywyr dyddiol ar S4C y diwrnod canlynol.
- Dewisir enw enillydd y brif wobr o wyliau i 4 gwerth hyd at £2,000, or holl atebion cywir ar tonawr 1.

Pris y galwadau yw 36c y funud cyfradd rad, a 48c y funud pob adeg arall. Llinellau ar agor tan galon nos. Mae'r rheolau i'w gweld ar y dudalen gefn.

**Exercise 8**

There are several command-forms in this leaflet advertising a TV-related competition run by the Welsh language channel S4C. You do not need to understand everything in it for this exercise. Using the vocabulary at the back of the book to help you if need be, find and write down in English the three things that you have to do to enter the competition.

1  
2  
3

Now answer the following questions in English as well:

- 4 Could you enter more than once?
- 5 What is the first prize?
- 6 What time of the year is this competition being held?
- 7 What prizes are being given out every day?
- 8 Till what time are the phone lines open for you to enter?

**Geirfa**

gwobr(!) prize	ceisio try
gwyliau watch	twt compact; little
blychwch box	crys shirt
amserlen schedule	cunol middle

**Negative commands ('Don't . . . !')**

To tell someone not to do something, use **Peidiwch** + the ordinary VN:

Peidiwch mynd mor gymar	<i>Don't go so early</i>
Peidiwch croesi'r stryd fan hyn	<i>Don't cross the street here</i>
Peidiwch arnos yn rhybir	<i>Don't wait too long</i>
Dewisir enw enillydd y brif wobr o wyliau i 4 gwerth hyd at £2,000, or holl atebion cywir ar tonawr 1.	The singular informal equivalent is <b>Paid</b> , used in the same way: <b>Paid mynd mor gynnar</b> <i>Don't go so early</i> etc.

The formal language, and some colloquial variants, use a after **Paid/Peidiwch**; where this option is used, the following VN (if it

begins with **c**, **p** or **t**) sometimes has an Aspirate Mutation (see page 47). So *Don't lose the money* can be heard variously as

**Paid coll'r arian**

or

**Paid à cholli'r arian**

### Exercise 9

Tell the people indicated *not* to do the following things:

- 1 play with the cat (two children)
- 2 shout like that (your husband)
- 3 throw crockery (your wife)
- 4 make too much (**gormed o'**) noise (Pontarddulais Male Voice Choir)
- 5 sit there (your best friend)
- 6 look at the hamster like that (the cat)
- 7 move (the bank manager)
- 8 move (the entire bank staff)

### Sgwrs

A friendly old lady (L) comes to the assistance of a bewildered looking tourist (T)

L: Alla i'ch helpu chi o 'gwbwl? Chi ddim ar 'goll, nag ych chi?

T: Dw i'n hollo! ar 'goll, a deud y gwir. Alla i'm ffieindio'r "Ganoiffan" Dwrystiaeth ar y map 'ma o 'gwbwl.

L: Wel, Ile gaethoch chi'r map 'ma, 'te - or' amgueddfa? Ond peidiwch poeni - edrychwch, mae'r "Ganoiffan" Dwrystiaeth draw fan'na, ar y chwith - yr adeilad llwyd na gyda'r ffenestr mawr.

T: Drws nesa i'r banc, chi'n feddwl?

L: Ie - rhwng y banc a'r siop 'tyfrau.

T: Dw i wedi cerdded yn syth heibio iddo "ddwywaith yn 'barod heb sylweddoli!

L: Dych chi'n iawn - dyw e ddym yn adeilad trawiadol iawn, nag yw e? Ond o 'leia mae'r "bobil tu" fewn yn 'gyfeillgar.

T: Diolch am eich cymorth chi, ta beth.

L: Croeso - a peidiwch anghofio gofyn iddyn nhw am "fap newydd!"

### Exercise 10

Try and locate in the Dialogue above the Welsh words or phrases for the following:

lost	_____
at least	_____
grey	_____
anyway	_____
between	_____
don't worry	_____
next	_____
at all	_____
twice	_____
mean	_____

### Exercise 11

Decide whether the following statements in Welsh relating to the Dialogues are True (Cywir - C) or False (Anghywir - A):

- 1 Mae Susan ar y ffordd iawn i'r swyddfa bost C/A
- 2 Mae Rhodfa'r Gogledd yn bell i ffwrdd (away) C/A
- 3 Rhwng y siop florau a'r banc mae'r Ganolfan Dwrystiaeth C/A
- 4 Dyw'r twrist ddim ar goll o gwbwl C/A

Allysgrifennwch y rhai anghywir/Rewrite any that are false.

### Describing family relationships

The main terms for members of the family (**aelodau o'r teulu**) are:

taid-cu (S), taid (N)	grandfather
mam-gu (S), main (N)	grandmother
taid	father
mam	mother
nab (pl. inciñion)	son
merch (merched)	daughter
brawd (brodyr)	brother
chwaer (chwioryd)	sister
ewythr (ewythedd, ewythrod)	uncle
modryb (modrybedd)	aunt
tefrnder (cefndryr)	cousin (m)

cyfnithwr (cyfnitheroedd)

cousin (f)

nai (netaut)

nephew

nith (nithoedd)

niece

ŵyr

wyres

wyron

grandson

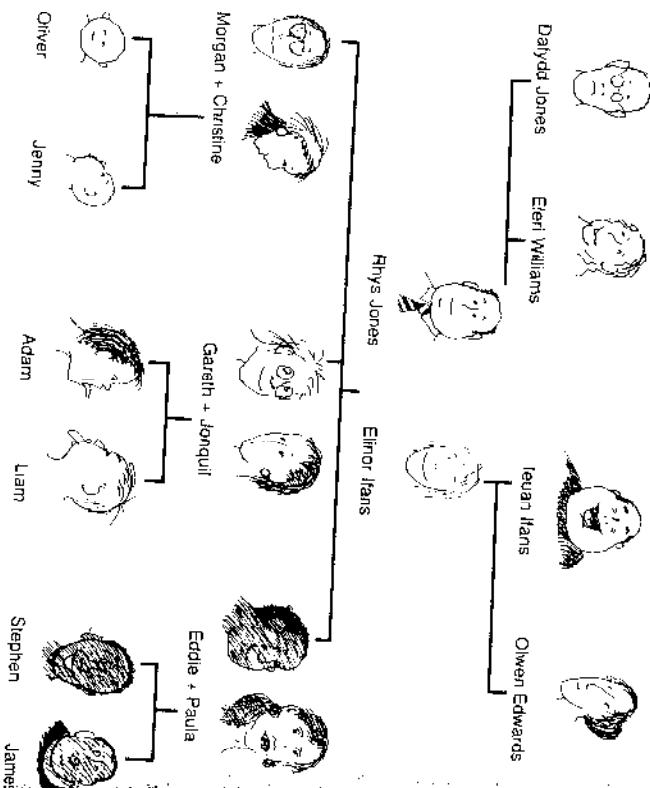
granddaughter

grandchildren

'in-law' is *yng-ughyfraith: man-yng-ughyfraith mother-in-law, etc.*

### Exercise 12

Look at the family tree below and then fill in the appropriate terms in the sentences that follow. Note that Mae A yn ... i B A is B's ... involves a Soft Mutation.



- (a) Mae Liam yn \_\_\_\_ i Eddie a Paula
- (b) Mae Paula yn \_\_\_\_ i Elinor
- (c) Mae Elinor yn \_\_\_\_ i Ieuan
- (d) Mae Ieuan yn \_\_\_\_ i Rhys
- (e) Mae Rhys yn \_\_\_\_ i James
- (f) Mae James yn \_\_\_\_ i Oliver

- (g) Mae Oliver yn \_\_\_\_ i Jenny
- (h) Mae Jenny yn \_\_\_\_ i Elinor
- (i) Mae Elinor yn \_\_\_\_ i Christine
- (j) Mae Christine yn \_\_\_\_ i Adam
- (k) Mae Adam yn \_\_\_\_ i Jonquil
- (l) Mae Jonquil yn \_\_\_\_ i Morgan

### Gwleidyddiaeth – Politics

**Dde right** and **chwith left** also have political connotations as in English. The *sefydliad gwleidyddol political situation* in Wales differs from that in England in having all parliamentary seats contested by **gwleidyddion** (sing. **gwleidydd**) *politicians* from four instead of three main parties (**pleidleisian**, sing. **plaid** (f) – also **pleidleisio vote**). **Plaid Cymru** ('Party of Wales') is the nationalist party, which campaigned unsuccessfully for devolution (**datganoli**) in the '70s, and continues to press for self-government (**human-lywodraeth**) and a Welsh Parliament (**Senedd** (f)). It envisages Wales as an independent sovereign state within the EC (y **Gynnwedd Ewropeaidd**). The three British-based parties are **y Ceidwadwr** *the Conservatives* (y **Blaid 'Geidwadol**, y **Torraid**), **Lafur Labour** (y **Blaid 'Lafur**) and **y Rhyddfrydwyr Democraidd** *the Liberal Democrats* (y **Blaid 'Rydrydol**). Other parties include **y Blaid 'Werdd** *the Green Party*, **y Blaid 'Gomiwnyddol** *the Communist Party* and **Plaid yr Ynyd Mawr Gwylgof Monstr Raving Loony Party**. The 'wing' of a party is **asgell** (f) – **asgell dde'r Blaid Gedwadol** *the right wing of the Conservative Party*; (also in sporting terminology: **asgellwr winger**). **San Steffan** is the Welsh name for Westminster, where Parliament (also **Senedd**) comprises **Tŷr Cyffredin** *the House of Commons* and **Tŷr Arglwyddi** *the House of Lords*. **Y Llywodraeth** *the Government* is led by the **Prif Weinidog** *Prime Minister* (**gweinidog minister**), and opposed by **yr Wirthblaid** (**gwrrth anti + plaid**) *the Opposition*.

In the *yngyrch campaign* leading up to an *etholiad cyffredinol general election*, the *yngeswyr* (sing. *yngeswydd*) *candidates* try to **argyhoeddi** *convince* you to **pleidleisio drostyn nhw** *vote for them* so they can become the **Aelod Seneddol** (A.S.) *Member of Parliament* for your **etholaeth constituency**. They talk a lot about **polisiau** *politics*, **trethi** (sing. **treth** f) *taxes*, **y Gwasanaethau Llool** *local services*, and **pleidleisio cyffannol** *proportional representation*. At national level, all that really matters is **buddugliaeth** (f) *victory*. An *opinion poll* is *a roiwg barn*, or often

poñ pininw in many parts of Wales. The arolwynr barn polisiau say their polls are dibynadwy *reliable*, and not at all canarweiniol *mis-leading*, even though they frequently rhagddweud *predict* a Senedd "grog hung Parliament". The gweidyddion will atgoffa pawb remind everyone that y pol ar y noson ei hun yn unig sy'n cyfri the poll on the night is *the only one that counts*. The cyfrngau media then dadansoddi dibaid ceaselessly analyse the canlyniadau results with the help of arbenigwyr experts and their cyfrifiaduron (singular cyfrifiadur) computers. For each datganiad declaration, all parties will be hoping for a mwyafrif llethol an overwhelming majority; in the siwtio, the cynrychiolydd representative for y blaidd fuddugol the winning party will be annioddefol *insufferable*; yn rhfydd iawn strangely, those for the other parties will be not all siomedig disappointed, and certainly not wedi'u digalawni disheartened – it was, wedi'r cwbwl after all, and o dan yr amgylchiadau under the circumstances, a seodd anodd i'w hennill a difficult seat to win, and does not adlewyrchu'r "duedd" genedlaethol reflect the national trend. Dramoeth the next day, avoid more dadansoddi dibaid by telling everyone Nes i'w gysgu trwy'r cyfan i gyd I slept through the whole thing. Barring is-etholiadau by-elections, you should be safe am bedair blynedd o leia for at least four years.

## 6 Siopa Shopping

In this lesson you will learn how to:

- ask for things in the shops
- ask how much something costs
- use numbers
- talk about money
- say that you want or need something

### Sgwrs

The siop teol local shop is an important place for catching up on the village news. If you want, you can buy things there as well, but Mrs Williams and Mrs Owen are more interested in the former than the latter.

MR DAVIES:

MRS WILLIAMS: Alla i'ch helpu chi'ch dwy? Dim diolch, Mr Davies. Dyn ni ddim angen dim byd heddi.

(spots the cheese)

Mr D: O, mae caws Caerffili 'da chi heddi, oes e?

Mrs W: Oes.

Faint yw e?

Mr D: Punt a pymtheg ceiniog y pwys.

Mrs W: Ga i hanner pwys, 'te?

Mr D: Cewch.

Mrs W: Well i mi 'gael dau "bwys o "darws hefyd, tra bo fi 'ma, a banner dwsin o afalau.

Mr D: O, ac mae ymwlwyr 'da ni hero, on'd oes? – ga i "dorth 'wen a dau "becyn o fisgedi?

Mr D: Unrhwybeth arall?

Mrs W:	'Na'r cwblw am y tro, wi'n meddwl.
Mr D:	Iawn. Tair punit a deg ceiniog, os gwelwch yn dda.
Mrs W:	Diolch . . .
(looks round)	
Geirfa	
	Ydy Mrs Owen wedi mynd?
	dyn ni ddim angen we don't need
	din byd nothing
punt (f) pound (£)	tatws potatoes
pwyss pound (lb)	tra bo ff 'ma while I'm here (S)
hammer half	afal (-au) apple
well i mi' . . . I'd better	ymwelwyr visitors
caed get; have	Ydy . . . wedi mynd? Has . . . gone?
Sgwrs	●●
Glyn has some things to do in the post office	
Gw:	Pnawn da
Glyn:	Pnawn da. Dw i eisianu danfon y pecyn 'ma i'r Unol Daleithiau.
Gw:	Allech chi roi fe ar y glorian?
(Glyn puts it on the scales)	
G:	Post awyr neu beidio?
G:	Faint gymerith e fel arall?
Gw:	Mis o leia.
G:	Post awyr, 'te - mae'n "bwysig. Ga i ddau stamp ail ddos. borth hefyd, a llyfr yn o stampiau dosbarth cynta?
Gw:	Cewch. Unrhwybwlch arall?
G:	Oes Dw i eisianu talu 'm i ffôn.
(hands over the bill)	
Gw:	Iawn. Ydych chi am 'dalu a siec?
G:	Ydw, os ydy hynny'n iawn.
Gw:	Ydy.
G:	Gai dalu am 'bopeth gyda'i gilydd?
Gw:	Na chewch, mae ofn a ma i. Mae eisianu siec ar gyfer y bil ffôn yn unig, a stec arall am y gweddiol.

Geirfa	daniion send	awyr air
	yr Unol Daleithiau the US	pwysig important; urgent
	dorion (f) scales	ail ddosbarth second class
	... neu 'beidio?' . . . or not?	cynta first
	faint gymerith e? how long	os if
	will it take?	gyda'i gilydd together
	fel arall otherwise	mae ofn arna i, I'm afraid
	mis month	ar gyfer for
Shopping	●●	To ask somebody to give you something, as in a shop use <b>Ga i' . . . ?</b> Can I have . . . ?, or <b>Alla i' gaet . . . ?</b> meaning the same thing. But first of all, you may want to find out the price:
	Faint yw'r . . .	
	How much is/are the . . .	
	bara	bread
	menyn	butter
	caws	cheese
	bresyth	cabbage
	nionod (N)	onions
	wynwyn (S)	potatoes
	tatws	potatoes
	moron	carrots
	letys	lettuce
	ffa	beans
	ffa pob	baked beans
	ffa dringo	runner beans
	sgewyll	sprouts
	uwd	sebon
	creision yd	porridge
		powdwr golechi
		washing powder
		cornflakes
Gai' dri pwys o foron?		Notice that what you want will appear with SM if you use <b>Gai' . . .</b> , but not with <b>Alla i' gaet . . .</b> ?
Alla i' gael tri pwys o foron?		
Can I have three pounds of carrots?		

Notice that what you want will appear with SM if you use **Gai' . . .**, but not with **Alla i' gaet . . .**?

**Gai' dri pwys o foron?**  
**Alla i' gael tri pwys o foron?**  
**Can I have three pounds of carrots?**

Other expressions useful when shopping are:

**Mae hyunny'n rhy ddrud**

'Na fargen!

Oes . . . ar ol 'da chi?

Pryd bydd rhagor 'da chi?

Mae dyddiad y . . . 'ma wedi mynd

Rhewch . . . i mi

Alech chi roir cyfan mewn

bag/bocs i mi?

Does gen i ddim newid (N)

Does dim newid 'da fi (S)

Does gen i ddim llai (N)

Dwes dim llai 'da fi (S)

Mond papur ugain punt sy 'da fi (S)

gen i (N)

Mae'r newid 'ma'n anghywir

Dyfchi'n derbyn sieciau?

Dw i wedi anghofio ngwernyn siec

Mae eisian ffônio nghyfrifyd

I haven't got anything smaller

I've only got a £20 note

This change is wrong

Do you take cheques?

I've forgotten my cheque-card

I must phone my accountant

(heavily ironic)

### hyn 'this' and hyunny 'that'

These are general terms for 'this' and 'that' when these words are used on their own (i.e. without a following noun) without reference to a particular object or person. Compare:

Mae hwn yn *drwm*

This (one) is heavy  
(e.g. talking of a parcel)

Mae hyn yn anodd

This is difficult  
(e.g. talking of a situation)

Mae hwanw'n *beryglus*

That (one) is dangerous  
(e.g. a dog)

Mae hyunny'n *beryglus*

That is dangerous  
(e.g. a course of action)

Similarly, after getting everything you want in the shop, you may wish to say:

Faint *yw hyunny?*

How much is that?  
(i.e. all the purchases together)

as opposed to:

**Faint yw hwnnw/homno?** How much is that (thing)?

You should also learn the following very common idioms using **hyn** and **hyunny**:

ar hyn o 'bryd

hyd ym hyn

hyn oll

fel hyn

fel hyunny, fel 'ny

'bryd hyunny, "bryd 'ny

wedi 'ny

at the moment  
so far; up till now (also **hyd yma**)  
all this  
like this; in this way  
like that; in that way  
at that time  
after that; then

### SM after prepositions

Most prepositions in Welsh cause SM of the following word. The most common ones that do this are:

am <sup>°</sup>

hyd <sup>°</sup> up to, as far as

ar <sup>°</sup> on

i <sup>°</sup> to, for

af <sup>°</sup> at, to

o <sup>°</sup> from; of

o dan <sup>°</sup> under

tan <sup>°</sup> until

dros <sup>°</sup> over, for

trwy <sup>°</sup> (drwy) <sup>°</sup> through

gan <sup>°</sup> by; with

wrth <sup>°</sup>

heb <sup>°</sup> without

(am and wrth have many different uses, corresponding to various prepositions in English)

Several of the prepositions have special meanings when used with VNs.

Dych chi am *"dalu a siec"*

Do you want to pay by cheque?

Mae'r bws ar fynd

The bus is *about to go*

Mae Elspeth a Linda heb ddod

Elspeth and Linda *haven't come*  
(see further Lesson 12)

Canwch y larwm drwy 'dorri'r

Sound the alarm *by* breaking the glass

And we have already seen the more obvious i + VN in **Dw i'n mynd**

## Prepositions before genitive noun-phrases

In Lesson 4 we saw that expressions involving *the ... of ...* (or, of course, *the ...'s*) do not begin with the definite article in Welsh. In other words, while the phrase 'the end' is *y diwedd* as we would expect, 'the end of the programme' is *diwedd y rhaglen*; if this phrase is preceded by a mutating preposition, then there is no *y* to block the mutation. Compare:

- but **ar<sup>o</sup> y diwedd** at the end  
but **ar<sup>o</sup> diwedd y rhaglen** at the end of the programme

- ar<sup>o</sup> y gwaelod** at the bottom  
but **ar<sup>o</sup> waelod y flurflen** at the bottom of the form  
**ar<sup>o</sup> y copa** on the summit  
but **ar<sup>o</sup> gopar'r mynydd** on the summit of the mountain

## Numbers 1–10

- |   |                             |    |                 |
|---|-----------------------------|----|-----------------|
| 1 | <b>un, un'</b>              | 6  | <b>chwe(ch)</b> |
| 2 | <b>dau, dwy<sup>o</sup></b> | 7  | <b>sath</b>     |
| 3 | <b>tri, tair</b>            | 8  | <b>wyth</b>     |
| 4 | <b>pedwar, pedair</b>       | 9  | <b>maw</b>      |
| 5 | <b>pum(p)</b>               | 10 | <b>deg</b>      |

These are generally used with a *singular* noun: *pedwar llyfr* (not ... , *llyfrau*) *four books*.

Where two forms are given, these are for use with masculine and feminine nouns respectively: **dau fachgen** *two boys*, **dwy ferch** *two girls*; **tri planhigyn** *three plants*, **tair coeden** *three trees*. Final consonants in brackets (5 and 6) are heard only when there is no following noun:

- Mae pump fan hyn** There are five here  
but **Mae pum afal fan hyn** There are five apples here

- Chwech yn unig** Only six  
but **Chwe torf yn unig** Only six loaves

Notice that 1 (f) and 2 (either gender) are followed by SM.

AM is optionally used after **tri** (but not **tair**) and **chwe**, especially with words beginning **c-** and **p-**: **tri cheffyl** *three horses (ceffyl)*; **tri phensil** *three pencils (pensil)*. Follow local usage on this point.

### Exercise 1

- Practise saying these telephone numbers in Welsh, and then, if you have the cassette, listen to the native speakers saying them and try noting them down without looking at the book. 'Zero' is **dim**.
- (a) 021-433-1616
  - (b) 071-755-1201
  - (c) 0804 431176
  - (d) 081-500-7004
  - (e) 0424 551139
  - (f) 0222 480060
  - (g) 051-624-3392
  - (h) 0970 429073

## Expressions of quantity

- taint?** how much? how many?  
**llawer** a lot, much; many  
**gormod** too much; too many  
**digon** enough  
**rhagor** more (= 'in addition')  
**mwyn** more (= **rhagor** in this sense)  
**ychydig** a little; a few

Units of measure and terms for containers or packaging also come under this type, e.g.:

<b>pwys</b>	ounce
<b>hamner dwsin</b>	half a dozen
<b>dwsin</b>	a dozen
<b>pecyn</b>	a pack(et)
<b>tun</b>	a tun
<b>potel (f)</b>	a bottle
<b>darn</b>	a piece
<b>tafell (f)</b>	a slice
<b>sleisen (f)</b>	a slice
<b>hoes</b>	a box

Terms that express a quantity of something require **o°** – in other words, we say in Welsh 'enough of bread' (**digon o fara**), 'too many of people' (**gormod o bobol**), 'more of coffee' (**rhagor o goff**), 'half a dozen of eggs' (**hamner dwsin o wyau**) etc.

### Exercise 2

Imagine you are in the **siop leol** – what would you say to get the following items? Try and get all instances of SM in each case.

- 1 half a pound of tea
- 2 six pounds of potatoes
- 3 two books of stamps
- 4 three tins of baked beans
- 5 half a dozen apples
- 6 three bottles of milk

### Exercise 3

Put in the mutations (all SM) that have been left out of the following:

- 1 Ca i tri pwys o caws?
- 2 Oes wyau 'da chi bore 'ma?
- 3 Rhowch dau pecyn o creision caws a nionyn i mi os gwelwch yn da.
- 4 Does dim tatws 'da ni ar hyn o pryd.
- 5 Alla i cael dau pwys o sgewyll?
- 6 Mae rhagor o moron ar gwaedol y bocs 'na.

Which sentence did not need any mutations added?

### Exercise 4

Starting with the original sentence below, make substitutions as indicated to create different sentences. The first two substitutions are done for you as an example.

**Ga i ddau bwys o gaws?**

- (a) potatoes
- (b) one pound
- (c) we
- (d) packet of crisps
- (e) I
- (f) two packets
- (g) a white loaf
- (h) we
- (i) two white loaves
- (j) a white loaf
- (k) I
- (l) a dozen eggs
- (m) two dozen
- (n) half a dozen

**Ga i ddau bwys o datws**

### Money

**Ga i bwys o datws**

A *pound* is **punt** (f – pl. **punnoedd** or **punnau**), and a *penny* is **ceiniog** (f – pl. **ceiniogau**). You will need the rest of the numbers up to 100 – old system variants still widely used are given in brackets:

21	<b>daudddeg un</b>	60	<b>chweddeg</b>
22	<b>daudddeg dau</b>	70	<b>saitdeg</b>
etc.			
30	<b>trideg</b>	80	<b>wythdeg</b>
31	<b>trideg un</b>	90	<b>nawdeg</b>
etc.			
40	<b>pedwarddeg (dengain)</b>	100	<b>can(t)</b>
50	<b>pundeg (banner can(t))</b>		

- (o) how much?  
 (p) pork sausages

### Numbers 11–20

There are two systems in Welsh for numbers 11–20, an old one with special words for certain numbers, and a modernised decimalised based system:

old	new
11	<b>un ar ddeg</b>
12	<b>dudddeg</b>
13	<b>tri ar ddeg</b>
14	<b>pedwar ar ddeg</b>
15	<b>pymtheg</b>
16	<b>un ar hymtheg</b>
17	<b>dau ar hymtheg</b>
18	<b>deunaw</b>
19	<b>pedwar ar hymtheg</b>
20	<b>again</b>
	<b>daudddeg</b>

The italicised numbers in the old system are still very widely used, and you should be familiar with them. The new system is promoted in schools – these numbers are usually followed by **o + plural noun: undeg wyth o amalenni eighteen envelopes; undeg pedwar o bensiliau fourteen pencils.**

Generally, these higher numbers are, like quantity expressions followed by **o** + plural noun: **triddeg pump o ddynion** 35 men (dyn); **chwedeg wth o ddefaid** 68 sheep (drafad); **cant o bunoedd** (punt). Measure-words, however, are usually in the singular: **hanner can piece/coin** is usually **pisin** (pronounced 'pishin') – **pisin hanner can ceiniog** 50 pence piece.

But with money both singular (without **o**) and plural (with) are heard. So for example, £3.57 can be either **tair punt pumdeg saith o geniogau** or **tair punt pumdeg saith ceiniog**.

*Note* is **Papur** – **papur pum punt** *five-pound note*; similarly, **piece/coin** is usually **pisin** (pronounced 'pishin') – **pisin hanner can ceiniog** 50 pence piece.

### Oes pisin ugain ceiniog 'da ti i'r peiriant tocynnau?

Have you got a twenty-pence piece for the ticket machine?

### Exercise 5

Write out the following amounts in Welsh:

1 £9.47	6 £2.99
2 £1.60	7 £6.22
3 £0.75	8 £7.38
4 £10.80	9 £3.95
5 £3.15	10 £5.75

### Northern alternatives: possession, 'can'

Generally, the Welsh spoken in the North and South of the country does not differ all that much. A lot of it comes down to accent, and if you have the cassette you will no doubt identify the Northern speakers fairly easily. Occasionally we find a different sentence construction in the North, and this is the case with possession. In Lesson 3 we saw that **gyda with** is used:

**Mae car newydd 'da John** John's got a new car

But in the North, **gan** (or **gym** in speech quite often) is used instead of **gyda**, and the word-order is different:

**Mae gan John 'gar newydd**

Furthermore, when **gan** is used with pronouns, it changes its form:

sing.	pl.
1 gen i, gyn i	gynnion ni
2 gen ti, gyn ti	gynnion chi
3 gynno fo	gynnion nhw
gynni hi	

In writing, and sometimes in speech, **gynn-** is found as **gandd-**, and 2 pl. is often seen as **gennych** (**chi**).

You should also notice that, in this Northern possession construction, the thing possessed has SM.

**Mae gen i'r arog o enghrefftiau fan hyn**

I've got more examples here

**Mae gynnin nhw ddigon o draffterthion yn barod, dybiwn i**

They've got enough troubles already. I should think

**Mae gyn 'n chwaer i lwyth o 'wath i'w wneud erbyn diwedd yr wythnos**

My sister's got a load of work to do by the end of the week

Another alternative you will frequently come across in the North is the verb **medru** *can, be able*, used widely where other regions have **gallu**. By and large it works the same way.

Fedri di'...?	Can you...?
Fedrwlch chi'...?	Can you...?
Fedret ti'...?	Could you...?
Fedrech chi'...?	Could you...?

One use that **medru** does not share with **gallu** can be seen in:

**Mae Susan yn medru Cymraeg**

Susan can speak Welsh

### Eisiau 'want', angen 'need'

These two words are nouns, but they act virtually as verbs in Colloquial Welsh, in that they are used with **bod**. The important thing to notice about them, however, is that, when used with **bod**, they do not have the linking **yn** that would be needed with ordinary VNs.

Dwi'n mynd	I go
but: Dwi eisiau	I want [i.e. not Dwi'n eisiau]

Mae Roy a Stella 'n gyrru Jeep	Roy and Stella drive a Jeep
but: Mae Roy a Stella angen petro	Roy and Stella need petro

Other useful constructions:

- Dyfch chi (Wyt ti) eisbau ...? Do you want ...?  
 Dyfch chi eisbau i mi ... (+ VN)? Do you want me to ...?  
 Dyfch chi (wyt ni) angen ...? Do you need ...?

or, with an alternative construction:

- Oes angen ... arnoch chi (arnat ti)? Do you need ...?

Both **eisbau** and **angen** can be used as nouns in impersonal constructions using **Mac** (INT Oes ... ?, NEG (Doe)s dim ...) before them to express *There is a need...*, etc:

- Mae angen mwyllo 'gefnogaeth' More support is needed

[lit. 'there is need of more support']

'Sdim eisbau poeni am hyunny' There's no need to worry about that

- Oes angen dweud rhywbeth? Should something be said?

**Eisbau** is pronounced variously **isio** (N), **ise** (Mid-Wales) or **isie**, but never as spelt.

Remember that **am<sup>+</sup>** + VN is another way of saying *want*:

- Maen nhw am ddysgu** They want to learn

Many S areas use a true VN **moyn** or **moyn** for *want* instead, and this does require the linking **yn**. Compare:

- Dyn ni eisbau mynd adre** We want to go home

- Dyn ni'n moyn mynd adre** We want to go home

In some areas you will hear **moyn** used to mean *fetch*:

- Cer i moyn y llæth, nei di?** Go and fetch the milk, will you?

Notice from this example that **moyn** is an immutable word (i.e. *not* Cer i'f oyfn y llæth ...)

## Sgwrs

*Alun has a transaction at the bank*

- ALUN: Bore da. Dw i eisbau trosglwyddo arian o nghyfrif cyfredol i ngyffrif cadw.

B: Iawn. Faint hoffech chi drosglwyddo?

- A: Tri chant o bunnoedd.

B: Beth ydy'r enw?

A: Alun Jenkins.

A be' dy rhif eich cyfrif cadw?

A: Dw i ddilim yn gwybod, mae ofn arna i.

B: Dim ots - na i 'ofyn i'r cyrifiadur.

(checks on the computer)

Dyma ni - wylh wyth din pedwar chwech dim saith dim.

Arwyddwch ian hyn, os gwellwch yn dda.

Dyfch chi angen 'n llyfr siec?

Nadw, ond mae eisbau i chi arwyddo'r credyd.

## Geirfa

trosglwyddo transfer

cyfrif account

cyrifedol current

tadw keep; (here) deposit

mae onh arna i I'm afraid

crefyd slip (i.e. form)

## Exercise 6

Here is another conversation in the bank – but jumbled up. Put the parts for both speakers in the right order so that the whole thing makes sense.

A: Oes. Allech chi lenwi fe i mi?

A: Na ni. 'te. Flwy!

A: Diolch. Oes eisbau i mi wneud

unrhwybeth arall?

A: Gai datu'r stec 'ma i mewn?

A: Gwna. Lle dach chi eisbau i mi

mewn 'da chi?

B: Hwyl fawr.

B: Fan hyn ar y gwaelod.

B: Gallwn. 'Na chi.

## Mewn – 'in (a)'

The word for 'in' in Welsh differs according to whether the item following is specifically defined or not. By specific we mean any word that is

- (a) preceded by the definite article (**y**, etc.)  
 (b) preceded by a possessive adjective (see Lesson 4)

- (c) a pronoun  
 (d) a name of a person or place

In all these cases, the word for 'in' will be **yn** (NM) (see Lesson 4).

But otherwise the word for 'in' will be **mewn** (no mutation). Compare:

<b>yn yr ysgol</b>	in the school
<b>mewn ysgol</b>	in a school (not specified)
<b>yn yr ysgolion</b>	in the schools
<b>mewn ysgolion</b>	in schools (generally)
<b>yn y dre</b>	in the town
<b>yn Llanelli</b>	in Llanelli
<b>mewn tre</b>	in a town (not specified)

### Exercise 7

Without translating, decide whether you would use **yn** or **mewn** for 'in' in the following sentences:

- (a) Would you like a ride in my helicopter?
- (b) I've never been in a helicopter before.
- (c) I bought it second-hand in Talybont.
- (d) Was it in a shop?
- (e) No, silly – it was in the classifieds.
- (f) Have you taken anyone else for a ride in it?
- (g) No, you're the first. I've been in the garage for the past two months putting it together.
- (h) Putting ... you mean it came in a kit?
- (i) Yes, I thought I mentioned that. Are you strapped in your seat?
- (j) Yes ... You amaze me, we're in the air.
- (k) Oh ye of little faith. Now watch this, I'm going to put her in a tight turn. Pull that lever, would you?
- (l) This lever here, you mean? ... Oh look, it's come off in my hand!
- (m) Has it? It didn't say anything about *that* in the instructions.
- (n) And it says in this manual that you need a licence to fly these.
- (o) Never mind that – does it say anything in the manual about landing?
- (p) Where am I? What am I doing in a strange bed?
- (q) You're in Bronglais Hospital.
- (r) I had this terrible dream, nurse. I was in a helicopter, only it wasn't ...

- (s) There, there. Now, there are two gentlemen in the next room who are waiting to have a word with you.

(t) Gentlemen? Am I ... in trouble, or something?

(u) Let's just say they're both in uniform.

# 7 Y tywydd

## The weather

### Exercise 1

#### Sgwrs

bwydd food  
sgofodon chips  
seinlyd greasy  
cwrw beer  
e/o again

neb no-one  
yn union fel exactly like  
man a man i ti fod wedi... (+ VN)  
you might as well have...

In this lesson you will learn how to:

- talk about things that were
- say what was happening
- say what will happen
- understand weather forecasts
- discuss plans in relation to the weather

### Cywir neu Anghywir?

- 1 Oedd y tywydd yn Abergwaun yn boeth. C/A  
2 Does neb yn bwyta sgofodion yn Abergwaun. C/A  
3 Mae llawer o bobol yn siarad Saesneg yn Majorca. C/A  
4 Mae Nige eisiau mynd i Majorca eto. C/A

*Alysgrifennwch y sawl sy'n anghywir* (rewrite those that are false).

#### Sgwrs

*Mair and Elinor's differing approaches to life are revealed in their discussion of the weather*

MAIR: Mae'n braff heddiw, on'd yw hi?

ELINOR: Bydd hi'n bwrrw glaw erbyn amser cinio.

M: Wel, o 'teia 'gafon ni ddiwrnod heulog ddoe.  
O'n i yng Nghaergybi ddoe. Roedd hi'n ddiflas trwy'r dydd.

E: Mae'n braff heddiw, on'd yw hi?

Geirfa

- |                         |                              |
|-------------------------|------------------------------|
| bwydd glaw (to) rain    | Caergybi Holyhead (Anglesey) |
| erbyn by (time)         | ddoe yesterday               |
| cafon ni we had/got (S) | ddiflas miserable            |
| dwrnod day              | trwy'r dydd all day          |

- D: Poeth a heulog hefyd. Sut oedd y bwyd draw far'na?  
N: Oedd y sgofodion yn seimllyd, a'r cwrw'n 'wan.  
D: Swniō'n 'gyfarwydd. Oedd y 'bobol yn 'gyfeillgar?  
N: Oedden. Ond doedd neb yn starad Saesneg.  
D: Yn union fel Abergwaun! Man a man i ti fod wedi aros fan hymn, Nige.  
N: Wi ddîm yn mynd 'to.

### Imperfect of bod - 'I was', etc

To say *I was*, *you were*, etc, you will need the imperfect tense of *bod*:

- |                |                                    |
|----------------|------------------------------------|
| tywydd weather | gwan weak                          |
| poeth hot      | swniō'n 'gyfarwydd sounds familiar |
| heulog sunny   | cyfeillgar friendly                |

#### Geirfa

<i>AFF</i>	<i>INT</i>	<i>NEG</i>
sing. 1 o'n i I was	o'n i? Was I?	(d)o'n i ddim I was not
2 o't ti etc.	o't i? etc.	(d)o't i ddim etc.
3 oedd e/hi	oedd e/hi?	(d)oedd e/hi ddim
pl. 1 o'n ni	o'n ni?	(d)o'n ni ddim
2 o'ch chi	o'ch chi?	(d)o'ch chi ddim
3 o'n nhw	o'n nhw?	(d)o'n nhw ddim

These forms may vary a little from region to region in Colloquial Welsh, but generally AFF and INT are distinguished only by intonation; while NEG has an optional **d-** on the front and, of course, a following **ddim** ('not').

### O't i yn y 'dre neiniwr?

Were you in [the] town last night?

### Do'n nhw ddim 'garter Oedd e tu allan trwy'r nos

'They were not at home  
He was outside all night'

In most types of writing, however, the following fuller sets of forms, from which the above colloquial pattern has since developed, are generally in use:

### *AFF*      *INT*      *NEG*

sing. 1 roeddwon i	oeddwn i?	doeddwn i ddim
2 roeddet ti	oeddet ti?	doeddet ti ddim
3 roedd e/hi	oedd e/hi?	doedd e/hi ddim
pl. 1 roedden ni	oedden ni?	doedden ni ddim
2 roeddech chi	oeddech chi?	doeddech chi ddim
3 roedden nhw	oedden nhw?	doedden nhw ddim

So: Oeddet ti yn y 'dre neiniwr?  
Doedden nhw ddim 'garter  
Roedd e tu allan trwy'r nos

For 'yes' answers to questions beginning with the imperfect of **bod**, use the written INT forms above, but without the following pronoun:

O'ch chi yn y 'dre neiniwr?  
Wore you in town last night?  
Oedd Julie'n graci?  
Was Julie cross?  
(Yes,) I was  
(Yes,) she was

For 'no' answers, prefix a **Nag** to either written or spoken INT forms: **Nag oeddwn** or **Nag o'n (i)** (*No,*) *I wasn't;* **Nag oedd (hi) (No,) she wasn't**, etc.

'Tag'-questions can be made by placing **On'd** before the INT forms, with or without the following pronoun:

Oedd hi'n oer iawn bore 'ma, on'd oedd (hi)?

It was very cold this morning, *wasn't it?*

## Imperfect of **bod** + VN – 'I was . . . ing', etc

You can use the imperfect of **bod** with a VN (joining them with **yn** – see Lesson 2) to make a 'past continuous' tense:

**Oedd y bobol yn eistedd draw tan'na** The people *were sitting over*

**O'n i ddim yn gyrru'n rhwng y gyffynn** I *wasn't driving* too fast

**O'ch chi'n aros am rywun?** Were you *waiting* for some-

one?

**Doedd y trenau ddim yn rhedeg** The trains *weren't running*

### Exercise 2



Turn these present tense sentences into the imperfect. Use the simpler spoken forms in this exercise.

Example: Dw i ddim garter heddiw ('I am not at home today')

– **O'n i ddim garter heddiw** ('I *wasn't* at home today')

- 1 Mae Aled a Julie yn rhanu (*share*) fflat.
- 2 Dych chi'n gwylia'r teledu?
- 3 Yn ni ddim yn moyn talu gormod.
- 4 Wyt ti'n bwriadu (*intend*) dod 'da ni?
- 5 Dyw mrawd ddim yma.
- 6 Ydy'r dosbarthiadau Cymraeg yn anodd (*difficult*)?

### Exercise 3

Repeat Exercise 2, but this time use the more formal written forms of the imperfect tense.

'I knew,' I thought'

In Welsh, verbs that express a mental state, like **gwybod** *know* (a fact), **nabod** *know* (a person) and **meddwl** *think*, use the imperfect where English uses an ordinary past tense. In other words, for *I knew* we must say in Welsh **O'n i'n gwybod**, lit. 'I was knowing'. Similarly **O'n i'n nabod e** *Hynyddoedd yn ôl / knew him years ago*; **O'n i'n meddwl hynny** *I thought so* (lit. 'I was thinking that').

## Future of bod – 'I will be', etc

AFF (statement) forms are as follows:

<b>bydda i</b> I will be	<b>byddwn ni</b> we will be
<b>byddi di</b> you will be	<b>byddwch chi</b> you will be
<b>bydd e/hi</b> he/she will be	<b>byddan nhw</b> they will be

To turn these into questions, simply use SM. For example: **fydda i?** *will I be?*, **fyddwch chi?** *will you be?*. The NEG versions require both SM and following **ddim** ('not'): **fydda i ddim** *I won't be*.

**Fyddwch chi addim** *you won't be*.  
In fact even the AFF forms are frequently heard with SM in Colloquial Welsh – so, for example, **Byddan nhw fan hyn yfory** and **Fyddan nhw fan hyn yfory** both mean *They'll be here tomorrow*. The INT version **Fyddan nhw fan hyn yfory?** *Will they be here tomorrow?* differs only in intonation.

'Yes' answers simply repeat the appropriate form of the verb, without SM:

**Fydd Alun yn y farchnad pnaeon 'ma?**

Will Alun be at the market this afternoon? **Bydd**

**Fyddwn ni mewn pryd, i'n meddwl?**

Will we be in time, do you think?

'No' answers use **Na :** : **Na fydd** (*No, he/she won't be*; **Na fydd** (*No, you won't be*).

In answers only, the 1st pers. sing. is often heard with a -f on the end:

**Fyddi di i ffwrdd trwy'r wythnos?**

Will you be away all week?

**Bydda (f)**

(Yes,) I will be

**Fyddi di yn y dosbarth wythnos nesa?** **Na fydda (f)**  
Will you be in class next week? (No,) I won't be

Tag'-questions can be made by placing **On** before the AFF forms (usually unmutated), with or without the following pronoun:

**Fydd hi'n oer heno, on' fydd (hi)?**  
It will be cold tonight, won't it?

**Fe fyddwn ni mewn pryd, on' fyddwn (ni)?**  
We'll be in time, won't we?

## Future tense of other verbs

The future of any verb can be formed by joining its VN to the future of **bod** using **yn**. So:

**Fyddia i 'n gofynn**  
I will be [link] ask(ing) = *I will ask*

**Bydd Roger yn chwarae gwyddbwyl trwy'r dydd yfory**  
R will be [link] play(ing) chess all day tomorrow

Similarly:

**Fyddi d'i mynd ar y tren neu yn y car?**  
Will you go by train or by car?

**Fyddwn ni ddim yn gweled llawer o fan hyn**  
We won't see much from here

### Exercise 4

Change the following sentences into future.

Example: Mae Fred yn y dosbarth ['Fred is in the class']  
– **Bydd Fred yn y dosbarth** ['Fred will be in the class']

- 1 Ydy Fred yn y dosbarth heno?
- 2 Och chi'n gweithio dros yr Ha?
- 3 Maen nhw esiau gweld y manylion (*details*) gynta.
- 4 Dw i ddym yn dod i'r parti.
- 5 Yn ni'n gwerthu'r ty.
- 6 Wyt ti'n barod?

## Inflected verbs (verbs with endings)

With the future tense of **bod** we encounter our first example of a tense made up of verb-stem (here **fydd**-) + personal endings (inflections). There are three sets of personal endings in Colloquial Welsh, corresponding to different tenses, and we will deal with them one at a time in later lessons. For now, you need to know a few principles about inflected verbs in Welsh that can be illustrated with the future of **bod**, but are equally true of all inflected verbs.

- 1 INT inflected verbs have SM – so **fyddi di?** *Will you be?*
- 2 NEG inflected verbs have SM – or sometimes AM where possible, and particularly with verbs beginning **c-**, + **ddim** of course – so

3 AFF inflected verbs have the radical (**fyddi di** *you will be*), but there is also a tendency in Colloquial Welsh (but not formal written) for SM to be extended to these as well (**fyddi di** *you will be*).

What these three principles mean in effect is that you *can* use SM on all inflected verbs, and sound perfectly natural.

- 4 AFF inflected verbs can optionally be preceded by an affirmative marker **fe°** or **mi°** – so **fe fyddi di** or **mi fyddi di** *you will be*. See below.

Although it has endings (**a-** and **-wch**), we do not count the imperative (command forms) as inflected verbs, and the above principles do not apply.

### Affirmative markers Fe° and Mi°

In Colloquial Welsh, all inflected verbs can be preceded by the particles **fe°** (S and central areas) or **mi°** (N) when what is being said is a statement (i.e. not a question, negative or command). We will deal with this in more detail in a later lesson, but for now it is important to remember two things about these markers:

- 1 They are used only with positive statements;
- 2 Their use is optional.

For example, **Fe fydd Sioned yn mynd** *Sioned will go/be going* is correct because we are making a statement, while the following are impossible:

**Fe fydd Sioned yn mynd?** Will Sioned be going?  
**Fe fydd Sioned ddim yn mynd** Sioned won't be going

because neither is a positive statement. But remember also that, since the affirmative marker is optional in any case, you might be just as likely to hear

**Fydd Sioned yn mynd,** or  
**Fydd Sioned yn mynd**

because Colloquial Welsh tends to generalise SM on inflected verbs.

### Exercise 5

Decide where you would be able to put **fe°/mi°** in the following sentences and where not:

- 1 Fydd i'n hala'r bil atyn nhw yfory.
- 2 Fydd y plant yn mynd i'r gwely am saith.
- 3 Fyddi di'n ôl mewn pryd?
- 4 Fyddan nhw ddim yn caniatáu hyunny.
- 5 Fyddan nhw'n gofyn am rago'r o amser i dalu.
- 6 Fydd e'n gwadu popeth.

### Geirfa

**hala** send                    **caniatáu** allow, permit  
**mewn** in time              **gwadu** deny

You will hear the future a lot in weather forecasts on the media – listen out for **Bydd ... or Fe fydd ... There will be ... or It will (be).** ... Understanding the weather forecast (**rhygolygon y tywydd**) is largely a matter of listening out for the **geniau allweddol key words** – as long as you can spot enough of these as you go along, you will get the gist of it, so the following basic words and expressions should be committed to memory:

braffine	glaw rain
heulog sunny	glaw mân drizzle
oer cold	gwylt (-oedd) wind
sych dry	eira snow
gwylb wet	storm (-ydd) storm
cymyllog cloudy	ysbaid (ysbeidiaw) interval, spell
difas miserable	cawod (-ydd) shower

<b>disglair</b> bright	<b>rhagolygon</b> (pl.) forecast
<b>gwynlog</b> windy	<b>graddi</b> degree
<b>niwlog</b> foggy, misty	<b>ardal</b> (-oedd) (f) area, region
<b>stormus</b> stormy	<b>gwlad</b> (gwlededd) (f) country
<b>trwm</b> heavy	<b>cefn gwlad</b> (f) inland/country areas
<b>ysgafn</b> light	<b>ger y gannau</b> on the coast
<b>cynnes</b> warm	<b>arfordir</b> coastal region
<b>eglur</b> clear	<b>lelled y wlad</b> across the entire country
<b>bwrw glaw</b> (or <b>glawio</b> ) (to) rain	<b>dros Gymru gyfan</b> over the whole of Wales
<b>bwrw eira</b> (to) snow	
<b>chwythu</b> blow	
<b>cwyddu</b> increase	<b>daw</b> ... will come
<b>leihau</b> decrease, lessen	<b>cyn</b> before
<b>gostwng</b> drop	<b>erbyn</b> by (time)
<b>gwella</b> improve	<b>ar ôl</b> after
<b>gwaethyg</b> worsen	<b>wedi</b> after
<b>diffannu</b> disappear	<b>yn bennaf</b> mainly
<b>ymddyngos</b> appear	<b>disgwylir</b> ... is/are expected
<b>cyraedd</b> arrive; reach	<b>yma ac acw</b> here and there
<b>parhau</b> continue	<b>rywbyryd</b> sometime
<b>twyllu</b> get dark	<b>tebygwyd o</b> ... a likelihood of ...
<b>nosi</b> get dark	
<b>rhweli</b> freeze	

Here are four short weather bulletins incorporating some of these words and phrases. If you have the cassette, try and get the gist all **wedol** as possible.



Dyma ragolygon y twydd am yfory:

Bydd hi'n oer yfory, ond yn sych, gydag ysbeidiau heulog yn y De (brighter) ar ôl amser cinio, ond yn parhau'n oer.

Bydd niwl ger y glannau'n diffannu erbyn canol y bore, a bydd hi'n rhan o Gymru gyda'r nos.

Bydd y gwynoedd yn cwyddu dros 'Gymru gyfan, yn erwedig mewn ardaloedd gorllewinol. Bydd glaw trwm yn cyrraedd ardal oedd y De erbyn hanner dydd, a chawod yd trwm yma ac acw yn y Gogledd a'r Gorllewin.

Mi fydd hi'n parhau'n sych ac yn heulog heddiw, gyda'r tymheredd

<b>gwylgor</b> festival
<b>gwaethyg</b> disappears
<b>gwydd</b> forecast
<b>gwydd</b> forecast
<b>gwydd</b> forecast

<b>rhagolygon</b> (pl.) forecast
<b>graddi</b> degree
<b>ardal</b> (-oedd) (f) area, region
<b>gwlad</b> (gwlededd) (f) country
<b>cefn gwlad</b> (f) inland/country areas

<b>gwylgor</b> festival
<b>gwaethyg</b> disappears
<b>gwydd</b> forecast
<b>gwydd</b> forecast
<b>gwydd</b> forecast

Jn cyrraedd 16 gradd erbyn y prynhawn. Ond disgwylir i'r twydd waethyg dros y rhain fwy a Gymru ar ôl iddi nosi, gyda tebygrwydd o law yn ardaloedd y De erbyn saith. Bydd y twydd yn dolias trwy'r dydd yfory.

Which forecast would be the best for:

1) a Bonfire Night (**Neson Guto Ffowc**) party?

2) an afternoon picnic?

3) an afternoon o flaen y teledu?

### Exercise 6

Which forecast would be the best for:

1) a Bonfire Night (**Neson Guto Ffowc**) party?

2) an afternoon picnic?

3) an afternoon o flaen y teledu?

## Sgwrs

Lestyn is trying to break it gently to Dafydd that he has not the slightest intention of attending any committee meetings (**cyfafoedd** pwyllgor) in the near future

**DAFYDD:** Fyddi di jn y cyfarfod pwyllgor yfory?

**LESTYN:** Os bydd hi'n bwrrw, neu'n oer, neu'n gymylog, fydd i ddim eisiau mynd.

Fyddi di'n dod i'r cyfarfod nesa ddydd Llun, 'te?

Wel... os bydd amser 'da fi, fe fydd i yno, ond mae'n bosib bydd ymhwelwyr 'da ni. Gawn ni weld.

Beth am y cyfarfod cyffredinol blynyddol, 'te. Fyddi di'n bresennol? Mae e...

Gwaetha'r modd fydda i ddif y gallu dod. Bydd a'i sâl.

Ond dw i heb ddweud 'that ti pryd mae e 'to!

Pryd bynnag bydd y cyfarfod, byddai i'n sâl iawn?

## Geiriau

**yfory** tomorrow  
os if  
presennol present, in attendance

**blynyddol** annual  
yo there (place not in sight)  
nesa next

**os bydd... da fi** if I have...  
posib possible  
ymwelwyr (pl.) visitors

**sâl ill**  
**dw i heb ddweud** 'that i haven't told you  
(e)to yet

Gawn ni weld We'll see  
cyffredinol general

pryd bunnag whenever  
**afternoon**

### Exercise 7

Match Lestyn's excuses to the various meetings:

- (a) annual general meeting (i) Lestyn's family are coming round

- (b) committee meeting tomorrow (ii) Lestyn anticipates ill health  
(c) committee meeting on Monday (iii) Lestyn is worried about the weather

**Heddlw** today is pronounced **heddi** in many parts of Wales. **Pnawn afternoon** is spelt **prynhawn** in written Welsh, but not usually so pronounced.

The larger units of time (**amser**) are:

<b>dydd</b> day	<b>wythnos</b> (f) week
<b>mis</b> month	<b>bwyddyn</b> (f) year

These can be combined with "bob" and **trwy'r**:

<b>bob dydd</b> every day	<b>trwy'r dydd</b> all day
<b>bob wythnos</b> every week	<b>trwy'r wythnos</b> all week
<b>bob mis</b> every month	<b>trwy'r mis</b> all month
<b>bob bwyddyn</b> every year	<b>trwy'r bwyddyn</b> all year

Also **bob amser** *every time; always*    **trwy'r amser** *all the time*

... diwetha, ... 'ma	and ... nesa	are used after the noun as follows:
<i>last</i> ...	<i>this</i> ...	<i>next</i> ...
<b>wythnos diwetha</b>	<b>wythnos 'ma</b>	<b>wythnos nesa</b>
<b>mis diwetha</b>	<b>mis 'ma</b>	<b>mis nesa</b>

### **Making plans and expressing intentions for the future**

**Na i** ... + VN is a common way of saying that you are going to do something. It is actually the inflected future (Lesson 10) of **gwneud do**, and using it rather than the more neutral future **Bydda i'n** + VN is a way of expressing definite intent. Compare:

**Bydda i'n grifennu atat ti ar ôl y Nadolig**

I'll be writing to you after Christmas [i.e. you'll be getting a letter from me]

**Na i grifennu atat ti ar ôl y Nadolig**

[i.e. that's a promise]

The 1st pers. pl. form **nawn ni we will do** is useful in the phrase **Be' nawn ni?** *What shall we do?*

**Be' nawn ni gyda'r plant dros hanner tymor?**

What shall we do with the children over half-term?

### **Time expressions**

You should learn the following important words and phrases:

<i>yesterday</i>	<i>today</i>	<i>tomorrow</i>
<b>ddoe</b>	<b>heddw</b>	<b>yfory</b>
(morning)	bore ddoe	bore 'ma
(affn.)	pnawn ddoe	pnawn 'ma
(night)	neithiwr	pnawn yfory
	heno	hos yfory

### **Days of the week**

<b>Days of the week</b>	
Dydd Llun	Monday
Dydd Mawrth	Tuesday
Dydd Mercher	Wednesday
Dydd Iau	Thursday
Dydd Gwener	Friday
Dydd Sadwrn	Saturday
Dydd Sul	Sunday

To say 'On ...' a day, simply use SM: **Dydd Mawrth** on Tuesday  
Words like bob, diwetha etc. can be used in the normal way with  
days of the week.

### Mae'n dod fan hyn bob dydd Mercher fel arfer, ond fydd e bant

**ddydd Mercher nesa**

He comes here every Wednesday usually, but next Wednesday  
he'll be away

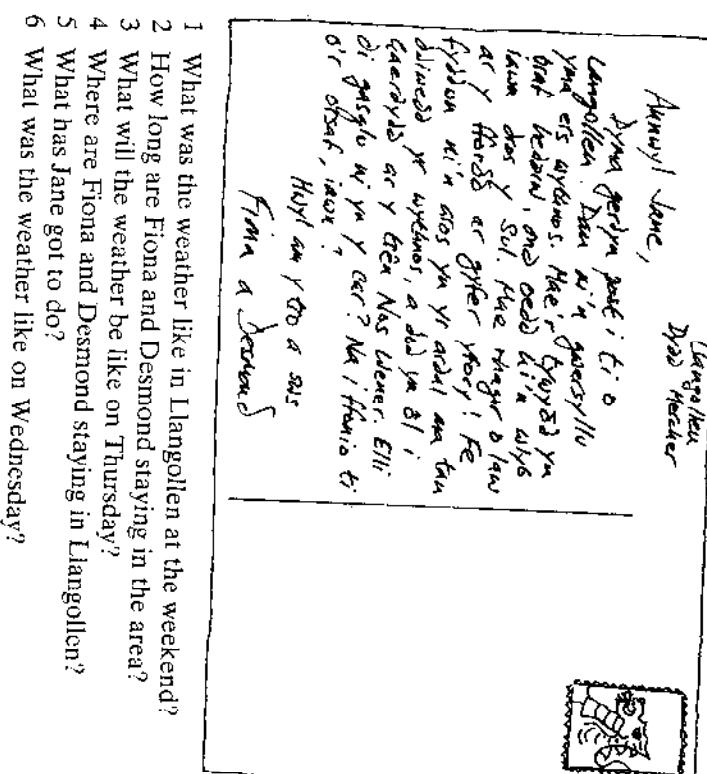
If you want to say 'Tuesday night', you change **Dydd** into **Nos'**  
**Nos Fawrth**, and so on.

**Mi fyddwn ni'n gweled chi i gyd Nos Lun, 'te**

We'll see you all on Monday night, then

### Exercise 8

Read this postcard, and then answer the questions in English:



- What was the weather like in Llangollen at the weekend?
- How long are Fiona and Desmond staying in the area?
- What will the weather be like on Thursday?
- Where are Fiona and Desmond staying in Llangollen?
- What has Jane got to do?
- What was the weather like on Wednesday?

## Sgwrs

Dylan and his fiancée Angharad are debating what to do today – stay in or go out?

Dylan: Be' nawn ni heddiw, 'te?

Angharad: Wel, mae'n dibynnud on'd ydy? Beth oedd y rhagolygon?  
Ansetydllog. Well inni aros gartre, dw i'n meddwl.  
Mae'r gêm fawr ar y teledu pnaeon 'ma, gyda llaw.  
Ond dw i eisiau ychydig o awyr iach yn hytrach nag eistedd o flaen y teledu! Beth am fynd i'r dre?  
O, dim eto! O'n ni y'n y dre ddoe, trwy'r dydd!

Ond dw i eisiau gwneud y gwaith siopa. Dwi a angenn dy help, Dylan!  
O n i ddim yn helpu llawer tro diwetha.  
O'r ti'n cwynto trwy'r amser, 'na pam. Ond fyddi di cdim yn cwynto tro 'ma, na fyddi di? Bydd y gem fawr ar y teledu eto heno, on' bydd?

(Dylan knows Angharad is right)

D:  
(He tries a last desperate change of tack)  
Bydd.  
A:  
Mae'n rhwym o fwyr glaw, timod.  
Os bydd hi'n bwrrw pan fyddwn ni yn y dre, na i brynu ymbarel i ti, iawn?  
D:  
Iawn.  
A:  
Awnt ni, 'te.

## Placenames and geographical features (III)

The weather may not always be on your side if you're out and about, but there's always plenty to take your mind off the rain, not

least the names of places you may pass through. We have already had a look at the ubiquitous **Aber-** and **Llan-**; here are some other common elements in Welsh placenames:

*topographical features*

**afon** 'river' – the names of rivers themselves also figure prominently in place names.

**allt** 'hill'  
**bryn** 'hill'  
**bwlich** 'gap' or 'pass'  
**cors** 'bog'  
**cwm** 'valley' – actually a rounded 'scoop'-type valley; there are various words for 'valley' in Welsh, depending on the type: **dyffryn** is a broad, flat river-valley; **glyn** is like the English 'vale', as is **ystrad**; **pant** is a 'hollow' 'bank' 'shore'

'grove' – **Llwyndafydd**.

**mynydd** 'mountain'  
**nant** 'stream', 'brook' – another very common element in certain parts of Wales.

**pen** 'top'; 'end'

*man-made features*

(these words generally occur as first element, often followed by a personal name)

**caer** 'fortified' (originally Roman) settlement' – corresponds to English '-chester', '-burgh' or '-bury' with the same meaning. **Caerfyrddin** (Carmarthen), 'Merlin's fortress' (**Myrddin**); **Caergybi** (Holyhead), 'Cybi's fortress'; **Caergaint** (Canterbury) 'fortress of Kent (**Caint**)'; and, of course, **Caer** (Chester).

**croes** 'cross'  
**gwraun** 'meadow'; **Waunfawr** 'big meadow'

**llys** 'court'; **cwrt** also occurs in placenames.

**metin** 'mill'  
**pont** 'bridge'  
**rhyd** 'ford'  
**tre(f)** 'town'  
**trees**

(most native tree-names in Welsh end in -en to signify a single tree, and drop this ending to make a 'collective' name for the species – so **derwen** is an oak tree, while **derw** means 'oak', as in 'a field of oak')

<b>coed</b>	'wood' – <b>Trawsgoed</b> 'Crosswood'
<b>bedw</b>	'birch' – <b>Pantyfedwen</b> 'Birch-hollow'
<b>celyn</b>	'holly' – <b>Llwyncelyn</b> 'Hollygrove'
<b>derw</b>	'oak' – <b>Derwenlas</b> 'Greenoak'

Two adjectives, **isa(f)** 'lowest' and **ucha(f)** 'highest' correspond to 'Lower ...' and 'Upper ...'; usually of more localised features. Here are some well-known places interpreted:

<b>Betws-y-Coed</b> – <i>betws</i> <i>prayer-house</i> + <b>y</b> + <b>coed</b> – 'prayer-house in the woods'
<b>Brynmawr</b> – <b>bryn</b> + <b>mawr</b> <i>big</i> – 'big hill'
<b>Langollen</b> – <b>llan</b> + <b>collen</b> <i>hazel-tree</i> – 'Hazelchurch'
<b>Llanuwchllyn</b> – <b>llan</b> + <b>uwch</b> <i>higher</i> + <b>lyn</b> <i>lake</i> – 'church above the lake'
<b>Nantyglo</b> – <b>nant</b> + <b>y</b> + <b>glo</b> <i>coal</i> – 'Coalbrook'

<b>Penrhyneddraeth</b> – <b>penrhyn</b> <i>headland</i> + <b>dau</b> <i>two</i> + <b>traeth</b> <i>beach</i> – 'headland of the two beaches'
<b>Penygraig</b> – <b>pen</b> + <b>y</b> + <b>craig</b> <i>rock, crag</i> – 'top of the rock'
<b>Pwllheli</b> – <b>pwll</b> <i>pool</i> + <b>heli</b> <i>salt water</i> – 'saltwater pool'
<b>Rhosllannerchugeog</b> – <b>rhos</b> <i>moor, heath</i> + <b>llannerch</b> <i>glade</i> + <b>grugog</b> <i>heathery</i> – 'moor of the heathery glade'
<b>Tonyrefail</b> – <b>tôñ</b> <i>tone, sound</i> + <b>y</b> + <b>gefail</b> <i>smithy</i> – 'sound of the smithy'

Bear in mind, finally, that many Welsh towns, especially the larger ones, have co-existing English names – either anglicised versions of the original Welsh name (**Caerdydd** *Cardiff*, **Caerfyrddin** *Carmarthen*, **Dinbych** *Denbigh*) or in many cases completely different names – **Aberteifi** *Cardigan*, **Abertawe** *Swansea*, **Aberdaugleddau** *Milford Haven*, **Yr Wyddgrug** *Mold*, **Aberhonddu** *Brecon*, **Y Trallwng** *Welshpool*. And in fact many of the larger English towns are also known by different names in Welsh – remember that a form of Welsh was spoken all over England long before the Angles and Saxons brought their language over.

8 Gwneud

trefniadau

## Making arrangements

*Nia arrives later at the surgery*

prysur busy  
gofyn ask  
cyffus convenient  
ardderchog excellent

- tell the time
- make appointments on the phone
- talk about pains and illnesses
- cope with language problems

Sgwrs

*Nu phones to make an appointment to see the doctor (y meddyg). The receptionist (*ys derbynnydd*) answers the phone.*

DERB., MEDYGLA. BURE UAR

D: NIA.  
D: bore da. An i wneud apwyntiad i weid rhywun heddiw?  
Yn ni'n brysur iawn bore 'ma. Ga i 'ofyn beth yw'r brob-  
lem?

N: Mae annwyd trwm arna i. "Ellwch chi "drefnu i mi "weld un  
o'r meddygyn am "bum munud?  
D: Gell, siwes a fodd

(looks in the appointments book)

Mat Ll Davies yll i myu aui bedwar. I ddy nymyn gyneus?  
N: Ardderchog. Diolch yn fawr.  
D: Dim o "gwawl. Hwyl nawr.  
N: Hwyl

Geinfa

medley (f) surgery

annwyd cold (illness)

Magnets (1) Page number

apwyntiad appointment  
rhywun someone

meddyg (-on) doctor

most prepositions in Welsh take verb-like endings when used with pronouns. For example, **ar** *on* has the following forms:

## Personal forms of prepositions

<b>Geirfa</b>	
beth sy'n bod?	what's wrong?
pen tost headache	poeni [here] bother
gwyres temperature, fever	rhaid must
peswch cough	tair oren ni three (f) of us
teimlo feel	dyllech chi ddim you shouldn't
blinedig tired	mynd yn ôl return
anadlu breathe	... <b>ngweld i</b> ... see me
tua (some time) around	tua

Dr D: Pnawn da Beth sy'n bod arnoch chi, 'te?  
 Nia:  
 Dr D: Oes unrhyw beth arall yn bod? Pen tost, efallai? Neu "wres"?  
 N:  
 Wel, mac peswch arna i, ac dw i'n teimlo'n flinedig iawn  
 trwy'r dydd. Alla i ddim anadlu drawr nhrwym shwartz

**D:** Ers pryd dych chi'n sâl, felly?  
**O:** Ers wythnos bellach. O'n i ddym eisiau'ch poeni chi, ond  
dym oedd i'n ymddygiad.

Dr D: Iaith yw i lawnewydd am ym gwellia, ac mae'n rhaid i mi fod yn ol yn y gwaith ddydd iau.  
Beth yw'n gwaith?

N: Ysgrifennyd.  
Dr D: Dych chi'n gweithio gyda pobol eraill?  
N: Mae'r oar aman nîn yn wneud hynny.

N.  
Iwac tau onon tu yll yr un staeth.  
Dr D:  
Fawn. Ddylech chi ddum mynd ynn ôl i'ch gwaith tan wythnos  
nesa. Ac dw i eisiau'n gweld chi eto. Dewch i ngweld i tua

*Geirfa*  
diwedd yr wythnos.

beth sy'n bod? what's wrong?  
poen [here] bother

pen tust headache	rhaid must
gwres temperature, fever	tair onon ni three (f) of us
beswch cough	davlech chi defim you shouldn't

*...when you should*  
**teinlo** [feel]      mynd yn ôl return  
**blinedig** tired      ... ngweld i... see me

**tuz** (some time) around

ama i	on me	arnon ni	on us
arnat ti	on you	arnoch chi	on you
arno fe	on him	arnyn nhw	on them

annwyd	cold
y flïw	flu
gwres	temperature

pewsch	cough
y ddannodd	toothache
y frech goch	measles

So, while it is fine to say **ar y bwd** *on the table*, or **ar Dafydd** *on Dafydd*, if we want to say *on him*, it must be **arno fe** and not **ar fe**.

The best approach is simply to learn these sets of forms as you encounter them, or by consulting the grammatical appendix at the back of the book. For now, here are three more sets:

**i** *to, for*

i mif i	to me	inni	to us
i ti	to you	i chi	to you
iddo fe	to him	iddyn nhw	to them

**i** *of, from*

ohonona i	of me	ohonon ni	of us
ohonar ti	of you	ohonoch chi	of you
ohono fe	of him	ohonyn nhw	of them

(These personal forms are also found without the *-ho-* element, i.e. **ona i**, **onat ti**, etc.)

**am** *(various meanings)*

andana i		andanon ni	
andananat ti		andanoch chi	
andano fe		andanyn nhw	

**andani hi**

In Colloquial Welsh the 3rd person singular forms ('him' and 'her') of all personalised prepositions often drop the pronoun – so **iddi** for **iddi hi**, **andano** for **andano fe**, **arni** for **arni hi**, and so on. All other persons must have the pronoun stated.

## Talking about pains and illnesses



Many temporary physical (and mental) states are described using **ar on** – we say not that we have the illness, but that the illness is on us. In most cases you will need the personal forms of **ar** (see above). Common terms for illnesses which use **ar** are:

Maen pen tlost 'da fi	I've got a headache
Oedd stung dlost 'da hi	She had stomach ache
Ocs clust dlost 'da ti?	Have you got earache?
Other useful expressions when visiting the doctor or clinic are:	
Lle mae'n briof?	Where does it hurt?
Dw i wedi briof '... i	I've hurt my ...
Mae '... yn poeni fi	My ... is bothering me
Dw i eisiau chwydu	My ... is troubling me
Mae nhen yn troi	I feel sick
Alla i ddiam cysgu	I feel dizzy
Alla i ddiam anadlu'n iawn	I can't sleep
Dw i'n teimlo'n flinedig	I can't breathe properly
... o bryd i'r gilydd	I feel tired
... trwy'r anser	... now and then
... all the time	... all the time

These are the main parts of the body:

pen	head	bys	(-edd) finger
lligad (llygaid)	eye	bawd	(bodlau) thumb
trwyn	nose	brest	(f) chest
clust	(-iau) (f/m) ear	stumog	(f) stomach
cwg	(f) mouth	cefn	back
gwddw	neck, throat	coes	(-au) (f) leg
ysgwydd	(-au) (f) shoulder	pengllyn	(-iau) (f) knee
braich	(breichau) (m/f) arm	migwyn	(migyrnau) ankle
penelin	(-oedd) (m/l) elbow	troed	(tafed) foot
arddwrn	(arddyrnau) wrist	bys troed	toe
llaw	(dwylo) (f) hand	bol	(or bola) belly

**Exercise 1**

Put the words listed on the right into their correct places in these sentences about discomfort and illness:

- 1 Mae pen tots \_\_\_\_\_ fi ers bore 'ma
- 2 Oes annwyd \_\_\_\_\_ ti?
- 3 Mae syched ofnadwy \_\_\_\_\_ y plant
- 4 Oedd y ffliw \_\_\_\_\_ nhw llynedd
- 5 Bydd stumog dos't \_\_\_\_\_ ti
- 6 Ers pryd mae'r peswch 'na \_\_\_\_\_ chi?

**Rhaid 'must', 'have to'**

To express obligation you need the noun **rhaid necessity** and the preposition **i to**. 'I must go' is phrased in Welsh as:

(There is)      necessity      to me      (to) go  
**(Mae)**            **rhaid**            **i mi**            **fynd**

So we have **rhaid**, then **i + person**, then mutated form of the VN to indicate the action that has to be done. The **mae** can be left out, but it can also be extended to **mae'n** – either way it makes no difference.

<b>Rhaid i'r plant</b> <b>orffwys</b>	The children must rest
<b>Rhaid i'ddyn nhw</b> <b>orffwys</b>	They must rest
<b>Rhaid i'sioned</b> <b>brynu sgidau</b> <b>newyddt</b>	Sioned must buy (some) new shoes

**Rhaid i'ddi hi fod yn ôl erbyn deg** She must be back by ten  
 Remember that certain pronouns (like **nhw** and **hi** in the examples above), will affect the preceding **i**.

Questions are done by adding **Oes ... ?** (*Is there necessity ... ?*):

**Oes rhaid i chi fynd mor gymar?** Must you go so early?  
**Oes rhaid inni dalu ymadau llaw?** Do we have to pay in advance?

Does **dim rhaid** mean ... *needn't* ... (not *mustn't*)?

**'Sdim rhaid i ti 'boen i am hymny** You *needn't worry about that*

'Must not ...' is done in exactly the same way as 'must', but with **'bedio** in front of the (unmutated) VN. Compare:

<b>Rhaid i ti fynd</b>	You must go
<b>Rhaid i ti beedio mynd</b>	You mustn't go
<b>'Sdim rhaid i ti fynd</b>	You needn't go

**Exercise 2**

Match the instructions to the places:

- 1 Rhaid i chi gadw'ch ci ar demlyn
  - 2 Rhaid i chi beedio gofyr am gredyd
  - 3 Rhaid i chi wadu popeth
  - 4 Rhaid i chi beidio ysmgyu
  - 5 Rhaid i chi ddangos eich tocyn
  - 6 Rhaid i chi fod yn dawel
- (a) yr ysbyty  
 (b) y llyfrgell  
 (c) y bws  
 (d) y dafarm  
 (e) y parc  
 (f) y lllys

**Dylwn i 'ought to/should'**

There is a special inflected verb for 'ought to', 'should':

**dylwn i**      **dylen ni**  
**dylet ti**      **dylech chi**  
**dylai fe/hi**      **dylan nhw**

In some areas an **-s-** is inserted in these forms after the **-l-**: **dylswn** **i**, **dylset ti**, etc. There is no difference in meaning. Because this is an inflected verb, the usual principles regarding mutations and affirmative markers (Lessons 3 and 7) apply:

- |  |   |                           |
|--|---|---------------------------|
| AFF: <b>dylai fe</b>                               | } | he ought to; he should    |
| <b>dylai fe</b><br>fe (/mi) <b>dylai fe</b>        |   | ought he?; should he?     |
| INT: <b>dylai fe?</b><br>NEG: <b>dylai fe ddim</b> |   | he oughtn't; he shouldn't |

As with **rhaid** 'must', **dylwn i** etc. is used with a following VN, which is mutated with AFF and INT, but not with NEG.

**Mi ddylwn i 'gysylltu â nhw** I ought to get in touch with them  
**Dylwn i 'gysylltu â nhw?** Should I get in touch with them?  
**Dylwn i ddin cysylltu â nhw** I ought not get in touch with them

**Exercise 3***Cyfeithwch i'r Gymraeg:*

- 1 Should we wait here for a minute or two?
- 2 Do you have to complain all the time (*trwy'r amser*)?
- 3 I mustn't forget my bags.
- 4 Ieuan and Sioned ought to swap jobs.
- 5 You shouldn't fuss so much.
- 6 There's no need to remind me.

**Geirfa**

<b>munud</b> minute	<b>swydd (-i) (f)</b> job
<b>cwyndu</b> complain	<b>ffwdanu</b> (make) a fuss
<b>trwy'r amser</b> all the time	'gymaint so much

cyfnewid swap

atgoffa remind

**Sgwrs**

*Emyr has used his contacts in the showbiz fraternity to get hold of some concert tickets. Now he needs someone to go with*

*Emyr: Wyt ti'n rhydd heno, Siwan?*

*Siwan: Efallai. Oes rhywbedd 'da ti mewn golwg?*

*E: Hoffer ti ddod 'da fi i'r cyngerdd?*

*S: Pa 'gyngerdd? Pwy sy'n chwarae?*

*E: Yr Anfarwolus.*

*S: Dwi ddim yn nabod nhw.*

*E: Ddim yn nabod nhw! Maen nhw'n enwog! O'n nhw ar y teledu neithiwr!*

*S: Iawn, 'te. Ond...*

*(Siwan has a sudden disconcerting thought)*

*E: ... pwy sy'n talu am y tocynnau?*

*Y gitarydd yn ffir i rywun o'n i'n nabod yn yr ysgol.*

*O'r gorau. Pryd mae'r cyngerdd yn dechrau?*

*Na i'awl amdanat ti tua hanmer awr wedi saith.*

**Geirfa****rhydd** free

ges i' I got

**mewn golwg** in mind; plannedyn rhad ac am **ddim** free; gratis**cyngerdd** concert

galw call

**enwog** famousanddanat **i** for you (**am**)**Exercise 4***Cywir neu Anghywir?*

- 1 Mac Siwan yn golchi ei gwali heno.
- 2 Oedd Emyr ar y teledu neithiwr.
- 3 Mae Emyr yn talu am y ddau docyn.
- 4 Mae'r cyngerdd yn dechrau am 7.30.

*Ailysgrifennwch y rhai anghywir*

(Rewrite those that are false)

**Telling the time**

First of all, throw away (*taffwch*) or hide (*cuddiwrch*) your digital electronic timepieces – apart from being **hollo! atisell** completely *naff* these days, they are ill-suited to telling the time in Welsh, which sees time as a clock-face. That is to say, while it is OK to say 3.55 as either 'five to four' or 'three fifty-five' in English, only the first option will do in Welsh.

You will need these expressions for telling time to the nearest five minutes:

numbers 1-10 (Lesson 6)	<b>chwarter</b> a quarter
<b>unarddeg</b> eleven	<b>hanner awr</b> half an hour
<b>deuddeg</b> twelve	<b>i</b> to
<b>o'r gloch</b> o'clock	<b>wedi</b> past, after
<b>pum munud</b> five minutes	<b>yn gwmws</b> precisely
<b>deng munud</b> ten minutes	
<b>ugain munud</b> twenty minutes	
<b>pum munud ar hugain</b> twenty-five minutes	

The hour in five-minute intervals is as follows:

3.00 tri o'r gloch	3.30 hanner awr wedi tri
3.05 pum munud wedi tri	3.35 pum munud ar hugain i bedwar
3.10 deng munud wedi tri	3.40 ugain munud i bedwar
3.15 chwarter wedi tri	3.45 chwarter i bedwar
3.20 ugain munud wedi tri	3.50 deng munud i bedwar
3.25 pum munud ar hugain wedi tri	3.55 pum munud i bedwar

**Hanner dydd** and **hanner nos** are *midday* and *midnight* respectively.

To ask the time, use **Faint o'r gloch yw/ydy hi? What time is it?**

To say what the time is, use:

Mae'n ...

It's ...

Mae hi bron yn ...

It's almost

Mae hi'n tynnu at ...

It's getting on for ...

Mae hi newydd 'droi ...

It's just turned ...

Judicious use of these will avoid having to be too precise in your answer. If anyone insists on accuracy to the minute, scare them off with one of the following:

**Pam na brynwch chi oriawr (or wats) eich hun?**

Why don't you buy your own watch?

**O, edryvhwch – mae 'n oriawr i wedi sefyll**

Oh look, my watch has stopped

**Mae'n ddrwg 'da fi (/gen i) – oriawr digidol sy 'da fi (/gen i)**

Sorry, I've only got a digital

### Exercise 5

Match the clock faces to the phrases

(a) Mae'n ddeug munud i naw



### Exercise 6

If you have the cassette, listen to the six times given in Welsh and match them to the times in figures below:

- (a) 3.40      (d) 3.30
- (b) 3.55      (e) 8.45
- (c) 7.50      (f) 9.15

To say the time *when* something happens, use:

**am** ...      at ...  
tua (AM) ...      at about ...

erbyn ...      by ...

cyn ...      before ...

ar ôl ...      after

o...ian...      from ... till ...

o...ymlaen...      from ... onwards

rhwng...a...      between ... and ...

### Exercise 7



(d) Mae hi bron yn wyth o'r gloch

4

(e) Mae hi bron yn wyth o'r gloch

5

(f) Mae hi bron yn wyth o'r gloch

6

(g) Mae hi bron yn wyth o'r gloch

7

(h) Mae hi bron yn wyth o'r gloch

8

(i) Mae hi bron yn wyth o'r gloch

9

(j) Mae hi bron yn wyth o'r gloch

10

(k) Mae hi bron yn wyth o'r gloch

11

(l) Mae hi bron yn wyth o'r gloch

12

(b) Mae hi'n tynnu at bum munud wedi wyth 2



(c) Mae hi newydd droi pum munud wedi wyth 3



- |                         |       |
|-------------------------|-------|
| (a) (gets up)           | _____ |
| (b) (has breakfast)     | _____ |
| (c) (goes to town)      | _____ |
| (d) (has lunch)         | _____ |
| (e) (washes the dishes) | _____ |
| (f) (has evening meal)  | _____ |
| (g) (goes to bed)       | _____ |

## Possessive adjectives with VNs

The words for 'my', 'your', 'his', etc (Lesson 4) are used in front of VNs to express the *pronoun object* of the verb; for example: '... see me' is phrased as 'my seeing'; '... see him' as 'his seeing'. In Colloquial Welsh this happens mainly in sentences involving auxiliary verb (such as *eisian*, *ga i...*; or *dylwn i*) + following VN.

Examples:

- O'n i eisian'ch gweld chi  
Ga i'ch helpu chi?  
Ddylsech chi'n cefnogi ni
- I wanted to see you  
Can I help you?  
You ought to support us

## 'Someone', 'anyone', etc

**Rhywun** means *someone* (there is also a plural **rhywrai** *some people*), and **unrhywun** means *anyone*. You can use **rhyw-** and **unrhyw-** to make other words:

- |                           |                            |
|---------------------------|----------------------------|
| <b>rhywbeth</b> something | <b>unrhyweth</b> anything  |
| <b>rhywle</b> somewhere   | <b>unrhywle</b> anywhere   |
| <b>rhywbyrd</b> some time | <b>unrhywbyrd</b> any time |

## Pwy sy'n . . . (+ VN)? 'Who is . . . (-ing)?'

When the interrogative word **Pwy?** *Who?* is used with a present tense verb (not **bod** on its own – see Lesson 1), we need a special form of **bod** before the VN: **sy**. Compare:

- (a) **Mae Angharad yn darllen y newyddion heno, ond . . .**  
Angharad is reading the news tonight, but . . .
- (b) **pwy sy'n darllen y newyddion yfor?**  
who is reading the news tomorrow?

**Mae** cannot be preceded by the subject of the sentence in Welsh.

Normally, of course, this situation does not arise, because the verb normally comes first in Welsh (see (a) above), but question-words do come first, and when they represent the subject (as in (b) above), **mae** is changed to **sy**. Further examples:

- Pwy sy'n dod 'da ni?  
Pwy sy'n gyrru heno?
- Who's coming with us?  
Who's driving tonight?

**Pwy sy'n siarad Cymraeg yma?** Who speaks Welsh here?  
This also applies to other question words:

- Beth sy'n digwydd?**  
*What's happening?*
- Faint sy'n aros?**  
*How many are staying?*
- Pur sy'n perthyn i chi?**  
*Which one belongs to you?*
- Sawl un sy 'da chi?**  
*How many have you got?*

[lit. 'how many are with you']

Remember that identification sentences (Lesson 1) use **yw/ydy** instead – **sy** is never used in these types.

### Exercise 8

Make any corrections necessary in the verb-forms in the following:

- 1 Pwy yw'n gyrru'r lori 'na?
- 2 Pwy yw fan'na?
- 3 Faint yw pecyn o grecision?
- 4 Beth sy'n bod fan 'na?
- 5 Pwy sy eich brawd?
- 6 Beth ydy prifeddinas yr Alban?

## Sgwrs

*Debi and Siân bump into each other in the street*

DEBI: Siân! Dw i heb "weld ti ers tro.  
SIÂN: Beth am fynd am "banaid a sgwrs bach rywle?  
D: Nawr, tîn meddwl? Wel, nawr 'te - "gawn ni "weld  
(looks in her *trefniadur personal* (*personal organiser*))

... 'ma ni: dw i'n cael te gyda ffrindiau am ddau: wedyn mac'r trydanwr yn dod am 'dri. O hanner awr wedi tri tan "bedwar bydda i'n gweud y siopa. Os eith hynny'n ddidraffterth, byddai yn ôl yn "brydlon i nôl y plant o'r ysgrif. Wedyn, ...

S: Beth am beno?  
D: Heno? Wel ...  
(turns the page)

... dw i'n coginio o saith tan wyth. Bydd Ronnie a Fif'n dod draw tua hanner awr wedi wyth. Wedyn, ar ôl swper, ſn ni i gyd yn mynd ...

S: O, dim ots, Debs – 'sdim rhaid inni 'wneud e nawr. Beth am  
yfory?

D: Yfory? Mmm ...  
(turns another page)

Mae yfory'n llawn 'dop 'da fi. 'Allwn ni 'drefnu fe ar gyfer  
rhyw ddiwmnod arall? Mae pythefnos i heddiw yn rhwyd  
'da fi.

S: Pythefnos i heddiw!? O'r gorau. Ond rhaid i mi 'wneud  
nodyn o'r dyddiad rhywle.

(*Siân fumbles in her bag and pockets for a pencil and paper*)

D: Ti mor anhreinius, Siân. Ddyliet ti 'brynu trefniadur dy hun,  
mae'n achub cymaint o amser, wir i ti.

### Geirfa

ers tro for a while (since)	llawn full
rhywle somewhere	llawn 'dop full right up
meddwl (here) mean	pythefnos fortnight
os eith ... if ... goes	nodyn (a) note
yn ddidrafferth smoothly;	dyddiad date
without problems	mor' so
prydion punctual; on time	anhreinius disorganised
nôl fetch ( <i>mwyn</i> in many S areas)	achub save ( <i>safio</i> in many areas)
coginio cook	cymaint (o) so much/many

### Language difficulties

By now you should be beginning to feel more confident in your use of conversational Welsh, and it is at this stage that you may encounter two types of problem. First, you may know how to phrase something, but do not know a particular Welsh word. In this case, ask in Welsh for the word you need:

**Sut mae dweud '...?' yn Gymraeg?**

How do you say '...' in Welsh?

Or, if it is something you can point to:

**Beth dych chi'n galw hwn (hwnnw) yn Gymraeg?**

What do you call this (that) in Welsh?

If the response still causes problems, you could say:

**Newch chi grifennu fe i lawr i mi?**  
Will you write it down for me?

But make sure one or other of you has pen and paper first to avoid unnecessary embarrassment.

Second, you may have difficulty understanding what someone has said to you – this is a stage of language-learning that everyone has to go through, and remember that it is far more worthwhile jumping in at the deep end and tackling fairly fast but natural Welsh than settling for the 'soft option' of unnaturally slow and laboured speech. Try and prevent the conversation switching to English – once this happens, it is all the more difficult to steer it back to Welsh. Even if you understood nothing at all of what the speaker has just said, you should say so in Welsh. Here are some useful phrases for this type of situation:

**Mae'n ddrwg gen i (S: 'da fi) ...**

Dwi ddim yn deall

Dw i'n deall llawer, ond dim popeth

Alech chi ddweud hyunny 'to?

Rhaid i chi siarad yn araf i mi

Dwi ddim yn deall y gair '...'

**Peidiwch troi'r'r Saesneg**  
**Dwedwch fe 'yo wrtha i yn Gymraeg**

It is important for the serious student to socialise with Welsh-speakers as much as possible. This need not mean – at least in the early stages – that you should aim to hog the conversation; listening is a crucial part of language-learning, and sitting on the sidelines is very definitely not a waste of time as long as your ears are open and you are attempting to take things in, even on a passive level.

Getting the gist of a conversation is an important stage on the road to fluency. Here are some phrases to reassure your Welsh-speaking friends that you are not being anti-social:

**Anwybyddwch fi, ...**  
**Peidiwch poeni amdama i, ...**

} Don't mind me, ...

dw i'n gwrando ar bob gair  
I'm hanging on every word

ymarter 'n sgilau gwrando a deall dwi  
I'm practising my comprehension skills

**dw i'n ymdopi**

I'm coping

**dw i ar goil, ond dw i'n cael hwyl ta beth**

I'm lost, but I'm having fun all the same

**am y Gymraeg yn unig dw i fan hyn**

I'm only here for the Welsh

### The Eisteddfod

You can get lots of practice speaking Welsh at the **Eisteddfod Genedlaethol National Eisteddfod**, which is a **digwyddiad diwyllan-fawysig important cultural event** in Wales. Basically a **gŵyl festival** of **cystadleuthau competitions** in various cultural fields, it has a secondary function as an annual meeting place for Welsh-speaking people **o bob eur o'r wlad from every corner of the land**. Where does this reunion take place? Well, it depends: the National Eisteddfod moves around, visiting a different town or area every year, always in the first week of August. They alternate between venues in the North and in the South, which leads to some **penderyniadau dadlenol controversial decisions** regarding places in mid-Wales – Aberystwyth, for example, was officially a southern venue (**digon teg fair enough**) for 1992, while **Llanelwedd** (near Llanfair-ym-Muallt Builth Wells) in 1993 was of course a northern venue, despite the minor point that, on most maps, it has an irritating habit of appearing to be fifteen miles further south than Aberystwyth. But **ta beth whatever**, no-one seemed to mind and **wedi'r cwbwl after all**, there are more important things **ar y ddaear** ('ma on this earth than **daearyddiaeth geography**).

The twin **uchaibwyrtau highlights** of the Eisteddfod are the awarding of **Cadair yr Eisteddfod the Eisteddfod Chair**, and the **Coron Crown**. These are for different types of poems; the subjects are specified in advance, as are the required structures of the poems, which involve mastery of **cynghanedd**, a method of internal rhyme and alliteration, and of different **mesurau caeth strict metres**; everyone who competes in these, and other competitions, submits his or her entry under a **fugenw (pseudonym)** to ensure **chwarae teg fair play** in the **beirniaeth judging**. For these important competitions a panel of eminent judges deliberates, and hopes to be able to **dyfarnu award** the prize – but if they judge that none of the entries has sufficient merit to be **teiliwng worthy** of the prize, then they must **atal y wobr withhold the prize**. In this way it is hoped that **safonau standards** are maintained. All of this is given a high profile in the

Welsh media, and it would take an **ymosodiad niwclar ar Bontrhydgoes nuclear attack on Portrhodygoes or angenfilod o'r gofod ar strydoedd y Bala spacemasters on the streets of Bala** (yn fodus i'r 'steddfod fortunately for the eisteddfod not always easy to spot, **fel y gellwch ddychmygu as you can imagine**) to knock it off top billing.

There is a no-alcohol rule **ar Faes yr Eisteddfod on the Eisteddfod field** (it nearly always is in a field, as well – a very large one, big enough to accommodate all the **pebyll tennis** and **stondinau stands**), and the language of the whole event is of course Welsh, though English-speaking visitors are increasingly seen taking an interest in this aspect of Welsh culture.

It is, of course, not everybody's **panaid o de**: if you are a keen **eisteddfodwr eisteddfod-goer**, then there are plenty of reasons for joining in the fun; if not, then you just have to **cadw draw keep away** from that part of Wales, and **osgoi avoid** the Welsh-language radio and TV channels **fel y plai like the plague** all week.

## 9

# Be' ddigwyddod?

What happened?

## Geirfa

- In this lesson you will learn how to:
- talk about events in the past
  - say when something happened
  - say before or after something happened
  - use **mo** in negative sentences

## Sgwrs

- GERAINT:** LL: aethoch chi ar c'ch gwyliau eleni, 'te?  
 L: Aethon ni i Ffrainc. "Deithion ni o 'gwynpas Gogledd Y  
 "wlad, a gorffen ym Mharis.  
**G:** Faint o amser 'dreulioch chi ym Mharis?  
**LL:** O'n ni yno am 'dri diwrnod.  
**G:** Lle arhosoch chi ym Mharis?  
**LL:** Mewn gwesty yng nganhawl y ddinas. Mae Delyth yn  
 nabod un o'r cogydion - gwrddon nhw ar 'gws flyny-  
 ddoedd yn ôl, cyn inni 'briodi.  
**G:** A be' naethoch chi yno?  
**LL:** Wel, es i allan "bob dydd i 'weld y dclinas.  
**G:** Ar "ben dy hun, ti'n meddwil?  
**LL:** Te Ocodd Delyth yn teimlo'n flnedig ar ôl yr holl "deithio,  
 ac fe 'benderfynodd hi atos yn y gwesty.  
**G:** Beth... am 'dri diwrnod?  
**LL:** Oedd hi'n flnedig iawn.  
**G:** Be' naeth hithau, 'te, wrth i ti 'gwydro strydoedd Paris?  
**LL:** Wel, oedd ei ffrind y cogydd yno i 'gadw cwmni iddi  
 cofia.  
**G:** Doedd e ddim yn gweithio, 'te.  
**LL:** Gaeth e amser rhydd.

## Sgwrs

- G:** Sut oedd y 'daith adfe?  
**LL:** O'n i'n teimlo braidd yn isel 'n ysbryd, a dweud a gwir,  
 wedi gadael Delyth ym Mharis.  
**G:** Ddaethoch chi ddim yn ôl gyda'ih glydd, 'e?  
**LL:** Naddo. Mae hi'n dod yn ôl rywbryd tua diwedd y mis.  
**G:** Gwela i.
- G:** hitbau she; her (emphatic)  
**LL:** crwydro wander  
**G:** stryd (-oedd) () street  
**LL:** cadw keep  
**G:** cofio remember  
**LL:** rhudd free  
**G:** isel . . . (poss.) . . . ysbryd depressed  
**LL:** gadawel (gadaw-) leave  
**G:** gydaeth glydd (you) together  
**LL:** gwebla i see (confirmation of  
 understanding)
- G:** gwyllau (pl) holidays  
**LL:** teithio travel  
**G:** o 'gwynpas around about  
**LL:** tenuio spend (time)  
**G:** gwesty hotel  
**LL:** cogydd (-ion) cook (in)  
**G:** cwrdd (â) meet  
**LL:** priodi get married  
**G:** ar ben dy hun on your own  
**LL:** blinedig tired  
**G:** penderfynu decide
- H:** HEDDWAS: Beth yn unior ddigwyddodd fan hyn, 'te? "Welsoch  
 chi i'r ddanwain?  
**A:** Do. O'n i'n sefyll ar y 'gornel yn siarad â ffrind.  
**H:** O 'ba 'gyfeirriad daeth y car?  
**A:** Oedd y car yn dod o 'gyfeirriad y 'dre, ac fe 'weles i'r  
 beic modur yn troi o'r stryd draw fan'n a i'r cyfeiriad  
 arall.  
**H:** Stopiodd y beic modur cyn troi?  
**A:** Dwi ddim yn gwybod.  
**H:** Gwela i.  
**(turns to another witness)**  
**A:** A beth amdanoch chi? "Welsoch chi be' ddigwyddodd?  
**B:** O'n i'n gweithio yn yr 'arwd pan "glywes i sŵn ofnafwy  
 o'r stryd.  
**H:** Aethoch chi allan i 'weld beth oedd yn bod?

B: Do, redes i allan yn syth a gweld dyn ifanc yn gorwedd  
ar y palmant. Yna ffornies i'r gwasanaethau brys.

### Geirfa

<b>digwydd</b> happen, occur	clwyed (clyw-) hear
<b>damwain</b> (f) accident	sŵn noise, sound
<b>seyll</b> stand	rhedeg (rhed-) run
<b>cornel</b> (f) corner	yn syth straight away
<b>cyfeiriad</b> direction	gorwedd lie
<b>troi</b> turn	palmant pavement
<b>gardd</b> (l) garden	gwasanaethau brys emergency services

### Sgwrs

SUSIE: Ti'n edrych yn flinedig braidd, Brenda.

BRENDA: O, Susie, dw i wedi cael diwrnod ciadwy, timod. Yn gynta, fe 'ges i "broblem gyda'r car ar y ffordd i'r dre. Galwes i'r garej lleol, ond wedon nhw fod neb ar gael i roi help. Wel, o'n i braidd ar frys, felly yn y diweddu "gerd des i'r dre. Ar ôl gwnceud y siopa, "golles i'r bws, a pan gyrrhaeddes i, ffeindies i fod neb gartie a'r drws ar 'glo."

Doedd dim allwedd 'da ti?

Nag oedd! Roddes i'n allwedd i'n chwaer i wythnos diwetha, ac o'n i heb "gael hi yn ôl.

B: Be' nest ti, 'te?

\*Gwres i ar ddrws rhgymrydog, Mrs Evans. "Drion ni 'dorri mewn, ond heb iwyddiant – doedd dim briesen ar 'gael, f'wel. Felly gwahoddodd Mrs Evans fi i mewn am 'banaid o de. Wedyn ddaeth 'n chwaer i a'i chariad Wayne yn ôl am "bedwar.

Be' wedest ti 'thyn nhw. O't ti'n "grac?

Nag o'n, nag o'n. Ond wedes i wrth Wayne am fynd i nol nghar.

Mecanydd yw Wayne, 'te?

Nage, nage. Ond mae'n nosiwr ardderchog ... buodd yr nolio dros 'Gymru. Person delfrydol i wneud y job. Mae'n nofio? Pam fod hynny'n "bwysig, 'te?

Wel, i nôl y car o'r afon lle gadawes i fe.

### Geirfa

dw i wedi cael I've had	o'n i heb gael hi yn ôl I hadn't
yn gynfa first	had/got it back
ar y ffordd on the way	carré knock
galw call	llwyddiant success
wedon nhw fod . . . they said that . . .	briseen (f) brick
ar gael available	i'wel y'see (etii-form: ch'wel) (S)
ar frys in a hurry	gwahodd invite
yn y diweddu in the end	erae cross, angry
cerdded (cerdd-) walk	nôl fetch
colli (lose; (here) miss	nofwr swimmer
cyrnadd (cyrraedd-) arrive	delfyddol ideal
feindio find	pwysig important
ar glo locked	afon (-ydd) (f) river
allwedd (-i) (f) key	

### Preterite (past) tense

The preterite in Welsh denotes completed action in the past. It is formed by adding endings to the stem (Lesson 5) of the verb:

sing.	pl.
1 -es	-on
2 -est	-och
3 -odd	-on

These are followed as usual by the appropriate pronouns, so that, for example, **gweld** see (stem **gwel-**) looks like this in the preterite:

gweles i I saw	gwelon ni we saw
gwelodest ti you saw	gweloch chi you saw
gwelodd e/hî he/she saw	gwelon nhw they saw

Being an inflected tense, the principles of mutation and affirmative particles (see Lessons 3 and 7) apply here. Go back now and look these over again if you are uncertain.

Sometimes an **-s-** is inserted between stem and plural endings, particularly with stems ending in **-l-** or **-d-**; so **gwelsoch chi** for **gweloch chi**. There is no difference in meaning.

There is also a non-inflected preterite in Colloquial Welsh which

is interchangeable with the inflected method described here. It will be dealt with later (Lesson 14), and for now you should concentrate on mastering this one. A third method, restricted to Northern regions of Wales, will also be introduced in Lesson 14.

### Exercise 1

Using the vocabulary at the back if necessary, write a report in Welsh of six things that you did yesterday, saying what you did, and at what time. For example, you could say that you fed (**bwydo**) the cat at half past eight: **Fe fwydys i'r gath am hanner awr wedi wyth**. Try and be interesting and/or controversial.

- |   |         |          |
|---|---------|----------|
| 1 | _____ i | am _____ |
| 2 | _____ i | am _____ |
| 3 | _____ i | am _____ |
| 4 | _____ i | am _____ |
| 5 | _____ i | am _____ |
| 6 | _____ i | am _____ |

### Irregular preterites – 'went', 'came', 'did', 'got'

These four important verbs have irregular preterites which must be learnt. Notice that they all go the same way – once you have learnt **i**, **est ti** etc., you can do the others.

V/N	mynd	gwneud	dod	cael
sing.	1 es i I went	nes i I did	des i I came	tes i I got
	2 est ti	nest ti	dest ti	test ti
pl.	3 aeth e/hi	naeth e/hi	daeth e/hi	caeth e/hi
	1 aethon ni	naethon ni	daethon ni	caethon ni
	2 aethoch chi	naethoch chi	daethoch chi	caethoch chi
	3 aethon nhw	naethon nhw	daethon nhw	caethon nhw

The preterite of **cael**, however, is found in different forms depending on the region. You may hear **caefodd e/hi** for 3rd pers. sing.; and **cawsodd chi**, **cawson nhw**. As always, the best approach is to follow the practice of local native speakers.

### Exercise 2

Rearrange the scrambled sentences for the dialogue to make sense:

- A: da ti ar? gest dy amser wyliau  
 B: iawn 'n oedden 'r tywydd gyda ni lweus do,  
 A: arian wariest o? ti lawer  
 B: ddes a le yn tri i hwn ond ol naddo,  
 A: yw 'na? beth e garedig,  
 B: fases anrheg awyr o Caerdydd

### Geirfa

gwario	spend (money)	dod â bring
caredig	kind	maes awyr airport

### Preterite of bod

The verb 'to be' has its own preterite, used in certain very restricted senses.

	singular	plural
1	bues i	buon ni
2	buest ti	buoach chi
3	bu(odd) e/hi	buon nhw

In everyday language, this is most often found with reference to journeys or visits to places, and it corresponds to English 'have been (to) ...'.

**Fnoch chi yn Harlech erioed?** Have you ever been to Harlech?  
**Fe fuon ni yn Lloegr llynedd.** We were in England last year.  
**Lle buest ti, 'ie?** Where have you been, then?

Notice that in all the examples above, the persons concerned have since returned from where they were.

### Exercise 3

#### Cywir neu Anghywir?

Look back over the three dialogues we have had in this lesson, and decide true or false for the following:

- 1 Mae Wayne yn frawd-ying-nghyfraith i Brenda.
- 2 Oedd y besc modur yn mynd i'r dre.
- 3 Arhosodd Delyth a LLŷr mewn gwesty.
- 4 Mae Mrs Evans yn byw drws nesa i Susie.
- 5 Gadaawodd Brenda ei char yn y garej.
- 6 Oedd Dalyth yn sâl ym Mharis.

C/A  
C/A  
C/A  
C/A  
C/A  
C/A

#### Exercise 4

Turn the following present tense sentences into the preterite.

Example: *Maen nhw i gyd yn mynd i'r dre*

– *Aethon nhw i gyd i'r dre*

- 1 Mae Peter yn cael sanau i Nadolig.
- 2 Dw i'n ymweld â'r teulu.
- 3 Ydych chi'n defnyddio'r llyfr 'na?
- 4 Tîn ynganu hymny'n anghywir.
- 5 Ydy John a Sally'n agor y siop bore 'ma?
- 6 Yn nîn dysgu llawer o'r llyfr 'ma.

#### Geirfa

hosan (pl. sanau)	sock	ynganu	pronounce
ymweld (ynnweli-) â	visit	anghywir	wrong; incorrect

#### 'Yes' and 'No' in the past

YN questions using the preterite require the answer **Do** for 'Yes' and **Naddo** for 'No'.

##### Glywsoch chi'r sŵn 'na?

- |  |               |
|--|---------------|
| Did you hear that noise?                                       | <b>Naddo.</b> |
| Welest ti'r film neithiwr?                                     | No.           |
| Did you see the film last night?                               | <b>Do.</b>    |
| To make 'tag'-questions after preterite statements, simply use | Yes           |

On 'do?', regardless of person:

##### Ddaethon nhw i dwsio'r sôser llöeren ddoe, on 'do'?

They came to mend the satellite dish yesterday, didn't they?

Roddes i'r manylion i ti gynnau, on 'do'?

I gave you the details just now, didn't I?

#### Expressions with ar°

Welsh has a number of set expressions involving **ar** + another element, often but not always a VN. We saw **ar gael**, **ar frys** and **ar glo** in the third Sgwrs of this lesson. They all indicate some kind of state or condition, and are best learnt as one-off items. Here are some other common ones:

<b>ar agor</b> open	<b>ar gau</b> closed
<b>ar dan</b> on fire	<b>ar goll</b> lost
<b>ar gadw</b> (packed/tidied) away	<b>ar werth</b> for sale

#### How to say 'when . . .'

We have already encountered the question-word **Pryd . . . ?** meaning **When . . . ?**

##### Pryd maer hws nesa'n dod?

When is the next bus coming?

But if 'when' occurs in a statement, then in most parts of Wales a different word **pan** is used instead. It is very common with the preterite.

Pan ddaeth y bws . . .	When the bus came . . .
Pan gyrhaeddodd ni adre . . .	When we got home . . .
On'i mas pan ffônïest ti	I was out when you phoned

#### Avoiding the preterite with 'before . . . , as . . . , since . . . , after . . . , as . . . , since . . . ,

You do not need the preterite after timewords like **cyn** 'before', **ar ol** 'after', and **wrth** 'as' in expressions like 'before we arrived', 'after Fifí left'. In Welsh these words are used in a different construction, involving **i** and a plain VN:

[time word] **i** [person] °[VN]

For example, while 'Gwenith arrived' is **gyrhaeddodd Gwenith**, 'after Gwenith arrived' is **not** 'ar ol gyrhaeddodd Gwenith', but:

**ar ol i Gwenith °gyrhaedd**

Further examples:

Lapies i'r anheg cyn i Lisa ddod adre

I wrapped the present before Lisa came home

Wrth i Ffif fynd allan, ddaeth Katy i mewn

As Ffif went out, Katy came in

Notice that, in all two-part sentences of this type, there is a preterite in the other part that makes the time clear.

### Exercise 5

Cyfeithwch i'r Gymraeg

- I read a book while the children did their homework.
- We arrived home before it got dark (tywyllu).
- I turned off (**difodd**) the television before the programme finished.
- He walked out before I had (cael) a chance (**cyfle**) to explain.
- We had no Welsh before we came to Wales.
- The garden looked (imperf.) better after we planted (**planu**) the flowers.

### dweud 'say'

This VN means 'say' or 'tell', as opposed to **siarad** which means 'talk' or 'speak'. In many parts of the South it is not **dweud** but **gwend**, and many regions that use **dweud** actually pronounce it **dwend**. Either way, the verb-stem is generally **wed-**: **wedes i** /*said*, 'Say *to*...' is **dweud wrth**... (not **i**... as you might expect); and to tell someone to do something is **dweud wrth** (person) **am** (VN):

- Well i mi dweud wrth y plant am fod yn dawel**  
I'd better *tell* the children *to be* quiet  
**Dos i dweud wrth Gwilym am ddod ar bisgedi fan hyn**  
Go and *tell* Gwilym *to bring* the biscuits here

### More personal forms of prepositions – at, wrth

**At** and **wrth** simply add the personal endings (see Lesson 8) directly without a 'joining' syllable:

ata i	aton ni	wrtha i	wrthon ni
at at ti	atoch chi	wrthat ti	wrthoch chi
ato fe	atyn nhw	wrtho fe	wrthyn nhw
ati hi		wrthhi hi	

The general meaning of **at** is *motion towards*, and so it often does correspond to 'at'. It is similar in meaning to **i**, but with an important difference. Compare these two sentences:

**Dw i'n mynd i'r feddygfa**  
Dw i'n mynd at y meddyg

I'm going to the surgery  
I'm going to the doctor(s)

The preposition **i**, used spatially, implies motion towards *and into*, so it is right for buildings but not for the people who work in them. **At**, on the other hand, takes you as far as your destination without going in. For this reason also we use **at** after verbs like **ysgrifennu** *write*, **dansfon/anfon** *send* and **hala** *send*, when the recipient is a person. But if a country, town or building is stated rather than a person, then **i** is the right choice:

**Dw i eisau hala'r llythyr 'ma i'r Unol Daleithiau**  
I want to send this letter to the United States

**Dw i eisau hala'r llythyr 'ma at Arlywydd yr Unol Daleithiau**  
I want to send this letter to the President of the United States

**Wrth** indicates spatial proximity:

**Mae rhywun wrth y drys**  
Sefch wrth y cownter

Someone's at the door  
Stand by the counter

Its other common use is after **dweud say, tell** (see above p. 130). Notice that the personal forms of this preposition are frequently shortened in Colloquial Welsh – '**tha i** for **wrtha i**, '**thyn nhw** for **wrthyn nhw**'.

**Wedes i 'thyn nhw ddoe**  
Mae eisau dweud 'thi hi

I told them yesterday  
(Someone) should tell her

### mo in NEG sentences

The negative particle **ddim** that we find on the end of all NEG verbs in Welsh cannot remain in this form when directly followed by an item that is *specific* – turn back to Lesson 6 if you wish to remind yourself of what constitutes a 'specific' word in Welsh. In these circumstances, **ddim** becomes **mo** (contraction of **ddim + o**). Compare:

**Weles i ddīm rhaglen deledu neithiwr**

I didn't see a (i.e. any) television programme last night:

**Weles i mo'r rhaglen deledu neithiwr**

I didn't see the television programme last night

In the second example, the presence of the definite article identifies **rhaglen deledu** as specific – the speaker has a particular one in mind – and this turns the preceding **ddīm** (from **Weles i ddīm** *I didn't see* (which means 'I didn't see anyone called Dylan') but **Weles i mo Dylan**; and *I didn't see your brother* will be **Weles i mo'ch brawd**. With pronouns (which are also specific) **mo** has personal forms like the prepositions we have already encountered:

<b>mohona i</b>	<b>mohonon ni</b>
<b>mohonat ti</b>	<b>mohonoch chi</b>
<b>mohono fe</b>	<b>mohonyo nhw</b>

(sometimes without the ~ho- element: **moni hi** for **mohoni hi**, etc.)

<b>Weles i mohonot ti fan 'na</b>	I didn't see you there
<b>Brynon ni monymn nhw</b>	We didn't buy them

**Exercise 6**

Without translating, decide which of these sentences would use **ddīm** in Welsh, and which would use **mo**:

- 1 We didn't buy any bread when we were out.
- 2 Bertie didn't pay his library fine.
- 3 The police didn't find Bertie.
- 4 I didn't eat the carrots.
- 5 I didn't eat any vegetables at all, actually.
- 6 You didn't help me.

**Sgwrs** ☺

Fran and Norman are discussing last night's viewing

NORMAN: "Welest tir ffilm ofnadwy ar y teledu neithiwr?

FRAN: Naddo, "weles i moni. On i'n gweithio yn y tŷ bwytan yn hwyr.

N: "Golles ti ddīm byd. Oedd hi'n ofnadwy, "wir i ti.

F: Mae'n aniwg. Sut ffilm oedd hi, 'te?

N: Film arswyd, i fod.

F: A be' ddigwyddod yn y ffilm?

N: Wel, ddaeth anghenfil enfawr allan o'r mōr ac ymosod ar ddinas Llundain. "Gerdodd i fywy'r Tafwys a dechrau bwytat adeiladau yng nghanol y dinas; wsdyn aeth ymlaen i San

Steffan.

E: Swnio'n ddigon cyffrous.

N: Ti'n meddwl? Wel, gwranda – pan "gyrhaeddocid yr anghenfil San Steffan a dechrau bwytta Tŷr Cyffredin, aeth pethau o ddrwg i 'waeth.

F: Do? Be' ddigwyddod, 'te?

N: Doedd neb yn helpu'r anghenfil druan o "gwbwl.

F: "Gest ti dy siomi, 'te.

N: Do. Des O'Connor ar y siancil arall 'bob tro i mi o hyd ymlaen.

F: (shivers) Birr, 'na arswyd go iawn i ti.

N: Iasoer, yntef? Mae'n gwneud i ti feddwl, on'd ydy?

**Geirfa**

tŷ bwytia	restaurant	cyffrous	exciting
tan yn hwyrr	till late	o ddrwg i waeth	from bad to worse
anhwg	obvious	achub	save
sut' ...?	what kind of...?	af-	un-
arswyd	horror	yntef?	isn't it? [general question tag, like French n'est-ce pas?]
i fod supposed to be	anghenfil	cyranno'n llwyr	(!) completely agree
enfawr	monster	gest ti dy siomi	you were
mōr sea	huge	disappointed	
ymosod (ar)	attack	o hyd ymlaen	from now on
Llundain	London	go iawn	real; genuine
Tafwys	Thames	iasoer	chilling; bloodcurdling
adeilad (-au)	building		

## THEATR FELINFACH

yn cyflwyno

DRAMA

DDYDDIOL NEWYDD SRON

**BONTLWYD**

**UN-AR-DDEG Y BORE**  
**BOB BORE (LLUN - GWENER)**

Cofiwch am y bennod gynfa  
 BORE LLUN i lieg HYDREF

ar

**RADIO CEREDIGION**

ar 103.3fm a 96.6fm

### Exercise 7

Look at this *tullen gyhoeddusrwydd publicity leaflet* for a programme on a local radio station, and then answer the following questions in English:

- 1 How often is the programme on?
- 2 What time is it on?
- 3 What is happening on the 11th October?

Geirfa

student transport      prif main  
 ar hyd along      ffordd (flyydd) road

newydd sbon brand new

pennod (f) chapter; episode

**Coleg  
Ceredigion**



- Cyflie cyffrous i bobl ifanc  
 syn gadael yr ysgol ac  
 oedolion gael addysg a  
 byfforddiant.

- Hyfforddiant yn rhad ac  
 am ddiam i bob myfyriwr  
 amser llawn newydd.

- Cludiant yn rhad ac am  
 ddiam yn ol a 'mlaen i'r  
 coleg ar hyd y prif ffordd.

**COLEG  
CEREDIGION**  
*Safon ar  
Gwyl y Drws*

### Exercise 8

Look at the advert above for a local **coleg addysg bellach further education college** and answer the following questions in English:

- 1 What two groups of people is the advert aimed at?
- 2 What type of students get free tuition?

Geirfa

student transport      prif main  
 ar hyd along      ffordd (flyydd) road

# 10 Awgrymu pethau

## Making suggestions

In this lesson you will learn how to:

- make suggestions
- give invitations
- arrange to meet someone
- express a preference for doing something
- say years and dates

### Sgwrs

Jeni wants Pippa to come and cut her hair, so she phones to make an appointment.

JENI: Helo. Ydy Pippa 'na?  
 ANNE: Daliwch eiliad - a i i moyu hi.  
*(Pippa comes to the phone)*

PIPPA: Helo, Pippa sy 'ma.

J: Helo, Pippa. Jeni sy 'ma. Eli di ddod i "dorri ngwalt i  
 pnawn yfory, tybed?

P: Pnawn yfory - hmm, dw i'n eitha prysur yfory, dw i'n  
 meddwl. Ond na i edrych yn y dyddiadur.  
*(looks in her diary)*

O, 'ma ni - ydy pedwar yn "gyfeus?

J: Tr dim.

P: Lawn - na i "alw heibio tua pedwar o'r "gloch yfory, 'te.  
 J: Gwych! Welwn ni ti yfory. Hwyli nawr.  
 P: Hwyli.

### Geirfa

dal hold	prysur busy
eliad (f) (a) second	dyddiadur diary
mwyn (here) fetch (S)	galw heibio call round
tybed I wonder	gwych! great!

eitha quite

### Sgwrs

The girls are on the razzle somewhere, and Gary and Jim are wondering what to do this evening. A simple enough thing to decide, wouldn't you think?

GARY: Oes awydd 'da ti fynd mas rhywle heno?  
 JIM: Efallai. Be' sy 'da ti mewn golwg?  
 G: O'n i'n meddwl efallai gallen ni "gael diod neu ddau mewn tafarn rhywle, ac wedyn mynd am "bryd o fwyd Indiaidd.  
 Neu fe 'allen ni fynd am "bryd o fwyd Indiaidd "gynta, ac wedyn diod neu ddau mewn tafarn.

Mae hynnyn 'n "bosiblirwyd arall. P'un sy'n well 'da ti?  
 J: Hmm - bwyd Indiaidd, ac wedyn y diodydd. Neu ddiodydd "gynta, ac wedyn y bwyd. O, 'alla i ddim penderfynu!  
 Mae bywyd yn "gymhleth weithiau, on'd yw e?

G: Ydy, lawn -awn ni am twyd "gynta, cyn i'r lle lenwi.  
 Penderfyniad o'r diweddi lawn. Awn ni, 'te. Mae'n saith o'r "gloch yn "barod.

J: Aros funud, I'r ba dŷ bwyta Indiaiddawn ni? I'r Golau Asia neu i'r Tandwrri Brenhino? Well 'da fir Tandwrri, rhaid i mi ddweud.

G: Ond well gen i'r Golau Asia. Gas gen i fynd i'r Tandwrri dyddiau 'ma - mae gormod o fyfyrwyr yn mynychu'r lle. Ond mae hynnyn 'n dangos pa mor dda yw'r bwyd!  
 O? Ac ers pryd mae myfyrwyr, o "bawh, yn poeni am ansawdd bwyd?

WEL - ta beth, "alla i ddimm diodder? gerddoriaeth yn y Golau Asia. Dw i'n gwrrhod mynd yno.  
 lawn. Penderfyniad arall wedi'i wneud. Oes syniadau eraill da ti?  
 G: Gallen ni eistedd o flaen y teledu am "weddill y noson.  
 'Na syniad - mae Pobol y Cwm ar fin dechrau.

J: Ond mae'r pel-droed Americanaid ar fin dechrau ar y  
sianel arall! ...

Allai fe ddod yfory?  
Allwn i ddin derbyn hyunny

Could he come tomorrow?  
I couldn't accept that

### Geirfa

oes awydd 'da ti' (+ VN)?	nyfyrwyr (pl) students
do you feel like -ing . . .?	mynyachu (to) frequent, go to
mewn golwg in mind	o hawb of all people
pryd o fywyd meal	ansawdd quality
posiblwrwydd possibility	cerddoriaeth (f) music
gynta first (adv.)	swrithod refuse
cymhleth complicated	wedi'i wneud made
llawni fill up	ar fin (+ VN) about to . . .

### Exercise 1

Cywir neu Anghywir?

1 Mae teledu yn y *Golau Asia*.

C/A

2 Mae Gary a Jim yn perderfynu cael bwyd cyn mynd i'r dasarn

C/A

3 Dyw Gary ddim yn hoffi'r *Tandwrri*.

C/A

4 Mae ansawdd bwyd yn bwysig i lyfyrwyr.

C/A

5 Mae pêl-droed Americanaidd ar y teledu ar ôl *Frobol y Cwm*.

C/A

6 Does dim cerddoriaeth yn y *Golau Asia*.

C

Gallwn i 't could'

In Lesson 8 we had **dylni i** *I ought to/should*. We can use the same set of endings on **gallu** to express *I could*, where this means 'I would be able':

### Exercise 3

singular

plural

- 1 gallwn i galllen ni
- 2 gallet ti gallich chi
- 3 gallai fe/hi galien nhw

The same applies for **medru** in the North: **medrwn i**, etc.  
As with **dylni** etc., the VN following **gallwn i** etc. has SM. SM of the verb-form itself is required as usual in questions and NEG sentences:

### Geirfa

Cyflieithwch i'r Gymraeg

- 1 Could you (chi) help me?
- 2 We ought to inform the authorities.
- 3 You (ti) could be right.
- 4 Should we discuss this with him?
- 5 I could mend that for you (ti) if you want.
- 6 We could come back at a more convenient time.

### Geirfa

rholi gwybod i inform	trwsio mend
awdurdod (-au) authority	adeg (f) time (occasion)

iawn right (correct)

trafod discuss

### 'other', 'the other (one)'

As an adjective (e.g. 'the other man'), **other** is **arall** in Welsh; it is one of a small number of adjectives that have a different form for use with plural nouns (**erall** – pronounced **erill**). So **y dyn arall** 'the other man', but **y dynion erall** 'the other men'. If you want to use **other** as a pronoun (i.e. meaning 'the other one'), then you need **y llall** (singular), **y llell** (plural):

Lle mae'r llall?  
Mae'r llell draw fan'na  
Where's the other one?  
The others are over there

Using the vocabulary at the back where necessary, put either **arall** or **erall** after the following nouns:

y siopau \_\_\_\_\_  
y tŷ \_\_\_\_\_  
gair \_\_\_\_\_  
y geiriau \_\_\_\_\_

### Exercise 3

y cylch ————— eich coes —————  
 ei sgidau ————— athrawon —————  
 sianiel ————— athrawesau —————

## 'Which . . . ?'

If you want to ask 'Which . . . ?', use **Pa** ' . . . ?' (or **Pwy** ' . . . ?' in many S areas):

**O 'ba ran o Gymru dach chi'n dod yn wreiddiol?**

What part of Wales do you come from originally? [lit. 'From which part . . . ?']

**Yn mha ddisbarth mae dy chwaer yn dysgu Cymraeg?**

What class is your sister learning Welsh in? [lit. 'In which class . . . ?']

As pronouns, *Which one?* is **Pa un?** or, frequently in Colloquial Welsh, **P'un?** The plural **Pa rai?** means *Which ones?*

**P'un sy'n edrych orau?** Which (one) looks the best?

**Pa rai wyt ti am brynu?** Which (ones) do you want to buy?

## 'How . . . '

**Pa mor** ' . . . ?' is used with adjectives to mean *How . . . ?* in the sense of 'to what extent':

**Pa mor fawr yw'ch estyniad?** How big is your extension?

**Pa mor ddifrifol oedd ei hanafiadau?** How serious were her injuries?

But *How . . . /* with an adjective as an exclamation is done with 'Na' . . . , and an optional i ti or i chi following:

**'Na neis!** How nice!

**'Na ddrud (i ti/chi)?** How expensive!

## **Making suggestions**

In addition to **Hoffech chi** 'VN . . . ?' etc. *Would you like to . . . ?, you can use the more informal **Beth am** 'VN . . . ? What/How about . . . -ing . . . ?, or **Oes awydd** 'da ti chi' 'VN . . . ? Do you feel like . . . ?*

**Oes awydd 'da ti bahu'r ardd i mi?**

Do you feel like digging the garden for me?

**Beth am wisgo fel angenfilod a dychryn y plant?**

How about dressing up as monsters and frightening the kids?

## **Preferences**

Use the following phrases to find out people's preferences:

**P'un sy'n well 'da chi?** Which do you prefer? (choice of two)

**P'un sy orau 'da chi?** Which do you prefer? (more than two)

If you want to make two alternative suggestions, use:

**P'un sy'n well 'da chi, mynd i'r dre neu aros fan hyn?**

Would you rather go to town or stay here?

To state your preferences, use:

**Well 'da fi** 'VN I'd rather . . . (S)  
**Well gen i** "VN I'd rather . . . (N)

Notice the difference between this and **Well i mi** "VN, which means *I'd better . . .* Compare:

**Well i fi aros fan hyn gyda'n ffriodau**

I'd better stay here with my friends

**Well 'da fi aros fan hyn gyda'n ffriodau**

I'd rather stay here with my friends

Use the following phrases to say what you like or dislike doing generally:

**Dw i'n hoffi/leicio VN**

**Dw i wrth 'y modd yn VN**

**Dim ots gen i/da fi "VN**

**Fyddai dim ots gen i/da fi "VN**

**Fyddwn i ddiam yn malio VN**

**Dw i ddim yn orhoff o "VN**

**Well gen i/da fi beidio VN**

**Gas gen i "VN**

**Alla i daim diodde VN**

I like . . . -ing

I love . . . -ing

I don't mind . . . -ing

I wouldn't mind . . . -ing

I wouldn't mind . . . -ing

I'm not too keen on . . . -ing

I'd rather not . . .

I hate . . . -ing

I can't stand . . . -ing

**Exercise 4**

Using the likes/dislikes phrases above, make up six sentences in Welsh about your own tastes and preferences. For example, if you hate getting up in the morning, you could write **Gas gen i godi yn y bore.**

- 1 Os gwelli di fo wedyn, dwed wrtho
- 2 If you see him later, tell him
- 3 Notice that the radical of the inflected verb is quite common (though not obligatory) after os.
- 4 (or AM) ... if ... not ... is similarly used in NEG sentences:
- 5 Os na' (or AM) ... if ... not ... is similarly used in NEG sentences:
- 6 Os na gollan (or chollan) nhw'r gêm 'ma, byddai i'n synnu  
If they don't lose this game, I'll be surprised

**Inflected future**

We have already seen how to form the future using **byddai i . . . I will be . . . etc.** (Lesson 7). You can also use future endings on the stem of the verb, in much the same way as the preterite. For the future, the endings (+ pronouns) are:

<i>singular</i>	<i>plural</i>
1 -a i	-wn ni
2 -i di	-wch chi
3 -iñ e/hi	-an nhw

Notice that the 2nd person singular pronoun is **di** rather than **ti** in this tense.

General rules for inflected verbs (refer back to Lesson 7 if you are uncertain) apply with the inflected future.

The inflected and **hydda-** futures are often interchangeable in Colloquial Welsh, but in some areas the inflected forms are preferred in certain circumstances.

**'If . . . , 'If . . . not . . . , 'Why don't you . . . ?'**

Where 'if' is followed by a present tense in English, **os** is used with a future in Welsh, and it is often the shorter, inflected future.

**Os collan nhw'r gêm 'ma hefyd, bydd hi ar ben 'da ni**

If they lose this game as well, we're finished

**Exercise 5**

Change the VNs in brackets into the appropriate inflected future forms:

Example: Fe (ffonio) Elinor yfory  
— Fe **Ilonih Elinor yfory**

- 1 Fe (gweld) nhw'r canlyniadau yfory.
- 2 Pryd (blodeuo) y planhigyn 'ma?
- 3 Pam na (talu) di à sic?
- 4 Mi (tynnau) o'r llun mewn munud.
- 5 Fe (treulio) ni bum niwnnod yno.
- 6 Pam na (cysylltu) chi à'r pencadlys.

*Geirfa*

canlyniad result	dïwrniod day
blodeuo flower (vb)	cysylltu â get in touch with; contact
planhigyn plant	pencadlys headquarters

tynnau llun take a picture

**Exercise 6**

Unscramble each sentence of this dialogue:

- A: i gweld ddim dw mwyach ti eisau  
 B: wyt feddwl 'n? beth ti  
 A: gyda dw allan 'n Huw i mynd  
 B: mi i fe bwnia

**Geirfa**

**mwyach** (ary) more      **pwnio** thump  
**meiddwl** mean

**Galla i 'l can'**

In earlier forms of Welsh, what we now know as the future endings were also used for the present where a continuing state was being expressed rather than an action. This usage survives in set expressions like **Gwela i l see** (as a confirmation of understanding) that we have already come across, and also for all persons with **gallu** – for 'I can', you can say either **dw i'n gallu** (using **bod** in the usual way with VN) or **galla i**.

<i>sing/galler</i>	<i>plural</i>
1 <b>galla i</b> I can	<b>gallwn ni</b> we can
2 <b>galli di</b>	<b>gallwch chi</b>
or <b>gelli di</b> you can	or <b>gellwch chi</b> you can
3 <b>gall e/hì</b> he/she can	<b>gallan nhw</b> they can

Notice:

- 1 the alternative vowels **a/e** in the 2nd person singular;  
 and 2 that the 3rd person singular has no ending, although **gallith** and **gellith** are heard in many areas, and also in expressions like '**elith fod it may be (true)**'.
- Like **gallwn i** *I could* and **dylwn i** *I ought to*, **galla i** etc. is used with a following VN, which takes SM provided there is no intervening **ddim** for negatives.

(**G**)**alla i ddod yfory os wyt tñ mnøy**  
 I can come tomorrow if you want

**Alla i ddod yfory?**

Can I come tomorrow?

**Alla i ddim dod yfory**

I can't come tomorrow

The predominantly N word **medru can** is used in the same way: e.g. **medra i** *I can*, **medr o** *he can*; **fedra i?** *can I?*; **fedr hi ddim** *she can't*.

**Exercise 7**

The various forms of **gallu** have been put in the wrong places. Rearrange them correctly.

- 1 *Allwch y plant ddod i chwarae pnaeon'ma?*
- 2 *Allwn i siarad yn aratach os dych chi eisau.*
- 3 *Gall i ddim gweld y pwynt?*
- 4 *All ni helpu gyda'r llestri?*
- 5 *Alla cathod weld mewn tywyllwch.*
- 6 *Galla chi aros andana i fan hynt?*

**Irregular futures – 'I will go/come/do/get'**

As with the preterite, **mynd**, **dod**, **gwneud** and **cael** have irregular inflected futures:

<i>mynd</i>	<i>gwneud</i>	<i>dod</i>	<i>cael</i>
sing. 1 <b>a i</b> I'll go	<b>na i</b> I'll do	<b>dø i</b> I'll come	<b>ca i</b> I'll get
2 <b>ei di</b>	<b>nei di</b>	<b>doi di</b>	<b>rei ði</b>
3 <b>eith e/hì</b>	<b>neith e/hì</b>	<b>daw e/hì</b>	<b>ceith e/hì</b>
pl. 1 <b>awn ni</b>	<b>nawn ni</b>	<b>down ni</b>	<b>cawn ni</b>
2 <b>ewch chi</b>	<b>newch chi</b>	<b>dewch chi</b>	<b>cewch chi</b>
3 <b>ân nhw</b>	<b>nân nhw</b>	<b>dân nhw</b>	<b>cân nhw</b>

You will hear variations on these in different parts of Wales, particularly **af i**, **nat i**, **dof i** and **caf i** in the 1st person singular, and **ewn ni**, **newn ni**, **dewn ni** and **cewn ni** in the 1st person plural. In some areas, **dod** goes like the other three (e.g. **deith** instead of **daw**).

**Exercise 8**

The verb-forms (italicised) are in the wrong places. Switch them round so that everything makes sense.

Fe *helpu* i draw am bedwar. Os na *drefnu* neb o gwmpas, *fforiwch* adre a *alwr* Ron. Os na *a* Ron, *dewch* rhaid i mi *ffonio* tan heno.

Ond os *ddaw* chi adre erbyn chwech, *cawn* fi; wedyn fe *fydd* ni bydd popeth, ac os *ddo* ni unrhyw broblemau, fe *aros* mrawd i'n *arebihin* ni.

## Sgwrs

*Jane suggests an evening out with the family to Pam*

JANE: Dan ni'n cynnal parti Nadolig yn y neuadd Nos Sadwrn. Pam na ddoi di â'r teulu?

PAM: Dwi ddilim yni siwr ydan ni'n rhydd Nos Sadwrn neu 'beidio.

J: Mi 'gewch chi i gyd lawer o hwyl os dewch chi, siwr iawn i ti.

P: Na i roi gwybod i ti bore fory, lawn?

J: Lawn. Ac mi rodda i'r manylion 'ma am y noson i ti rwan beth bynnag.

P: Diolch.  
(looks at the details)

O, mae gynnoch chi 'bob math o 'beth yno, on'd oes?

J: Oes. Bwyd ac adloniant. Ac mi 'geith pob plentyn anheg oddiwrth Siôn Corn.

P: Pwy fydd yn chwarae Siôn Corn eleni?

J: Ngŵr i. Ond os welli di fo, paid ti â deud dim. Dw i isio torri newyddion dwg iddo 'n hun. Tîn meddwl byddwch chi'n dod, 'ta?

P: Gwranda - hyd yn oed os na fedra i ddod 'n hun, mi ddaw Wyn efo'r plant yn 'bendant.

## Geirfa

cymnal hold (*a function*)

neuadd (f) hall

... neu beidio... or not

hwyl fun

rhol gwybod (r) let... know

manylion (pl) details

rwan now (N)

beth bynnag anyway

pob math o beth all kinds of things

adloniant entertainment

Siôn Corn Father Christmas

'n hun myself (N)

hyd yn oed even

os na fedra i... if I can't... (N)

yn bendant definitely

## Exercise 9

Arebuwch y cwestiynau am y darn uchod yn Saesneg:

- 1 What will Jane's husband be doing?
- 2 Who will definitely be coming to the party?
- 3 When will Pam know if she can come?
- 4 What will be available apart from presents and entertainment?

## Years

To begin with, you need to know that there are three related words for 'year' in Welsh: (i) **blwyddyn** (f) is the basic dictionary form, used on its own and in expressions like **Blwyddyn Newydd Dda!** 'Happy New Year'; (ii) **blynnyd** is used after numerals (other than 'one'); note the mutations it undergoes from 2 to 10:

( <b>un</b> blwyddyn)	1 year	<b>chwe blynnyd</b>	6 years
<b>dwy</b> blwydd	2 years	<b>sath mlynnyd</b>	7 years
<b>tair</b> blynnyd	3 years	<b>wyth mlynnyd</b>	8 years
<b>pedair</b> blynnyd	4 years	<b>naw mlynnyd</b>	9 years
<b>pum</b> mlynnyd	5 years	<b>deng mlynnyd</b>	10 years

'6 years' is also heard as **chwe mlynnyd**, and '8 years' as **wyth blynnyd**.

(iii) **blwydd** means 'years of age', and is optionally followed by **oed age**. The mutations are as for **blynnyd**. So, for example, **dwy blwydd oed** two years old, **deng mlwydd oed ten years old**.

To ask how old someone is, say **Beth ydy yw 'ch oed chi?** *What is your age?*, or, to a child, **Beth ydy yw dy oed?** *Faint yw'ch oed* and **Faint yw dy oed?** are alternatives. **Oedran** is also heard for **oed**.

To find out what year someone was born in, say **Pryd gaethoch chi ch geni?** or **Pryd gest ti dy eni?** *When were you born?* To say when you were born, use **Ges i ngensi ym ...**

Years are referred to in Welsh as 'a thousand' (**mil**) followed by three single digits. So '1975' is **mil naw saith pum**; 'in 1993' is **ym mil naw naw tri**, written **ym 1993**. But '1970' can be either **mil naw saith dim** or **mil naw saithdeg**; and 'the 70s' is **y saithdegau**.

**Exercise 10**

Answer the questions in Welsh, as indicated.

Example: Pryd gafodd eich brawd ei eni? (1962)

- **Cafodd mrawd ei eni ym mil naw chwecch dan**

- 1 Faint yw oed eich tad? (57)
- 2 Pryd gaethoch chi'ch geni? (1948)
- 3 Pryd gafodd eich chwaer ei geni? (1976)
- 4 Faint ydy oed eich brawd bach nawr? (7)
- 5 Pryd gafodd yr efeiliaid eu geni? (1988)
- 6 Beth yw oed dy chwaer-yng-nghyfraith? (20)

**Exercise 11**

There are some rather odd things in the following piece. Can you spot them and rewrite them so they make sense?

Mae nghymydog i, Mr Williams, yn wraig fy. Mae e'n ugain mlwydd oed, ac mae'n byw drws nesa ers deugain mlynedd. Bob nos i fre wast mae'n yfed creision ffordd, ac mae'n bwytia panaid o halen. Mae'n gwisgo crys du ar ei draed, ac mae'n cadw ei gari yn ei bwll nofio. Mae daf fab 'dafe - Horace sydd yn gan mlwydd oed, a Beatrice, sy'n gweithio ym y safell molchi teol. Mae'r holl deuliu'n dod i Lloegr ar eu gwyliau maen nhw'n mwynhau bod o dan y traeth pan mae'r haul yn bwrrw.

**Sgwrs** 

*Mrs Jenkins is being interviewed for a local radio programme*

- A: Nawr 'te, Mrs Jenkins - yn "gynta, fedrwrch chi ddeud 'tha i lle a pryd "gawsoch chi'ch geni?
- Mrs J: Wel, yn Nolgellau 'ges i'ngeni, ym mil naw dim wyth.
- A: Ac ers pryd dach chi'n byw fan hyn?
- Mrs J: Dw i'n byw yn y bwrthyn 'ma ers i mi fod yn dddeg oed. Byw ar y mhen 'n hun ydw i nawr, cofiwch. Bu farw ngŵr "dark blynedd yn ôl ymwyddeg tair oed.
- A: Oes gynnnoch chi "deulu yn yr ardal?
- Mrs J: Oes, oes - mae gen i ddau fab. Mae'r un yn byw ochor draw i'r nant, a'r llall yn byw lawr yn y "dre esf i'wraig a teulu. Ac mae gen i lu o wyrión hysyd, "wyddoch chi. Chwecch ohony'n nhw i gyd.

A: A sut mae byw fan'ma ar ochor y mynydd? Ydy hi'n galed i rywun mewn oed fel chi?

Mrs J: Ydy, weithau - ond symuda i ddim rŵan. Ac mae'r tculu yn "gefrogl, cofiwch. Os bydd angen rhywbeth arna i yn ystod y tywydd garw, bydd un o rheulu 'bob tro yn "barod i'n helpu.

A: Diolch yn fawr i chi, Mrs Jenkins, am rannu ychydig o'ch hanes â ni.

Mrs J: Wel, diolch yn fawr i chithau i gyd am ddod i ngweld i.

**Gefra**

bwrthyn	cottage	mewn	oed of an age; elderly
ochor	draw (i)	cefniogol	supportive
draw	(i) on the other/	yn ystod	of ...
far side of ...	nant (f)	tywydd	stream
... nant	host	garw	severe weather
flu	large number; host	rhanu	share
mynydd	mountain	hanes	history; stony
mountain	called hard	chihau	you (emphatic - Lesson 14)

**Asking and giving the date**

Beth ydy/yw'r dyddiad heddiw? What date is it today?

The months (y misoedd) in Welsh are:

Ionalwr	January	Gorffennaf	July
Chwefor	February	Awst	August
Mawrth	March	Medi	September
Ebrill	April	Hydref	October
Mai	May	Tachwedd	November
Mehefin	June	Rhagfyr	December

The ordinal numbers needed for dates are:

1st	cynta	6th	chwecched
2nd	ail	7th	seithfed
3rd	trydydd	8th	wythfed
4th	pedwarfedd	9th	nawfedd
5th	pumfedd	10th	degfed

The vigesimal (20-based) system is used from 11 onwards in dates:

11th <b>yr unfed ar ddeg</b>	21st <b>yr unfed ar hugain</b>
12th <b>y deuddegfed</b>	22nd <b>yr ail ar hugain</b>
13th <b>y trifydd ar ddeg</b>	23rd <b>y trifydd ar hugain</b>
14th <b>y pedwerydd ar ddeg</b>	24th <b>y pedwerydd ar hugain</b>
15th <b>y Pymthegfed</b>	25th <b>y puned ar hugain</b>
16th <b>yr unfed ar hymtheg</b>	26th <b>y chweched ar hugain</b>
17th <b>yr ail ar hymtheg</b>	27th <b>y seithfed ar hugain</b>
18th <b>y deunawfed</b>	28th <b>yr wythfed ar hugain</b>
19th <b>y pedwerydd ar hymtheg</b>	29th <b>y nawfed ar hugain</b>
20th <b>yr ugeinfed</b>	30th <b>y degfed ar hugain</b>
	31st <b>yr unfed ar ddeg ar hugain</b>

'On the ... of ...' is **Ary...o fis...** **Ary chweched ar hugain o fis**  
**Tachwedd On the 26th of November.**

## Yr ieithoedd Celtaidd – the Celtic languages (I)

We have seen how to talk about years and dates in this lesson – now for a bit of (early) history.

Welsh is a member of the Celtic branch of the Indo-European family that includes most of today's European languages. Celtic languages were at one time spoken over large areas of the European continent – these languages, all now long dead, constituted the Continental Celtic branch of the family. Another group of Celtic languages established themselves on the islands in the North-west of the continent, and represent the Insular Celtic branch. They are represented today by six languages, which fall into two groups: the Brythonic group comprising Welsh (**Cymraeg**), Cornish (**Cernyweg**) and Breton (**Llydaweg**); and the Goidelic group, comprising Irish (**Gwyddleeg**), Scots Gaelic (**Gaeleg yr Alban**) and Manx (**Manaweg**). The three Brythonic languages are closely and visibly related, as are the three Goidelic languages. But the two *groups* of language do not look very similar at all, and they certainly sound different.

Within the Brythonic group, Cornish and Breton are more closely related to each other than either is to Welsh – Breton, spoken in the northwestern corner of France (it is the only Celtic language now spoken on the continent of Europe), was taken there by Brythonic-speaking peoples fleeing the south-west of England before the onslaught of Germanic tribes around the sixth century.

Since then, of course, it has developed in its own way, and under increasing influence of French, but its similarity to Cornish, both in structure and vocabulary, is unmistakable.

Within the Goidelic group, Scots Gaelic and Manx are both direct descendants of the Irish transplanted to Scotland and the Isle of Man at an early date. Both are sufficiently different now from Irish to preclude any mutual intelligibility, though Scots Gaelic shows similarities to northern Irish dialects such as Donegal, and Manx, though drastically simplified in structure, has things in common with both Irish and Scots Gaelic.

The **dīwylliant culture** that these six languages represent is a common one, and an interest in Welsh is a good **man cychwynn starting point** for an exploration of the **gwareiddiau Celtaidd** *Celtic civilisation* which is part of the **effeiddiaeth dīwylliantol cultural heritage** of all **â'u gwareiddiau yn yr Ynysoedd Prydeiniog with roots in the British Isles**. You will find some suggestions for further reading on p. 237.

# 11 Beth wyt ti'n feddwl?

What do you think?

In this lesson you will learn how to:

- ask and express opinions
- give reasons for opinions
- report what other people have told you
- make compound sentences
- compare things

## Sgwrs



*Medi has come in for an interview for a job she has applied (ymgeisio) for. The Personnel Manager (rheolwr personel) is looking at her CV.*

RHEOLWR: Dw i'n gweld fan hyn bo chi'n siarad Almaeneg. Lle!

MEDI: Yn yr Almaen. Dreulies i ddwy flynedd yno ar ôl gorf-fen yn y Brifysgol. Weles i yn yr hysbyseb bod gwyo-bo-

daeth o ieithoedd estron yn fantais i'r swydd 'ma.

R: Dych chi'n gwybod y bydd rhaid i'r yngyeisydd llwyddiannus deithio?

M: Ydw. 'Na un o'r prif resymau i mi ymgescio, a dweud y gŵr.

R: Ac mae'n dweud dros y dudalen fan hyn bod gyda chi radd mewn Seicoleg. Dw i'n siwr y bydd hyunny'n fantais hefyd os gewch chi swydd gyda'r cwmni 'ma.

M: Pam? Achos byddai'n gallu dod ymlaen â phobol eraill yn dda, chi'n meddwl?

R: Na. Gellwch chi esbomio i niu pam na roddeis i'r gorau i'r swydd olnadwy 'ma flynyddoedd yn ôl.

## Geirfa

yr Almaen	Germany	ungeiseidd	applicant
trealio	spend (time)	llwyddiannus	successful
prifysgol	(f) university	rheswm	reason
lysbyeb	(-ion) (f) advert	gradd	degree
gwybodaeth	(f) knowledge	dod ymlaen	à get on with
estrion	foreign	estorio	explain
mantais	(f) advantage	rholi'r gorau	i give up

## Sgwrs



*Paula and Christine are discussing the new supermarket that is coming to town*

PAULA: Glywest ti fod archfarchnad newydd yn dod i'r dre?  
CHRISTINE: Do. Roedd yn y papur lleol bod nhw'n bwriadu lleoli hi ar ymylon y dre.

P: 'Na ryfedd – glywes i fod y gymuned fusnes yn erbyn y syniad 'na.

C: Mae'n nhw wedi aildedwl. Mae rhwng sôn erbyn hyn fod y cyngor yn mynd i ddarparu ffordd osgoi. Bydd yr archfarchnad yn rhan o'r cynllun.

Ond bydd hyunny'n golygu na fydd pobol heb gar yn gallu siopa yno!

Mae'n debyg y bydd gwasanaeth minibws o'r dre.

## Geirfa

lleoli	(locate)	mae rhyw sôn	there's talk
ymylon	(pl) (here) outskirts	erbyn hyn	now
'na ryfedd	that's odd	darparu	provide
cymuned	(f) community	ffordd osgoi	by-pass
maen nhw	wedi aildedwl	cynllun	plan
they've changed their minds		golygu	mean
		gwasanaeth	service

## Compound sentences and reported speech

In English we use the word 'that' to form compound sentences (sentences consisting of two parts) and to report the words of others. The part of the sentence after the 'that' is called the 'that'-clause.

'You are learning Welsh'  
 My neighbour says *that* you are learning Welsh  
 'That'-clauses are also found after verbs like 'think', 'know', 'hear',  
 'be sure', etc., and after **gobeithio** (*I*) *hope*.  
*'Iwan will be back later'*

*I think that Iwan will be back later.*

In Welsh the way to form a compound sentence or report speech (i.e. form the 'that'-clause) depends on what begins the simple (original) sentence. For now we will deal with two possibilities which cover the overwhelming majority of cases:

- 1 the original sentence to be reported begins with some form of the present tense of **bod**;
- 2 the original sentence to be reported begins with some other verb form.

If option 1 applies, then the present tense form of **bod** is replaced by the appropriate form from *either* of the two sets below:

sing.	1 <b>mod i</b>	<b>bo f̄i</b>	that I (am) ...
	2 <b>fod ti</b>	<b>bo ti</b>	that you (are) ...
3m	<b>fod e</b>	<b>bo fe</b>	that he (is) ...
f	<b>bod hi</b>	<b>bo hi</b>	that she (is) ...
plur.	1 <b>bod ni</b>	<b>bo ni</b>	that we (are) ...
2	<b>bod chi</b>	<b>bo chi</b>	that you (are) ...
3	<b>bod nhw</b>	<b>bo nhw</b>	that they (are) ...

These two sets are interchangeable – use whichever is found in your area. Don't let anyone tell you that the simpler **bo**-set is somehow 'wrong', just because it is simpler.

You will see that, whichever set you use, the verb and the idea of 'that' are both contained in the first element. Look at how this works in practice:

[original sentence]	<b>Dych chi'n dysgu Cymraeg</b>
[reported]	<b>You are learning Welsh</b>
	<b>that you are learning Welsh</b>

The verb-form **dych** is 'swallowed up' by the **bod** – the pronoun **chi** remains, of course.

Further examples:

[original]      **Mae e'n sâl bore 'ma**

[reported]	<b>fod e'n sâl bore 'ma</b>
	... that he is ill this morning
[original]	<b>Dw i'n mynd i Gaer</b>
[reported]	<b>mod i'n mynd i Gaer</b>
	... that I am going to Chester
[original]	<b>Maen nhw tu allan rhywle</b>
[reported]	<b>bod nhw tu allan rhywle</b>
	... that they are outside somewhere
	Where a noun rather than a pronoun is involved, you can use either <b>bod</b> or <b>fod</b> – it does not have anything to do with masculine or feminine. So, for example:
[original]	<b>Mae Delyth yn dod heno</b>
[reported]	<b>Delyth is coming tonight</b>
	<b>fod/hod Delyth yn dod heno</b>
	... that Delyth is coming tonight
	<b>Exercise 1</b>
	Turn the following originals into reported speech using <b>Dw i'n meddwl</b> ... <i>I think</i> ... Use the longer ( <b>mod i</b> , etc.) forms for this exercise.
	Example:
	<b>Mae hr'n siarad Cymraeg yn rhugl</b>
	She speaks Welsh fluently
	– <b>Dw i'n meddwl bod hr'n siarad Cymraeg yn rhugl</b>
	I think that <i>she</i> speaks Welsh fluently
1	<b>Dw i'n mynd i chwydu.</b>
	I'm going to be sick.
2	<b>Maen nhw yn erbyn y syniad.</b>
	They are against the idea.
3	<b>Dyn ni angen mwyo amser.</b>
	We need more time.
4	<b>Dych chi wedi nghamdeall i.</b>
	You have misunderstood me.
5	<b>Mae'n bwrw eira.</b>
	It's snowing [careful!].
6	<b>Mae e'n aros tu allan.</b>
	He's waiting outside.

Phrases like **O'r tîn gwybod . . .?**, **O'et chi'n gwybod . . .?** Did you know . . .? **O'n i'n meddwl . . . I thought . . .** and **O'n i ddîm yn gwybod . . . I didn't know . . .** will also be followed by the **fod**-type clause if the *original* sentence is in the present. For example, 'Did you know that he spoke Welsh?' goes back to the idea 'He speaks Welsh' (*Mae'n siarad Cymraeg*) – so **O'r tîn gwybod fod e'n siarad Cymraeg?**

The other option is when the original begins with a verb other than the present tense of **bod** – this can be either a completely different verb, or a different tense of **bod** (e.g. future). In this case, nothing is done to the verb, except that affirmative markers **fe** and **mi** (see Lesson 7) and/or any SM is removed, and the word for 'that' will be **y** – but in Colloquial Welsh this is often not heard. So, if the original was

**Fe ddylen nhw fod yn ofalus** They ought to be careful

this will become

**... (y) dylen nhw fod yn ofalus** ... that they ought to be ...

because **dylen nhw** is not part of the verb **bod**. Similarly,

**Fydd a yn ôl erbyn saith** I'll be back by seven

becomes

**... (y) bydd a yn ôl erbyn saith** ... that I'll be back by seven because, although **bydd a** is part of **bod**, it is not in the present tense.

### Exercise 2

Turn the following simple sentences into compound ones using **Dw i ddîm yn siwr I'm not sure . . .** Pay attention to the verb at the start.

- 1 Mae hynny'n iawn.
- 2 Dych chi i fod i wneud 'ny.
- 3 Fe fyddwn ni mewn pryd.
- 4 Mi ddyi'sci ti ddeud wrtho.
- 5 Mae digon o fwyd ar ôl.
- 6 Dw i'n gallu dod o hyd i ddyn nhw nawr.

Geirfa

**i fod (i)** supposed (to)      **dod o hyd (i)** find

**Cymraeg?** Welsh? (*Mae'n siarad Cymraeg*) – so **O'r tîn gwybod fod e'n siarad**

## Negative compound sentences/reported speech – 'that . . . not . . .'

For reporting NEG originals, the **mod i/bo fi** type presents no problems:

- |         |   |
|---------|---|
| [orig.] | <b>Dyw i ddîm yn gallu dod heno</b><br>I can't come tonight   |
| [rep.]  | <b>... mod i ddîm yn gallu . . .</b><br>... <i>that</i> Sîon doesn't like working . . .                           |
| [orig.] | <b>Dyw Sîon ddîm yn hoffi gweithio trwy'r dydd yn y fatri</b><br>Sîon doesn't like working all day in the factory |
| [rep.]  | <b>... fod Sîon ddîm yn hoffi gweithio . . .</b><br>... <i>that</i> Sîon doesn't like working . . .               |

For the (y)-type, replace **y** by **na** (sometimes AM) *that . . . not . . .* The **ddîm** in the original can remain or be dropped:

- |         |  |
|---------|--|
| [orig.] | <b>Ddôn nhw ddîm yn ôl nawr</b><br>They will not come back now   |
| [rep.]  | <b>Gobeithio na ddôn nhw (ddîm) yn ôl nawr</b><br>I hope <i>that</i> they will <i>not</i> come back now                          |
| [orig.] | <b>Fydd Sioned ddîm yn ynddangos ar y llwyfan heno</b><br>Sioned will not be appearing on stage tonight                          |
| [rep.]  | <b>Mae'n debyg na fydd Sioned (ddîm) yn ynddangos . . .</b><br>It's likely <i>that</i> Sioned will <i>not</i> be appearing . . . |

Check your answers for the last exercise in the key at the back. Now alter the six reported speech sentences by starting with **Dw i'n siwr I'm sure . . .**, and making the reported speech negative instead. The first sentence is done for you.

- 1 Dw i'n siwr fod hynny daim yn iawn.
- 2
- 3
- 4

5

6

**Exercise 4**

Fill in the blanks from the box.

bod	fod	i
bod	na	yn
hi	mod	dy
na	ddim	'da

- 1 Mae Sioned yn dweud \_\_\_\_\_ chin' bwriadu mynd \_\_\_\_\_  
gynnar.  
2 Wyt ti'n siwr \_\_\_\_\_ nhw \_\_\_\_\_ yn dod heno?  
3 Wedodd \_\_\_\_\_ gariad \_\_\_\_\_ ti'n hynd o gryf.  
4 Mae'n bosib \_\_\_\_\_ fydd digon o amser \_\_\_\_\_ ni.  
5 Dw \_\_\_\_\_ 'n siwr \_\_\_\_\_ i'n iawn.  
6 Gobeithio \_\_\_\_\_ ddaw \_\_\_\_\_ â'i rhieni.

**Asking and giving opinions**

The following phrases are useful in finding out what other people think:

- Beth dych chi'n foddwl am...? What do you think about...?  
Beth yw/ydy'ch barn am...? What is your opinion of...?  
Dych chi o blaidd...? Are you in favour of...?  
Dych chi yn erbyn...? Are you against...?  
Dych chi'n cefnogi...? Do you support...?  
Dych chi'n meddwl fod(y)...? Do you think that...?

Meddwl is used for *think* here, but in many S areas you will hear credu instead.

Answers will involve fod (or one of its variants), or y, depending on the sentence:

- Dw i'n meddwl fod... I think that...  
Dw i ddim yn meddwl fod... I don't think that...  
Dw i'n siwr fod... I'm sure that...  
Dw i'n eitha siwr fod... I'm fairly certain that...  
Dw i ddim yn siwr fod... I'm not sure that...

Mae'n amlwg fod...  
Rhaid i mi ddweud fod...  
Does dim dwywaith fod...  
All neb wadu fod...  
Rhaid cyfadde fod...  
Ddyfen ni ddim anghofio fod...  
Mae'n bosib fod...  
Mae'n debyg fod...  
(Fe/Mi) Alla i'ch sterlau fod...  
Sier is a common alternative to siwr in many areas.

In addition, **efallai** *perhaps* (false in S speech, ella in N speech) and **hwyrach** *perhaps* (N areas) are followed by 'that'-clauses in Welsh – 'Perhaps he is ill' will be **efallai fod e'n sât**, literally 'perhaps that he is ill'.

Efallai bod chi'n iawn, ond...  
Efallai fod hymy'n wir, ond...

Perhaps you're right, but...  
That may be true, but...

**Exercise 5**

Unscramble the sentences

- 1 cyfadde chi iawn rhaid 'n fod  
2 fod deal 'n ddim amlwg yn mae ti  
3 fod siop gau ti mynd ? leol yn glywest i  
4 nhw na 'n grac gobeithio fyddan  
5 credu dylen i fynd y 'n ni dw nawr  
6 i fod ôl eitha ar caws dw peth siwr 'n

**Giving reasons**

Achos is the usual word for *because* in Colloquial Welsh – **oherwydd** is sometimes heard with the same meaning. Both are followed by 'tha'r'-clauses:

- ... achos **bod hr'n** rhy hwyr i ymgeisio am y swydd 'ma  
... because it's too late to apply for this job  
[lit. because *that* it is too late ...]  
... achos **fod y gweithdi** ar gau am weddill yr wythnos  
... because the workshops are closed for the rest of the week  
... achos **mod i ddim** yn cytuno â nhw  
... because I don't agree with them

It's clear/obvious that...  
I must say that...  
There's no doubt that...  
No-one can deny that...  
It has to be admitted that...  
We shouldn't forget that...  
It's possible that...  
It's likely that...  
We can assure you that...  
It's possible that...  
It's likely that...  
We can assure you that...

... achos (y) dylwn i ymarfer Ngyhyraeg gyda nghydweithwyr  
 ... because I ought to practise my Welsh with my workmates  
 ... achos na fydd amser 'da fi yfory  
 ... because I won't have time tomorrow

### Exercise 6

If you want to get out of doing something, it's best to give an excuse and this will involve **achos** + 'that'-clause in Welsh. Start the excuse with something apologetic like:

**Yn anffodus, alla i ddin + VN** Unfortunately I can't...  
 or **Gwaetha'r modd, 'sdin modd** Alas, there's no way I can...  
**ini** \*VN

Formulate excuses for the following situations, using the key-words provided. Complete sentences in Welsh, please.

Example: **wash the car [mae twll yn y bwced]**

— **Alla i ddin golchi'r car, achos fod twll yn y bwced**

- 1 *tidy the room* [mae nghoesh yn rhoi dolor]
- 2 *come to the party tomorrow night* [dw i'n gorffod trwsio'r periant golchi llestif]

- 3 *invite you in* [mae'r lle'n llanast]

- 4 *speak English at the moment* [mae rhaid i mi ymarfer Ngyhyraeg]

- 5 *answer the phone* [mae Cymru ar fin sgorio]

- 6 *buy you a drink* [i'r n feddwy gaib yn barod]

**Geirfa**

tachiso tidy	mae'r lle'n llanast
gorffod have to	the place is a tip
trwsio mend	meddwy galb completely drunk
gwahodd invite	

### Other words that are followed by a 'that'-clause

A variety of conjunctions, or 'link-words', are followed by the same 'that . . .' constructions explained above:

er although	onbai unless
fel so (that)	thag ofn in case
(hyd) nes until	tra while

**Awn ni ymlaen, onbai bo chi'n anghytuno**

We'll go ahead, unless you disagree

**Erfod y sefydla'n un anodd, fe nawm ni'n gorau**

Although the situation is a difficult one, we'll do our best

**Cuddiwr nhw, rhag ofn bod rhywun yn sylwi**

Hide them, in case someone notices

**Mi nes i hyn heddiw fel na eith dim hyd yn chwih yfory**

I did this today so that nothing will go wrong tomorrow

**Arhoswch fan hyn nes (y) bydd rhywun yn dod**

or **Arhoswch fan hyn nes (y) daw rhywun**

Wait here till someone comes (lit. '... will come')

In addition, the prepositions **am** and **gan** are used with following 'that'-clause to mean *because/since*:

**Mae'n amhosib ar hyn o bryd am fod banner y dosbarth yn absennol**

It's impossible at the moment *since* half the class are absent

### Exercise 7

**Cyfeithwch i'r Gymraeg**

1 I won't go unless you (**ti**) promise to come with me.

2 Let's keep quiet until somebody asks.

3 Look in the fridge for the cheese while I cut the bread.

4 He can understand Welsh, although he can't speak [**it**] fluently.

5 I'll put this in the cupboard in case someone calls.

6 You (**chi**) can't come in unless you have a ticket.

**Geirfa**

addo promise	oergell (f) fridge
tadw keep	yn rhwng fluently
tawel quiet	cwpbwrd cupboard

## Comparison of adjectives – ‘-er’, ‘-est’; ‘more . . .’, ‘most . . .’

Welsh uses the endings -ach corresponding to -er and -a corresponding to -est in English. So from **ysgafn** *light* (weight) we can form **ysgafnach** *lighter* and **ysgafna** *lightest*. Similarly **agos** *close*, **agosach** *closer*, **agos** *closest*; **hardd** *beautiful*, **harddach** *more beautiful*, **hardda** *most beautiful*; **doniola** *funny*, **doniolach** *funnier* and **doniola** *funniest*.

Adjectives ending in -b, -d, -g change these to -p, -t, -c respectively:

<b>gwylb</b> <i>wet</i>	<b>gwylbach</b> <i>wetter</i>	<b>gwylba</b> <i>wettest</i>
<b>caled</b> <i>hard</i>	<b>calerach</b> <i>harder</i>	<b>calera</b> <i>hardest</i>
<b>teg</b> <i>fair</i>	<b>teach</b> <i>fairer</i>	<b>teca</b> <i>fairest</i>

Some adjectives undergo a vowel change when these endings are added: **trwm** *heavy*, **trymach**, **tryma**; **flawd** *poor*, **flotach**, **flota**.

As in English, the endings are generally restricted to adjectives that are not too long – **harddach** is fine in Welsh, but the English equivalent is not ‘beautiful’ but *more beautiful*. This same method is used in Welsh with longer words – **mwy** *more* and **mwyta** *most* are put in front of the adjective, e.g. **pryderus** *anxious*, **mwyta** *more anxious*, **mwyta** *pryderus* *most anxious*.

‘Than’ with comparatives is **na** (AM), or **nag** before vowels:  
**Mae** Ioan **yn** **dalach** **na** Rhys  
**Mae** Medi'n **dalach** **nag** Eleri

Ioan is taller than Rhys  
 Medi is taller than Eleri

In more formal Welsh the superlative ending -a is written -af: **agosaf**, **uchaf**, **mwyaf**.

## Sentence structure with superlatives

When we wish to single out one particular thing by saying that it is ‘the -est’, this is an identification sentence, and so will require a special word order in Welsh. Just as we say **Pwy ydy hwnnw?** *Who is that?*, and answer with the same word-order **Elwym ydy hwnnw?** *That's Elwyn* (go back to Lesson 1 and review this if you are uncertain), so a sentence like *Which is the highest mountain in Wales?* (**P'un ydy'r mynydd ucha yng Nghymru?**) will have the answer **Yr Wyddfa ydy'r mynydd ucha yng Nghymru** *Snowdon is the highest mountain in Wales*. This is true even if the underlying question has not been asked – the person or thing singled out for attention comes first, with the verb in second place; and this means that in present tense **had** sentences, we need **ydy/yw** and not **Mae**.

Comparative (-er) sentences, on the other hand, simply look at two things and compare them without singling either of them out. These, then, are ordinary verb-first sentences. Compare:  
**Mae'r crys coch yn ddrutach na'r crys gwyn**  
 The red shirt is dearer than the white shirt  
**but Y crys glas yw'r druta ohony'n nhw i gyd**  
 The blue shirt is the dearest of them all

### Exercise 8

Some adjectives in Welsh have irregular forms for the comparative and superlative:

<b>da</b> <i>good</i>	<b>gwell</b> <i>better</i>	<b>gorau</b> <i>best</i>
<b>drwg</b> <i>bad</i>	<b>gwaelw</b> <i>worse</i>	<b>gwætha</b> <i>worst</i>
<b>mawr</b> <i>big</i>	<b>mwy</b> <i>bigger</i>	<b>mwyta</b> <i>biggest</i>
<b>bach</b> <i>small</i>	<b>llai</b> <i>smaller</i>	<b>lleia</b> <i>smallest</i>
<b>uchel</b> <i>high</i>	<b>uwch</b> <i>higher</i>	<b>ucha</b> <i>highest</i>
<b>isel</b> <i>low</i>	<b>islower</b>	<b>isa</b> <i>lowest</i>

Read the sandwich price-list below, and correct any of the following statements that need correcting:

#### BRECHDANAU:

caws 75c	jam 60c
cig moch 95c	seisig-a-marmalad 90c
mwy 70c	banana 85c
mêl 80c	cyw iâr 90c

(**rhad** *cheap*; **drud** *dear*)

If **anc** *young* and **hen** *old* are regular in many areas, but **iau** is not unusual for *younger*; as also **hŷn** *older* and **hynd** *oldest*.

1 Mae cig moch yn ddrutach na seisig-a-marmalad.

2 Mae banana'n rhatach na chaws.

- 3 Cig moch ydy'r druta ohonyn nhw i gyd.

4 Mac cyw iâr yn rhatach na chig moch, ond yn ddrutach na mîl

5 Wy ydy'r rhata ohonyn nhw i gyd.

6 Mae selsg-a-marmalad yn ddrutach na chaws, ond yn rhatach na banana.

### Exercise 9

Unscramble the sentences of the following dialogue:

- A: arafach di? yn siarad alli  
 B: yn yn 'n siarad dw barod araf<sup>1</sup>  
 A: ti araf mi yn yn ddim i ddigon siarad wel,  
 B: i drio na 'te arafu,

Geirfa

yn barod already      arafu slow down

### How to say 'as ... as ...'

'As ... as ...' is mor<sup>2</sup> ... â (ag before vowels) .... Words beginning ll- and rh- do not mutate, however: mor goch â ... as red as ... but mor llwyd â ... as grey as ... You can use optional AM after â (particularly words beginning e-).

- Mor gyffwrn â cheffyl      As fast as a horse  
 Mor ddu â'r fran      As black as a [the] crow  
 Mor werthfawr ag arian      As precious as silver

You should also know the words **ystal** (**â**) as good (as), **cymaint** as big (also as much/many) and **cylleledd** as little (also as few). And the expressions **cyn gynted** as y bo modd and **cyn gynted** â phosib, both meaning as soon as possible.

You can use Yr un mor<sup>3</sup> ... â (ag) ... to express *Just (equally)* as ... as ...:

**Mae hon yr un mor ddrud â honno**  
 This (one) is just as dear as that (one)

On its own, **mor**<sup>3</sup> means 'so ...'. When used with the verb **bod**, it displaces the link-word **yn**:

Mae nghymdogion i'n garedig	My neighbours are kind
Mae nghymdogion i mor garedig	My neighbours are so kind

### Exercise 10

Fill in the gaps from the box:

- 1 Mac i'r tywydd \_\_\_\_\_ ddfitas heddiw, \_\_\_\_\_ ydy?  
 2 Ydyr crys 'ma \_\_\_\_\_ well \_\_\_\_\_ 'r un 'na, ti'n meddw!  
 3 Mae Abertawe'n \_\_\_\_\_ Aberystwyth.  
 4 Ond Caerdydd \_\_\_\_\_ 'r ddinas \_\_\_\_\_ yng Nghymru.  
 5 Dyw hi ddim \_\_\_\_\_ or \_\_\_\_\_ oedd hi ddoc.  
 6 Ti'n edrych \_\_\_\_\_ flinedig \_\_\_\_\_ fi.

fwy	mor	â	'n	ydy	mor	on'd
un	fwya	mor	yr	nag	ag	na

### Mai . . . - 'that . . .'

We saw earlier in the lesson that how you form the 'that'-clause for reported speech depends on how the original sentence starts in Welsh. With *identification* sentences, including those involving superlatives (see above), the verb does not come first – some other element is in its place. In this case, Welsh simply inserts the word **mai** *that* and leaves everything else unchanged – this is the way we always do it in English.

- [orig.] **Yr Wyddfa yw'r mynydd ucha yng Nghymru**  
 Snowdon is the highest mountain in Wales  
 [rep.] **Dw i'n meddwl mai'r Wyddfa yw'r mynydd ucha yng Nghymru**

I think that Snowdon is the highest mountain in Wales

From what we know of 'that'-clauses in Welsh already, this makes perfect sense – generally the formation of the 'that'-clause depends on what type of verb starts the original sentence. But where there is no verb at the start (it is further on down the line), that option is closed to us, and a true word for 'that' is needed instead.

In many S areas, **faw** is used instead of **mai**:

**Wi'n credu taw'r Wyddfa yw'r mynydd ucha yng Nghymru**

And in some N areas **ma** is used instead of **mai**.

Finally, remember that for most instances of 'that'-clauses in English, it is possible to leave out the 'that' – 'I think that they'll be late' or 'I think they'll be late'. You are still dealing with a 'that'-clause even if you can't see the 'that'!

### **Exercise 11**

#### *Cyfeithwch i'r Gymraeg*

- 1 I'm pretty sure that this house is for sale.
- 2 It's obvious you (**ni**) don't know the facts.
- 3 I hear that Ceri is writing a book about (**am**) Welsh.
- 4 But I thought he was a town planner.
- 5 Perhaps he teaches Welsh as a hobby.
- 6 I hope he knows what he's doing.

#### *Geirfa*

- |                          |                                    |
|--------------------------|------------------------------------|
| <b>ar werth</b> for sale | <b>cynllunydd tre</b> town planner |
| <b>feithiau</b> facts    | <b>hobi</b> hobby                  |

# 12 Clywed y newyddion

## Hearing the news

### In this lesson you will learn how to:

- say that something *has happened*
- say that something *has been or had been*
- use compound prepositions
- say that something is *still* happening
- say that something usually happens, or used to, and how often

### Adroddiad newyddion (news report)



Mae'r llywodraeth wedi datgan prynhawn 'ma fod y nifer o blant dan bedair oed yn mynychu ysgolion meithrin yn Ne Ddwyrain Cymru wedi dyblu ers llyneidd. Dweddodd llafarydd ar ran y Swyddfa Gymreig nefyd fod y nifer o ddisbarthiadau Cymraeg i oedolion dros Gymru gyfan wedi cryfdu'n aruthrol yn ystod y deng mis diwetha. Ond mae'r gwrthbleidiau wedi ymosod ar gynlluniau'r llywodraeth i gau ysgolion cynradd bychain mewn ardal oedd gwledig, gan honni fod 'na grym wrthwnebiad wedi bod i'r syniad yn y cymunedau lleol, a bod y fath weithred yn mynd i effeithio'n ddifrifol ar yr iaith Gymraeg yn ei chadarnleoedd. Mae'r Adran Addysg wedi addo y bydd pobol leol yn cael lleisio'u barn mewn cyfarfodydd agored ledled y wlad cyn diwedd y flywyddyn.

#### *Geirfa*

<b>llywodraeth</b> (f) government	cynradd primary
dagan announce	bychan (pl. bychain) small
nifer (o) number	gwledig rural
yngol teithrin Welsh language	honi claim
nursery school	gwirthwnebiad opposition

<b>dylbw</b> (to) doubt	<b>gweithred</b> action
<b>llefarydd</b> spokesman,	<b>effeithio</b> (ar) affect; have an effect on
spokeswoman	
ar ran on behalf of	
cynyddu increase	<b>yn ddirifol</b> seriously
yn arwthrol hugely	<b>cadarni</b> (-oedd) stronghold
yn ystod during	<b>Ardan Addysg</b> Department of Education
oedolyn (pl. oedolion) adult	<b>llaisio</b> voice, express
gwrthblaid opposition party	<b>agored</b> open

## Sgwrs □

*Lestyn has some earth-shattering news to impart to Aled*

- IESTYNE: Glywest ti'r newyddion?  
 ALED: Naddo. Be' sy wedi digwydd?  
 E: Tiddim wedi clywed, 'te?  
 A: Dw i newydd weud bo fi ddim.  
 I: Wel, mae hymny'n anhygoel - lle wyt ti wedi bod twy'r wythnos, mewn ogof rhywle? Mae hi wedi bod ar y teledu.  
 A: Ti 'di gwneud yn ddigon eglur fod rhywbeth wedi digwydd, Lestyn, ond ti dal i fod heb weud beth.  
 I: Alla i ddim credu fod ti heb glywed, 'na i gyd!  
 A: Dw i heb glywed dim - iawn?  
 I: lawn. Ond . . . wel, byddi di'n cael sioc go dda pan wedi i wrthiat ti - 'na'r cwwbl alla i weud.  
 A: O, gad fe, Ies. Dw i 'di colli diddordeb erbyn hyn.
- Geirfa**
- |                     |                            |
|---------------------|----------------------------|
| anhygoel incredible | 'na i gyd that's all       |
| ogof (f) cave       | sioc go dda quite a shock  |
| eglur clear         | gad fe leave it; let it be |
| dal (here) still    | diddordeb interest         |

## Dw i wedi . . . - 'I have (done something)'

The preterite, which we met in Lesson 9, corresponds to the ordinary past tense in English – **dw i'n gweld** *I see* or *I am seeing* becomes **welies i** *I saw*. But there is another past tense, traditionally

termed the perfect, which corresponds to English 'I have seen'. To form this tense in Colloquial Welsh, we simply take the present tense of the verb, and change the 'linking' **yn** into **wedi**:

<b>Dw i 'n gweld</b>	I see
<b>Dw i wedi gweld</b>	I have seen
<b>Mae Lloegr yn colli</b>	England are losing
<b>Mae Lloegr wedi colli</b>	England have lost

**Dach chi wedi darllen y papur 'na?** Are you reading that paper?  
**Dach chi wedi darllen y papur 'na?** Have you read that paper?

**Ŷn ni ddim yn siarad age**

**Ŷn ni ddim wedi siarad age**

We don't speak to him

We're not speaking to him

In Colloquial Welsh **wedi** is often shortened to '**di:** **Dw i 'di deud** **'that ti unwaith yn barod** *I've told you once already*.

You will see that the present and perfect are much more similar in Welsh than in English: in Welsh, the verb and the VN remain the same, and only one word linking them is changed: in English the form of the verb changes, and 'have' or 'has' is introduced in the perfect.

### Exercise 1

Match the Welsh sentences to their English equivalents

- |                                    |                                 |
|------------------------------------|---------------------------------|
| 1 Dych chi wedi gweld yr hysbyseb? | (a) Do you read the adverts?    |
| 2 Wyt ti'n darllen yr hysbysebion? | (b) Have you advertised them?   |
| 3 Dych chi'n darllen yr hysbyseb?  | (c) Have you seen the advert?   |
| 4 Dych chi wedi hysbysebu nhw?     | (d) Have you advertised it?     |
| 5 Wyt ti wedi hysbysebu fe?        | (e) Do you see the advert?      |
| 6 Wyt ti'n gweld yr hysbyseb?      | (f) Are you reading the advert? |

### Exercise 2

*Cyfeiliwr i'r Gymraeg*

- 1 Have you (**ti**) seen Delyth?
- 2 Has the post gone yet?
- 3 You (**chi**) have forgotten to sign the cheque.
- 4 My keys have disappeared again!

5 Ronnie and Fifi have gone to North Wales for a fortnight.  
 6 Have they taken their passports?

## O'n i wedi . . . - *'I had (done something)'*

Just as you can turn the present into 'I have (done something)' by changing **yn** to **wedi**, so you can change the *imperfect* into 'I *had* (done something)' (traditionally called the *pluperfect*) by the same method:

- |  |                             |
|--|-----------------------------|
| <b>O'n i'n rhedeg lawr y stryd</b>     | I was running down the road |
| <b>O'n i wedi rhedeg lawr y stryd</b>  | I had run down the road     |
| <b>O'n nhw'n cyrraedd</b>              | They were arriving          |
| <b>O'n nhw wedi cyrraedd</b>           | They had arrived            |
| <b>Oedd Amanda'n sgrifennu llythyr</b> | Amanda was writing a letter |
| <b>Oedd Amanda wedi sgrifennu</b>      | Amanda had written a letter |
| <b>llythyr</b>                         |                             |

### Exercise 3

Not only do the following pairs of Welsh and English sentences not match, but some of the **yn**'s and **wedi**'s are mixed up as well. First match, and then alter **yn**'s and **wedi**'s as appropriate.

- |                                |                               |
|--------------------------------|-------------------------------|
| 1 Mae Fred yn mynd am yr arian | (a) Fred has lost his money   |
| 2 Mae Fred yn colli'r bws      | (b) Fred's money has gone     |
| 3 Mae Fred wedi colli'r gêm    | (c) Fred's gone for the money |
| 4 Mae Fred wedi colli'r gêm    | (d) Fred has lost the game    |
| 5 Mac arian Fred yn mynd       | (e) Fred has missed the bus   |
| 6 Mae Fred wedi colli ei arian | (f) Fred's losing the game    |

## ' . . . **have been** . . . , ' . . . **had been** . . . '

To form the perfect and pluperfect of 'be', we put the VN **bod** after the **wedi**:

**Dw i wedi bod yn sâl**      I have been ill

You can add another VN to **wedi bod** by means of **yn** to express 'have/had been . . . -ing':

- Dan ni wedi bod yn ymwend â fo'n fwy cysom yn ddiweddar**  
 We have been visiting him more regularly of late  
**Dydy o ddim wedi bod yn gweud ei waiith cartre**  
 He hasn't been doing his homework

### Exercise 4

*Cyfeithwch i'r Gymraeg*

- 1 Have you (**ti**) been drawing pictures on the walls again?
- 2 These two men have been waiting for you since two o'clock.
- 3 I have been out of the office all day.
- 4 I hope you've all been practising your Welsh.
- 5 They've been promising to come round since Christmas.
- 6 I hear that your (**eich**) brother has been working in Cardiff for quite a while now.

### Geirfa

**tymu lluniau** draw pictures

aros aua

wait for

**addo** promise

ers amser

for quite a while now

## Sgwrs



*It is Christmas (Nadolig, or Dolig), and there is a family reunion in the Llywd family. Marc, a keen photographer (ffotograffydd brwd), has been delegated to take a family photo (llun o'r teulu). No-one else is getting a word in edgeways*

- MARC: Lawn - dw i eisau i chi i gyd fod o flaen y goeden Nadolig draw fan'na. 'Na ni. Elinor, ti'n rhy fyr o lawer i sefyll lle wyt ti - fydd neb yn dy weld di. Well i ti sefyll ar bwys mamgu. Neu os bydd Ieuan yn sefyll ar ei phwys hi, gelli di symud draw fan hyn. Ac wedyn... Sioned - nei di eistedd ar bwys Gerwyn, yn lle Rhodri? Rhodri - rhaid i ti synnud hefyd. Eli di sefyll wrth ochor y goeden - 'na fe, wrth ei hochor hi? Tr dim. Wps, na'r gath yn trio dianc - rheud ar ei hôl hi, rywun. Nawr 'te, oes 'na unrhywun arall yn sefyll neu'n eistedd lle na ddylen nhw fod? Pawb yn barod, 'te? Sioned: Ond Marc... M: Paid torri ar nhraws i, Sioned - dw i'n trio trefnu pethau fan hyn. Felly . . . le o'n i? O, ie . . . nawr 'te, mae'r gath yn



## Nadolig Llawen

Blwyddyn  
Newydd  
Dda

edrych braidd yn anghyfforddus ar y goeden, on'd ydy?  
Rhawch hi ar y llawr o flaen mangu. Iawn – dw i'n mynd  
i dynnu'r llun nawr.

S:  
M:

Aros le wyt ti, Sioned, a paid betso, iawn? Mae popeth  
dan reolaeth. Gad i'r arbenigwr wneud ei waith. Iawn –  
gwenwch i gyd!

(takes the picture)  
Ac un arall ar gyfer Heiliau'r heddlu ...  
(takes another)

lawn. Unrhyw gwestiynau?

S:  
Oes, mae 'da fi un cwestiwn bach, Marc. Pam na roddest ti

ffilm yn y camera cyn tynnau'r llun?

M:  
Er... nes i hynty'n fwiadol, i wneud ynsiwr bod chi i gyd

yn canolbwynio. Da iawn, Sioned.  
(takes the film from Sioned and loads it)

Nawr 'te, cyn inni synd ymlaen, mae eisiau symud rhai  
ohonoch chi, dw i'n meddwl...

Geirfa

o flaen in front of

coeden (f) tree

rhy'... o lawer much too ...

treftu organise

anghyfforddus uncomfortable

llawr floor

ar bwys by; near (S)	paid bəsə don't worry
mangu grandmother (S)	dan reolaeth under control
yn lle instead of	arbenigwr expert
with ochor beside	gwenu smile
i'r dim just right	ffeliau'r heddlu police files
diane escape	yn fwriadol on purpose
ar ol after	canolbwynio concentrate; pay
torri ar draws interrupt	attention

### Exercise 5

Cywir neu Anghywir?

- 1 Mae Gerwyn yn eistedd ar bwys Sioned.
- 2 Rhaid i Rhodri fod wrth ochor y goeden.
- 3 Mae Stoned yn trio diane.
- 4 Feroddodd Marc ffilm anghywir yn ei gamera.
- 5 Mae Elinor yn thy dal i sefyll lle mae hi.
- 6 Yn y diwedd, mae'r gath yn eistedd wrth ochor mangu.

## Compound prepositions

Some common prepositions consist of two components – a simple preposition + a noun. The most frequently used are:

ar bwys	by; near (S)	o gwmpas	around
ar draws	across	with ochor	beside
ar gyfer	for	yn erbyn	against
ar ol	after	yn lle	instead of
o flaen	in front of	yn ymyl	near

They behave like ordinary prepositions when used with nouns (except that they are not followed by SM), but their personal forms (i.e. when they are used with pronouns) make use of the possessive adjectives ('my', 'your' etc. – Lesson 4). If we take **ar gyfer** as our example, the first thing to notice is that **gyfer** is really **cyfer** – it is only mutated because of **ar**. To get the personal forms, we put the possessive element between the **ar** and the **cyfer**, and **cyfer** will be mutated in accordance with the possessive.

<i>singular</i>	<i>plural</i>
1 ar <b>nghyfer i</b> for me	ar ein <b>cyfer ni</b> for us
2 ar <b>dy gyfer di</b> for you	ar eich <b>cyfer chi</b> for you
3 ar ei <b>gyfer e</b> for him	ar eu <b>cyfer nhw</b> for them
ar ei <b>chyfer hi</b> for her	

Cyfer here behaves just like any noun after the possessives – review this part of Lesson 4 now if you are uncertain about this.

The mutation patterns will differ depending on the initial letter of the second element. **O blaen** consists of **o° + blaen**, and **b-** is not susceptible to AM (3rd person sing. feminine):

<i>singular</i>	<i>plural</i>
1 o mlaen i in front of me	o'n blaen ni
2 o <b>dy blaen di</b>	o'ch blaen chi
3 o'i blaen e	o'u blaen nhw
o'i blaen hi	

while ar **ôl** has a second element beginning with a vowel, and which may therefore be heard with a prefixed **h-** in 3rd person sing., 1st and 3rd persons plural:

<i>singular</i>	<i>plural</i>
1 ar 'n ôl i	ar ein ôl ni
2 ar <b>dy ôl di</b>	ar eich ôl chi
3 ar ei ôl e	ar eu ôl nhw
ar ei ôl hi	

### Exercise 6

Fill in the gaps from the box:

- Mae Mari yn meddwl \_\_\_\_\_ pawb yn ei \_\_\_\_\_ hi.
- Beth \_\_\_\_\_ hwnna o \_\_\_\_\_ yr ysgol?
- Rhaid i mi ddweud \_\_\_\_\_ i yn \_\_\_\_\_ y syniad.
- Dyw Rhodri ddim yn dod, felly mae Ieuan yn dod yn \_\_\_\_\_.
- Ddes i \_\_\_\_\_ 'r rhain ar \_\_\_\_\_ y parti heno.
- Mae'r ffodd o'ch \_\_\_\_\_ chi \_\_\_\_\_ gau.

erbrynn	â	mod	ar	blaen	flaen	ei
fod				herbyn	gyfer	yw

### Prepositions heb, dros, drwy

Heb *'without* has the following personal forms in Colloquial Welsh:

<i>singular</i>	<i>plural</i>
1 <b>hebdda i</b>	<b>hebddon ni</b>
2 hebddat ti	hebddoch chi
3 hebddo fe	hebddyn nhw
hebddi hi	

Dros *'over, for* (when this means *on behalf of*) has the following personal forms:

<i>singular</i>	<i>plural</i>
1 drosta i	<b>droston ni</b>
2 drostat ti	<b>drostoch chi</b>
3 drosto fe	drostyn nhw
drosti hi	

Drwy *'(sometimes trwy) through* has the following personal forms:

<i>singular</i>	<i>plural</i>
1 drwydda i	<b>drwyddon ni</b>
2 drwyddat ti	drwyddoch chi
3 drwyddo fe	drwyddyn nhw
drwyddi hi	

Examples:

**Pediwch mynd hebdda i!**  
Don't go without me!

**Pam na gasgdi dir flurleoni drosto fe?**  
Why don't you collect the forms for him?

**A llaw i'r siop drostat ti os ti eisiau**

I'll go down to the shop for you if you want

**Mae'r gwynt 'na'n mynd yn sylt drwyddoch chi, on'd ydy?**  
This wind goes straight through you, doesn't it?

## Another use of **heb**

You can use **heb** in Colloquial Welsh to mean **ddim wedi** in the perfect and pluperfect tenses (see above):

<b>Dydyn nhw ddim wedi ialu</b>	They haven't paid
or: <b>Maen nhw heb ialu</b>	They haven't paid.

In this variation, what you are really saying is 'They are without paying', i.e. they haven't done it yet.

**Doedd hi ddim wedi llofnodi'r siec** She hadn't signed the cheque.

or: **Oedd hi heb llofnodi'r siec** She hadn't signed the cheque.

### Exercise 7

Rephrase these sentences using **heb**:

- 1 Dydy loan a lona ddim wedi ffonio yn ôl.
- 2 Dych chi ddim wedi prynu'r tocynnau, 'te?
- 3 O'n i ddin wedi meddwl am hynny ar y pryd.
- 4 Dyw'r llywodraeth ddim wedi cyhoeddi'r ffigurau.
- 5 Dydy'r bws ddim wedi dod.
- 6 Dw i ddim wedi dealu yr un (*a single*) gair.

## dal – 'still'

If you want to say that something is still happening, use:

- yn dal i fod yn + VN**
- or **yn dal i + VN**
- Ydyn nhw'n dal i fod yn rhedeg y siop leol?**  
or **Ydyn nhw'n dal i redeg y siop leol?**  
Are they *still running* the local shop?
- Mae Siân yn dal i fod yn aros am dacsï**  
or **Mae Siân yn dal i aros am dacsï**  
Siân is *still waiting* for a taxi

Used with an adjective instead of a VN, the constructions is:

- yn dal i fod yn'**
- or **(yn) dal yn'**

**Mae'r sefyllfa yn dal i fod yn ddifrifol**  
**Mae'r sefyllfa (yn) dal yn ddifrifol**

The situation is still serious

### Exercise 8

You have been asked to help dig the garden (**palu'r ardd!**). Avert this disaster (**trychineb**) by saying that you are *still* engaged on some other important task.

Example: (eating my breakfast)  
— **Yn anffodus, dw i'n dal i fwyrta mreawast**

- 1 doing the washing-up
  - 2 tidying the kids' rooms
  - 3 busy with the accounts
  - 4 trying to get through to Jeremy Beadle
  - 5 in bed
  - 6 mending the video-recorder
- Geirfa**
- |                      |                                    |
|----------------------|------------------------------------|
| lachiso tidy up      | cysylltu â contact; get through to |
| prysur busy          | trwsio mend                        |
| tyfrif (-on) account | recordydd video video-recorder     |

## 'Once', 'twice' etc.

**Gwaith** (f) is the word for 'time' when talking about how many times something is done. It combines with the numbers (feminine forms where possible): **unwaith** once, **dwywaith** twice, **taingwaith** three times, **pedarwaith** four times, etc. 'How many times?' is **Faint o weithiau?** or **Sawglwaith?** and you should also know **weithiau sometimes** and **anbell waith occasionally, sometimes**. Notice that **weithiau** is mutated, as is generally the rule with adverbs expressing *when* or *how often* something happens; and for the same reason, you are more likely to hear **ddwywaith**, **dairgwaith** etc.

**Dwi wedi bodd fan hyn ddwywaith yn barod heddiw**  
I've been here twice already today

**Mae'r car wedi torri lawr dairgwaith wythnos 'ma**  
The car has broken down three times this week

## arfer

This word is used in Colloquial Welsh to express 'usually' (with present tense) or 'used to . . .' (with an imperfect). Either way, the construction is: **bold** + **yn arfer** + VN:

**Mae'r ddwy'n a'n arfer aros yn hwyrrach na'r lleill**

Those two (f) usually stay later than the rest

**Oedd mrawd yn arfer chwarae pêl-droed cyn iddo dorri ei goes**  
My brother used to play football before he broke his leg

## Sgwrs



*Gwyn and Rhys have bumped into each other at the ffreutur canteen of the local Canolfan Hamdden Leisure Centre, and are appropriately discussing physical fitness. Gwyn is worried about Rhys, and tells him straight (yn blwmp ac yn blaen)*

**Gwyn:** Wi'n poeni amdanat ti, Rhys.  
**Rhys:** Poeni? Amdana i?

Ie.

Gwed, nawr – pa mor aml wyt ti'n defnyddio'r stafell ffr

wydd?

R: Y stafell ffitwydd? Wel – gad i mi feddwl . . . ddwywaith

mis, wedwni.

G: Ddwyaith y mis?

R: 'Swn i'n meddwl.

G: Bob yn ail wytynos, 'te?

R: Argyfartal, ie Pam?

G: Ti ddim yn meddwl fod ti'n gorwneud pethau, 'te?

R: Wi'n moyn cadw'n heiñ. Mae nghorffti i'n deini.

G: Mae eisiau galw'r adciladwyr i mewn ar frys, 'te, on'd oes?

R: Teisen arall?

R: Pan lai?

## Geirfa

poeni worry

gwyed tell (me) (ff-form) (S)

aml often

fitrwydd fitness

wedwn i I would say

'swn i'n meddwl I would think

bob yn all . . . every other . . .

ar gyfartal on average

gorwneud overdo

heiñ active; fit

teml (f) temple

adclladwyr builders

teisen (f) cake (S)

## Exercise 9

Decide which of the following statements about the conversation above are true, and which are false?

- 1 Rhys has been worrying lately.
- 2 Rhys uses the fitness room twice a month on average.
- 3 Gwyn is convinced that twice a month is too much.
- 4 Rhys's body is important to him.
- 5 Gwyn offers Rhys a cake.
- 6 Rhys says he'd prefer milk.

## SPORT-CHWRAEON

at

PENGLAIS CANOLFAN  
SPORTS CHWRAEON  
CENTRE PENGLAIS

Penglais School

Waunfawr, Aberystwyth



### DYDDIAD

### OED

### GWEITHGAREDD

Llun (20 Rhagfyr) Dan 12 \*GWEITHGAREDDAU AMRYWIOL  
Mawrth Dan 12 (Bechgyn a Merched)  
(21 a 28 Rhagfyr) PEL-DROED 5 BOB OCHR

Mercher Bob Oed DISCO RHOLSGLEFRIO  
(22 a 29 Rhagfyr) (Gelli'r Hlogi'r esgidiau)

Iau Dan 12 \*GWEITHGAREDDAU AMRYWIOL  
(23 a 30 Rhagfyr)

Gwener Dan 12 PEL-DROED 5 BOB OCHR  
(31 Rhagfyr) {Bechgyn a Merched}

\*GWEITHGAREDDAU AMRYWIOL = Badminton, Tennis, Byr,  
Tenis Board, Pêl-Fasged, Uni-Hoc, Criod

Ystafell Cadw'n Heini ar gael i blant dros '2 ac oedolion yn  
ystod yr oriau uchod.

Manylion: Dydd 0970 624818 (Nid adeg Gwyllau)  
Nos 0970 615303 (Ar ôl 5.30 pm)

**Exercise 10**

Look at the activity (*gweithgaredd*) programme on p. 179 and use it to answer the following questions in English:

- 1 What time of the year is the programme for?
- 2 What kind of people is it for?
- 3 How many weeks does it cover?
- 4 When could one play basketball?
- 5 What can adults do during these activities?
- 6 What other activity can children over 12 do, and on what day?

**Exercise 11**

In the next lesson you will need the possessive adjectives (Lesson 4) again, so you might as well revise them now.

Match the two halves of each sentence:

- 1 Mae Sioned wedi colli (a) u llyfrau yn ôl
- 2 Dych chi heb dalu (b) ngerdyn aelodaeth gartre
- 3 Maen nhw heb ddod â (c) dy fenig
- 4 Ti 'di cwyrmpo (d) ei harian rhywle yn y dre
- 5 Mae Dafydd wedi gwerthu (e) 'ch tâl aelodaeth
- 6 Dwi wedi gadael (f) i dŷ o'r diwedd

**Geirfa**

- |                |                |            |              |
|----------------|----------------|------------|--------------|
| cwyrmpo        | fall; drop     | tâl        | fee; payment |
| aelodaeth      | (f) membership | o'r diwedd | at last      |
| maneig (meing) | (f) glove      |            |              |

**Yr ieithoedd Celtaidd – the Celtic languages (III):  
y dyfodol – the future**

As ieithoedd blaenorol *minority languages*, all the Celtic languages are in danger of their lives, in an age where *cyfarfod eu electronic communications* have raised the status and increased the *dylanwad influence* of English (and a few other languages) throughout most of the world. Welsh, at least, has proved remarkably resilient in the face of this almost overwhelming linguistic and cultural competition, and is today by far the strongest and most viable of the Celtic languages – it is the language of a clearly

defined **cymuned community**, and within that community it functions as the primary means of communication in practically all aspects of *bwyd beunyddiol everyday life*. The same is broadly true of Scots Gaelic, which benefits in this respect from the relative geographic isolation of the Western Isles, a situation that probably enhances the sense of a separate community, and hinders the encroachment of English. And it is no *cyd-ddigwyddiad coincidence* that the least anglicised parts of *y Fro Gymraeg the Welsh-speaking heartlands* also tend to be in remoter or more inaccessible areas. The fortunes of Welsh and Scots Gaelic have taken an upturn in the last twenty years, with a more general awareness of the cultural heritage that the languages represent. In Wales, attendances at adult language classes everywhere are on the increase – in many regions permanently oversubscribed.

The language is being given a good start among the very young by means of an effective if underfunded *rhwydwaith network of ysgolion meithrin nursery schools* (singular *ysgol feithrin*), which give pre-school age children from both Welsh- and English-speaking homes the all-important early grounding in the language. In the school system, Welsh is now an integral part of the National Curriculum, and in areas with a high proportion of Welsh speakers most *ysgolion cynradd primary schools* teach mostly *trywgyfryng y Gymraeg through the medium of Welsh*. This policy aims at enabling every child to be **dwyieithog bilingual** by the time he or she enters the *ysgol uwchradd secondary school*, and the proven **manteision advantages of dwyieithrwydd bilingualism**, especially in learning *ieithoedd estron foreign languages* later on, no doubt account in part at least for the overwhelming support for this educational policy among Welsh- and English-speaking families alike. Outside the school system, there is a vigorous Welsh-language publishing industry, and a popular radio and TV channel. A Welsh-language film was nominated recently for an Oscar for Best Foreign Language Film. *Ar y cyfan on the whole*, it is probably fair to say that the prospects for Welsh (and Scots Gaelic) are looking better now than they have done for a hundred years.

Irish and Breton are in a more precarious position. Irish was dealt an almost mortal blow by the Famine of the nineteenth century, when many native speakers lost their lives and many more were forced into exile in the New World. The drastic decline in numbers that this engendered is probably now unstoppable, despite widespread and enthusiastic government support for the language in the Republic. Then again, there has been a notable resurgence of

interest in the language in recent years, particularly in the North, and this gives, for the first time in many decades, grounds for optimism. Breton, on the other hand, has a large number of speakers (perhaps even more than Welsh), but suffers hostility from central government, which has made determined and undisguised efforts to eradicate the language. The future of these two languages is *tantol in the balance*.

As for Cornish and Manx, their fate has already been decided, while the presumed last native speaker of Manx, Ned Maddrell, died as recently as 1974. Yet today these languages are heard again, not, of course, in exactly the same form as before – while Manx is at least of such recent demise that there are electronic recordings of how it sounded, the restoration of Cornish has presented a more testing problem – but as living languages nonetheless. Both are taught in schools, and both are beginning to experience the birth pangs of revival. The road will doubtless be a long and wearisome one for them, but the hope of those who wish to see them revived (in living community languages (as has already been achieved with Israeli Hebrew) is perhaps not as far-fetched now as it might have seemed even a mere twenty years ago.

## 13 Dyma'r penaw-dau diwedda

**Here are the latest headlines**

In this lesson you will learn how to:

- say that something was done
- say 'myself', 'yourself' etc.
- make adverbs from adjectives

### Pigion o'r newyddion

Fe gafoedd tri o ddiynion eu harestio neithiwr ar ôl i'r heddlu gach eu hawl i dafarn yng nganholyd y dre. Dywedodd llefarydd dros yr heddlu y bore 'ma fod dau ddyn wedi cael eu cyhuddo o fod yn feddw mewn lle cyhoeddus, ac y bydd un arall yn cael ei gyhuddo rywbyrd heddw o ymosod ar heddwlas.

Bydd adroddiad yn cael ei gyhoeddi gan y llywodraeth heddw yn dangos fod y mwyafrif llethol o rieni di-Gymraeg yn y sir o blaid addysg drwy gyflwyneg y Gymraeg i w plant. Bydd ystadegau'n cael eu rhuddhau yfor y i ddangos yn union pa ganran o blant y sir sy'n cael eu dysgu'n bennaf trwy'r Gymraeg yn yr ysgolion cynradd.

Fe gafoedd tri o bobol eu hanafu'n ddifrifol mewn damwain car ar y ffordd rhwng Abersoch a Phwllheli y bore 'ma. Roedd rhaid i un ohonynt nhw aros am hanner awr cyn iddi gael ei rhuddhau o'r car gan y gwasanaethau brys. Roedd y ffordd ar gau trwy gydol y bore, ond fe gafoedd ei hailagor amser ciniol.

Mae deugain o bobol wedi cael eu diswyddo o ffatri ddilad ar ymylon y dre. Hwnnodd rheolwr y ffatri, Mr J Williams, fod y cwmni wedi cael ei daro'n ddifrifol gan yr hinsawdd economaidd yn diweddar, ac fe gadarnhaod y bydd y cwmni yn cael ei roi yn nwylo'r derbynwyr erbyn diwedd yr wythnos. Bydd gweithwyr mewn ffatrioedd eraill yn Lloegr hefyd yn cael eu diswyddo, meddai.

Ac yn ola, mae merch fach saith oed o Laneglwys wedi cael e gwothrwyd gan Frigâd Dân y dre am ei dewrder wrth achub ei brawd. Pedair oed, funudau cyn i w t y gael ei losgi'n ulw ddiwedd trus yfory i dderbyn tystysgrif a medal, ac fe fydd hi a'i theu i ffirニアu'n cael eu gwahoddi barti Nadolig Maer y dre wythnos nesa.

### Geirfa

pigiona selections	<b>anafu</b> injure
llefarydd spokesman, spokeswoman	<b>athagor</b> reopen
cyhuddio accuse; charge	<b>diswyddo</b> sack, fire
ymosod (ar) attack	<b>ynnylon</b> outskirts
adroddiad report	<b>honi</b> claim
mwyafrif majority	<b>hinsawdd</b> climate
llethol overwhelming	<b>cadarnhau</b> confirm
sir (f) (Welsh) county	<b>derbynwyr</b> receivers
o blaid in favour of	<b>meudai</b> he (she) said
addysg (f) education	<b>gwobrwyd</b> give an award/prize to
cyfrwng medium (noun)	<b>dewrder</b> bravery
ystadleuan statistics	<b>athub</b> save, rescue
rhyddhau release	<b>llogi</b> burn
cannan percentage	<b>ulw</b> ashes
yn henuaf mainly	<b>cyflwyno</b> present (vb)
	<b>tystysgrif</b> (f) certificate

## Passive sentences

A sentence like 'The boy threw the snowball' is an active sentence, because the subject ('the boy') is doing the action ('threw'). If we turn it round and say 'The snowball was thrown by the boy', we have a passive sentence, because the subject ('the snowball') is the recipient of the action.

In Colloquial Welsh, passive sentences use **cael get** – 'the snowball was (or: got) thrown' is phrased as 'the snowball *got its throwing*':

**Fe gafodd y bêl eira ei thaffu**

From this it should be clear that the basic construction for passives is:

**cael + possessive adjective + VN**

and the VN will be subject to mutations depending on which

possessive precedes it – review Lesson 4 if you wish to refresh your memory on this.

Taking **talu pay** as an example, we can see how the past-tense passive will look for all persons:

**ges i nhalu**

I was paid

**ges i nhalu**

you were paid

**gaeth e ei danu**

he was paid

**gaeth hi ei thalu**

she was paid

**gaethon ni'n talu**

we were paid

**gaethon ahw eu talu**

they were paid

Remember the various alternative forms for the preterite of **cael** – **gafodd** for **gaeth**, **gawson** for **gaethon**, etc. – that you are just as likely to hear depending on the area.

Other tenses of the passive are simply done using the appropriate tense of **cael** – nothing else in the construction changes:

**dw i'n cael nhalu**

I am paid

**dw i wedi cael nhalu**

I have been paid

**or ga i nhalu**

I'll be paid

**dw i wedi cael nhalu**

I have been paid

If you need to specify who the action was done *by*, use **gan** (and remember that it has special personal forms – Lesson 6):

**Fe gafodd y bêl eira ei thaffu gan y bachgen**

### Exercise 1

Turn these active sentences into passives.

Example:

**Stopiodd yr heddlu ein bws**  
*The police stopped our bus*

– **Gaeth ein bws ei stopio gan yr heddlu**  
*Our bus was stopped by the police*

1 Mae'r plant yn golchi'r car.

2 Dorrodd y lleidr ffenest y gegin.

3 Gohiiodd y caderydd y cyfarfod.

4 Bydd y trysorwyd yn cyhoeddi'r ffigurau nes ymlaen.

5 Bydd Eleri'n canu'r gân 'ma yfory.

6 Mae Rhodri'n paratoi'r bwyd ar hyn o bryd.

Note: An alternative way of forming the passive, using endings instead of *cael*, is the norm in the media and in Literary Welsh – this will be dealt with in Lesson 15.

## Stative passives

These correspond to simple past participles in English, used either as adjectives:

a *broken* window  
an *unopened* letter

or as a complement of the verb 'to be':

this window is *broken*  
this letter is *unopened*

Welsh does not have true participles, but takes these expressions for what they are: stative passives (where the state is the result of a previous action). If we look first at a *dynamic* passive:

(pres.) Mae'r ffenest yn cael ei thorri  
(pret.) Mae'r ffenest wedi cael ei thorri  
(perf.) Mae'r ffenest wedi cael ei thorri

we see, of course, some form of *cael* in each case. The *cael* serves to indicate the fact that a dynamic action has occurred or is occurring. When we look at a window that *has been* (*wedi cael*) broken already (the third example above), that action has already happened (it could have happened years ago), so in this case the action indicator (*cael*) is removed, so that

Mae'r ffenest wedi cael ei thorri

The window has been broken

becomes

Mae'r ffenest wedi ei thorri  
The window is broken

Notice that the possessive + VN remain, and that mutation of the VN will still depend on the gender and number of the noun in question – 'a broken table' will be **bwrdd wedi ei dorri**, because **bwrdd** is masculine. The possessives are usually shortened in writing after **wedi**: **wedî'i thorri**, **wedî'i dorri**, **wedî'u torri** etc.

## heb in stative passives

**Heb** is used in exactly the same way as **wedi** in stative passives, but to correspond to 'un...', i.e. to indicate a state where something *has not happened* – for 'an unopened letter' we say 'a letter *without its opening*' **Ilythyr heb ei agor**. Further examples:

nofei heb ei chyhoeddi	an unpublished novel
siech heb ei llawnwi	an unsigned cheque
problem heb ei datrys	a blank cheque ('... without its filling')
swyddog heb ei ethol	an unsolved problem an unelected official

### Exercise 2

Cyfeithwch i'r Gymraeg

- This parcel is badly wrapped.
- I have three undelivered letters here.
- The garage roof is mended now.
- This bill is still unpaid.
- I'd rather read a book aimed at native Welsh speakers.
- The mistakes are all underlined.

Geirfa

anebu (at) aim	lapi	wrap
dosbarthu deliver	tanhellu	underline
gwali (-au) mistake	trwsi	mend, repair

## Special uses of newydd

In ordinary **wedi**-tenses (of which we have encountered the perfect and pluperfect – Lesson 12), you can replace the **wedi** by **newydd** to indicate that the event has just happened. Compare:

Mae'r trydanwr wedi mynd	The electrician has gone
Mae'r trydanwr <b>newydd</b> fynd	The electrician has just gone
Maen nhw wedi cyrraedd	They've arrived
Maen nhw <b>newydd</b> gyrraedd	They've just arrived

In stative passives, **newydd** + possessive + VN is used to indicate a situation that has only recently come about: **stop newydd ei hagor a recently opened shop; ffugrau newydd eu datgan recently released figures.**

## Sgwrs



- ALED: Ti 'di clywed am Eifion?
- BRUCE: Naddo - dw i newydd ddod yn ôl o Gaerfyrddin panawn 'ma. Beth sy wedi digwydd?
- A: Gafodd e ei stopio gan yr heddlu bore 'ma.
- B: Do? Pam? Oedd e'n gyrru'n rhy gyflym fel arfer?
- A: Nag oedd, nag oedd - doedd un o'r goleuadau cein dim yn gweithio, a 'na panu stopion nhw fe.
- B: Wel, a bod yn onest, meddwl dw i y dylair heddlu dreulio'u hamser yn mynd ar ôl troseddwyd go iawn yn hytrach nag erlid pobol diniwed fel Eifion . . .
- Ie . . . ond pan edrychon nhw ar ei ddogfenni, fe welon nhw fod y car heb ei yswirio, a blynny ers wyth mis!
- Wel, mae hymny'n warthus, rhaid i mi ddweud.
- A: Cytuno'n llwyr. Mae cyffioldeb armon ni i gyd i wneud yn siwr bod ni'n gyrru'n gyfreithlon, on'd oes?
- B: Oes. Ei roi yn y carchar am fis neu ddua sy eisau. (*takes out his own documents*)
- A: Edrych fan hyd, Aled . . . popeth fel y dylai fod. (*has a casual look*)
- B: Popeth ond yr yswiriant, ti'n meddwl.
- Beth?
- A: (*has another, closer look*)
- Ac mae'r drwydded yr yrru heb ei harwyddo. Ac mae'r dreth yn dyledus ers tair wythnos . . .
- B: Well i mi fynd. Aled. Mae'r swyddfa bost yn cau am bump.

## Geifa

- Caerfyrddin Carmarthen  
golau (pl. goleuadau) light  
mynd ar ol go after; chase  
troseddwr (-wyr) criminal  
go iawn real; genuine  
yn hyrach na rather than

- gwarthys disgraceful  
cyffoldeb responsibility  
cyfreithlon legal  
ei roi . . . sy eisau he needs putting  
carthar prison  
trwydded (f) licence

Cywir neu Anghywir?	
1 Oedd y treth ar gar Eifion heb ei thalu.	C/A
2 Doedd dim goleuadau cefn yn gweithio ar gar Eifion.	C/A
3 Oedd Bruce wedi yng Nghaerfyrddin.	C/A
4 Cafodd Eifion ei roi yn y carchar am fis.	C/A
5 Doedd dim ddogfenni 'dag Eifion pan stopiodd yr heddlu fe. C/A	C/A
6 Doedd Bruce ddim wedi llofnodi'i drwydded.	C/A

arwyddo sign (vb)	
treth (f) tax	
dyleduus due	

### Exercise 3

In English we have special relative pronouns 'who'/'that' (for persons) and 'which'/'that' (for things) that relate back to a previously mentioned item:

This is the man *who* tunes our piano for us  
I've lost the instructions *that* come with this machine

Where, as in the above examples, a present tense follows the relative pronoun in English, Welsh uses a special *present tense relative form* of the verb **bod** that does the work of the relative as well as the verb. In speech it is usually **sy**, but in writing you will often encounter it as **sydd**. It takes the place of the ordinary present tense when the relative pronouns are required in English.

**Mae'r dyn ma'n trwsio'n ffôn ni**

This man is *mending* our phone

**Dyna'r dyn sy'n trwsio'n ffôn ni**

This is the man *who* is *mending* our phone

**Maen nhw'n siarad yr iaith yn rhugf**

They *speak* the language *fluently*

**Dyna'r bobol sy'n siarad yr iaith yn rhugf**

Those are the people *who speak* the language *fluently*

**Mae'r cyfarwyddiadau'n dod gyda'r peiriant**

The instructions *come* with the machine

### Wi ddimm yn deall y cyfarwyddiadau sy'n dod gyda'r peiriant

I don't understand the instructions which come with the machine etc., because this also involves the present tense of **bod** (+ wedi) in Welsh:

### *Mae'r parseli wedi cyrraedd*

The parcels *have arrived*

### *Dyma'r parseli sy wedi cyrraedd*

These are the parcels which *have arrived*

**Sy** is also used in place of **mae** after the question words **Pwy . . . ? Who . . . ?**, **Beth . . . ? What . . . ?** and **Faint . . . ? How many . . . ?** when these are the *subject* of the sentence:

**Pwy sy wedi bod yn eistedd ar nghadair i?**

Who's been sitting on my chair?

### Exercise 4

Turn these ordinary sentences into relative ones using **Dyma . . .**

Example: **Mae'r ferch 'ma'n siarad Cymraeg**  
— **Dyma'r ferch sy'n siarad Cymraeg**

- 1 Mae'r bobol 'ma wedi dod i'ch gweld chi.
- 2 Mae'r ddynes 'ma'n gofalu am y plant bob Nos Wener.
- 3 Mac i'r fath beth yn tueddu digwydd.
- 4 Mae'r anifail 'ma'n sâl.
- 5 Mae'r car 'ma wedi torri i lawr.
- 6 Mae'r teulu 'ma wedi prynu'r ty drws nesaf.

### How to say 'myself', 'yourself' etc.

'Self' is **hunan** (singular), **hunain** (plural) in S areas, **hun** (singular or plural) in N areas. It combines with the possessive adjectives:

<i>South</i>	<i>North</i>
sing. 1 'n hunan	myself
2 dy hunan	yourself
3m ei hunan	himself
3f ei hunan	herself

### *South*

### *North*

	<i>South</i>	<i>North</i>
plur.	1 ein hunain	ourselves
	2 eich hunan	yourself
	eich hunain	yourselves
	3 eu hunain	themselves
		eu hun

### *Pam na ddewebh ehir'h hun?*

Why don't you come *yourself(yourselves)*?

### *Pwylla, neu fyddi di'n brifo dy hunan!*

Careful now, or you'll hurt yourself!

### *Mae'n debyg bydda i'n gorffod ffônio fo 'n hun*

I'll probably have to phone him myself

### *Gwnnewch eich hunain yn gartrefol*

Make yourselves at home

### How to say 'on my own' etc.

The forms for 'self' are used with **ar ben** in Colloquial Welsh to mean *on . . . own*:

ar ben 'n hunan	on my own
ar ben dy hunan	on your own
ar ben ei hunan	on his own
ar ben ei hunan	on her own
ar ben ein hunain	on our own
ar ben eich hunan	on your own (singular)
ar ben eich hunan	on your own (plural)
ar ben eu hunain	on their own

These are the usual forms in S areas. In the N, one form **hun** does the job of both **hunan** and **hunain**. In more formal Welsh you may come across versions with a possessive before **pen**, and consequent mutations, e.g. **ar ei phen ei hunan on her own**.

### Turning adjectives into adverbs

You can make adverbs from adjectives (like adding '-ly' in English) by putting **yn** before the adjective:

pendant definite	<b>yn bendant</b> definitely
araf slow	<b>yn araf</b> slowly

cyffym quick  
trwm heavy  
agored open  
mawr big; great

yn gyffym quickly  
ya drwm heavily  
yn agored openly  
yn lawr greatly

The same principle applies with the comparative, whether the -ach or the inwy (Lesson 11) type:

arafach slower

yn arafach more slowly  
inwy cyfforddus more comfortable  
yn fwy cyfforddus more comfortably

### Exercise 5

Unscramble the following sentences:

- 1 dre ei cael newydd hagor yn wedi mae llyfrgell y
- 2 hyn chi eich fan dych ben? hun ar
- 3 wedi popeth barod mae i yn drefnu
- 4 'ma wi hunan y moyn 'n 'n gwaith gwneud
- 5 eu docyn i'r dal gwerthu heb mac 'ma ddau yn
- 6 i'ch wedi chi ydy? 'to teledu drwsio

### Bron – 'almost'

To say 'I almost/nearly (did something)', use **Oedd bron i mi + VN:**

**Oedd bron iawn i mi syrrhio** I very nearly fell

**Oedd bron i'r plant goll i'r bws** The children almost missed the bus

**Oedd bron i Mererid fynd hebddon ni** Mererid almost went without us

'Almost . . . -ing' is **bron â** (optional AM; **ag** before vowels):

**Oedd hi bron â llefain** She was almost crying (S)

**Oedd hi bron â chrio** She was almost crying (N)

### Prin – 'hardly', 'scarcely'

This is usually followed by a 'that'-clause (Lesson 11):

**Prin y gallen ni ganiatâu hyunny** We could hardly allow that

With the present tense of **bod**, the 'that'-clause is optional:

**Prin bo f'n cofio fe nawr**  
or **Prin dw i'n cofio fe nawr** I hardly remember him now

### How to translate 'become'

There is no verb directly corresponding to 'become' in Colloquial Welsh – instead the usual way of expressing a change of state is with **mynd + yn**:

**Mae Sioned yn mynd yn grac**  
Sioned's getting cross

**Mae'r peth 'ma wedi mynd yn wyrrid**  
This thing has gone green

Sometimes **dod yn** is used, particularly where the change of state is viewed subjectively:

**Mi ddaw'n amlwg cyn hir**  
It will soon become clear

### Another way of saying 'want to . . .'

Instead of using **eisian/moyn** (Lesson 6), it is possible in Colloquial Welsh to use **am** + VN to mean 'want to (do something)':

**Wi am drafod hyn 'da ti ymhellach ar ddiwedd y noson**  
I want to discuss this further with you at the end of the evening

**Pwy sy am redeg y stondin teganau eleni?**  
Who wants to run the toy stall this year?

### Exercise 6

Convert these 'want' sentences from **eisian/moyn** to **am**, or vice versa:

Example: **Wi'n moyn talu â siec**  
– **Wi am dahu â siec**

- 1 Dan ni cisau gweld y dogfenni i gyd cyn penderfynu
- 2 O'n i am wneud yn siwr fod pawb yma (- moyn)
- 3 Dych chi'n moyn casglu'r papurau ar y ffordd adre?
- 4 Maen nhw am ddatblygu eu sgriniau cyfathrebu (- eisian)

- 5 Bydd Isgwyn yn moyn cyfweld â'r ymgeiswyr yn fuan  
 6 Dwi eisiau dileu 'n enwi o'r rhestr

### Geirfa

<b>dogfen (-ni)</b> (f) document	cyfweid â interview
<b>casglu</b> collect	ymgeiswyr (pl.) applicants
<b>dathbygu</b> develop	'yn fuan' soon

**eyfathrebu** communicate

dileu delete, remove

hapus	gwyn
tlawd	gwan
cryf	cymblyeth
newydd	trist
crwn	petryal
perygius	cas
golygon	hawd
difas	cytoethog
caredig	hen
da	diogel
symbl	diadolol
anodd	oer

## Feminine and plural forms of adjectives

Some adjectives have different forms for use with feminine nouns. The most common in Colloquial Welsh are (feminine forms in brackets):

**gwyn** (**gwenn**) white      **byr** (**ber**) short

**gwydd** (**gwerdd**) green      **trwm** (**trwm**) heavy

**melyn** (**melein**) yellow      **tlws** (**tllos**) pretty

**crwn** (**cron**) round      **cryf** (**cref**) strong

So we say, for example, **nodyn byr a short note** but **storï fer a short story**; **crys gwydd a green shirt** but **ffrog werdd a green dress**.

In the older language, many adjectives had plural forms for use either with plural nouns or as nouns in their own right. Nowadays only a very few adjectives do this routinely, of which by far the most common are (plural forms in brackets) **arall** (**eraill**) *other*, **ifane** (**ifainc**) *young*, and **bychan** (**bychain**) *small*. But plural formations (mostly in -ion) are found with other adjectives when they are used as nouns: (**cyfoethog**) **y cyfoethigion** *the rich*; (**marw**) **y meirw** (**meirwon**) *the dead*, (**dall**) **y dellion** *the blind*.

You will also occasionally come across plural adjectives in set expressions – in Wales, listen for **gwyntedd cryfion** *strong winds* on the weather forecasts!

### Exercise 7

Pair off the adjectives:

ysgafn	drwg
du	hyll
poeth	trwm

Which two were already paired off?

## Y tafodieithoedd – the dialects (I)

Like most languages, Welsh comes in a variety of distinct, though similar, dialects. Terrain plays an appreciable part in whether speakers from one area have an **acen wahanol** *different accent* or use **geiriau gwahanol** *different words* from those in another. **Mynydd-dir** *mountainous country* – and there is plenty of that in Wales – hinders **eyfathrebu** *communications* (this has at least been true until ones **cyfringau torfol** *the age of the mass-media*) and so encourages the natural process of linguistic change, because speakers from different **cymunedau** *communities* do not get the chance to influence each other's speech.

Much is made in Welsh of the **gwahaniaeth** *difference* between Northern and Southern dialects. According to which type a native speaker is perceived to use, he or she will be regarded and referred to as a **gog** *Northerner* or a **hwntw** or **sioni** *Southerner*. This North/South divide is certainly a useful starting-point for the uninformed, and native speakers share this perception, even if it is a little simplistic, based as it is broadly on certain pronunciation features; once other factors such as grammar and vocabulary are taken into account, the overall picture becomes less clear-cut. The danger with taking the North/South idea too far is that, for example, many dialects (especially in central regions) sound Southern, but use certain vocabulary items associated with the North. And there is certainly no single line where all 'northern' words stop and 'southern' ones take over. For example, there are two words in Welsh for 'our': **allan** (classed as a N word) and **mas** (classed as a S word); also

there are two words for want: **eisbau** (N) and **moyn** (S); but you may well hear a speaker in mid-Wales use **mas** for 'out' but **eisbau** for 'want'. To see this (as some do) as an undesirable 'mixing' of North and South is to fail to understand the nature of dialect in Welsh which is that, as you move from North to South, the Welsh changes gradually, constantly and by almost imperceptible degrees. One could just as easily claim, incidentally, that distinctively N and S dialects represented divergences from a central norm. The truth is, of course, that there is no norm, at least as far as the dialects are concerned. They are all different, and in this difference lies one of the most fascinating aspects of Welsh. They certainly **cyfrannu** contribute to **eyfoeth yr iaith** *the richness of the language*.

In the next lesson, we will be taking a look at some of the characteristics that mark out various dialects of Welsh.

- In this lesson you will learn how to:**
- say that something *would* happen
  - say that you *would do something if...*
  - talk about the person who does something
  - talk about the *likelihood* of something happening

## 14 Tasai'ch brawd

**fan'ma . . .**  
**If your brother were here . . .**

### Sgwrs

*Ceri and Gwyn bump into each other as they are looking for Christmas presents for their wives*

- Gwyn: Wel, wel . . . Ceri Williams yn crwydro canol y dre, a hihau heb nosi!
- Ceri: (irritably)
- Cau dy ben, Gwyn, nei di? Dw i'n teimlo fel mod i wedi bod tan hyn ers y bore glas, ac dw i'n dal heb ddod o hydi anrheg Nadolig i Cathy.
- G: 'Na beeth od bod y ddau ohonon ni'n digwydd cwrdd fan hyn, 'te, a ffinnau'n gwneud yr un peth â ti!
- T'i'n chwillo am rywbedd i Meleri, wyt ti? Wel, pob llwyddiant - oes syniadau 'da ti o gwbwl?
- G: Nag oes, fel arfer - dim clem 'da fi be' hoffai hi. Ond gwranda - gan bod ni wedi dod ar draws ein gilydd, beth am inni . . . gydwethio, fel petai?
- C: Syniad gwyach - helpa di fi, ac fe helpa innau dihau, ti'n meddwl?
- G: 'Na yn union be' dw i'n feddwl.
- (They go into y siop agosa the nearest shop. Ceri instinctively picks up a charming lif gadwyn ddydanol electric chainsaw that is

*both llwgar colourful and rhesymol reasonably priced)*

C:

Sbia, Gwyn - mae hon yn rhesymol iawn . . . llai nag ugan punt, gyda chyfarwyddiadau llawn! A coch yw hoff liw

Cathy, cofia.

Wel, bydd yn onest, nawr, Ceri - fyddai honno'n iawn i tithau, siwr iawn - ond teimlo dw i na neith hi mo'r tro i hitrau rywsut.

(knows deep down that Gwyn is right)

Ie - ti'n iawn, wrth gwrs. Merched! 'Sdim plesio nhw, nag oes?

G: Nag oes.

(sees a notice in y sŵp gyferbyn *the shop opposite*)

Ond paid digaloni - mae 'na arwerthiant offer garddio ail-law draw fan'na!

C: I'r dim! Byddwn nîn ffendio rhywbeth addas iddi fan'na, mae'n debyg.

G: Gallan. A cofia - pan fyddwn ni wedi prynu'r anrhegion, cadw'n dawel.

I Meleri hefyd. Gall y ddwy helpu ei gilydd, on' gallan?

C: Gallan. A cofia - pan fyddwn ni wedi prynu'r anrhegion, cadw'n dawel.

Iawn - welest ti mono innau, a weles i monot tithau.

### Geirfa

crwydro	wander	dod	ar draws ein gilydd
a hittian	heb nosi		bump into each other
and it's not even dark yet		cydweithio	co-operate
cau dy hen shur up		fel	petai as it were
y bore glas	the early morning	yn	union exactly
'na beth od	how funny/strange	cyrarwyddiadau	(pl.) instructions
pod llwyddiant	good luck	gwneud	y tro de the trick
'sdin elem 'da fi		digalonni	get down-hearted
I haven't a clue		arwerthiant	sale
gan (bod) since/as . . .	offer equipment	addas	suitable
ail-law second-hand			

### Conditional

There are two ways, depending on the region, of forming the conditional of **bod** ('I would be', etc.), using different stems – **bydd-** or **bas-**. Either way, the endings are the same as in **dyfwn i** and **gallwn i** encountered in Lessons 8 and 10.

South	North
<b>byddwn i</b>	<b>bydden ni</b>
<b>byddet ti</b>	<b>byddech chi</b>

*North*

<b>baswn i</b>	<b>basen ni</b>
<b>baset ti</b>	<b>basech chi</b>
<b>basai fe/hi</b>	<b>basen nhw</b>

*South*

General principles for inflected verbs apply (see Lesson 7). You will frequently hear the bas- forms without the ba-, so for example 'sech chi for basech chi.

'Tag'-questions can be made by placing **On'** before the full forms (with or without the pronouns):

Fyddent nhw gartre erbyn hyn, *on' bydden (nhw)?*

They would be home by now, wouldn't they?

'Sa'fe o blaid, *on' basai (fe)?*

He'd be in favour, wouldn't he?

### Conditional of other verbs – 'I would (do something)'

Any other VN can be linked with the conditional of **bod** (by means of **yn** in the usual way) to form its own conditional:

<b>Byddwn i'n mynd</b>	I would go
Basech chi'n cyrraedd	You would arrive
Fyddai hi'n cytuno?	Would she agree?

'Sen nhw ddin eisiau 'ny  
And if you use **wedi** as the link-word, you get '... would have (done something)':

<b>Byddwn i wedi mynd</b>	I would have gone
Basech chi wedi cyrraedd	You would have arrived
Fyddai hi wedi cytuno?	Would she have agreed?

### Exercise 1

Turn these sentences into conditionals – use the **bydd-** type for this exercise.

Example: Mac Fred a Ron yn cytuno  
– **Byddai Fred a Ron yn cytuno**

- 1 Dw i'n derbyn popeth dych chi'n ddwedd.
- 2 Dych chi'n fodlon helpu?
- 3 Maen nhw'n gwadu'r cyhuddiadau.
- 4 Ydy Gwen yn dod 'da ni?
- 5 Dyn ni ddim yn sôn am bethau felly.
- 6 Oes rhaid i chi gael caniatâd i wneud hyunny?

### **Exercise 2**

Now turn the sentences in Exercise 1 above into conditionals – using the abbreviated **bas-** type.

Example: Mae Fred a Ron yn cytuno

– **'Sai Fred a Ron yn cytuno**

- 1
- 2
- 3
- 4
- 5
- 6

### **'If' with conditionals**

In Lesson 10 we saw that **os** is used for 'if' with a following future or present. So we could say:

(talking about the future)

**Os bydd Ron yno heno, weda i writho fe**

If Ron is (lit. 'will be') there tonight, I'll tell him

and

(talking about the present)

**Os ydy Ron fan hyn rhwyle, ga i air ag e**

If Ron is here somewhere, I'll have a word with him

Notice that the verb in the clause after the comma (saying what will actually happen 'if . . .') is in the future in English. Now look at this English example:

If Ron were here, I would tell him

In this case, the verb after the comma is not 'will' but 'would', and

the implication is rather different – that in fact Ron is *not* here. In other words, the speaker would tell him if he could, but as it is he can't. This is called a closed condition, while the two previous examples are open conditions. An open condition leaves 'open' the possibility that the 'if . . .' element might happen; a closed condition implies that it will not, and that the whole idea is hypothetical. Closed conditions in Welsh require a different word for 'if': **pe**. Using the **bydd-** set of conditional forms, we would say:

**Pe byddai Ron fan hyn, fyddwn i'n dweud writho**

Using the **bas-** set of conditional forms, these turn into **tas-** – alter the **pe**: **pe taswn i . . . if I were . . . pe taset ti . . . if you were . . . etc.** With many speakers, the **pe** itself is dropped, leaving the **t-** element alone to convey the idea of 'if':

**Tasai Ron far'ma, 'swn i'n dweud writho**

There are a number of other variants for closed conditions in Colloquial Welsh. The two explained here are fine for S and N respectively, but don't be surprised if you hear other forms – the **pe** will be present to give you a clue.

### **Exercise 3**

Change the following open condition (**os . . .**) sentences into closed conditions – use the **bydd-** conditional forms for this exercise. Pay attention to both halves of each sentence.

Example: Os byddai i'n hwyr, bydd y gweddill yn aros

– **Pe hyddwn i'n hwyl, byddai'r gweddill yn aros**

- 1 Os bydd amser 'da ni, gewch chi chwarear ar y sylfaeni.
- 2 Os byddan nhw'n cwyano, byddwn ni'n gorfol meddwl am ryw-bech arall.
- 3 Os bydd y car yn torri lawr, bydd rhaid i mi gerdded.
- 4 Os gwela i fe, byddai i'n rhoi gwybod i ti.
- 5 Os eith petrhau'n chwith, gallwn ni ailddechrau.
- 6 Os digwyddid hyunny, bydd y teulu i gyd yn siomedig.

**Geifta**

<b>siglen (-ni) (f)</b>	<b>swing</b>	<b>rholi gwybod i</b>	<b>lct... know</b>
<b>cwyno complain</b>		<b>mynd yn chwth</b>	<b>go wrong</b>
<b>gorfol be obliged to</b>		<b>aiddechrau</b>	<b>start again</b>

**Exercise 4**

Change the following closed condition sentences into open conditions – for this exercise, use the **hod**– future.

**Example:** **Pe byddwn i yno, bydden nhw'n gofyn i mi**

If I were there, they would ask me

**Os byddai i yno, byddan nhw'n gofyn i mi**

If I'm there, they will ask me

- 1 Pe byddet i'n ymaelodi â'r clwb sbonecen, byddwn i'n gallu chwarae yn d'erb yn di.
- 2 Pe byddai ei phiant hithau'r perfformio heno, byddai 'n plant ninnau'n perfformio hetyd.
- 3 Pe bydden nhw'n mynd i'r Eidal, bydden ni'n mynd i Ffrainc.
- 4 Pe bydden ni'n gallu, bydden ni'n dod.
- 5 Pe hyddech chi'n cael trafferth, bydden ni'n helpu.
- 6 Pe byddai Ad a Vic ar gael, byddwn i'n gofyn iddyn nhw.

**Geirfa**

**ymaelodi** join (club, etc.)      **sbonecen** squash (game)

**Exercise 5**

Imagine what you might do if the following six things came true, and make two-part sentences with **pe byddwn i'n ... , byddwn i'n ... or taswn i'n ... , baswn i'n ...**. You can use negatives in the second part if you like, of course.

**Example:** (ennill milion o bunncoedd)

– **Taswn i'n ennill milion o bunncoedd, baswn i'n mynd ar daith o gwmpas y byd**

If I won a million pounds, I'd go on a trip round the world

- 1 cael rywahodd i Balas Buckingham
- 2 gweld papur deg punt ar y palmant
- 3 bod yn frenin
- 4 eilieddu Ferrari coch
- 5 bod yn blentyn eto
- 6 cael 'yn stopio gan yr heddlu am yruru'n rhy gyflym

**Reported speech with byddwn etc.**

If someone makes a statement about the future ('I will buy a mobile phone') and you then wish to report what was said, the future is turned into the conditional, as in English:

Sioned: 'I'll buy a mobile phone tomorrow'

[reported] Sioned said she would buy a mobile phone the next day

In this usage, the **bydd**– type conditional is used rather than the **bas**– type.

Sioned: 'Byddai i'n prynu ffôn symudol yfory'

**Wedodd Sioned y byddai hi'n prynu ffôn symudol y diwrnod wedyn**

**Exercise 6**

Report what the people said as indicated.

**Example:** Gerwyn: 'Bydd hi'n bwrrw glaw heno'

– **Wedodd Gerwyn y byddai hi'n bwrrw glaw heno**

- 1 Mrs Williams: 'Byddai i'n mynd i'r dre'
- 2 Iestyn: 'Bydd y siop ar gau'
- 3 Meleri: 'Bydd y ddau ohonoch chi'n hwyr'
- 4 Rhys: 'Byddan nhw wedi mynd yn barod'
- 5 Aled: 'Fydd dim bwyd ar ôl'
- 6 Gwenith: 'Fyddai i ddin yn gwneud ngwaith cartref'

**Extended pronouns (emphasis)**

In addition to the ordinary pronouns (Lesson 3), Welsh has a set of extended versions used to convey emphasis or contrast:

<i>singular</i>	<i>plural</i>
1 innau, finnau, minnau	ninnau
2 titbau	chittbau
3m yntau, fintau, (N) fothau	nhwthau
f hithau	

You will not come across these all that often, but you should certainly be aware of them. You are quite likely to hear **chithau** you wish someone **Nadolig Llawen** *Happy Christmas*, to which one set response is **A chithau And (the same to) you (too)**. They are common in expressions of the type:

**a finnau (hefyd)** me too  
**na finnau (chwaith)** me neither

**Dw i'n mynd i'r dre yfory.**  
 I'm going to town tomorrow

– **A finnau**  
 – Me too

**Yn ni ddini yn danfon cardiau Nadolig**  
 We don't send Christmas cards

– **Na ninnau**  
 – Neither do we [nor we]

**A hithau** ... is sometimes heard in idiomatic Welsh with impersonal expressions (remember that **hi** is the pronoun used for 'abstract' it):

**A hithau'n tynnau at saith o'r gloch, dyma benawdau'r newyddion**  
 (With) it getting on for seven o'clock, here are the news headlines

**Oedd hi bron yn anhosib, a hithau'n bwrw mor drwm**  
 It was almost impossible, (with) it raining so heavily

## How to say 'each other'; and 'together'

The expression for 'each other' varies for person:

**ein gilydd** 1st person (talking of *us*)  
**eich gilydd** 2nd person (talking of *you*)

**ei gilydd** 3rd person (talking of *them* – but notice that the spelling is the singular **ei** rather than the plural **eu** – the pronunciation, of course, is 'eɪ' in any case)

**Fyddwn ni'n helpu'n gilydd** We will help each other

**Dach chi'n rhy bell o'ch gilydd** You're too far away from each other

**Maen nhw'n casáu ei gilydd** They hate each other

'Together' is done in Colloquial Welsh by saying 'with each other', using either **gyda** (S) or **efo** (N) – the principle of varying for person still applies. So:

South	North
<b>gyda'n gilydd</b> (we) together	<b>efo'n gilydd</b> efo'ch gilydd
<b>gyda'ch gilydd</b> (you) together	<b>efo'i gilydd</b> (they) together

We want to be together

South	North
<b>Dych chi'n mynd gyda'ch gilydd?</b>	Are you going together?
<b>Bryd rhaid iddyn nbw aros gyda'i gilydd am y tro</b>	They'll have to stay together for now

### Exercise 7

Without translating, choose the right form for 'together' in the following sentences

- 1 We want to be together (S)
- 2 Are you two together? (N)
- 3 We'll all go together when we go (N)
- 4 Hang my two platinum discs together over there, would you? (S)
- 5 All together now, smile for the camera! (S)
- 6 These two want to sit together (N)

## Sgwrs

*Siôn is trying to tell Ieuan about his eventful trip to town*

**SIÔN:** Wel, yn gynta, nes i barcio'n anghyfreithlon – oedd rhaid ... oedd y lle mor llawn. A dim ond am bum munud, cofia, wrth i mi brynu rhywbech ...

**IEUAN:** Be' ddaru ti brynu, 'ta?  
 S: Nes i brynu hogyyd pensil, ac wedyn nes i fynd yn syth yn ôl i'r car ...

I: Faint ddaru ti ddalu?  
 S: Faint nes i ddalu am beth?  
 I: Am yr hogyyd pensil. Dw i isio gwybod – ddalu mi golli'n un i ddio.  
 O: ... nes i ddalu pedair punt a nawdeg ceiniog, dw i'n meddwl. Ac yna nes i weld heddwys yn sefyll wrth ochor y car, a naeth o ...

- I Pedair punt a nawdeg cewniog am hogydd pensil? Ddaru mi brynu set gyfan o bensiliau, gan gymwys hogydd pensil, am lai na hynny wythnos diwetha!
- S: Ie 'n i. Wel, naethon nhw ddweud 'tha i yn y siop fod y pethau 'ma'n brin olnadwy ar hyn o bryd. Ond, fel o'n i'u dweud, mi naeth yr heddwlas ...
- I: Ddaru nhw weld ti'n dod.

### Geirfa

anghyfreithlon illegal	gan gynnwys including
hogyd sharpener	llai less
'n un i my one; mine	prin scarce
cyfan whole; complete	ofnadwy awful (after adj.: awfully ...)

## Alternative ways of forming the preterite

Instead of using the inflected preterite (Lesson 9), you can use the preterite of **gwneud** (**nes i** *I did* etc.) with a following verb noun. So instead of saying *I saw* (**gweles i** etc.), you can say 'I did see'. This way, the preterite of an ordinary verb like **gweld** looks like this:

singular	plural
1 nes i weld I saw	naethon ni weld we saw
2 nest ti weld you saw	naethoch chi weld you saw
3 naeth e/hi weld he/she saw	naethon nhw weld they saw

The questions forms will be the same but with different intonation (**Nes i weld?** *Did I see?*), and the NEG forms will have a **ddim** and an *uninflected VN* (**Nes i ddim gweld** *I didn't see*).

In N regions of Wales, an even simpler alternative preterite is in common use, involving the auxiliary **ddarn**. This is invariable for person, and is followed by subject + 'VN':

singular	plural
1 ddaru mi weld I saw	ddaru ni weld we saw
2 ddaru ti weld you saw	ddaru eti weld you saw
3 ddaru o/hi weld he/she saw	ddaru nhw weld they saw

Both these alternatives are exactly the same in meaning as the inflected preterite:

**(Fe/Mi) Werthes i hamner dwsin**

**Nes i werthu banner dwsin (N)**

Ddaru mi werthu banner dwsin (N)

I sold half a dozen

### Exercise 8

Change the preterite in each sentence into the alternative form indicated. You may need the glossary at the back for some of the verbs.

Example: Codon ni dŷ newydd wrth droed y rhinw (ddaru)

– **Ddaru ni godi tŷ newydd wrth droed y rhinw**

- Gofynnes i icdi hi am ddod yn ôl wedyn (ddaru)
- Mi gollodd o ei swydd mis diwetha (ddaru)
- Athoson nhw yrra am dair wythnos (gwneud)
- Pwy dynodd y llun 'ma? (ddaru)
- Faint archeboch chi? (gwneud)
- Fe ofales i am y plant (gwneud)

## Expressing likelihood – 'probably', etc.

To say that something is *probably* the case, use the phrase **mae'n debyg** ('it is likely/probable') either at the beginning of the sentence and followed by a that-clause (Lesson 11), or tagged onto the end of the sentence as it is. You cannot put it in the middle in the way that the adverb *probably* can be used in English.

**Mae'n debyg bod hi'n mynd i fw̄w piaawn 'ma**  
or **Mac hir'n mynd i fw̄w piaawn 'ma, mae'n debyg**

*It's probably going to rain this afternoon*

**Mae'n debyg y bydd y gweiddill yn dod cyn hir**  
or **Bydd y gweiddill yn dod cyn hir, mae'n debyg**

*The rest of them will probably be along soon*

If you want to say that something seems to be the case, or is *apparently* so, use the phrase **mae'n ymddangos** ('it appears') in the same way:

**Mae'n ymddangos na fydd digon o amser 'da ni**  
or      **Fydd dim digon o amser 'da ni, mae'n ymddangos**  
It seems we won't have enough time

**Mae'n ymddangos fod popeth dan reolaeth bellach**

Everything is apparently under control now

In more formal written Welsh you may see **mae'n ymddangos** as **'ymddengys**.

Remember that **efallai perhaps, hwyrrach perhaps (N)**, and **gobeithio (I) hope, hopefully** work in exactly the same way as **mae'n debyg** and **mae'n ymddangos**.

### Exercise 9

Inject a little doubt into these bald statements by prefacing them (you will need 'that'-clauses) with the words indicated.

Example: **Mae'r swyddfa docynnau ar gau erbyn hyn.** (debyg)

– **Mae'n debyg fod y swyddfa docynnau ar gau erbyn hyn**

- 1 Dan ni'n mynd i fod yn hwyr.  
(ymddangos)
- 2 Dylech chi ymcdiheuro.  
(efallai)
- 3 Maen nhw'n dal i fod yn aros amdani.  
(debyg)
- 4 Mae hi'n rhy hwyr.  
(efallai)
- 5 Bydd y gwaith papur 'da chi yfory.  
(debyg)
- 6 Does dim caws ar ôl yn yr oergell.  
(ymddangos)

### Geirfa

**ynddiheuro** apologise      **oergell** (f) fridge  
**gwaith papur** paperwork

### 'Ever' and 'never'

These two words are not distinguished in Welsh – context makes plain which is appropriate in English. But there are two words to choose from, depending on the type of sentence.

**Byth** means *ever/never* with tenses formed with **yn + VN**.

**Eriod** means *ever/never* with tenses formed with **wedi + VN**. As for inflected tenses, **byth** is used with the future, while **eriod** is

used with the preterite (also with the **nes i** and **ddarn** alternative preterites explained above).

Examples:

**Dwi byth yn siarad Saesneg â hi**

I never speak English to her

**Dw i erioded wedi siarad Saesneg â hi**

I have never spoken English to her

**Welwn ni byth monyu nhw 'to**

We'll never see them again

**Wes i erioded y lath lanast**

I never saw such a mess

**Dyma'r gaea gwaetha eriod**

This is the worst winter ever

**Dolfinod Miami am byth!**

Miami Dolphins for ever!

As one-word answers, **byth** and **erioded** mean *Never*:

**Ydy e'n sgrifennu atat ti?**

**Byth.**  
Does he write to you?

**Wyt ti wedi fod mewn ysbryd?**

**Never.**  
Have you been in hospital?

**Wyt ti'n ysbryd?**

**Eriod.**  
Never.

### Exercise 10

Answer with an indignant 'Never!' to the following outrageous accusations. (Be really indignant – can't you see it is your **côd anrhedd** *code of honour* that is being impugned here?):

- 1 Dych chi wedi dweud celwydd? \_\_\_\_\_
- 2 Dych chi'n darllen y Financial Times? \_\_\_\_\_
- 3 Fyddet ti'n mynd i Bangkok? \_\_\_\_\_
- 4 Fuoch chi erioded yng Nghanada? \_\_\_\_\_
- 5 Fasech chi wedi talu treth y pen? \_\_\_\_\_
- 6 Wyt ti'n siarad Saesneg yn y Llew Du? \_\_\_\_\_
- 7 Ycyd chwaer yn mynd allan gyda llŷfrgellwyr? \_\_\_\_\_
- 8 Wyt ti'n cribo dy walit yn y bore? \_\_\_\_\_

### Geirfa

**celwydd** lie      **treth y pen** the poll tax  
**llŷfrgellwyr** librarian      **cribo** comb (vb)

### Y tafodieithoedd – the dialects (II)

There is no denying that even beginners in the language can usually hear the difference in accent between a speaker from the far North and one from the far South – the Welsh spoken in, say, Bangor and Barry (**Y Barri**) does sound very different. Then again, this is to be expected anyway because they are at geographically opposite poles (the same is true of the English of **Caergaint Canterbury**, **Caerliwelydd Carlisle** and **Caeredin Edinburgh**). On the other hand, spotting differences between, say, Aberaeron and Cardigan (**Aberteifi**) requires much closer examination (though natives of the area would probably have little difficulty). Seen objectively, the difference is not really that great. It is more a question of accent, including **ymagan pronunciation** and **goflef intonation**, than anything else. Other factors, in decreasing order of importance, are **geirfa vocabulary**, **gramadeg grammar** and **cystrawen sentence-structure**. As a **newydd-ddyfodiad newcomer** to the language, you will be **ymwybodol** aware of dialect primarily at the pronunciation and intonation level.

Listen for the distinctive pronunciation of **u** in most N dialects – it sounds quite unlike **i** (in the S they are indistinguishable) and verges more towards a French *u* but with unrounded lips. If you have the cassette, there are examples of words with this sound pronounced by a North-Walian and a South-Walian for you to listen to and compare. You may also notice a greater preponderance of **-a-** in N speech; not only are the plural marker **-au** and the verb-ending **-ai** pronounced **-a-**, but many N regions turn unstressed **-e-** in a final syllable into **-a-**. **rhedeg** sounds like **rhedag**, **halen** like **halan**. Typically S pronunciation features are:

- plural marker **-au** and verb-ending **-ai** pronounced **-e-**;
- **chwu-** at the start of a word often reduced to **hw-** or even **w-**;
- **wech** for **chwetch**, **warne** for **chwarae**

and if you live in **Sir Benfro Pembroke** in the south-west corner of Wales, you may hear a number of unusual pronunciations, notably **wê** for **oe**: so **wêdd hi** for **oedd hi**, **wês** for **oes**, and so on.

This is a big subject – but the important things to remember about the dialects as far as *you* are concerned are to take them in your stride – they are not that different from each other on the whole, and not to let anyone tell you the dialects are ‘not real Welsh’; or, even worse, that they are ‘bad Welsh’. Nobody would tell a Yorkshireman that about his dialect of English, would they? Not unless they were very **haerllug** *cheeky* and/or **humanddinistriol** *suicidal*.

## 15 Cefn gwlad

### The countryside

#### In this lesson you will learn:

- a more formal way of doing the passive
- how to put special emphasis on a particular idea
- more about compound sentences

**Cefn Gwlad** is a term you will hear a lot of in Wales – it means ‘countryside’, and for many it epitomises the unique character of the country in the same way as the language speaks for its people. There are many organisations dedicated to conserving (**gwarchod**) and, where necessary, defending (**amddifynn**) this aspect of Welsh life – one of them is the Countryside Council for Wales, **Cyngor Cefn Gwlad Cymru**. Here are some short items from their newspaper *Aduain y Ddraig* (‘Dragonwing’). You will see certain verb-forms you have not yet encountered – with the help of the vocabularies provided, try and get the gist of these pieces before going on to the grammar. 

Mae arolwg a gomisiynwyd gan y Cyngor Cefn Gwlad yn dangos fod yna 81 o safleoedd yng Nghymru lle gellid agor chwareli, o ganlyniaid i ganiatad a roddwyd yn ystod y pedwardegau. Mae'r rhain fwyaf o'r safleoedd mewn ardalocedd a gafodd eu dynodi oherwydd pwysigrwydd eu tirfuan neu eu bywyd gwyllt.

#### Geirfa

arolwg survey	o ganlyniad i as a result of
comisiynyd commission (vb)	dynodi earmark (vb)
safle (-oedd) site	tirfuan landscape
chwarel (-i) quarry	bywyd gwyllt wildlife

Mae'r Cyngor Cefn Gwlad yn awyddus i glywed gan unrhyw un sy'n fodlon cynorthwyo mewn arowg fel y gallir casglu mwy o wbyd daeth am y patheu. Cafwyd dirywriad mawr yn nifer y patheu oherwydd torri coeliroedd, plannu coniferau a rheoli coetiroedd mewn dull anaddas. Gellir adnabod y creadur bychan wrth ei gynnwys ton flewog drwchus, ei fwr tywodliw a'i lygaid duon chwyddedig.

### Geirfa

awyddus keen, eager	<b>adnabod</b> recognise
cynorthwyo help, assist	<b>bychan</b> little
patheu (-od) dormouse	<b>cynffon</b> (f) tail
drywiad deterioration	<b>blewog</b> fury
coetir (-oedd) woodland	<b>drwchus</b> thick
rheoli manage	<b>tywod</b> sand
dull method, manner	<b>lliw</b> colour
anaddas unsuitable	<b>chwyddedig</b> bulging

Os dewch chi ar draws pysgodyn anghyffredin, neu bysgod mewn manau annisgwyl, hoffai'r Cyngor Cefn Gwlad gael gwybod. Mewn cynllun ar y cyd â Chymdeithas Bywydeg y Môr, mae'r Cyngor yn casglu gwybodaeth ynglychol dosbarthiad yr holl bysgod sy'n byw yn y môr a'r aberoedd yng Nghymru. Mae cardiau cofnodi Cymraeg ar gael o'r cyfeiriad a roddr uctod.

### Geirfa

dod ar draws come across	<b>bwyddeg</b> biology
pysgodyn (pysgod) fish	<b>dosbarthiad</b> distribution
anghyffredin unusual	<b>holl</b> all
cynllun plan	<b>cofnodi</b> record (vb)
ar y cyd jointly	<b>uchod</b> above

### ○

Ar hyn o bryd, mae'r Cyngor Cefn Gwlad yn cefisio trosglwyddo mwy o wybodaeth i'r cyhoedd ynglychol Gwarchodfeydd Natur Cenedlaethol. Darparwyd byrddau hysbysrwydd newydd, ac mae cynllun ar y gweill i gyhoeddi casgliad o ffleithiau diddorol am yr holl Warchodfeydd yng Nghymru.

### Geirfa

trosglwyddo transmit; pass on	<b>bwrd</b> board
ynglych about; concerning	<b>hysbysrwydd</b> information

**gwardodfa** (-feydd) reserve (n)      **ar y gweill** in the pipeline  
**darparu** provide      **casgliad** collection



Gwahoddir parterriaid y Cyngor Cefn Gwlad i holi Aelodau ac owech swyddogion mewn tri chyfarfod cyhoeddus a gynheir yng Nghaerdydd, Y Drenewydd a Llandudno. Bydd cyfle hefyd i drafod rhaglen strategol y Cyngor.

### Geirfa

<b>gwahodd</b> invite	<b>cyfle</b> chance, opportunity
holi ask; put questions to	<b>strategol</b> strategic

### Alternative forms of the passive

We saw in Lesson 13 how, in Colloquial Welsh, the usual way of forming the passive is by using **cael** + possessive + VN. But more formal styles of Welsh – notably the media and Literary Welsh – frequently use an inflected impersonal (or autonomous) form of the verb. The two most common endings are:

<b>-wyd</b>	past tense
<b>-ir</b>	present or future tense

These endings are added to the stem of the verb in the normal way. They are invariable for person. If a subject is stated, they correspond exactly to the passive with **cael**. Examples:

<b>anafwyd</b> dyn a man was <i>injured</i>	[spoken: <b>cafodd</b> dyn ei <b>anafu</b> ]
<b>gwerthwyd</b> y tŷ the house was <i>sold</i>	[spoken: <b>cafodd</b> y tŷ ei <b>werthu</b> ]

trefnir cyfarfod ynni **gyson**

meetings are (*or will be*) regularly organised

[spoken: **mae** (*or hydd*) **cyfarfod ynni cael eu trefnu'n gyson**]

They can also be used on their own without a stated subject, in which case they correspond to impersonal expressions with 'It is/ was ... ed':

Dywedi fod ...

It is said that ...

Honi'r fod ...

It is claimed that ...

Drwgdybir fod ...

It is suspected that ...

**Disgwythr fod . . .**

It is expected that

This device is very common on the media, as are the **-wyd** and **-ir** endings generally.

**Cafwyd**, the **-wyd** form of **cael**, is frequently used in the media to mean *There has been...* or even *There has happened...* – **Cafwyd ymateb da** *There has been a good response*.

The **-ir** ending is unusual in that it can affect the form of the stem when it is added. If the last vowel of the stem is **-a-**, this is changed to **-e-** when the **-ir** is added:

**darpar-u** provide

**darperir**

**siaredir**

**tefir**

**cedwir**

**tal-u** pay

**darperir**

**siaredir**

**tefir**

**cedwir**

**Fe gynhelir y cyfarfod nesaf wythnos i heddlu**

The next meeting *will be held* a week today

**Fe delir eich cyflwyn yn uniongyrchol i'n banc**

Your salary *will be paid* direct to your bank

**Siaredir Cymraeg yma**

Welsh (*is*) spoken here

**Darperir lluniaeth ysgafn**

Light refreshments *will be provided*

Note also the useful **gellir one can**, and (with a different ending) **gelliad one could** and **dylid one ought to**.

Remember that these endings belong to more formal Welsh – you will see them written, and you will hear them on the media, but you should avoid them in everyday conversation.

**Exercise 1**

Turn the following impersonal sentences into their colloquial **cael** versions.

Example: **Fe gynhelir y gystadleuaeth bob blwyddyn**

– **Mae'r gystadleuaeth yn cael ei chynnal bob blwyddyn**

1 Fe drefnir yr ail gêm ar gyfer y pumed o fis Tachwedd

2 Stopiwyd dros ugain o gerbydau ar y ffordd i'r Bala

3 Lansiwyd ymgrych newydd dros hawliau dynol yn Llundain ddeo

4 Agorir y llyfrgell newydd yn swyddogol gan y Dwywsoges yfory

5 Fe dynnir lluniau o'r digwyddiad gan ein ffotograffydd

6 Chwalywyd yr adeilad yn gyfangwbl gan y tallegrynn

**Gwyr**

**Geiffa**  
berbyd vehicle

**lansio** launch

**ymgrich** campaign

**hawl** right (n)

**dynol** human

**swyddogol** official

**tywyssges** (f) princess

**digwyddiad** event

**chwalu** destroy

**yn gyfangwbl** completely

**tallegrynn** missile

**Sgwrs**

*Gwyn has a crisis (argyfwing) on his hands*

S: Beth sy'n bod, Gwyn?

Gwyn: Wi'n fili ffieindio'r allwedd. Maen nhw ar goll fel arfer.

S: Fe ddyllet ti wncud fel i fi, cariad, a rhoi nhw'n syth yn yr un lle bob tro wrth ddod i mewn.

G: Ydy hi'n anodd, Sian?

S: Beth, nawr?

G: Bod yn berffaith mewn byd sy mor bell o fod yn berffaith.

S: Wi'n ynddori. A 'sdim eisau bod yn bigog, Gwyn, oes e?

Nawr, 'te . . . effalai taw yn y gegid maen nhw. Beth am edrych fan'na?

G: Wi wedi chwilio fan'na'n barod.

S: Ti 'di mynd i weld ydyn nhw yn y lolta, 'te?

(*Gwyn goes to look and comes back unsuccessful*)

S: Wel, rhaid bod nhw'n thywle.

G: Wel, diolch yn fawr iawn, iawn ar y cyfraniad pwyseg na, Sian. Fe wyddon ni o leia fod yr allweddin debyg o fod rhywle. Wi'n teimlo'n well o lawer yn barod.

S: Tin mynd yn grac nawr, Gwyn. Ti wastad fel hyn pan ti'n ffi derbyn taw ti sy ar fai. Alla i weld yn syth drwyddat ti.

G: O, gad lonydd i fi, nei di?

S: Nawr, 'te. Gad i mi feddwl.

G: Paid gorwneud pethau, cariad.

S: (while struggling not to split his sides laughing at this, *Gwyn suddenly remembers*)

Aros eliad – nes i roi'r allwedi i ti, on'do?

G: Naddol!

S: Dot! Fi agorodd y drws . . .

S: Ie . . .  
 G: ... a fi oedd yn gorffod nôl gweddill y petbau o'r car.

S:

Ie . . . Ac yn y cyfamser, ti oedd yn golalu am yr allwedd!

G:

... O, ie . . . Ac erbyn i mi ddog yn ôl, oeddet ti wedi rhoi nhw . . .

S:

... yn 'y mhoced.

(Siân, realising the enormity of her guilt, produces *yr etenau sy dan syhw the items in question*) Mae'n ddrwg 'da fi, Gwyn. Rhaid mod i wedi rhoi nhw fan'na heb feedwl.

G:

(magnanimous in victory) Popeth yn iawn, cariad. Ond i

sy'n cognio heno.

**Gerifia**

allwedd (-i) (O) key	crac cross, angry
fel arfer as usual	wastad always
yr un lle the same place	gad lonydd i f leave me alone
anoedd difficult	gwennend overdo
perffaith perfect	yn y cyfamser in the meantime
byd world	gofaln am look after
pell far	cognio cook
pigog touchy	
cyfraniad contribution	

**Focus**

As we saw quite early on, the usual order of words in a Welsh sentence is: verb first, then subject, then whatever else is needed. This is the 'neutral' order of words in Welsh. For example:

**Mae Dylan garre heno**

V – S – place – time

simply makes a statement – 'Dylan is at home tonight'. But sometimes we wish to focus in on a particular part of the sentence. We might wish to make the point that Dylan is *at home* tonight and not somewhere else. The usual way of doing this in English is by intonation. The usual way in Welsh is by altering the word order – if you want to focus on something, you put it first in the sentence (the place we usually expect the verb to be in Welsh). So any of the constituents (*subject, place or time* in the above neutral sentence) can

be focused on by putting them first in the sentence, displacing the verb into second place:

- (a) **Gartre mae Dylan heno** place – V – S – time  
 (b) **Heno mae Dylan garre** time – V – S – place  
 (c) **Dylan sy gartre heno** S – V – place – time

The sense of each of these focused versions is as follows:

- (a) Dylan is *at home* tonight (, not out on the town)  
 (b) Dylan is at home *tonight* (, not tomorrow night)  
 (c) It's *Dylan* who is home tonight (, not Ronnie)

The italicised (focused) ideas in the English correspond to what comes first in the Welsh equivalents. Notice, incidentally, in sentence (c) that **mae** cannot be preceded by its own subject (it is unique in this respect), and must be changed for **sy(dd)** in these circumstances.

In the *Sgwrs* above, Gwyn says **Fi agorodd y drws**, meaning '*I* (and not *you*) opened the door' – he is making that point that it wasn't Siân, but him. If he had said **Agores i'r drws**, that would simply mean 'I opened the door' (and then I did something else, and then something else happened, and so on) – this would be the neutral sentence with the verb first, and it simply answers the very vague and non-specific notional question **Be' ddigwyddodd?** What *happened?* The focused version here answers a much more specific notional question: **Pwy agorodd y drws? Who opened the door?** Notice also that whenever the subject of an inflected verb is focused in this way, the verb is put in the 3rd person singular (with SM) regardless (so not: **Fi agores y drws**).

When a pronoun is the focused element in the sentence, it is often (though optionally) preceded by **y**: **Y fi . . . It is I who . . .** **Y nhw . . . It is they who . . .**

**Exercise 2**

Find and underline all the focused words or phrases in the *Sgwrs*.

**Exercise 3**

Turn the following neutral (verb first) sentences into focused ones, putting the item(s) in italics first. Watch out for **sy!**

Example: **Mae Reggie yn gwneud y siopa**  
 – **Reggie sy'n gwneud y siopa**

- 1 Wedon *nhw* hymny
- 2 Bydda i gartre trwy'r dydd
- 3 Mae Buzz ac Amanda yn byw fan hyn
- 4 Mae Alun, Lillian ac Osian wedi danfon y cerdyn 'ma
- 5 Byddwn ni'n rheged y stondin planhigion eleni
- 6 Tales tîr bil

There are three focused sentences in the following piece previewing a new series of a sports programme on the Welsh language channel S4C. See if you can spot them – look out for sentences that don't begin with the verb.

The Welsh in this piece is basically colloquial, apart from **genni**,

(= **gan** + **ni** – **gynnion ni** in Colloquial Welsh), and a more structured application of AM (e.g. a **pêl-droed** where many native speakers would say **a pêl-droed**). See how much you can get the gist of just by reading it through quickly a couple of times. Then use the vocabulary to help you out.

### Llo Cymru ar fases chwarae'r byd

Mae'r plant yn ôl yn yr ysgol, mae'r dyddiau'n byrhau ac boreau. Ydi, mae'r Haf yn cau, a'r Hydref ar garreg ein drws ni. Mae chwaraewyr rygbi a phêl-droed wedi cael eu seibiant yn yr haul ac yn barod i ddechrau tymor newydd o gystadlu am giod a chwpanau. Huw Llywelyn Davies a Gareth Roberts, enwau cyfarwydd iawn ym mynd ar ei ôl. Mae hyn yn golygu, wydd iawn ym myd rygbi a phel-droed; tydd yn cyflwyno yng nghyffres newydd *Tocyn Tymor*, a fydd yn awr o hyd ar nos Sadwrn o hyn ymlaen. Y Pontypwl fydd yn dechrau'r tymor; gyda Inter Cardiff yn erbyn Bangor yn agor y tymor pêl-droed.

### Exercise 4

*True or False?*

- 1 The football season will be opened by Cardiff and Bangor
- 2 *Tocyn Tymor* will deal exclusively with rugby and football
- 3 Glamorgan had a good cricketing year last year
- 4 Bruno and Lewis will be in Cardiff in November
- 5 *Tocyn Tymor* will be an hour long every weekend
- 6 Wales need three away wins to qualify for the World Cup

### Exercise 5

Rearrange these scrambled sentences for the dialogue to make sense:

enuox Lewis sydd yn dod i os am lwyddo. Fe fydd y gêm parc yr Arfau yng Nghaerdydd gynta'n cael ei dangos yn fwy o'r Maes Cenedlaethol Ddydd Mae gan Cymru dair gêm Mercher am 7.25pm, gyda terfynol syrraedd rowndiau terfynol cywan y Byd yn yr Unol Daleithiau. Rhaid emnill y tair Stec (Western Mail)

### Gerfa

maes chwarae	playing field	ar y <b>gwelli</b> in the pipeline
byrhau	shorten; get shorter	cyfuno combine
oerni	cold (n)	yr hyn the thing (that) . . . ; what . . .
carreg	(f) stone	yn ogystal â as well as
pêl-droed	football	daddansoddi analyse
sebiant	break; time off	gôlwg look (n)
tymor	[here] season	achlysur (-on) occasion
clod	praise; renown	megis like (= colloquial <b>fet</b> )
cyfarwydd	familiar	arf (-au) arm [weapon]
cyfres	(f) series	ymgyrch campaign
hyd	length	terfynol final
o hyn ymlaen	from now on	llwyddo succeed
pencampwr	champion	yn fyw live [broadcasting]
prif gwybodaeth	main fare	cenedlaethol national
golygydd	editor	sylwbaeth (f) commentary

- A: olchi mi? nei'r i di llestri  
 B: nhw ond olchodd fi! neithiwr  
 A: di nhw hefyd wet; olchi gelli heno  
 B: tost pen fi da mac

## gwybod – 'know'

This verb is used when speaking of knowing a fact (as opposed to a person). It has a number of peculiarities.

The VN is widely pronounced as **gwbod**. In many ways it acts as a normal VN, but being a stative verb, it cannot form a preterite because *knew* does not imply completed action. Instead the imperfect is used – where English says 'I knew that', Welsh says **O'n i'n gwybod hymy** 'I was knowing that'.

**Gwybod** is unusual in having alternative inflected forms for the present and imperfect:

<i>present</i>	<i>imperfect</i>
sing. 1 <b>gwn i</b> I know	<b>gwyddwn i</b> I knew
2 <b>gwyddost ti</b> you know	<b>gwyddet ti</b> you knew
3 <b>gŵyr ehi</b> he/she knows	<b>gwyddai fe/h</b> he/she knew
pl.	
1 <b>gwyddon ni</b> we know	<b>gwydden ni</b> we knew
2 <b>gwyddoch chi</b> you know	<b>gwyddech chi</b> you knew
3 <b>gwyddon nhw</b> they know	<b>gwydden nhw</b> they knew

So, for example, **gwn i** is another way of saying **dw i'n gwybod**, and **gwyddwn i** is another way of saying **o'n i'n gwybod**.

Examples of usage:

**Wyddech chi fod Alun yn sâl?** Did you know Alun was ill?

Several set phrases use the inflected forms: **Hyd y gwn i As far as I know/wam aware; Am wn i For all I know; Pwy a wyr? Who knows?**

The very useful phrase 'I don't know' is heard variously as

**Dw i ddin yn gwybod**

**Dwn i ddin (N)**

**Sa i'n gwybod (S)**

**So fi'n gwybod (S)**

**Wyddost ti** (often shortened to 'sti') and **wyddoch chi** (often shortened to 'ddchif') are the N equivalents of S **timod, chinod** *y'know*:

**'Sdim isio gweiddi, 'sti**

There's no need to shout, y'know

## Exercise 6

Convert the inflected **gwybod** forms into their **bod** + VN equivalents.

Example: **Wyddost ti be' ddigwyddodd?**  
 – **Wyt ti'n gwybod be' ddigwyddodd?**

- 1 **Bc' wyr o am wleidyddiaeth?**
- 2 **Wyddet ti fod Siân am fod yn athrawes?**
- 3 **Dwi wedi cael llond bol o'r sothach 'ma, wyddost ti.**
- 4 **Gwn i am rywun allai helpu chi.**
- 5 **Wydden nhw cdim byd amdani.**
- 6 **Fe wyddai fe'n unio beth oedd angen.**

## Geirfa

**gwleidyddiaeth** (f) politics      **bol** (or **bola**) belly  
 llond... a... ful                            **sothach** rubbish (figurative)

## 'cannot'

For 'I cannot (do something)', you can of course use the NEG forms of gallu or medru: **Alla i adim/Fedra i ddin** or **Dw i ddin yn gallu/**

Colloquial Welsh has an alternative construction using AFF methu / fail (**fifi** in some S areas):

**Alla i ddin gweld y sgrîn o fan hyn**  
 or      **Dw i'n methu gweld y sgrîn o fan hyn**  
 or: **W'i'n fifi gweld y sgrîn o fan hyn (S)**  
 I can't see the screen from here

## Exercise 7

Go back to the *Sgwrs* above and say whether the following are

**Cywir neu Anghywir?**

- 1 Mae Gwyn yn fflid dod o hyd i'w allwedi.
- 2 Mae Gwyn yn fflid meddwel lle gallen nhw fod.
- 3 Mae Siân yn fflid gweld drwy Gwyn o gwbwl.
- 4 Mae Siân yn fflid deali raw hi sy ar fai am hyn oll.
- 5 Mae Gwyn yn fflid ffendio'r gegin hyd yn oed.
- 6 Mae Siân yn fflid ymddopi â bod yu berffaith.

C/A  
C/A  
C/A  
C/A  
C/A  
C/A

- 3 I want to know whether you can see that sign over there.
- 4 I can't say definitely whether Aled will succeed or not.
- 5 I'm not sure if term has started yet.
- 6 We'll have to find out if you're telling the truth, won't we?

C/A  
C/A  
C/A  
C/A  
C/A  
Geirfa

## *Indirect questions and 'whether'*

These involve 'whether' (interchangeable with 'if') in English: *I'm not sure whether they will come* (direct question: 'Will they come?'); *Go and ask whether Leuan is intending to go as well* (direct question: 'Is Leuan intending to go as well?')

The underlying direct question is important, because Colloquial Welsh simply forms the indirect version from this by placing **a** before it. You should note that, in normal speech, this **a** is not heard, though the following SM is.

Dw i ddin yn siwr (a) fyddan nhw'n barod mewn pryd

I'm not sure if (= whether) they'll be ready in time

Dos i ofn (a) ydy Leuan yn bwriadu mynd hefyd

Go and ask if (= whether) Leuan is intending to go as well

Notice that **os** *if* is not used in indirect questions, even though 'if' is perfectly acceptable in English – **os** is restricted to *open conditions* (see Lesson 10).

Further examples:

Cer i ofn (a) ydyn nhw'n moyn dod 'da ni

Go and ask if they want to come with us

Dw i ddin yn siwr (a) ddyien ni ddeud wrtho neu beidio

I'm not sure whether we should tell him or not

Dan ni isio gwybod (a) fasen nhw'n barod i helpu nos yfory

We want to know if they would be prepared to help tomorrow night

Gawn ni weld (a) oes digon o arian ar ôl yn y cadwngi ei

We'll see if there's enough money left in the moneybox

## *Exercise 8*

*Cyfeithwch i'r Gymraeg*

- i I don't know if they'll be ready yet.
- 2 Let's go and see if the ticket office is open now.

arwydd sign (n)	tymor term
pendant definite	darganfod discover; find out
llywiddio succeed	gwir truth

... neu heidlo ... or nor

## *rhaid bod . . . 'must' (supposition)*

When **rhaid** *must* implies obligation, we follow it with **i** + subject + VN (Lesson 8). But sometimes 'must' implies supposition: 'He must be home by now' (i.e. 'I am sure that he is home by now'). 'You must be out of your mind' (i.e. 'you certainly look to me like you are mad'). In these cases, **rhaid** is used with a **bod** 'that'-clause (review Lesson 11 if you are not sure about this).

Rhaid fod e gartre erbyn hyn  
Rhaid bod chi o'ch co'

## *Exercise 9*

*Cyfeithwch i'r Gymraeg.* You will have to decide in each case which construction to use with **rhaid**.

- 1 You must be mad!
- 2 He must be home by now.
- 3 We must arrange to go out together some time.
- 4 I must phone my parents by eight.
- 5 They must have gone out already.
- 6 We must buy something for the kids while we're here.

## *Ownership*

There is no word for *Whose . . . ?* in Welsh, and questions asking about ownership are phrased in either of two ways. You can say . . . **pwy yw/ydy hwn?** lit. 'The . . . of whom is this?', to

which the answer will be along the lines of . . . Des yw/ydy e ll's Des's . . .

Or you can use **biau own**, and say **Pwy sy biau'r . . . 'ma? Who owns this . . .?**, to which the answer might be **Des sy biau fe**, or **Ei sy biau fe**. There is no linking **yn** between **sy** and **biau**, and indeed the **sy** can also be dropped: **Pwy biau'r rhain?** – **Nhw biau nhw. Whose are these? – They're theirs.**

Notice that these are *focused* sentences in Welsh – because statements of ownership by definition single out a particular person. The owner, whether noun or pronoun, will be the first element in the phrase.

## Expressing good wishes

To congratulate somebody on something, use **Llongyfarchiadau ar' + noun or VN:**

**Llongyfarchiadau ar eich dyrchafiad**

Congratulations on your promotion

**Llongyfarchiadau ar gael eich diswyddo o'r swydd ofnwydwy 'na**

Congratulations on getting the sack from that awful job

**Llongyfarchiadau ar basio dy brawf gyrru o'r diwedd**

Congratulations on passing your driving test at last

To wish someone a happy birthday, use **Penblwydd Hapus!** You may also need the following:

**Pryd mae'r parti?**      When's the party?  
**Pam na ges i wahoddid?**      Why didn't I get an invitation?

Another good way to annoy someone on their birthday is to say:

**Oystyried eich oedran, dych chi'n edrych yn hyndod o dda**

You're looking awfully good considering your age

If you wish to pass on greetings via someone else, use:

**Cofia (Cofiwch) fi at . . .** Remember me to . . .

For letter-writing you will need **Anwyl!** . . . for **Dear** . . . (but don't mutate personal names). As in English, there are various ways of signing off:

**Yr eiddoch yn gywir**

Yours truly

**Vn gywir**

Truly

**Yn gywir iawn**  
**Yn difftuant**

Very truly  
Sincerely

**Cofion cynnes**  
**Diolch am eich llythyr dyddiedig y . . .**

Regards  
Warm regards/Best wishes

There are certain other set phrases of a rather literary flavour which are quite common in letter-writing:

**Cyfeiriad at eich llythyr . . .**

I refer to your letter . . .

**Ymhellach i'n sgwrs . . .**

Further to our conversation . . .

**Edrychaf ymlaen at glywed gennych (cyn bo hir)**  
Thank you for your letter of the . . .  
I look forward to hearing from you (in due course)

### Exercise 10

The sentences in this letter are in the wrong order. Rearrange them so that the letter makes sense:

DW I'N MEDDOL Y DREN NI GWEDEI / DRENED  
Y MATER. ANWYL MR WILLIAMS. DW I'N  
EDRYCH YMLAEN AT WEDEUON YR EIDDOCH YN  
GYMR. DIOLCH AN EICH LYTHUR. BYDDAI SO  
O'R GLOCH DODDA GWEDEU YN ARGRUUS / HI.  
AUSSY CHI DODED I'N SWYDAD / ?

## More relative clauses

In Lesson 13 we saw that **sy(ad)** *who/which is/are* can be used to form relative clauses involving the present tense (or the perfect with **wedi**), where the person or thing referred back to is the *subject* of the verb.:

**Dyna'r dyn sy'n dysgu Cymraeg** (*Mae e'n dysgu Cymraeg*)  
That's the man *who's* learning Welsh  
**Dyna'r dyn sy wedi dysgu Cymraeg** (*Mae e wedi dysgu Cymraeg*)  
That's the man *who has* learnt Welsh

But other tenses simply involve the *relative particle (a)*:

**Dyna'r dyn (a) oedd yn dysgu Cymraeg**

(Oedd e'n dysgu Cymraeg)

That's the man who was learning Welsh

**Dyna'r dyn (a) fydd yn dysgu Cymraeg**

(Bydd e'n dysgu Cymraeg)

That's the man who will learn Welsh

**Dyna'r dyn (a) ddysgith Gymraeg**

(Dysgith e Gymraeg)

That's the man who will learn Welsh

**Dyna'r dyn (a) ddysgodd Gymraeg**

(Dysgodd e Gymraeg)

That's the man who learnt Welsh

Remember that, in Colloquial Welsh, the **a** itself is often not heard, leaving only the following SM to indicate its presence: **Dyna'r dyn ddysgodd Gymraeg**.

In formal Welsh, the autonomous -ir and -wyd forms of the verb can also be preceded by **a**:

**Mewn cyfarfod a gynhyrif yr ystyry**

In a meeting that will be held tomorrow

**Figurau a gyhoeddwyd gan y Llywodraeth**

Figures that have been/were published by the government

This particle **a** has a NEG equivalent **na** (or AM):

**Dyna'r dyn na ddysgodd Gymraeg**

That's the man who didn't learn Welsh

Finally, to return to the world of nature, here is a bilingual leaflet from the **Comisiwn Coedwigaeth Forestry Commission** explaining something of what they do and why. Use the English to help you understand the phrasing and structuring of the Welsh – the two versions follow each other very closely, and the Welsh is both natural and idiomatic. All manner of material is available bilingually in Wales these days, and this kind of comparison exercise can be both interesting and rewarding. It is also good for vocabulary acquisition, because you see new words immediately in context without the distraction of having to look them up in the dictionary and they will tend to **ymsefydu yn eich meddwl stick in your mind** better.

**Ychydig o lonydd**

Dim ond rhai o fanteision ein coedwigoedd yw cynnig Coed Nadolig a phren. Mae'r goedwig hefyd yn cynnig lle llonydd a thawel i bobl ymocio a mwynhau.

Mae fforestydd a choatiroedd yn gwellâr tirfôn ac yn rhoi cynefin pwysig – ac unigryw weithiau – i fwydyd gwylt y goedwig.

Ers myw na denig mynedd a thrigain mae'r Comisiwn Coedwigaeth, sy'n Adran o'r Llywodraeth, wedi bod yn gyfrifol am wreud yr siwr iod Coedwigaedd Prydain yn datblygu,

ac ar ymddygiad hysymol rhwng coedwigaeth ariannog a mynyddoedd Mae Menter Goedwig yn rhan o'r Comisiwn Coedwigaeth.

**Peace and quiet**

Christmas trees and timber are just one of the many benefits of our forests and they also provide people with havens of peace and quiet to relax in and enjoy.

Forests and woodlands enhance the landscape and provide important and sometimes unique habitats for forest flora and fauna.

For over seventy years the Foresty Commission – a Government Department – have had the responsibility of ensuring that Britain's forests develop and at the same time achieve a reasonable balance between forestry and the environment. Forest Enterprise is part of the Forestry Commission.

# 16 Cymraeg ysgrifenedig a'r cyfryngau

## Written Welsh and the media

### In this lesson you will learn:

- about formal and Literary Welsh
- how to read Literary Welsh
- interesting facts about the electronic media in Wales
- how to use the media to your advantage

This last lesson is devoted largely to reading passages. Now that you are nearly at the end of this book, you will want to continue with your Welsh. All the main grammatical structures have been explained, and your main strategy to achieve fluency now, other than of course using the language with native speakers wherever you get the chance, will be to acquire vocabulary. For this you will need to read Welsh, and before you can set out on this course you will need to know how to cope with the differences between native spoken Welsh and what you may come across in print. There are differences, but they are not insurmountable. For example, we saw in the previous lesson an alternative way of doing the passive – this is commonly used in print, but is not part of the spoken language. You need to recognise it when you see it, but that is all. Depending on subject-matter and style, the distance between a written piece and any variety of spoken Welsh will vary – but there are certain characteristics of the formal language that are very prevalent, and very easy to deal with once you know how.

We will use this extract from *Hanes Cymru* by John Davies, a complete history of Wales in Welsh and written in moderately formal language, to illustrate some of these features. There is a fairly comprehensive vocabulary at the end of the piece to help you.

This section deals with the immediate aftermath of the Battle of

Hastings, an event whose effects were as far-reaching on Wales as on England, though in a different way:

Ar ôl brwydr wyrh awr yn Hastings, cipwyd Lloegr gan Wilym;<sup>2</sup> bu'n rhaid wrth rago'r ymgrychoedd ar gyrión y wlad, ond erbyn 1070 yr oedd<sup>3</sup> y deyrnas i gyd yn ddarostyngedig iddo. Gymaint oedd gafael y Conquerwr ar ei diriogaeth newydd fel y medrai<sup>4</sup> gynnwyliaid manwl i'w hadnoddau yn 1086, sef sail y ddogfen ryfddol honno,<sup>5</sup> y *Domesday Book*. Bellach, dinasyddion elradd oedd y Saeson yn Lloegr. Ni'd eu thiaith hwy<sup>6</sup> oedd iain cyfrifai a llywodraeth, a byddai bron hir ganrif a hanner yn mynd hebio cyn y byddai eto â'r rhugl ei saesneg ar orsedd Lloegr. Peidiod nawdd i lenyddiaeth Saesneg ymhlieth dosbarthiadau uchaf cymdeithas, a throes<sup>8</sup> llifciant cryf y llenyddiaeth honno'n ddiffertion gwan. Arddifadwyd y bendefigaeth Seisnig o'u hystadau; erbyn 1086 Normaniaid oedd perchnogion bron y cwbl o dir Lloegr, a thros<sup>9</sup> hanner y wlad yn eiddo i'r brein, ei berthnasau a rhyw ugain o'i ddilnwyr amlycaf.<sup>10</sup> Magodd y Normaniaid ddilnwyr at y genedl a ddarostyngwyd ganddynt;<sup>11</sup> erbyn oes Gerallt Cymro (1146-1120), ystyrid<sup>12</sup> body y Saeson yn bobl ddiog, fadr, wasaid, feddw a diffwr.

Nid hynn y fu<sup>13</sup> tynged y Cymry, o leiaf nid y pryd hwnnw. Pan aeth llenyddiaeth y Saeson o dan gwmwl, yr oedd llenyddiaeth y Cymry ar drothwy cynnod ysblennydd, a phan alludiwyd y Saesneg o lys a chyngor, yr oedd y Gymraeg yn magu ystwythder cynyddol fel cyfrwng cyfraith a llywodraeth. Am gmeddlaethau wedi:<sup>14</sup> 1066 cyfarwyddau pendefigion Cymreig a Normaniaid fel gwyr cydadd; er y bu gelynfaeth rhwng dynt, bu hefyd gyd-briodi, a chyfoethog-wyd y naill gan draddodiadau'r llall.

*Hanes Cymru* (Penguin)

### Geirfa

brwydr (f) battle	eiddo property
cipio capture, seize	dlyawyr followers
ar gyrron on the borders/edges	amlycaf (amlwg) most prominent
teyrnas (f) kingdom	magu nurture, nurse
durosrwng subdue, subject	dirnyg scorn, contempt
gafael grip	oes (f) age
tiriogaeth (f) territory	dig lazy
ymchwiliad investigation	hudr dirty
adnoddau resources	gwasaidd servile
sail (f) basis	di-frwt feeble, gutless, no spark

<b>rhytfeddol</b> wonderful	<b>tynged</b> (f) fate
<b>dinesydd</b> ( <b>dinasyddion</b> ) citizen	<b>trothwy</b> threshold
<b>eiradd</b> second-class/rate	<b>cymod</b> period
<b>cyrfaith</b> (f) law	<b>ysbennyyd</b> splendid
<b>gorsedd</b> (f) throne	<b>alludio</b> banish
<b>nawdd</b> patronage, support	<b>ystwythder</b> flexibility
<b>llynyddiaeth</b> (f) literature	<b>cynyddol</b> increasing
<b>ynhiliath</b> amongst	<b>cenhadlaeth</b> (f) generation
<b>cymdeithas</b> (f) society	<b>cydradd</b> (of) equal (standing)
<b>llifciant</b> flood	<b>gelyniaeth</b> enmity
<b>diferyn</b> (difference) drop	<b>cybriodi</b> intermarry
<b>anddifadu</b> deprive	<b>cyfoethogi</b> enrich
<b>penderfigaeth</b> (f) aristocracy	<b>y naill ... y llall</b> ... the one ...
<b>ystad</b> (f) estate	... the other
<b>perchenmog</b> owner	<b>tradodiad</b> tradition

Specifically formal linguistic or stylistic features are indicated by numbers in the extract above as follows:

- 1 **cipiwyd** 'was captured' – autonomous past of **cipio**; as mentioned previously, this neat way of doing the passive is virtually the norm in formal Welsh, and common enough on the media. Don't use it when speaking, though. CW **cafodd** ... **ei chipio**.
- 2 **"Wilym** – SM of name **Gwilym**; personal names are rarely mutated in CW.
- 3 **yr oedd** – in formal Welsh the imperfect of **bod**, and the 3rd persons singular and plural in the present, are usually prefixed by **y(r)**. So similarly **Y mae**... for CW **Mae**....
- 4 **medrai** 'he could' – omission of the personal pronoun after an inflected verb is a common feature of formal Welsh.
- 5 **y ddogfen ryfeddol honno** 'that wonderful document' – use of **hwn/hon** and **hwnnw/hono** for 'this' and 'that' instead of CW '**ma**' and '**na**'.
- 6 **Nid** is the norm for 'not' in the formal language, while CW frequently uses **dinn**.
- 7 **hwy** 'they', 'them' – never found in CW, which always uses **nhw**.
- 8 **throes** – AM of **troes**: literary 3rd person sing. preterite of **troi**; CW would more likely have **troddodd** or **trödd**.
- 9 **thros** – AM of **tos** 'over'; CW usually has this word with permanent SM: **dros**.
- 10 **amlycaf** – superlative of **amlwg** 'prominent'; in CW final -f is hardly ever pronounced (**amlyca**), but it is usually written in formal Welsh.

## Characteristics of Literary Welsh

The 'formality' of formal Welsh varies by degrees – i.e. to what extent it departs from spoken usage. Literary Welsh (LW) is simply a term for a style (and structure) that diverges most widely and with the greatest frequency from the spoken language. In some respects LW is very like Colloquial Welsh – much of the vocabulary is identical, for instance. But in other respects – notably the verb system, it is very different. All you have to do, however, is be able to *recognise* specifically LW forms for what they are when you see them (so that you don't try and imitate them in speech, where most of them have no place), and identify what they correspond to in the living language.

## Verbs

LW has a more complex tense-system than Colloquial Welsh, and makes far more use of inflected tenses. But first, let us look at how the inflections themselves differ from Colloquial Welsh.

	<i>Preterite</i>	<i>(Future)</i>	<i>Unreality</i>
sing.	- <i>as</i>	- <i>af</i>	- <i>wn</i>
2	- <i>ais</i>	- <i>i</i>	- <i>it</i>
3	- <i>odd</i>	<i>no ending</i> or - <i>a</i>	- <i>ai</i>

- 11 **ganddynt** – 3rd person plural form of preposition **gan**; the -nt inflection for 'they/them' is widespread in formal Welsh, but has not been part of the spoken language for the best part of a thousand years. CW: **ganddyn nhw**, **gynnyn nhw**.
- 12 **ystyrid** 'it was considered' – the -id past autonomous inflection, though neat, is entirely confined to the formal language.
- 13 **fu** – preterite of **bod**, here meaning simply 'was'; this tense of **bod** is much less common in CW, where it tends to mean 'has/have been' (Lesson 9).
- 14 **wedi** 'after' – usually **ar ol** in CW, with **wedi** confined to time expressions and constructions with VNs.
- 15 **eyfarfyddai** 'used to meet' – inflected imperfect of **eyfarfod**; inflected imperfects are very unusual in CW apart from with certain verbs (e.g. **gwybod** – Lesson 15).

	<i>Preterite</i>	<i>(Future)</i>	<i>Unreality</i>
pl.	1 -asom	-wn	-em
2	-asoch	-wch	-ech
3	-asant	-ant	-ent

Sometimes an -a- in the stem changes to -e-: LW **telaɪs** for **tales**. In addition to this, LW likes to make the inflections do all the work by omitting the following subject pronouns that are virtually always present in the living language. So, for example, **byddan nhw** will appear in LW as **byddant**; **te redon nhw** as **rheasant**; and so on. On no account should any of this be imitated in speech.

Notice also that verbs are made negative in LW by prefixing **Ni** (**Nid** before vowels): **Ni theithiasant** 'They did not travel' (CW: **Doedd e/hi ddim yn hoffi**); this is completely alien to the spoken language. As far as the tenses themselves are concerned, there are three major differences between the living and Literary systems:

- 1 The *inflected future* serves also as a present in LW, where a permanent state is involved rather than an action.
- 2 There is an *inflected pluperfect* in LW that is simply absent from the living language – it combines the -as- element of the LW preterite with the unreality erdngs: **rheasant** for **o'n nhw wedi rhedeg**.
- 3 The *subjunctive*, which survives in the living language only in set expressions, still forms part of the tense-system of LW.

## Pronouns

We have already seen that subject pronouns after verbs are frequently omitted in LW. But several of the pronouns even look different: **ef** (CW **e**, **fe**), **chwi** (CW **chi**), and **hwy** or **hwyt** (CW **nhw**). Some of the focused pronouns (**y fi**, **y fe/fo** etc. – Lesson 15) are almost unrecognisable: **chwychwi** (= **y chi**), **bwynthwy** (= **y nhw**).

Object pronouns can precede the verb if a particle is available to attach them to: **Nid gosha He** will not punish you (CW **Fydd e ddin yn cosbi di** or **Fydd e ddin yn dy gosbi di**).

Finally, a point about word-order: the fundamental 'verb first in a neutral sentence' principle is sometimes disregarded by writers

aiming at what they perceive to be an 'elevated' style, and the subject placed first, even though it has no special emphasis: **Hwy a welasant** 'They saw' (CW: **Welon nhw**); **Chwi welwch** 'You see' (CW: **Dych chi'n gweld**). No prizes for guessing whether or not you should imitate this.

These are the main aspects of Literary Welsh that may cause you problems in reading. Don't be downhearted – native Welsh-speakers have to be taught Literary Welsh as well; it is a native language to no-one. But it is the vehicle of a prolific literature, and merits mastering for that. Unless or until you venture into the realm of novels and, particularly, traditional formal poetry, the formal language will not encroach too much on your reading. But whatever, just make sure that you keep the dividing line between LW and CW clear in your mind. Some claim, incidentally, that there is no real distinction between spoken Welsh and the literary construct. The evidence is otherwise, as these two versions of the same sentence give eloquent demonstration:

- I did not know that you had seen him  
 CW: **O'n i ddim yn gwybod bod chi wedi'i weld e**  
 LW: **Ni wyddwn y'i gwelasech**

## Y cyfryngau yng Nghymru – the media in Wales

If you live in Wales, you will be greatly helped in your learning of the language by the **cyfryngau torfol masn media**, and particularly the Welsh-language radio and TV stations that broadcast to all parts of the country. **Radio Cymru** is an excellent station whose programmes feature ordinary people talking about everyday things in everyday language. If you're at home during the day, switch it on in the morning and let it burble on regardless while you get on with **rhol siffedd i fyny putting shelves up**, **aido'r tŷ reroofing the house** or **ailwiffor estyniad rewiring the extension** (and as for the husbands: why not listen to the **canlyniadau pêl-droed** in Welsh while all that **sŵn noise** is going on in other parts of the house?). You may not understand much to start with, but o'r cychwyn cynfa right from the start it is a good way to attune your brain to the sounds of the language – an important stage in language learning.

The Welsh TV channel **S4C** (**Sianel Pedwar Cymru**) has one obvious advantage over radio – **lluniau**. Not only will the pictures give a **cyd-destun context** to the words you are hearing, but you will be able to watch people's lips – this is more of a help than you might

think, especially if it gives a clue to a **gair allweddol** keyword in the sentence. With **rhagleni newyddion news programmes**, watch the English news on another channel first, and then you will (partly) know what's coming on the Welsh channel! **Ilechwraidd under-hand**, but **effeithiol effective**. **Rhagleni plant children's programmes** are **i'w cymeradwyo to be recommended** – the language used in programmes for young children is of necessity colloquial and relatively simple in structure, and of course (**fel yn y byd darllenin gyffredinol as in broadcasting generally**) the subject matter is generally more interesting, and the storylines far more intelligent and convincing, than is the case with the **mwyafrif llfelol o ragleni wedi'u hanelu at oedolion vast majority of programmes aimed at adults**. **Eto i gyd then again**, the **operau sebon soap operas** are good for natural language, although the **cyflwynnder speed** may put you **mewn penblith in a dizzy**; if you have TeleText, try switching on the **isdeitlau subtitles**, but don't make too much of a habit of it – there are no subtitles out in the Real World. **Gyda llaw incidentally**, the world's longest-running **opera sebon Pobol y Cwm**, will give you **isdeitlau even if you haven't got TeleText** – they show it in pristine condition in the evening **ar ôl y newyddion**, and then **ailldarledu repeat it gydag isdeitlau** the next day (**amser cinio lunch time**). It is soon to be made available to **gwybwr viewers** in England, **i lewrychu i'r rhai sydd yn eistedd mewn tywyllwch to give light to them that sit in darkness** (Biblical Welsh!).

The following piece is an article from a television listings paper previewing a big new series to be shown on the Welsh language channel S4C. As with most material aimed at a mass audience, the language is essentially CW with a few more formal features here and there (see below). Inclusion of these formal features is more a matter of convention than anything else.

Mae'r Saeson yn hoff o ddweud William Kidd? Nid yn unig bod y gwir yn rhyseddolach na'r William Kidd? Nid yn unig dychymyg. A phrin fod esiampl caffodd ei fradychu a'i grogi, ond gwell na Môr-Ladron, cynhyrchiad rhwngwladol S4C. Bwriad chriad rhwngwladol S4C. Bwriad A phwy fedr egluoro Paham y cyd-gynhyrchiad y gyries, Dafydd Rowlands, oedd ymndrin â chymhellion ac ochr seicolegolwydrol? Roedd yn ddigon synmôr-lactron.

Roedd yn sialens anferth, Sut oedd esbonio arlwc yr enwog

feiniad hyd heddiw gyda nifer o gwmniau teledu dros y graffeg, mapiau, drama a hen byd i gyd, megis The Discovery film. A mentrwn i bob rhan o'r Channel, clywir hefyd hanes y byd yng nghwani'r cyflwynnydd Geraint Wyn Davies, 'Roedd yn brosiect enfawr,' meddai Dafydd Williams, 'Aeth tri chriw i rannau amrywiol o'r byd i ffilmio.'

*Sbec (Western Mail)*

Characteristics of formal language in this piece include: omission of pronouns after verbs (e.g. **roedd**, **cafodd**, **cawn**, **mentrwn**); **Phahan** for CW **pam**; **er** despite (CW **er gwaetha**); autonomous forms (**dywir**); consistent use of AM.

**Geirfa**

<b>tŷchymyg</b> imagination	<b>rhaaff</b> (f) rope
<b>môr-ladron</b> pirates	<b>ailfyw</b> relieve
<b>cynhyrchiad</b> production	<b>profiad</b> experience
<b>rhwngwladol</b> international	<b>erchyll</b> horrible
<b>cyd-co-</b>	<b>ffwydrol</b> explosive
<b>ymdrin</b> à deal with	<b>synhywyrwl</b> sensible
<b>cymhelliaid</b> (cymhellion) motive	<b>llynges</b> (f) navy
<b>anferth</b> huge	<b>Rhufeiniad</b> Romans
<b>anhwe</b> bad luck	<b>mentro</b> venture
<b>bradychu</b> betray	<b>enflawr</b> enormous
<b>crog</b> hang (on gallows)	<b>ymrwymiad</b> association, connection

Ac er ymrwymiad y gyffres i

nifer o gwmniau teledu dros y

gyd, megis The Discovery

film. A mentrwn i bob rhan o'r

Channel, clywir hefyd hanes y

byd yng nghwani'r cyflwynnydd

Geraint Wyn Davies, 'Roedd yn

brosiect enfawr,' meddai Dafydd

Williams, 'Aeth tri chriw i rannau

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(**dywir**); consistent use of AM.

**Geirfa**

**tŷchymyg** imagination

**rhaaff** (f) rope

**môr-ladron** pirates

**ailfyw** relieve

**cynhyrchiad** production

**profiad** experience

**rhwngwladol** international

**erchyll** horrible

**cyd-co-**

**ymdrin** à deal with

**synhywyrwl** sensible

**cymhelliaid** (cymhellion) motive

**llynges** (f) navy

**Rhufeiniad** Romans

**anferth** huge

**anhwe** bad luck

**bradychu** betray

**crog** hang (on gallows)

**ymrwymiad** association, connection

This final reading piece, from *Hanes Cymru* by John Davies, outlines the circumstances surrounding the establishment of the Welsh

language television channel, a development that was of significance

both culturally and for the status of the language, and one which

gave the lead to other linguistic minorities in Europe. The language

is, as in the first extract in this lesson, moderately formal Welsh with

certain literary characteristics. A few purely literary Welsh verb-

forms (i.e. that have no place in Colloquial Welsh) are explained.

The vocabulary at the end is not complete – see how much of the

rest you can get over several readings by guesswork and intuition.

Can dybied bod Cenedlaetholdeb Cymreig mwyach 'mewn

Parlys o diuiymadferthwch'; cyhoeddodd yr Ysgiriennu Cartref

ym mis Medi 1979 na fyddai'r llywodraeth yn anhydeddu ei

haddewid i sefydlu Sianel Deledu Gymraeg. Bu'n rhaid wrth yngyrchu taer a charcharu llwm cyn enill yr addewid honno a chythrudwyd y Cenedlaetholwr wrth i'r llywodraeth gefnu'n swta arni. Erbyn dechrau 1980, yr oedd dwy fil o aelodau Plaid Cymru wedi yndyngchedu i fynd i'r carchar yn hytrach na thalu'r drwydded deledu. Yn y gwanwyn, cyhoeddodd Gwynfor Evans y byddair'n ymprydio hyd at farwolaeth pe na sefydli'd Sianel Gymraeg. Pennod 6 Hydref 1980 fel diwrnod cychwyn ei ympryd, ac ar ddechrau mis Medi anerchodd filoedd o'i gyd-Gymry mewn cyfarfod yd a nodweddiad gan angerdd dirdynnol. Ildodd y llywodraeth ar 11 Medi – yn rhy gymnar ym man Gwynfor Evans, gan ei fod ef yn argyhoedddeg y byddai ychydig yn rhagor o wythnosau o gynnwrf wedi rhoi i Blaid Cymru 'safle di-sylfi'. Rhoddyd cychwyn ar Sianel Pedwar Cymru ar 1 Tachwedd 1982. Roedd yn wefr i'r Gymry Cymraeg gael y byd a'i bethau ar y sgrin trwy wasanaeth a siaradai eu hiaith, a bu gwyddyd eraill yn awyddus i brynnu rhai o raglenni gorau S4C. Bu daduron math ynglyn â ffigurau gwylio; denodd rhaglenni mwyaf poblogaidd y Sianel hyd at 150,000 o wylwyr, nifer pitwro gynharu â'r rhwydwaith Prydeining, ond un a gynrychiolai 30 y cant o'r gynulleidfa botensial, camran y byddai unrhyw gwmni teledu'n hynod falch ohoni.

#### Hanes Cymru (Penguin)

*pe na sefydli'd*: 'if . . . were not established' (LW autonomous form of **sefydlu**); *a nodweddi'd*: ' . . . which were characterised' (LW autonomous form of **nodweddu**); *a siaradai*: ' . . . which spoke' (LW imperfect 3rd pers. sing. of **siarad**); *a gynrychiolai*: ' . . . which represented' (LW imperfect 3rd pers. sing. of **gynrychioli**)

#### Geirfa

tybed suppose	dirdynnol excruciating
cenedlaetholdeb nationalism	argyhoeddedig convinced
parlys paralysis	cynnwrf commotion
dymaiderthwch helplessness	di-sylfi immovable
anrhwyddedu honour (vb)	cychwyn start
adnewid (f) promise (n)	gwefr thrill
taer earnest	gwlad (gwledydd) (f) country
llwm severe; harsh	dadl (-euon) (f) debate, argument
cythuddo annoy; provoke	maith long
swta abrupt	denu attract

yndyngchedu take an oath; vow	o gynharu à compared with
ymprydio fast (vb)	rhwydwaith network
marwolaeth (f) death	canran percentage
annerch (anerch-) address (vb)	hynod remarkable
angerdd passion	bwlch proud; pleased

#### Further reading

A systematic account of the grammar of spoken Welsh is given in *Modern Welsh: A Comprehensive Grammar* (G. King: Routledge 1993). This reference book deals with all main structures and morphology in the modern living language, and includes numerous examples from native speakers throughout.

It is difficult to recommend a Welsh-English dictionary for the serious student. Those currently available are either dated and given over entirely to Literary Welsh, or (in the case of one or two aimed specifically at second-language users) are inadequate and unhelpful. One exception is *Y Geiriadur Cymraeg Cyfresy Dictionnaire of Modern Welsh* by H. Meurig Evans (G. Hughes: Llandybie) which, although making few allowances for learners, is at least up-to-date and pretty thorough in its coverage. Oxford University Press have a usage and phraseology dictionary of the modern language under way at the moment.

*Hanes Cymru*, already mentioned, gives a history of Wales in Welsh with a helpful vocabulary for apprentice readers. Published by Penguin. Also available in an English translation.

You can read selections from early Welsh (and Irish) literature in translation in *A Celtic Miscellany*, edited by K.H. Jackson (Penguin). The mediaeval Welsh tales comprising the Four Branches of the *Mabinogi* are available in a number of English and modern Welsh editions, as well as children's and learners' versions. An excellent book on Celtic culture and customs in Wales and Ireland is *Celtic Heritage* by Alwyn Rees and Brinley Rees (Thames & Hudson). Nora K. Chadwick has written several general books on the Celts, including *The Celts* (Penguin) and *Celtic Britain* (Thames & Hudson).

# Key to exercises

## Exercise 7

1 Mae'n brat, 'tydy? 2 Mae'n oer, on'd yw hi? 3 Mae'n ddifas, on'd yw hi? 4 Mae'n boeth, 'tydy?

## Exercise 8

1 ti 2 chi 3 chi 4 chi 5 ti 6 chi 7 chi 8 chi 9 ti 10 chi

## Exercise 9

mynedfa croeso nawr diolch drws nesa cymydog

## Lesson 1

da, mae, go, diolch, chithau, yn, ddrwg

## Exercise 1

Bore da; Bore da; Shwd ych chi? lawn, diolch ... a chithau? Dim yn ddrwg, chimod; Wela i chi; Hwyl nawr

## Exercise 2

1 dw, yw 2 yw, yw 3 yw, dw 4 yw, yw 5 yw, dw

## Exercise 3

1 Dyma fy mam 2 Dyma mrawd Ronnie 3 'Na mrawd 4 Ga i gyflwyno Mrs Williams? 5 'Na 'n chwaer 6 'Na weddill y teulu tu ôl iddi 7 Dyma nghyfaill sy'n byw drws nesa 8 Ga i gyflwyno ngrŵr?

## Exercise 4

1 Pwy ydy(yw) honno draw fan'na? 2 Beth ydy hwn? 3 Beth ydy hwnnw? 4 Pwy ydy hwn? 5 Pwy ydy hon? 6 Pwy ydy hwnnw draw fan'na?

## Exercise 5

1 y 2 'r 3 'r 4 y 5 'r 6 yr 7 'r 8 y, 'r

## Exercise 6

1 Pwy ydy(yw)? 2 Faint ydy hwn? 3 Beth ydy hwn yn Gymraeg? 4 Gymerai'r rhain, os gwellwch yn dda 5 Faint ydy'r rheiny?

1 Mae Mari tu allan 2 Maen nhw draw fan'na 3 Mae hi lan y grisau 4 Mae e o dan y bwrrd 5 Dan ni or (d)yn ni i ffwrdd yfory 6 Dw i fan hyn 7 Dach chi or (D)ych chi mewn pryd 8 Mae Dafydd gartie heddwu

## Exercise 3

ydy hi? dan ni ydyn nhw? dw i ydw i? wyt ti ydych chi?

## Exercise 4

1 Ydyn nhw? 2 Ydych chi? 3 Ydych chi? or Wyt ti? 4 Ydyn nhw? 5 Ydy hi? 6 Ydw i?

## Exercise 5

1 I'm not home tomorrow 2 Are you away all week? 3 Siân isn't here at the moment 4 Am I in time? 5 Are Dewi and Siân here? 6 They're over there somewhere, I think 7 They're not upstairs 8 Are they in the kitchen, perhaps?

**Exercise 6**

- 1 *Dach chi'n siarad Cymraeg yn dda* 2 Mae Eddie a Paula 'n mynd  
ffwrdd yfory 3 Dan ni'n siarad Cymraeg trwy'r amser gamne 4 Mae  
mrawd yn darllen yr Independent 5 Maen *nhw'n hedfan i Iwerddon*  
*yfory* 6 Mae'r plant yn gwilio'r teledu

**Exercise 7**

- 1 Dydy *or* Dyw Sioned ddim yn gweithio fan hyn 2 Dw i ddim yn  
siarad Ffrangeg 3 Dan or (D)yn ni'n gadael wytynos nesa 4 Dw i'n  
prynu gormod o lyfrau 5 Mae Alun yn gwerthu'r car 6 Ydy e'n dod  
yfory? 7 Ydyn nhw'n gwybod? 8 Ydych rhieni chi'n gwybod? 9  
Ydych chi (*or* Wyt ti'n darlen hwn? 10 Ydych nam chi'n siarad  
Cymraeg?

**Exercise 8**

- 1 Mae Sioned yn gweithio ar hyn o bryd 2 Dw i'n prynu gormod o  
lyfrau 3 Dydy mrawd ddim yn siarad Ffrangeg 4 Lie dach chi'n byw  
erbyn hyn? 5 Mae'n oer tu allan 6 Ydych gwraig yn gweithio fan  
byn?

**Exercise 9**

- 1 Ydy 2 Ydw 3 Ydw *or* Ydyn 4 Ydyn 5 Ydyn *or* Ydych 6 Wyt *or*  
Ydych

**Exercise 10**

- 1 Ydw 2 Ie 3 Ydyn 4 Ie 5 Ydych 6 Ydy 7 Ydyn 8 Ie 9 Ie 10 Ydw

**Exercise 11**

- glwb chwaraeon; rhif ffôn (cartref); rhugl; llofnod; cyfeiriad; briod;  
rhif ffôn (gwaith); mam-iath; cyfenw; rhieni; aelod; dyddiad; enwau  
erallt

**Lesson 3****Exercise 1**

frodyr wely freqwest gaws bopty daith lyfr fodryb goff fap ddinas

**Exercise 2**

gwenu cas denu bawd prisiau mawr bach tynnu bocsys canol canu  
planhigion gwainth baner draig coch

**Exercise 4**

- 1 A 2 C 3 A 4 C

**Exercise 5**

mascuine: tywydd ceffyl dyn llwybr aderyn; feminine: eglwys ffen-  
est lori ffordd ysgol siop stafell tre; unclear: teledu ffurflen

**Exercise 6**

little church, big window, new television, black lorry, fine weather,  
narrow road, primary school, official form, local shop, white horse,  
important man, green room, public path, quiet town, black bird

**Exercise 7**

- 1 Ydy'r bwyd yn 'barod? 2 Dan ni i gyd yn gynnari 3 Mae Simon a  
Louisa yn brysur ar hyn o bryd 4 Mae'r twydd yn braf heddlw  
5 Wyt ti'n oer? 6 Mae'r parsef 'ma'n drwm 7 Mae'ch brwd tu allan  
8 Dyw pethau ddim yn rhad fan hyn 9 Mae Llanafan yn bentre bach  
llws 10 Ydy'r dyn 'na'n gynghorwr?

**Lesson 4****Exercise 1**

cyllell tad pupur Cymreag torri punt poem i tramor caws plant pen-  
blwydd ceiniog The radical words all begin with chw-

**Exercise 2**

- (a) mhabur (b) nghyllhell (c) mara (d) rheipiadur (e) mws (f) mynghaf (g) nhegell (h) ngwydr (i) nghath (j) nghorff (k) ngyfrifadur (l) nhf (m) ngeiriadur (n) nghrys (o) misgedi (p) mrws damned (q) nghinio (r) *chwaer* (s) nhocyn tumor (t) mhlant

**Exercise 3**

- o Lanilar, yn Llanilar; o Ystalyfera, yn Ystalyfera; o Ddinas Mawddwy, yn Ninas Mawddwy; o Davybont, yn Nhalybont; o'r Rhyl, yn y Rhyl; o Fachynlleth, ym Machynlleth; o Aberteifi, yn Aberteifi; o Benybont-ar-Ogwr, ym Mhenybont-ar-Ogwr; o Gaerfyrddin, yng Nghaerfyrddin

**Exercise 4**

- 1 Ipriddinas Canada 2 drws y stafell wely 3 diwedd y mis 4 dechrau'r wythnos 5 dechrau'r tymor rygbi 6 llofnod y rheolwr 7 car y teulu 8 tocyn tymor mrawd 9 geiriadur Cymraeg Mr Jenkins 10 dyfodol yr iath

**Exercise 5**

- 1 Wi'n byw yn Ne Cymru 2 Dw i'n byw yng Nogaledd Cymru 3 Dw i'n dod o Ogledd Lloegr 4 Mae nhw'n dod o Orllewin Lloegr 5 Dan ni'n dod o Ogledd yr Alban 6 Mae bwthyn 'da nhw yng Ngorllewin Iwerddon 7 Mae hi'n byw yng Nghanolbarth Lloegr 8 Mae ei theulu'n dod o Ganolbarth Cymru

**Exercise 6**

- 1 Allech chi agor y ffenest 'ma i mi? 2 Newch chi sgrefennu ich cyfeiriad i lawr i mi? 3 Alwch chi ddweud writha i lle mae'r safle bysiau? 4 Newch chi siarad Cymraeg â fi heddlw? 5 Newch chi brynu'r tocynnau? 6 Allech chi gau'r drws?

**Exercise 7**

- (y)sgrifennwch! arhoswch! rhedwch! brysiewch! dewch yn ôl! dan-goswch! pleidleisiwch! rhowch! or rhoddwch! dysgwch! siaradwch!

**Exercise 8**

- I look for the yellow boxes in the schedule 2 watch the programmes and answer the questions 3 phone the number with the answer 4 yes 5 holiday worth up to £2,000 6 Christmas 7 mini-TVs, video-cassettes, S4C T-shirts 8 midnight

**Lesson 5**

- Exercise 3**  
gorsaf-tocyn dwyffordd; swyddfa bost-stampau; sinema-hufen iâ; siop lyfrau-geiriadur Cymraeg; ysgol-bwrrd clu; banc-llyfr siec; siop telysion-sioled; siop ffordau-cenhinen Bedr; canolfan handde-rased sboncen

- Exercise 4**  
1 Lle mae'r orsaf? Draw fan'na mae hi 2 Lle mae'r banc agosa? Fan syn ar y chwith mae e 3 Lle mae'r llyfrgell? Lawr y ffordd mae hi 4 Lle mae'r siop ffordau? Gyferbyn y banc mae hi

**Exercise 5**

- Rhodri has to put the boxes down over there. Siân has to hold the door open.

**Exercise 6**

- 1 Allech chi fynd â'r rheiny 'da chi? Gallwn 2 Alli di eistedd yng nghefn y car? Galla 3 Aller ti helpu fi gyda ngwaith cartre? Gallwn 4 Alii di weld copa'r Wyddfa? Galla 5 Alla i'ch helpu chi? Gallwch 6 Nei di roi'r llythyr 'ma yn y post? Gwna 7 Aller ti danllinellu'r gwallau? Gallwn 8 Newch chi siarad Cymraeg â fi? Gwna

**Exercise 9**

1 Peidiwch chwarae gyda'r gath 2 Paid gweiddi fel 'ny 3 Paid taftu  
 lllestri 4 Peidiwch gwneud gormod o sŵn 5 Paid eistedd far'n'a 6 Paid  
 edrych ar yr hamster fel 'ny 7 Peidiwch symud 8 Peidiwch symud

**Exercise 10**

ar goll, o leia, llwyd, ta beth, rhwng, peidiwch poeni, nesa, o gwbl,  
 ddwywaith, meddwl

**Exercise 11**

1 A - Dyw Susan ddim ar y ffordd iawn 2 A - Dyw Rhoda'r  
 Gogledd ddim yn bell 3 A - Rhwng y siop lyfrau a'r banc mae hi  
 4 A - Mae'r twrist yn hollo ar goll

**Exercise 12**

- (a) nai (b) ferch-ying-nghyfraith (c) ferch (d) dad-ying-nghyfraith
- (e) dad-cu/daid (f) gefnider (g) frawd (h) wyrer (i) tam-ying
- (j) fodryb (k) fab (l) chwaer-ying-nghyfraith

**Lesson 6****Exercise 2**

1 Ga i hanner pwys o de? 2 Ga i chwe p(h)wys o datws? 3 Ga i ddu  
 lyfryn o stampiau? 4 Ga i dri tun o fla pob? 5 Ga i hanner dwsin o  
 afalau? 6 Gai dair potel o laeth?

**Exercise 3**

1 Ga i dri pwys o gaws? 2 Oes wyau 'da chi bore 'ma? 3 Rhwng  
 ddu becyn o greision caws a nionyn i mi os gwellwch yn dda 4 Does  
 dim tatws 'da ni ar hyn o bryd 5 Alla i gael dau bwys o sgewyll?  
 6 Mae rhagor o fôron ar waelod y bocs 'na

**Exercise 4**

(c) Gawn ni bwys o datws; (d) gawn ni becyn o greision; (e) ga i  
 becyn o greision; (f) ga i ddu becyn o greision; (g) ga i dorth wen;

**(h) gawn ni dorth wen; (i) gawn ni ddwy dorth wen; (j) gawn ni**

**dorth wen; (k) ga i dorth wen; (l) ga i ddwsin o wyau; (m) ga i ddau  
 ddwsin o wyau; (n) ga i hanner dwsin o wyau; (o) faint ydy/yw  
 banner dwsin o wyau?; (p) faint ydy/yw'r selsig cig moch?**

**Exercise 5**

1 naw punt a pedwardeg saith ceiniog 2 punt a chwedeg ceiniog 3  
 saithdeg pum ceiniog 4 deg punt ac wythdeg ceiniog 5 tair punt a  
 pumtheg ceiniog 6 dwy bunt a nawdeg naw ceiniog 7 chwe phant a  
 dauddeg dwy geiniog 8 saith punt a triddeg wyth ceiniog 9 tair punt a  
 nawdeg pum ceiniog 10 pum punt a saithdeg pum ceiniog

**Exercise 6**

Ga i dalu'r siec 'mai i mewn? Cewch. Oes credyd y tu i mewn 'da chi?  
 Oes Allech chi lenwi fe i mi? Gallwn. 'Na chi. Diolch. Oes eisai i  
 mi wneud unrhyw hef arall? Oes - newch chi iofrodi fe? Gwua. Lle  
 dach chi eisai i mi lofnodi? Fan hyn ar y gwaetod. 'Na ni, 'te. Hwyl.  
*Hwyl fawr.*

**Exercise 7**

- (a) yn (b) mewn (c) yn (d) mewn (e) yn (f) yn (g) yn (h) mewn
- (i) yn (j) yn (k) mewn (l) yn (m) yn (n) yn (o) yn (p) mewn (q) yn
- (r) mewn (s) yn (t) mewn (u) mewn

**Lesson 7****Exercise 1**

1 C 2 A - Mae pobol yn hwya sgoldion yr Abergwaun 3 A - Does  
 neb yn siarad Saesneg yn Majorca 4 O'r fin bwriadu dod 'da ni?  
 eto

**Exercise 2**

1 Oedd Aled a Julie yn rhannu fflat 2 O'ch chi'n gwylio'r teledu?  
 3 O'n ni ddim yn moyn talu gormod 4 O'r fin bwriadu dod 'da ni?  
 5 Oedd mrawd ddim yma 6 Oedd y dosbarthiadau Cymraeg yn  
 anodd?

**Exercise 3**

1 Roedd Aled a Julie yn rhannu flat 2 Oeddech chi'n gwylio'r teledu? 3 Doeddenn ni ddim yn moyn tau gormod 4 Oeddet ti'n bwriadu dod 'da ni? 5 Doedd mrawd ddim yma 6 Oedd y dosbarthiadau Cymraeg yn anodd?

**Exercise 4**

1 Fydd Fred yn y dosbarth heno? 2 Fyddwch chi'n gweithio dros yr ha? 3 Byddan nhw eisiau gweld y manylion gynta 4 Fyddai ddim yn dod i'r parti 5 Byddwn ni'n gwerthu'r tyf 6 Fyddi di'n barod?

**Exercise 5**

1 Fe/Mi fydda . . . 2 Fe/Mi fydd . . . 3 - 4 - 5 Fe/Mi fyddan . . . 6 Fe/Mi fydd . . .

**Exercise 6**

1 first forecast 2 fourth forecast 3 third forecast

**Exercise 7**

a - ii; b - iii; c - i

**Exercise 8**

1 very wet 2 till the end of the week 3 wet 4 in a tent 5 pick them up at the station 6 fine

**Lesson 8****Exercise 1**

1 'da 2 arnat 3 ar 4 arnyn 5 'da 6 arnoch

**Exercise 2**

Gest ti amser da ar dy wyliau? Do, oeddai ni'n bwysus iawn gyda'r tywydd. Wariest ti lawer o arian? Naddo, ond fe ddes i â hwn yn ôl i 'Na garedig. Beth yw e? Anheg o Faes Awyr Caerdydd.

**Exercise 3**

1(e) 2(d) 3(f) 4(a) 5(c) 6(b)

**Exercise 3**

1 Ddylen ni aros fan hyn am funud neu ddau? 2 Oes rhaid i tichi gwyno trwy'r amser? 3 Rhaid i mi beidio anghofio magiau 4 Dylai leuan a Sioned gyfnewid swyddi 5 Dylet ti (Ddylech chi) ddim iffwdanu gymaint 6 Does dim rhaid atgoffa fi

**Exercise 4**

1 A - Dyw Siwan ddim yn gwybod eto 2 A - Doedd Emryr ddim ar y teledu neithiwr 3 A - Mae'r ddau clowyn yn rhad ac am ddim 4 A - Bydd Emryr yn galw am Siwan am hanmer awr wedi saith

**Exercise 5**

a2 b3 c4 d1

**Exercise 6**

1d 2c 3a 4e 5f 6b

**Exercise 7**

1 g, 11.30; 2 d, about 12.00; 3 c, 10.00; 4 f, by 6.00; 5 b, between 7.15 and 7.30; 6 a, 7.00; 7 e, 12.45

**Exercise 8**

1 Pwy sy'n gyrru'r lori 'na? 2 Pwy sy fan'na? 3 correct 4 correct 5 Pwy yw (ydy)'ch brawd? 6 correct

**Lesson 9****Exercise 1**

Gest ti amser da ar dy wyliau? Do, oeddai ni'n bwysus iawn gyda'r tywydd. Wariest ti lawer o arian? Naddo, ond fe ddes i â hwn yn ôl i 'Na garedig. Beth yw e? Anheg o Faes Awyr Caerdydd.

**Exercise 2**

1 A 2 C 3 C 4 A 5 A 6 A

**Exercise 4**

1 Gaeth Petersanau i Nadolig 2 Ymweles i â'r teulu 3 Ddefnyddioch  
 chir llyfr 'na? 4 Yingarrest ti hynny'n anghywir 5 Agorodd John  
 Sally y siop bore 'ma? 6 Ddysgon ni lawer o'r llyfr 'ma

**Exercise 5**

1 Ddarllenies i lyft wrth i'r plant wneud eu gwaith cartref 2 Gyr  
 haeddon ni adre cyn iddi dywyllu 3 Ddifodolles i'r teledu cyn i'r  
 rhaglen orffen 4 Gerddodd e allan cyn i mi gael cyfle i esbonio  
 5 Docedd dim Cymraeg 'da ni cyn inni ddod i Gymru 6 Oedd yr ardd  
 yn edrych yn well ar ôl inni blannu'r blodau

**Exercise 6**

1 ddim 2 mo 3 mo 4 mo 5 ddim 6 mo

**Exercise 7**

1 every day Mon–Fri 2 11.00 in the morning 3 first episode

**Exercise 8**

1 school-leavers and adults 2 new full-time students

**Lesson 10****Exercise 1**

1 A 2 C 3 C 4 A 5 A 6 A

**Exercise 2**

1 Allech chi helpu fi? 2 Dyfen ni roi gwybod i'r awdurdodau 3  
 Gallet ti fod yn iawn 4 Ddyfen ni drafod hyn gyda fe? 5 Gallwn i  
 drwsio hwnnw i ti os (wyf) ti eisianu 6 Gallen ni ddod yn ôl ar adeg  
 fwy cyfleus

**Exercise 3**

y siopau eraill; llyfrau eraill; gair arall; y geiriau eraill; y cyllyll eraill;  
 ei segidai eraill; sianel arall; y merched eraill; y ty arall; rhagleni  
 eraill; y sianeli eraill; eich coes arall; athrawon eraill; athrawesau  
 eraill

**Exercise 5**

1 welan 2 floedeith (/blodeuith) 3 dali (/thali) 4 dynnith 5 dreulhwn  
 6 gysylltwch (/crysyltwch)

**Exercise 6**

Dw i ddim eisiau gweld ti mwyach. Beth wyt i'n feddwl? Dw i'n  
 mynd allan gyda Huw. Mi bwnia i fe.

**Exercise 7**

1 All 2 Galla 3 Alla 4 Allwn 5 Gall 6 Allwch

**Exercise 8**

Fe ddo i draw am bedwar. Os na fyyd neb o gwmpas, a i adre a  
 ffonio Ron. Os na atebiith Ron, bydd rhaid i mi aros tan heno. Ond  
 os dewch chi adre erbyn chwech, ffioriwrh fi; wedyn fe allwn ni  
 drefnu popeth, ac os eawn ni unrhyw problemau, fe ddaw mrawd i'n  
 helpu ni.

**Exercise 9**

1 playing Father Christmas 2 Wyn and the children 3 tomorrow  
 4 food

**Exercise 10**

1 Mae nhad ym bumdeg saith oed 2 Ces i ngeni ym mil naw pedwar  
 wyth 3 Cafodd hi ei geni ym mil naw saith chwech 4 Mae e'n saith  
 oed 5 Cafon (/Cawson/Caethon) nhw eu geni ym mil naw wyth wyth  
 6 Mae hi'n ugain oed

## Lesson 11

### Exercise 7

1 Dw i'n meddwl ... mod i'n mynd i chwydu 2 ... bod nhw yn erbyn y syniad 3 ... bod ni angen mwyy o amser 4 bod chi wedi nghandd eall i 5 ... bod hi'n bwrw eira 6 ... fod e'n aros tu allan

### Exercise 2

1 Dw i ddiln yn siwr ... fod hymny'n iawn 2 ... bod chi i fod i wneud hymny 3 ... (y) byddwn ni mewn pryd 4 ... (y) dyfylset ti ddeud wrtho 5 ... fod/bod digon o fwyd ar ôl 6 ... mod i'n gallu dod o hyd iddyn nhw nawr

### Exercise 3

1 Dw i'n siwr ... fod hymny ddiln yn iawn 2 ... bod chi ddiln i fod i wneud hymny 3 ... na fyddwn ni (ddiln) mewn pryd 4 ... na dyfylset ti ddiln deud (or ... na dyfylset ti ddeud) wrtho 5 ... fod dim digon o fwyd ar ôl 6 ... mod i ddiln yn gallu dod o hyd iddyn nhw nawr

### Exercise 4

1 bod, yn 2 bod, ddiln 3 dy, fod 4 na, 'da 5 i, mod 6 na, hi

### Exercise 5

1 Rhaid cyfaddde bod chi'n lawn 2 Mae'n amlwg fod ti ddiln yn mynd i gau? 3 Glywest ti fod y siop leol yn mynd i gau? 4 Gobeithio na fyddan nhw'n grac 5 Dw i'n credu y dylen ni fynd nawr 6 Dw i'n eitha siwr fod peth caws ar ôl

### Exercise 6

1 ... achos fod nghoes yn rhoi dolur 2 ... achos mod i'n gorffod trw-sior'r peiriant golchi llestri 3 ... achos fod y lle'n llanast 4 ... achos bod/fod rhaid i mi ymarfer Nghymraeg 5 ... achos fod Cymru ar ffin gorio 6 ... achos fod ti'n feddaw gaib yn barod

### Exercise 7

1 Fyddai i ddiln yn mynd (or A i ddiln) onibai fod ti'n addo dod 'da ff 2 Gad inni gadw'n dawel nes bod rhywun yn gofyn 3 Edrych(wch) yn yr oergell am y caws tra mod i'n torri'r bara 4 Mae e'n gallu deall Cymraeg, er fod e ddiln yn siarad yn rhug! 5 Rodda i (or Byddai i'n rhoi) hwn yn y cwpwrdd rhag ofn bod rhywun yn galw 6 Allwch chi ddiln dod i mewn onibai bod tocyn 'ta chi

### Exercise 8

1 correct 2 Mae banana'n ddrutach na chaws 3 correct 4 correct 5 Jam ydy'r rhata ohonyn nhw i gyd 6 Mae selsig-a-marmaled yn ddrutach na chaws a banana

### Exercise 9

Alli di siarad yn arafach? Dw i'n siarad yn araf yn barod. Wel, ti ddiln yn siarad yn ddiln araf i mi. Na i drio arafu, 'te.

### Exercise 10

1 mor, on'd 2 'n, na 3 fwy, nag 4 ydy, fwy a 5 mor, ag 6 yr, un, mor, â

### Exercise 11

1 Dw i'n eitha siwr fod y ty'ma ar werth 2 Mae'n amlwg fod ti ddiln yn gwybod y fleithiau 3 Dw i'n clywed fod Ceri'n sgrifennu llyfr am y Gymraeg 4 Ond o'n i'n meddwl mai cynllunydd tre oedd e 5 Efallai fod e'n dysgu Cymraeg fel hobi 6 Gobeithio fod e'n gwybod beth mae'n wneud

## Lesson 12

### Exercise 1

1c 2a 3f 4b 5d 6e

### Exercise 2

1 Wyt ti wedi gweld Delyth? 2 Ydy'r post wedi mynd eto? 3 Dych chi wedi anghofio llonodi (or arwyddo)'r siec 4 Mae'n allweddii

wedi diffannu eto! 5 Mae Ronnie a Fif wedi mynd i Ogledd Cymru am bythethnos 6 Ydyn nhw wedi mynd â'u pasbortau ('da nhw)?

### **Exercise 3**

1 c (wedi) 2e (wedi) 3d 4f (yn) 5b (wedi) 6a

### **Exercise 4**

1 Wyt ti wedi bod yn tunnu lluniau ar y waliau eto? 2 Mae'r ddu ddyn 'ma wedi bod yn aros amdanoch chi ers dau o'r gloch 3 Dw i wedi bod allan o'r swyddfa trwy'r dydd 4 Gobethio bod chi i gyd ddiod draw ers Nadolig 6 Dwi'n clywed bod eich brawd wedi bod yn addo gweithio yng Nghaerdydd ers amser bellach

### **Exercise 5**

1 C 2 C 3 A 4 A 5 A 6 A

### **Exercise 6**

1 fod, herbyn 2 yw, flaen 3 mod, erbyn 4 ei, le 5 a, gyfer 6 blaen, ar-

### **Exercise 7**

1 Mae Ioan a Iona heb ffionio yn ol 2 Dych chi heb brynu'r tocynnau, 'te? 3 O'n i heb feddwl am hynny ar y pryd 4 Mae'r llywodraeth heb gyhoeddi'r ffigurau 5 Mae'r bws heb ddiod 6 Dwi heb ddeall yr un gair

### **Exercise 8**

1 *Yn anffodus* ... dw i'n dal i olchi'r llestri 2 ... dw i'n dal i dacluso staffell y plant 3 ... dw i ('n) dal (i fod) yn brysur gyda'r cyfrifon, 4 ... dw i'n dal i geisio cysylltu â Jeremy Beadle 5 ... dwi ('n) dal (i fod) yn y gwely 6 ... dw i'n dal i drwsior recordydd fideo

### **Exercise 9**

1 A 2 C 3 C 4 C 5 C 6 A

### **Exercise 10**

1 Christmas 2 children 3 two 4 Mondays and Thursdays 5 use the keep fit room 6 disco rollerskating on Wednesdays

### **Exercise 11**

1d 2e 3a 4c 5f 6b

### **Lesson 13**

1 Gaeth y car ei olchi gan y plant 2 Gaeth ffenest y gegin ei thorri gan y lleidr 3 Gaeth y cyfarfod ei ohirio gan y cadeirydd 4 Bydd y ffigurau'n cael eu cyhoeddi gan y trysor yd nes ymlaen 5 Bydd y gân 'ma'n cael ei chanu gan Elei yfory 6 Mae'r bwyd yn cael ei baratoi gan Rhodri ar hyn o bryd

### **Exercise 2**

1 Mae'r parsel 'ma wedi'i lapio'n wael 2 Mae tri llythyr heb eu dosbarthu 'da fi fan hyn 3 Mae to' garc i wedi'i drwsio nawt/bellach 4 Mae'r bil 'ma'n dal (i fod) heb ei dalu 5 Well gen i (or 'da fi) ddarllen llyfr wedi'i amelu at Gymry Cymraeg 6 Mae'r gwallau i gyd wedi'u tanlinellu

### **Exercise 3**

1 A 2 A 3 C 4 A 5 A 6 C

### **Exercise 4**

1 Dyma'r bobol sy wedi dod i'ch gweld chi 2 Dyma'r ddynes sy'n gofalu am y plant bob Nos Wener 3 Dyma'r fath beth sy'n tueddu digwydd 4 Dyma'r aniall sy'n sal 5 Dyma'r car sy wedi torri i lawr 6 Dyma'r teulu sy wedi prynu'r tŷ drws nesa

### **Exercise 5**

1 Mae llyfrgell newydd wedi cael ei hagor yn y dre 2 Dych chi ar ben eich hun fan hyn? 3 Mae popeth wedi'i drefnu yn barod 4 Wi'n

moyn gwneud y gwaith 'ma'n hunan 5 Mae'r ddau docyn 'ma yn da  
heb eu gwerthu 6 Ydy'ch teledu chi wedi'i drwsio 'to?

### Exercise 6

- 1 Dan ni am weld y dogfenni i gyd cyn penderfynu 2 O'n i'n moyn  
gwneud yn siwr fod pawb yma 3 Dych chi am gasgu'r papurau ar y  
ffordd adref? 4 Mae'n nhw eisau datbygu eu sgilau cyfarfhebu
- 5 Bydd Iswyn am gyfweld â'r ymgeiswyr yn fuan 6 Dw i am ddileu  
'n enwi i o'r rhestr

### Exercise 7

ysgafn-trwm; du-gwyn; poeth-oer; hapus-trist; tlawd-cyfoethog;  
cryf-gwan; newydd-hen; cwn-petryal; perygus-dioget; golygus-hyll;  
diftas-diddorol; caredig-cas; da-drwg; syml-cymhell; anodd-hawdd;

## Lesson 14

### Exercise 1

- 1 Byddwn i'n derbyn . . . 2 Fyddech chi'n fodlon . . . ? 3 Bydden  
nhw'n gwadu . . . 4 Fyddai Gwen yn dod . . . ? 5 Fydden ni ddim yn  
sôn . . . 6 Fyddai rhaid i chi . . . ?

### Exercise 2

- 1 'Swn i'n derbyn . . . 2 'Sech chi'n fodlon . . . ? 3 'Sen nhw'n gwadu  
. . . 4 'Sai Gwen yn dod . . . ? 5 'Sen ni ddim yn sôn . . . 6 'Sai rhaid i  
chi . . . ?

### Exercise 3

- 1 Pe byddai amser 'da ni, byddech chi'n cael ciwrae ar y siglenni
- 2 Pe byddien nhw'n cwyno, bydden ni'n gorford meddwl am rywbech  
arall 3 Pe byddai'r car yn torri lawr, byddai rhaid i mi gerdded 4 Pe  
byddwn i'n gweld e, byddwn i'n rhoi gwybod i ti 5 Pe byddai  
pethau'n mynd yn chwith, bydden ni'n gallu (*or* gallen ni) aild-  
dechrau 6 Pe byddai hynny'n digwydd, byddai'r teulu i gyd yn  
siomedig

### Exercise 4

1 Os byddi di'n ymaelodi â'r clwb sboncen, bydda i'n gallu chwarae  
yn d'erblyn di 2 Os bydd ei phiant hithau'n performio heno, bydd  
ein plant ninnau'n performio belyd 3 Os byddan nhw'n mynd i'r  
Fidal, byddwn ni'n mynd i Ffrainc 4 Os byddwn ni'n gallu, byddwn  
ni'n dod 5 Os byddwch chi'n catel trafferth, byddwn ni'n helpu 6 Os  
bydd Ad a Vic ar gael, bydda i'n gofyn iddyn nhw

### Exercise 6

- 1 Wedodd Mrs Williams y byddai hi'n mynd i'r dre 2 Wedodd  
Iestyn y byddai'r siop ar gau 3 Wedodd Meteri y byddai'r ddau  
phonon ni'n hwyr 4 Wedodd Rhys y bydden nhw wedi mynd yn  
barod 5 Wedodd Aled na fyddai bwyd ar ôl 6 Wedodd Gwenith na  
fyddai hi'n gwend ei gwaith cartref

### Exercise 7

- 1 gyda'n gilydd 2 efo'ch gilydd 3 efo'n gilydd 4 gyda'i gilydd  
5 gyda'ch gilydd 6 efo'i gilydd

### Exercise 8

- 1 Ddaru mi ofyn iddi hi . . . 2 Ddaru o golli ei swydd . . . 3 Naethon  
nhw aros yma . . . 4 Pwy ddaru dynnu'r llun 'ma? 5 Faint naethoch  
chi archebu? 6 Nes i ofalu am y plant

### Exercise 9

- 1 Mae'n ymddangos bod ni'n mynd i fod yn hwyr 2 Efallai y dylech  
chi ymddyheuro 3 Mae'n debyg bod nhw'n dal i fod yn aros am ddech  
4 Efallai bod hi'n rhy hwyr 5 Mae'n debyg y bydd y gwaith papur  
'da chi yfory 6 Mae'n ymddangos fod dim caws ar ôl yn yr oer gell

### Exercise 10

- 1 Erioed 2 Byth 3 Byth 4 Erioed 5 Erioed 6 Byth 7 Byth 8 Byth

## Lesson 15

### Exercise 1

- 1 Bydd yr all gêm yn cael ei threfnu ar gyfer y pumed o fys  
 Tachwedd 2 Cafodd dros ugain o gerbydau eu stopio ar y ffordd i'r  
 Bala 3 Calodd ymgyrch newydd dros hawliau dynol ei lansio yn  
 Llundain ddoe 4 Bydd y llyfegol newydd yn cael ei hagor yn swydd  
 dogol gan y Dywysoges yfory 5 Bydd lluniau o'r digwyddiad yngan  
 eu tymnu gan ein ffotograffydd 6 Cafodd yr adeilad ei chwelu'n  
 gyflangwbl gan y taflegryn

### Exercise 2

efallai taw yn y gegion maen nhw; Fi agorodd y drws; fi foedd yn  
 gorford rôl gweddill y pethau o'r car; ti oedd yn gofalu am yr  
 allwedd; ti sy'n coginio heno.

### Exercise 3

- 1 Nhw wedodd hymny 2 Gartre bydda i trwy'r dydd 3 Buzz ac  
 Amanda sy'n byw fan hyn 4 Alun, Lillian ac Osian sy wedi danfon y  
 cerdyn 'ma 5 Ni fydd yn rhedeg y stodin planhigion eleni 6 Ti  
 dalodd y bil

### Exercise 4

- 1 C 2 A 3 A 4 A 5 C 6 A

### Exercise 5

Nei di olchi'r llestri i mi? *Ond fi olchodd nhw neithiwr!* Wel, gelli di  
 olchi nhw heno hefyd. *Mae pen tost 'da fi.*

### Exercise 6

- 1 Beth mae e'n wybod am weledyddiaeth? 2 O't i'n gwybod fod  
 Siân am fod yn athrawes? 3 Dw i wedi cael llond bol o'r sothach  
 'ma, timod 4 Dw i'n gwybod am rywun allai helpu chi 5 O'n nhw  
 dim yn gwybod dim byd amdan i 6 Oedd e'n gwybod yn union beth  
 oedd angen

### Exercise 7

- 1 C 2 C 3 A 4 C 5 A 6 A

### Exercise 8

- 1 Dw i ddim yn gwybod fyddan rhw'n barod eto 2 Awn ni i weld  
 ydy'r swyddfa docymau ar agor nawr 3 Dw i eisiau gwybod allwch  
 chi weld (or ydych chi'n gallu gweld) yr arwydd draw fan na 4 Alla  
 i ddin dweud yn bendant fydd Aled yn llwyddo neu beidio (or  
 ... yn bendant llwyddith Aled neu beidio) 5 Dw i ddim yn siwr ydy'r  
 tymor wedi dechrau 'to 6 Bydd rhaid inni ddarganfod ydych chi (or  
 wyt ti) 'n dweud y gwir, on' bydd?

### Exercise 9

- 1 Rhaid bod chi o'ch col! 2 Rhaid fod e gartre erbyn hyn 3 Rhaid  
 inni drefnu i fynd allan gyda'n gilydd rywbyrd 4 Rhaid i mi ffonio'n  
 rhieni erbyn wyth 5 Rhaid bod nhw wedi mynd allan yn barod  
 6 Rhaid inni brynu rhywbeth i'r plant tra bod ni yma

### Exercise 10

Anwyd Mr Williams. Diolch am eich llythyr. Dw i'n meddwl y  
 dyen ni gwredd i drafod y mater. Allech chi ddod i'n swyddfa i?  
 Byddai 10 o'r gloch ddydd Gwener yn gyfleus i mi. Rhwch wybod  
 i mi os na allwch chi ddod. Dw i'n edrych ymlaen at weld chi. Yr  
 eiddoch yn gywir.

# Ready-reference grammar

## Adjectives

Adjectives undergo Soft Mutation when used with a feminine singular noun. A few common adjectives have different forms for masculine and feminine nouns, e.g. **gwyn/gwen** *white, trwm/tron* *heavy*. A very few adjectives have special forms for use with plural nouns – **arall/erall, ifanc/fainc**.

Comparison of adjectives ('...er', '...est'; 'more . . .', 'most . . .') is done in one of two ways:

shorter adjectives add **-ach** and **-a(f)**; **cyffym fast, cyffymach faster, cyffyna faftier**.

longer adjectives use **mwy more** and **mwyta most**; **gwerthfawr valuable, mwy gwerthfawr more valuable, mwyta gwerthfawr most valuable**.

'As . . . as . . .' is done with **mor** ' . . . à (ag before vowels) . . .' in the spoken language: **mor werthfawr ag aur as valuable as gold**.

Adjectives follow the noun they describe, with a very few exceptions such as **hen old**. Where an adjective does precede a noun, the noun undergoes Soft Mutation: **hen ddyn an old man**.

## Pronouns

In Welsh, there is no distinction between subject and object pronouns:

	sing.	1	i, fi, mi	I, me
	2	ti, di		you
3m		e, fe		
		o, fo (N)	he, him	
		hi	she, her	
pi.	1	ni	we, us	
	2	chi	you	
	3	nhw	they, them	

There is no pronoun corresponding to 'it' in Welsh; **hi** is used for 'abstract' meanings (as in 'it is raining'), while concrete objects go with their grammatical gender.

The different uses for the variants in the singular pronouns are explained in detail in *Modern Welsh: A Comprehensive Grammar* (King: Routledge).

## Word-order

The order of *main constituents* of the normal sentence in Welsh is:

*verb* first, then  
*subject* of the sentence, and then  
*object* of the sentence, or other remaining elements.

The only real exception to this arrangement is a *focused sentence*, where a particular element is highlighted for attention by being placed first; this includes *identification sentences*.

## Gender

There are two genders in Welsh – masculine and feminine. Feminine *singular* nouns undergo Soft Mutation after the definite article; adjectives undergo Soft Mutation when used after feminine singular nouns.

## Definite article

The definite article ('the') has different forms:

- y** used before consonants
- yr** used before vowels and **h-**
- 'r** used after vowels

The third option '**r**' has priority where more than one criterion is fulfilled at the same time: **yr ardd the garden** but **i'r add to the garden**; **y siop the shop**, but **i'r siop to the shop**.

Gender of the noun does not affect the form of the definite article. There is no indefinite article ('a', 'an') in Welsh.

There is a set of extended pronouns used for emphasis and contrast:

sing. 1	innau, finnau, minnau
2	tithau, dithau
3m	yntau, fintau, fothau (N)
f	hithau
pl.	ninnau
1	chithau
2	nhwthau
3	

## Verbs

The verb **bod** 'to be' is used not only as a verb in its own right, but also as an auxiliary in conjunction with the base-form of other verbs (the verb-noun – VN).

Affirmative (statement) colloquial forms are as follows (some regional variants omitted):

present	imperfect	future
sing. 1 dwi i am	o'n i was	byddfa i I will be
2 (wyf) ti you are	o't ti you were	byddi di you will be
3 mae e/hi he/	oedd e/hi he/	byddwn ni we will be
	she is	she will be
pl.		
1 dyn ni we are	o'n ni we were	byddwch chi you will be
2 dych chi you are	o'ch chi you were	byddwch chi you will be
3 maen nhw they are	o'n nhw they were	byddan nhw they will be
	are	

present	conditional

present	conditional
sing. 1 bues i (see Lesson 9)	byddwn i or baswn i I would be
2 buest ti	byddet ti or baset ti you would be
3 buodd e/hi	byddai fe/hi or basai fe/hi he/ she would be
pl.	
1 buon ni	bydden ni or basen ni we would be
2 buoch chi	byddech chi or basech chi you would be
3 buon nhw	bydden nhw or basen nhw they would be

The present and imperfect tenses of **bod** have special question and negative forms which need to be learnt – see Lessons 2 and 7.

Future, preterite and conditional, as well as all other verbs used with endings in Colloquial Welsh, use SM to make questions (e.g. **Fyddia i?** *Will I be?*) and add **ddim** after the pronoun (or other subject) to make the negative (**Fyddia i ddim / won't be**). An optional affirmative particle **fe** or **mi** can be placed in front of statement forms only: **Fe fyddia i / will be**.

Verbs can be used with *endings* (preterite and future tenses; also command forms), or in conjunction with **bod**. Endings are added to the *stem* of the verb, which may or may not be the same as the VN:

preterite		future
sing. 1	-es i	-a i
2	-est ti	-i di
3	-odd e/hi	-ith e/hi
pl.		
1	-on ni	-wn ni
2	-och chi	-wch chi
3	-on nhw	-an nhw

So, for example, from aros (stem arhos-) *wait: arhoses i I waited, arhosa i I will wait*.

Other tenses, including an alternative future, use the simple VN in conjunction with **bod**, and joined to it by a link-word **yn** (ongoing action) or **wedi** (completed action). 1st person sing. examples with aros:

dw i'n aros	I am waiting or I wait
dw i wedi aros	I have waited
o'n i'n aros	I was waiting
o'n i wedi aros	I had waited
byddfa i'n aros	I will wait or I will be waiting
byddfa i wedi aros	I will have waited
byddwn/baswn i'n aros	I would wait
byddwn/baswn i wedi aros	I would have waited

Four verbs – **mynd go**, **dod come**, **gwneud do, make** and **cael get** – are irregular in the endings-tenses (some regional variants omitted):

*preterite*

'went'	'came'	'did'	'got'
sing. 1 es i	des i	nes i	ces i
2 est ti	dest ti	nest ti	cest ti
3 aeth e/hi	daeth e/hi	naeth e/hi	caeth e/hi
pl. 1 aethon ni	daethon ni	naethon ni	caethon ni
2 aethoch chi	daethoch chi	naethoch chi	caethoch chi
3 aethon nhw	daethon nhw	naethon nhw	caethon nhw

*future*

'will go'	'will come'	'will do'	'will get'
sing. 1 a i	do i	na i	ca i
2 ei di	dai di	nei di	cei di
3 eith e/hi	daw e/hi	neith e/hi	ceith e/hi
pl. 1 awn ni	down ni	nawn ni	cawn ni
2 ewch chi	dewch chi	newch chi	cewch chi
3 ân nhw	dôn nhw	nân nhw	cân nhw

*Adverbs*

Adverbs of manner are formed from adjectives by yn<sup>o</sup>: araf slow, yn araf slowly; tawel quiet, yn dawel quietly.

*Prepositions*

Most cause SM of the following word. When used with pronouns, most take verb-like endings, sometimes with an extra element inserted. In Colloquial Welsh these endings are:

sing. 1 -a i	-at ti	-o fe	-i hi
2			
3m f			
pl. 1	-on ni	-och chi	-yn nhw

**Mutations**

The effects of the various mutations are laid out in Lessons 3 and 4. The main circumstances for them are as follows:

*Soft Mutation:*

- After the actual or notional *subject* of the sentence.
- After a feminine singular noun or after the feminine singular definite article;
- After most simple (monosyllabic) prepositions;
- After the following miscellaneous words:

dau<sup>o</sup> two (m)

dwy<sup>o</sup> two (f)

dyna<sup>o</sup> here is ...

dacw<sup>o</sup> there is ... (yonder)

dy<sup>o</sup> your (sing.)

ei<sup>o</sup> his

fe<sup>o</sup> affirmative marker

go<sup>o</sup> fairly, quite (+ adj)

mi<sup>o</sup> affirmative marker

mor<sup>o</sup> so (+ adj) (not ll- or rh-)

neu<sup>o</sup> or

pa<sup>o</sup> ...? which ...?

pwy<sup>o</sup> ...? which ...? (S)

pan<sup>o</sup> when (not question)

pur<sup>o</sup> very

rhy<sup>o</sup> too

un<sup>o</sup> one (f)

yn<sup>o</sup> before nouns and adjectives (not ll- or rh-)

- On verbs with endings generally in the colloquial language – e.g. golles i /lost (alternative for colles i);

- On adverbs of time – e.g. llwyddynn yn ôl a year ago;

- On the second of two words joined together in a compound: prifdinas capital city (prif + dinas);

- After prefixes like af- un-, dl- –less, gwrh- anti-, against, yn-self – e.g. affwyddiannus unsuccessful (af + llwyddiannus successful), di-Gymraeg non-Welsh-speaking (di + Cymraeg Welsh language), gwirthblaid opposition party (gwrh + plaid political party), gwirthdarol collide (gwrh + taro hit), ymoltchi wash (one-self) (yn + golchi wash).

*Aspirate Mutation:*

- 1 In some regions, on a negative inflected verb – **chollest ti ddin byd** *you didn't miss anything*. But SM is very common here instead: **gollest ti ddin byd**.
- 2 After the following miscellaneous words:

**a and**  
**â with**  
**chwe six**  
**ei her**  
**gyda with**  
**tri three (m)**  
**tua towards, about**

In many regions the AM is not consistently applied, especially the mutation **t**- to **th**-.

*Nasal Mutation:*

- 1 On nouns to indicate 'my', sometimes preceded by 'y': (**plant**) 'y **inhlant** my children', 'y **yn** **Nolgellau**' meaning 'in' 'y **yn** **Nolgellau**' in *Dolgellau*. This usage is followed only erratically in the colloquial language.

From the above it will be clear that the SM is by far the most frequently occurring of the three mutations. You must master the effects of this mutation as quickly as possible, so that you will be able to identify words that you hear. Automatic and unconscious use of the mutations yourself comes only with practice, and is therefore not something you should allow to worry you – just make sure you get the practice, and don't worry about mutation errors on your part. The main object, as with all languages, is to get the message across; the trimmings come later, and will quite often fall into place by themselves, the more Welsh you use in natural conversation.

# Welsh-English glossary

Nouns are masculine unless indicated (f); plural forms are given in brackets where appropriate.

Verbs are given in their basic VN form; some unpredictable stems (see Lesson 5) are given in brackets.

The alphabetical order is according to the Welsh alphabet as given on page 1.

<b>a</b> (ac before vowels)	and	<b>agor</b>	open
<b>a</b> (ag before vowels)	with	<b>agored</b>	open (adj)
<b>Aberiaw</b>		<b>agoriad</b> (-au)	key (N)
<b>absent</b>	absent	<b>agosa</b>	nearest
<b>achos</b>	because	<b>angen</b>	need
<b>achub</b>	save	<b>anghofio</b>	forget
<b>adeg</b> (-au) (f)	time, occasion	<b>anghyfforddus</b>	uncomfortable
<b>adelad</b> (-au)	building	<b>anghyfwr</b>	unusual
<b>adeladawl</b> (f)	builder	<b>anil</b>	wrong, incorrect
<b>(adeladwyr)</b>		<b>anil-law</b>	second
<b>aderyn</b> (adat)	bird	<b>anilagor</b>	hand
<b>adhabod</b>	recognise	<b>ainllechrw</b>	reopen
<b>adre</b>	(to) home	<b>ailfeddw</b>	start again
<b>adrodd</b>	report (vb)	<b>Albanes</b>	think again, have second thoughts
<b>addas</b>	suitable	<b>(-au)</b> (f)	Scot (f)
<b>addewid</b>	promise	<b>Albanwr</b>	Scot (m)
<b>addo</b> (addaw-)	promise	<b>(Albanwyr)</b>	
<b>addysg</b> (f)	education	<b>Almaenes</b>	German (f)
<b>aelod</b> (-au)	member	<b>(-au)</b> (f)	
<b>aelodaeth</b> (f)	membership	<b>Almaenwr</b>	German (m)
<b>afal</b> (-au)	apple	<b>(Almaenwyr)</b>	
<b>afon</b> (-ydd) (f)	river	<b>allan</b>	out

alanta (allanfeydd) (f)	exit	ar bwys	beside
allwedd (-i) (f)	key (S)	ar fai	to blame
am°	(in exchange)	ar fin	about to (+ VN)
	for; at (time);	ar fyris	in a hurry;
an faint?	want to ...	ar gael	available
ambellwaith	for how long?	ar gau	closed
ambwlans (-ys)	occasionally	ar goll	lost
Americanes	ambulance	ar gyfartal	on average
(-au) (f)	American (f)	ar gyfer	for
Americanwr (Americanwy'r)	American (m)	ar hyd	along
angaeédig	enclosed	ar hyn o bryd	at the moment
angau (angae-)	museum	ar ôl	after
angueddfa (angued-		ar ran	on behalf of
feidd) (f)		ar unwaith	at once
anhosib		(ar y) gwelli	in the pipeline;
anl	impossible	araf	planned
antwg	often	arafu	slow
anser (-au)	obvious	arall	slow down
anserien (-ni) (f)	time	arbennig	other (sing.)
anadlu	leisure time	archebu	special
anafu	schedule	ardal (-oedd) (f)	order (goods)
aneth	breathe	ardderchog	supermarket
anfon	injure	arestio	ardal (-oedd) (f)
anffodus	am	arfer	region, area
anhgoel	huge		excellent
anhydrous	send		arrest
annwyd	unfortunate		used to ( <i>with</i>
annwyl	disorganised		<i>imperfect</i> )
anhed (-ion) (f)	incredible	argyfng	crisis, emergency
ansawdd	cold (illness)	arthosa (f)	waiting room
apwyntiad (-au)	present	arian	money
ar°	quality	aros (arhos-)	stay, wait
ar agor	appointment	arwydd (-ion)	sign (n)
ar ben...	open (adj)	arwyddo	sign (vb)
hun(an)	on ... own	asiantwyr teithio	travel agents
		at'	at; to
		atgoffa	remind
		athrawes (-au)	teacher (f)
		athro (athrawon)	teacher (m)
		awn ni	let's go
		awyddus	keen, eager

awyr iach	fresh air	bore	morning
awyren (-nau) (f)	aeroplane	braf	fine
baban (-od)	baby	braidd	rather
bach	small	brawd (prodyr)	brother
bachgen (bechgen)	boy	brefeo	breakfast
bag (-iau)	bag	brown	brown
balch	proud; happy	brwd	almost
banc (-ian)	bank	brynt	keen,
bant	away (S)	brws daunedd	enthusiastic
bara	bread	brynt	dirty
bargen (bar- geinion) (f)	bargain	bryn (-iau)	toothbrush
beoso	worry	brysio	bill
beic (beiciau)	bike	buan	hurry
bellach	now	budr	soon
beth?	what?	busnes (-au)	dirty
beth bymag	whatever; all the	busnesa	business
	same	bweicio	meddle; be nosy
bian	own (vb)	bwrdd (byrddau)	book (yb)
bil (-iau)	bill	bwrriadol	table; board
bisged (-i) (f)	biscuit	bwrriadu	purpose
bleidig	tired	bwrw eira	intend
blodyn (blodau)	flower	bwrw glaw	snow (yb)
blwyd	years old	bws (bysiau)	rain (yb)
blwyddyn	year	bwthyn	bis
(bhlynyddoedd, bhlynyddau) (f)	(bhlynymod)	bwydo	cottage
blynedd	year (after numbers)	bwyta	feed
bob anser	every time;	bychan (pl.)	eat
	always	bychain)	small
bob dydd	every day	byd	world
bob tro	every time;	byr	short
	always	bys (-edd)	finger
	every week	byth	ever/never (see Lesson 12)
bob wythnos	every week	byw	live
bocs (-ys)	box	cacen (-nau) (f)	cake
bold/fod...	that... (see Lesson 11)	cadair	chair(s); <i>stool</i>
		(cadeiniau) (f)	testimony
		cadwn heini	keep fit/active

cae (-au)	field	cerdyn (cardian)	card
cael (irr.)	get, receive; be	cerdyn siec	cheque-card
allowed		cerdded (cerdd-)	walk
<b>Caerdydd</b>	<b>Cardiff</b>	<b>cerdotariaeth (f)</b>	<b>music</b>
cated	hard	ci (cŵn)	dog
camdeall	misunderstand	cig	meat
camera	camera	cig edion	beef
(camerâu)		cig moch	pork
caniatâd	permission	cînio	lunch
caniatâu	allow, permit	cloc (-iau)	clock
canlyniad (-au)	result	doch larwm	alarm clock
canol y dre	town centre	clust (-iau)	ear
canolbarth	central region	clwb (cyhiau)	club
canolbwntio	concentrate	coch	red
canolfan (f)	centre (building)	codi	get up; raise;
canolfan	sports centre	coed	build
chwaraeon		coeden (coed) (f)	tree
canolfan	leisure centre	coes (-au) (f)	leg
handden		coffi	coffee
canran	percentage	coginio	cook (vb)
camu	sing; (bel) ring	colli	lose
carchar	prison	copa	top; summit
cariad	boy/girlfriend	corff (cyrif)	body
cartref	home	costus	expensive
caru	love	cownter	counter
casglu	hate	crac	angry; cross
cath (-od) (f)	cat	credu	think; believe
caw (cae-)	close, shut	creision	(pl.) crisps
cawod (-ydd)	shower	creision ſd	cornflakes
caws	cheese	crio	cry; weep
cefn	back	croesfordd	crossroads
cefn gwlad	countryside	croeso	welcome
cefnoġi	support	crwn (f. cron)	round
ceffyl (-au)	horse	crwydro	wander
ceg (f)	mouth	cryf (f. cref)	strong
cegin (f)	kitchen	trys (-au)	shirt
ceiniog (-au) (f)	penny	cuddio	hide
ceisiau	try	cul	narrow
celwyd (-au)	lie (falsehood)	cw (cymoedd)	knock
cenedlaethol	national	cwch (cyched)	boat
cerbyd (-au)	vehicle	cwm (cymoedd)	valley

cwmni	company	cyfweld â	interview
(cwmniau)		cyfforddus	comfortable
cwpân (-au)	cup	cyffredinol	general
cwpwd	cupboard	cyngerdd	concert
(cypyredau)		cyhoeddi	publish
cwrdd (â)	meet	cyhuddo	accuse; charge
cwrw	beer	cylichrawn	magazine
		(cylchgronau)	
cwympo	fall; drop	cyllelt (cyllyll) (f)	knife
cwyno	complain	cymaint	so much/many
cychwyn	start	cymbialeth	complicated
cycladde	co-operate	cymorth	help (n)
cyfall (cyfeillion)	friend	Cymraes	Welshwoman
cyfan	whole	(-au) (f)	
cyfarchion	greetings	Cymro (Cymry)	Welshman
cyfarwydd	familiar	Cymru	Wales
cyfarwyddiadau	instructions	cymryd (cymre-)	take
(pl.)		cymuned	community
cyfathrebu	communicate	(-au) (f)	
cyfeillgar	friendly	cymydog	
cyfeiriad (-au)	address,	(cymdogion)	
	direction	cyn	
cyfenw	surname	cyn bo hir	
cyfeithu	translate	cynleied	
cyfeithydd	translator	cynllun	
cyffe (-oedd)	chance,	cynal (cynali-)	hold (meeting)
cyffeus	opportunity	cynar	
cyffwyno	convenient	cynnes	
cyffym	present;	cynia	
cyfnewid	introduce	cynyddu	
(cyfnewidi-)	fast, quick	cynraedd	
	exchange	(cyrhaedd-)	
cyfoethog			
cyfraunn	contribute		
cyfreithiwr	lawyer		
(cyfreithwyr)			
cyfres (-i) (f)	series	cysyllt â	
cyfrif (-on)	account		
cyfrifiadur (-on)	computer		
cyfrifol	responsible		
cyfrifoldeb	responsibility		
cywiro			

chi	you	doddefatio	use
chinnod	y'know (S)	defro	wake up
chithau	you	delfyddol	ideal
chwær	sister	denu	attract
(chwioryd) (f)	(not) either	derbyn	receive; accept
chwraith	destroy	(derbyn-)	
chwalu	play	dianc (dihang-)	escape
chwaraeon	sports	dibynnu	depend
chwertain	laugh	didhaferth	without trouble/problems
chwilio am	look for	diskorded (-au)	interest
chwirth	left	difanu	disappear
chwytu	vomit	difas	miserable; boring
'da ('dag before vowels)	with	difrifol	serious
da	good (over) there is ...	diffodd	switch off
dawl	argument; debate	digalonni	get down-hearted
dadlau (dadleu-) (see Lesson 12)	argue	digon	enough
dal	show	digwydd	happen
damwain (damwetnau) (f)	accident	dileu	decide
dan reolaeth	under control	dilyn	follow
danton	send	dini byd	nothing
dant (damned)	tooth	(dim) elem	(I haven't) a clue
darganfod	discover, find out	('da fi)	
darledu	broadcast	(dim) ots	it doesn't matter
darn (-au)	piece	dias ysmgyu	no smoking
darpau	provide	dinas (-oedd) (f)	city
dathbygu	develop	dinied	harmless
datgan	declare, announce	diod (-ydd) (f)	drink
datrys	solve	diogel	safe
dau	two (m)	diolch	thank you
de	right, south	dirwy (-on) (f)	fine; penalty
deall	understand	disgwyti	expect
dechrau	begin	diswyddo	sack, fire

dod (irr.)	come
dod à	bring
dod o hyd!	find
dod yn°	become
dogfen (-ni) (f)	document
Dolig	Christmas
dolur	pain
doniol	funny, humorous
dosbarth	class
(dosbarthiadau)	
dosharhu	deliver; distribute
dros'	over (here/there)
dros y Sul	over there
dros over	over on behalf of
dros over the week-	over the week-
end	end
druan	poor (thing)
drud	expensive
drwg	bad
drws (drysau)	door
drws nesa	next door
drwy°	through
dull	method
dweud, deud	say; tell
dŵr	water
dwsia (-au)	dozen
dwy°	two (f)
dwyforedd	two-way (return)
dwylo	(pl.) hands
dwyrain	east
dychmygu	imagine
dychrym	frighten
dychwelyd	return
(dychwel-)	
dydd (-iau)	day
(dydd) Gwener	Friday
(dydd) Iau	Thursday
(dydd) Llun	Monday
(dydd) Mawrth	Tuesday
(dydd) Merthyr	Wednesday
(dydd) Sadwrn	Saturday

<b>er engraffit</b>	for example	<b>fôn</b>	phone
<b>eraill</b>	other (pl.)	<b>fforc (ffyre)</b> (f)	fork
<b>erbyn</b>	by (time)	<b>ffordd (ffyrrd)</b> (f)	way; road
<b>erbyn hyn</b>	by now		
<b>erchyll</b>	horrible	<b>fforest (-ydd)</b> (f)	forest
<b>eribed</b>	ever/never	<b>ffotograffydd</b>	photographer
	(see Lesson 14)	<b>Ffrancwr</b>	Frenchman
<b>ers tro</b>	since	<b>Ffrancwyr</b>	(Ffrancwyr)
	for (= since)		friend
	quite a while	<b>ffrifn (-iau)</b> (f)	fruit
<b>esbonio</b>	explain	<b>ffurfien (-ai)</b> (f)	form (paper)
<b>egid (sgidau) (f)</b>	shoe	<b>ffwdanu</b>	(make a) fuss
<b>estron</b>	foreign	<b>gadael (gadaw-)</b>	leave; let
<b>ethol</b>	elect	<b>Gaea(f)</b>	winter
<b>eto</b>	again; still	<b>gafael</b>	grip
<b>faint?</b>	how much/	<b>gair (geiriau)</b>	word
<b>fan hyn</b>	many?	<b>gafiu</b>	can; be able
<b>fan'cw</b>	here	<b>galw (galw-)</b>	call
<b>fanna</b>	there (in the	<b>gan</b>	by
	distance)	<b>gan gyanwys</b>	including
<b>fan'ma</b>	there	<b>garden (gerddi) (f)</b>	garden
<b>fe</b>	he, him; it	<b>gaudio</b>	garden (vb)
<b>fe'</b>		<b>garrej (-ys)</b>	garage
<b>fel</b>	like; as	<b>garre</b>	(at) home
<b>fel arall</b>	otherwise		severe
<b>fel hyn</b>	like this	<b>geirfa (f)</b>	vocabulary
<b>fel (hyn)ny</b>	like that	<b>geiriadur (-on)</b>	dictionary
<b>felly</b>	so; in this way	<b>gem (-au)</b> (f)	game
<b>finnau</b>	I, me	<b>geni</b>	give birth to
<b>ffa pob (p!)</b>	baked beans	<b>gitarudd</b>	guitarist
<b>raith (neithiau)</b>	fact	<b>glan (glannau) (f)</b>	shore, bank
<b>(f)</b>		<b>glean</b>	clean
<b>fatri</b>	factory	<b>glas</b>	blue; (of
			vegetation;
<b>feindio</b>	find	<b>glaswellt</b>	green)
<b>feneset (-ri) (f)</b>	window	<b>glyna (glynnuoedd)</b>	lawn
<b>ferm (-ydd) (f)</b>	farm		valley, vale
<b>fil</b>	cannot; not be	<b>go</b>	fairly
	able (S)	<b>go iawn</b>	real, genuine
<b>flat (-iau) (f)</b>	flat, apartment	<b>go lew</b>	OK (health)
		<b>gobeithio</b>	(I) hope

<b>gorfau am</b>	look after	<b>gwastad</b>	flat
<b>gofalus</b>	careful	<b>gweddill</b>	remainder, rest
<b>gogledd</b>	north	<b>gweiddi</b>	shout
<b>gonhio</b>	postpone	<b>gweithio</b>	work
<b>golau</b>	light (n)	<b>gweld (gwel-)</b>	see
<b>goleuadau</b>	light (adj)	<b>gwell</b>	better
<b>golau</b>	wash	<b>gwella</b>	improve; get
<b>golwg</b>	look	<b>gwenu</b>	better
	(appearance)	<b>gweryslu</b>	smile
<b>golygu</b>	mean	<b>gwerthiawr</b>	go camping
<b>golygus</b>	handsome, good-	<b>gwerthu</b>	valuable
	looking	<b>gwesty (gwestai)</b>	self
<b>gorau</b>	best	<b>gweud</b>	say; tell (S)
<b>gurford</b>	have to	<b>gwibdaith</b>	trip, excursion
<b>gurffen</b>	finish	<b>gwib (gwibdeithau)</b>	
<b>gorffennol</b>	past	<b>gwin</b>	wine
<b>gorffwys</b>	rest (vb)	<b>gwisg noio</b>	swimming
<b>gorllewin</b>	west	<b>gwlad</b>	costume
<b>gorosod</b>	station	<b>gwlaedig</b>	wear; put on
<b>gorsaf (-oeld)</b>		<b>gwlaed</b>	country
<b>(f)</b>		<b>gwlyb</b>	rural
<b>gorwedd</b>	lie (repose)	<b>gwneud (irr.)</b>	wet
<b>gorwneud</b>	overdo	<b>gwneud y tro</b>	do the trick
<b>goswing</b>	reduce; decrease	<b>gwohr (-au)</b> (f)	prize
<b>gradd</b>	degree	<b>gwr</b>	husband
<b>grisiau</b>	(pl.) stairs	<b>gwraig (f)</b>	wife
<b>gwadau</b>	deny	<b>gwrande ar</b>	listen to
<b>gwaeled</b>	bottom	<b>ggregys</b>	seatbelt
<b>gwaeith</b>	worse	<b>diogelwch</b>	
<b>gwaeitha</b>	worst	<b>gwreddiwl</b>	original
<b>gwaeitha'r modd</b>	unfortunately	<b>gwres</b>	temperature
<b>gwaeithgu</b>	worsen		(fever)
<b>gwahanol</b>	different		refuse
<b>gwahodd</b>	invite		oppose
<b>gwath carrie</b>	homework	<b>gwirthod</b>	know (fact)
		<b>gwirthwynebu</b>	information;
<b>gwawl</b>	mistake	<b>gwybod</b>	knowledge
<b>gwawl</b>	hair	<b>gwybodaeth (f)</b>	great, marvellous
<b>Gwanwyn</b>	spring		
<b>gwario</b>	spend (money)		
<b>gwarddus</b>	disgraceful		
<b>gwasanaeth (-au)</b> service		<b>gwych</b>	

<b>gwydr</b> (-au)	glass	<b>honni</b>	claim
<b>gwydai</b>	glassful	<b>honto</b>	that (one) (f)
<b>Gwyddel</b> (-od)	Irishman	<b>hosan</b> ( <i>sanau</i> ) (f)	sock
<b>Gwyddetes</b>	Irishwoman	<b>hufen ia</b>	ice-cream
<b>(-au) (f)</b>		<b>hun, hunar,</b>	self
<b>gwylian</b>	(pl.) holidays	<b>hunain</b>	
<b>gwylio</b>	watch	<b>hunawasaeth</b>	self-service
<b>gwyntog</b>	wind	<b>hwn</b>	this (one) (m)
<b>gwydd</b>	green	<b>hwynw</b>	that (one) (m)
<b>(f. gwerdd)</b>		<b>hwyl</b>	goodbye; fun
<b>gyda .. .gibyd</b>	together	<b>hwyr</b>	late
<b>gyda (gydag</b> <i>before vowels</i> <b>)</b>	with	<b>hwyrach</b>	perhaps (N)
<b>gyfebyn</b>	opposite	<b>hyd</b>	(at) up to
<b>gymau</b>	just now	<b>hyd yn oed</b>	even
<b>gyru</b>	drive	<b>Hydref(f)</b>	autumn
<b>gyrrw</b> ( <i>gyrwr</i> )	driver	<b>hyn</b>	these (ones)
<b>Haf(f)</b>	summer	<b>hunny</b>	those (ones)
<b>hala</b>	send	<b>hyned o' ...</b>	awfully ... (+ adj)
<b>halen</b>	salt	<b>hysbyseb</b>	advent
<b>hanes</b> (-ion)	history; story	<b>(-ion) (f)</b>	I, me
<b>banner</b> ( <i>haneri</i> )	half	<b>i</b>	to, for
<b>hapus</b>	happy	<b>i</b>	up
<b>heb'</b>	without	<b>i ffwrdd</b>	away
<b>hedfan</b>	fly (vb)	<b>i gyd</b>	all
<b>heddiw</b>	today	<b>(i) lawr</b>	down
<b>heddu</b>	police	<b>i mewn</b>	in (adv)
<b>heddwas</b>	policeman	<b>i raddau</b>	to a certain extent
<b>(Heeddweision)</b>		<b>i'r dim</b>	exactly right; just the thing
<b>hefyd</b>	also		
<b>hebio</b>	past		
<b>heno</b>	tonight	<b>iâith</b> ( <i>ieithoedd</i> )	language
<b>heudog</b>	sunny	<b>(f)</b>	
<b>hi</b>	she, her, it	<b>iawn</b>	very; OK
<b>hinsawdd</b> (f)	climate	<b>ie</b>	yes (focus/ identification)
<b>hithau</b>	she; it	<b>iechyd da!</b>	cheers! good health!
<b>hoffennydd</b>	helicopter		
<b>hogyydd</b>	sharpener		
<b>holi</b>	ask		
<b>holli</b>	all		
<b>hon</b>	this (one) (f)		

<b>isa</b>	lowest	<b>llonydd</b>	peace, tranquillity
<b>ise</b> (= eisianu)	want (central)	<b>llosg</b>	burnt
<b>isel</b>	low	<b>llu</b>	large number of; host
<b>isio</b> (= eisianu)	want (N)	<b>Llannau</b>	picture
<b>Iwerddon</b>	Ireland	<b>Llun</b> (-iau) (f)	London
<b>lan</b>	up (S)	<b>Llundai</b>	spoon
<b>lapio</b>	wrap	<b>llwyd</b>	grey; pale (complexion)
<b>ledled</b>	throughout	<b>llwyddiant</b>	success
<b>lein</b> (f)	time (railway)	<b>llwyddo</b>	succeed
<b>lolfâ (f)</b>	living room	<b>llygell</b>	library
<b>lori (loriau)</b> (f)	torry	<b>llygad</b> ( <i>llygaid</i> )	eye
<b>lwens</b>	lucky	<b>llym</b>	harsh
<b>llai</b>	less; smaller	<b>lyn</b> ( <i>lynneidd</i> )	lake
<b>llanast</b>	mess; (place) tip	<b>llynedd</b>	last year
<b>llaw</b> ( <i>dwylo</i> ) (f)	hand	<b>llysian</b>	vegetables
<b>llaw dôp</b>	full right up	<b>llwythyr</b> (-au, -on)	letter
<b>llawr</b> ( <i>llorau</i> )	floor; storey	<b>llywodraeth</b> (f)	government
<b>lle?</b> (-fydd or -oedd)	place	<b>mab</b> ( <i>meibion</i> )	son
<b>le?</b>	where?	<b>maes</b> ( <i>meysydd</i> )	field; flat area
<b>lefain</b>	cry, weep	<b>maes awyr</b>	airport
<b>lefarwyd</b>	spokesman, spokeswoman	<b>maes parcio</b>	carpark
<b>leidr</b> ( <i>lladrion</i> )	thief	<b>mai</b>	that... (focus/ identification)
<b>llenwi</b> ( <i>llenw-</i> )	fill (up/in)	<b>mann (f)</b>	mother
<b>leol</b>	local	<b>man-gu</b> (f)	grandmother (S)
<b>lestri</b>	(pl.) crockery	<b>man a man i ...</b>	... night as well
<b>linell</b> (f)	line	<b>meneg</b> ( <i>menig</i> )	glove
<b>lliw</b>	colour	<b>mantais</b> ( <i>manteision</i> )	advantage
<b>llwgar</b>	colourful		
<b>llœgr</b>	England		
<b>llomodi</b>	sign (vb)	<b>manylion</b>	(pl) details
<b>logi</b>	hire	<b>map</b> ( <i>mapiau</i> )	map
<b>llong</b> (-au) (f)	ship	<b>marchnad</b>	market
<b>llongfarchiadau</b>	congratulations	<b>(-oedd) (f)</b>	
<b>llond bol</b>	bellyful, too much of	<b>mas</b>	out (S)
<b>llond . . .</b>	much of	<b>math</b> (-au)	kind, sort
	-ful	<b>mawr</b>	big

<b>medru</b>	can; be able (N)	<b>mynychu</b>	go to (school); frequent
<b>meddw</b>	drunk	<b>o'</b>	from; of
<b>meddw!</b>	think; mean	<b>blad</b>	in favour of
(meddyli-)		<b>o bryd i'w gilydd</b>	mountain
<b>meddyg (-on)</b>	doctor	(o) <b>dan</b>	now and again
<b>meddygfa</b>	surgery	<b>o flaen</b>	under
(meddygfeidd)		<b>o at all</b>	in front of
(f)		<b>o gwawl</b>	at all
<b>med</b>	honey	<b>o gwmpas</b>	around; about
<b>melyn (f. melen)</b>	yellow	<b>o gynharu à</b>	compared with
<b>melynion</b>	(pl.) sweets	<b>o hym ymhaen</b>	from now on
<b>melyn</b>	butter	<b>o leia</b>	at least
<b>menyw (-od) (f)</b>	woman	<b>o'r blaen</b>	before,
<b>mech (-ed) (f)</b>	daughter; girl	<b>o'r diwedd</b>	previously
<b>methu</b>	cannot; not be able	<b>o'r gorau</b>	at last
<b>mewn</b>	in (Lesson 6)	<b>ochor (-au) (f)</b>	alright
<b>mewn golwg</b>	in mind	<b>oed</b>	side
<b>mewn pryd</b>	in time	<b>oedlyn</b>	adult
<b>mi'</b>	affirmative particle	<b>oedran</b>	years old
<b>miltir</b>	mile	<b>oer</b>	pe
(-oedd) (f)	I, me	<b>oergell (-oedd)</b>	pecyn (-nau)
<b>minnau</b>	month	<b>ofn</b>	peidio
<b>mis (-oedd)</b>	way	<b>onadwy</b>	peiranomydd
<b>modd</b>	sea	<b>oherwydd</b>	periant
<b>mor'</b>	so ...	<b>ola</b>	(peiranau)
<b>mor' ... à</b>	as ... as ...	<b>olew</b>	peiriant golchi
(AM) ...		<b>olwyn (-ion) (f)</b>	dishwasher
<b>moyn</b>	want; fetch	<b>on (d) ... ?</b>	Lesson 14)
<b>munud (-au)</b>	minute	<b>ond</b>	pack(et)
<b>mwy</b>	more; bigger	<b>oren (-au)</b>	stop; cease; don't
<b>mwyach</b>	(any) more	<b>oriawr</b>	engineer
<b>mwyafif</b>	majority	<b>os</b>	machine
<b>mynd (irr.)</b>	go	<b>os</b>	peaiwydd
<b>mynd à</b>	take (accompany)	<b>ot</b>	pebbell (pebyll) (f)
<b>mynd yn chwili</b>	go wrong	<b>osgoi</b>	pencil
<b>mynd yn</b>	become	<b>pa ... ?</b>	pentre (pentref) village
<b>myneda</b>	entrance	<b>nos (f)</b>	penwythnos (-au) weekend
(f)		<b>noson (mos-</b>	perfait
<b>awy</b>	evening	<b>osun?</b>	perfect
		<b>pa fath o ... ?</b>	pert
		<b>what ... ?</b>	pretty
		<b>pa mor ... ?</b>	perthnasau
		<b>which one?</b>	perthyn
		<b>what kind of ... ?</b>	pergyrus
		<b>how ... (+ adj.)?</b>	peswch

<b>pa rai?</b>	which ones?
<b>pabell (pebyll) (f)</b>	tent
<b>palaint</b>	pavement,
(palmentydd)	sidewalk
<b>nabod</b>	no (focus)
Nadolig	Christmas
<b>naddo</b>	identification)
<b>nage</b>	grandmother (N)
<b>nain (f)</b>	nature
<b>natur (t)</b>	nature
<b>nawr</b>	now
<b>neb</b>	no-one
<b>neis</b>	nice
<b>neithiwr</b>	last night
<b>nesa</b>	next; nearest
<b>neu'</b>	or
<b>neuadd (-au) (f)</b>	town hall
<b>neuadd y dre</b>	change
<b>newid (newidi-)</b>	new
<b>newydd</b>	(have) just (done something)
<b>newydd sben</b>	brand new
<b>newyddion</b>	news
<b>nhw</b>	they, them
<b>nhwthau</b>	they, them
<b>ni</b>	we, us
ni chariateir ...	... is/are not
<b>nifer (-oedd)</b>	allowed
<b>nifur</b>	number
<b>nianau</b>	we, us
<b>niodiadur (-on)</b>	notebook
<b>nodyn</b>	note
<b>nofio</b>	swim
<b>nol</b>	fetch
<b>nos (f)</b>	night
<b>noson (mos-</b>	evening
<b>weithau) (f)</b>	
<b>awy</b>	gas
<b>nyrs (-ys)</b>	nurse

<b>petryal</b>	square	<b>pwylla!</b>	watch out! be
<b>peth (-au)</b>	thing	<b>careful!</b>	
<b>pigog</b>	touchy	<b>pwys (-au)</b>	careful!
<b>pisin</b>	piece (money)	<b>pwysig</b>	pound (lb)
<b>planhigion</b>	plant	<b>pysgod</b>	important
<b>plat (platiau)</b>	plate	<b>pystafnos</b>	fish
<b>platform</b>	platform	<b>pythefnos</b>	fish
<b>pleidleisiau</b>	vote (vb)	<b>pythefnos</b>	fortnight
<b>pobol (-i) (f)</b>	people	<b>recordydd filio</b>	video-recorder
<b>poedi (-i) (f)</b>	child	<b>rhyd</b>	tape recorder
<b>poeni</b>	worry; bother	<b>rhydau</b>	video-recorder
<b>poeth</b>	hot	<b>rhydau</b>	video-recorder
<b>pont (-ydd) (f)</b>	bridge	<b>rhywun</b>	video-recorder
<b>popeth</b>	everything	<b>Saesnes (-au) (f)</b>	Englishwoman
<b>popy</b>	oven	<b>safle bysiau</b>	bus stop
<b>posib</b>	possible	<b>Sais (Saeson)</b>	Englishman
<b>potel (-i) (f)</b>	bottle	<b>sâl</b>	ill
<b>pres</b>	money (N)	<b>sawl</b>	(+ sing.)? how
<b>presentol</b>	present	<b>sawt un?</b>	many...?
<b>prif</b>	main	<b>sbeotol</b>	how many?
<b>priddinas (f)</b>	capital city	<b>shoncen (f)</b>	glasses, spectacles
<b>priffordd</b>	main road	<b>sebon</b>	squash (game)
<b>(prifffordd) (f)</b>	motorway	<b>sedd (-au) gadw</b>	soap
<b>prin</b>	scarce; hardly (see Lesson 13)	<b>rheilffordd</b>	reserved seat
<b>priod</b>	married	<b>rheilwr</b>	railway
<b>pris (-au)</b>	get married	<b>rhesymol</b>	rheilffordd
<b>pryd (-au)</b>	price	<b>rhwewell</b>	rheilffordd
<b>pryd?</b>	meal	<b>(-oedd) (f)</b>	rheilwr
<b>prydion</b>	when?	<b>rhiant (rhieni)</b>	manager
<b>prynu</b>	punctual	<b>rhiuf (-au)</b>	parent
<b>prysur</b>	afternoon	<b>rholi</b>	number
<b>punt (punoedd,</b>	busy	<b>rholi gwybod i'</b>	give; put
<b>pwnau) (f)</b>	pound (£)		inform; let... know
<b>pupur</b>	pepper		
<b>pwllo nesio</b>	swimming pool		
<b>pwnio</b>	punch, thump		
<b>pwys?</b>	who?		

<b>rhybudd</b>	warning; (advance)	<b>siopa</b>	shop (vb)
<b>rhyd</b>	free	<b>sir</b>	(Welsh) county
<b>rhydau</b>	release	<b>sitwr</b>	sure
<b>rhyfedd</b>	odd, strange	<b>sheisen (sleisys)</b>	slice
<b>rhyngwladol</b>	international	<b>sotach</b>	satellite dish
<b>rhywbeth</b>	something like	<b>sosher lloeren</b>	rubbish
<b>rhywbeheth</b>	that	<b>stafell fwyta (f)</b>	(figurative)
<b>rhywun</b>	someone	<b>stryd (-oedd) (f)</b>	dining room
<b>Saesnes (-au) (f)</b>	Englishwoman	<b>stampus (f)</b>	stamp
<b>safle bysiau</b>	bus stop	<b>stondin (-au)</b>	stand, stall
<b>Sais (Saeson)</b>	Englishman	<b>stref (-oedd) (f)</b>	street
<b>sâl</b>	ill	<b>stumog (f)</b>	stomach
<b>sawl</b>	(+ sing.)? how	<b>su?</b>	how?
<b>sawt un?</b>	many...?	<b>swân</b>	noise
<b>sbeotol</b>	how many?	<b>swper</b>	super
<b>shoncen (f)</b>	glasses, spectacles	<b>swydd (-i) (f)</b>	job; (English) county
<b>sebon</b>	squash (game)	<b>swyddfa (swydd-</b>	office
<b>sedd (-au) gadw</b>	soap	<b>feydd) (f)</b>	
<b>seyfyl (sef-, saf-)</b>	reserved seat	<b>swyddfa bus</b>	post office
<b>seyflifa (f)</b>	stand	<b>swyddfa</b>	ticket office
<b>seyflig (f)</b>	situation	<b>doeynau (f)</b>	post office
<b>selsig</b>	sausage	<b>swyddfa'r post</b>	post office
<b>sglodion</b>	(pl) chips	<b>swyddog (-ion)</b>	official (n)
<b>'sgawn i</b>	I wonder (N)	<b>swyddogol</b>	official (adj)
<b>sgwrs (sgyrsian)</b>	conversation	<b>sych</b>	dry
<b>(f)</b>		<b>syched</b>	thirst
<b>sianel (-i) (f)</b>	(TV) channel	<b>sym</b>	simple
<b>siarad</b>	speak; talk	<b>synmad</b>	move
<b>sicr</b>	sure	<b>syniad</b>	seisible
<b>sicrhau</b>	assure; make	<b>synnu</b>	idea
<b>sicrhau</b>	sure	<b>syrrhio</b>	be surprised
<b>siec (-iau) (f)</b>	cheque	<b>syth</b>	fall
<b>siffl (-oedd) (f)</b>	shelf	<b>syth ymlaen</b>	straight
<b>sillafu</b>	spell	<b>ta beth</b>	straight on/ahead
<b>sinema</b>	cinema		whatever, all the
<b>(sinemâu) (f)</b>			same
<b>Sîôn Corn</b>	Father Christmas	<b>taeluso</b>	tidy up
<b>siop (-au) (f)</b>	shop	<b>tad-eu</b>	father
			grandfather (S)

tafarn (-au) (f)	pub	traeth (-au)	beach
tafell (-au) (f)	slice	trafnidiaeth (f)	traffic
taflen (-ni) (f)	leaflet	trafad	discuss
tafu	throw; throw	tramor	overseas
tad	away	tre (tref) (f)	town
tath (-teithian) (f)	journey	trefniadur (-on)	personal
tal	grandfather (N)	trefnu	organiser
tai	payment; fee	trefnus	arrange; organise
talu	pay	trên (renau)	organised
tan	until	treth (-i) (f)	train
tanliniellu	underline	tax	tax
taro	hit	treulio	spend (time)
tatws	potatoes	trigolion	(pl.) inhabitants
taw	that . . . (focus/ identification)	trio	try
tawel	quiet	troed (traed)	foot
te	tea	troi (tro-, trodd-) turn	turn on
tebyg	likely; similar	trosglywyd	transfer
teg	fair	trwm	heavy
tegan (-au)	toy	trwsio	mend
teinio	feel	trwy'	through
teien (-nau) (f)	cake	trwy' gwdol . . .	throughout (time expression)
teihiwr	traveller, passenger	trwy'r . . .	all . . . (time expressions)
teledu	television	trwydded (-au) (f)	licence
tenau	thin	trwyn	nose
tenis	tennis	trwyn	electricity
tenis bwrd	table-tennis	trydan	lead (for dog)
tenynn	family	trydanol	electric
teulu (-oedd)	fat	trydanwr	electrician
tew	timod	trydydd	third
teihiwr	titim	trysorudd	treasurer
teihuau	you	tu allan	outside
teihiwr (flat-)	poor	tu fas	outside
'to	again; still	tu lewm/mewn	inside
tocyn (-nau)	ticket	tu ol	behind
torri	break; cut	tu ol/clefñ	behind
torri ar draws	interrupt	tua	about (approxima-
torth (-au) (f)	loaf	tudalen (-nau)	mation)
tost	sore, painful	tueddu	page
			pend
		tun (-iau)	tin
		twll	hole
		twym	warm, hot
		tŷ	house
		tŷ bach	toilet
		tŷ bwyta	restaurant
		tybed	I wonder
		tymor	season; term
		tymru	pull; draw
		tynnu lluniau	take pictures
		tywod	sand
		tywydd	weather
		tywyll	dark
		theatr (-au) (f)	theatre
		uchba	highest
		uchel	high
		unffordd	one-way
		uniongyrchol	direct
		Unol Daleithianu	United States
		unrhywbedd	anything
		unrhywun	anyone
		unwaith	once
		uwch	higher
		uwld	porridge
		wal (-iau) (f)	wall
		wastad	always
		wats	watch (time-piece)
		wedi	after; past (time expressions)
		wedi blino	tired
		wedi torri lavr	broken down
		wedyn	then; later on
		weithiau	sometimes
		well'dagân . . .	. . . would prefer
		well'i . . .	. . . had better
		wir?	really?
		wrlñ*	by; while . . .
		-ing	
		wrlñ ochor	beforehand
		wrlñ reswn	wash (oneself)
		wy (-au)	attack
		ymweld	visit
		ymwlchi	wash (oneself)
		ymosod ar	attack
		ymweld	visit
		(ymwel-) â	
		ymylon	
		yn (NM)	in

<b>yr</b>	<i>particle before VN<sub>S</sub></i>	<b>yntefé</b>	<i>question tag</i>
<b>yn°</b>	<i>particle before</i>	<b>ynys (-oedd)</b> (f)	<i>island</i>
		<b>Yr Ysoedd</b>	<i>British Isles</i>
		<b>Prydeinig</b>	
	<i>nouns and adjectives</i>		
<b>yn barod</b>	already	<b>yr</b>	<i>the</i>
<b>yn bendant</b>	definitely	<b>yr Alban</b>	<i>Scotland</i>
<b>yn bennat</b> (f)	mainly chiefly	<b>yr eiddoch</b>	<i>yours ...</i>
<b>yn ddiweddar</b>	recently	<b>yr hya ...</b>	<i>what (=the) ...</i>
<b>yn enwedig</b>	especially	<b>yr Wyddfa</b>	<i>thing (that) ...</i>
<b>yn erbyn</b>	against		<i>(Mount) Snowdon</i>
<b>yn gwnnws</b>	precisely	<b>ysbyty (ysbyta)</b>	<i>hospital</i>
<b>yn gyfanguwlw!</b>	completely	<b>ysgafn</b>	<i>light</i>
<b>yn gwir</b>	truly	<b>ysgol (-ion)</b> (f)	<i>school</i>
<b>yn hytrach na</b> (AN)	rather than	<b>ysgol feithrin</b>	<i>(Welsh language) nursery school</i>
<b>yn lle</b>	instead of	<b>ysgrifennu</b>	<i>write</i>
<b>yn ogystal (a)</b>	as well, also	<b>ysgrifenyddes</b> (f)	<i>secretary</i>
<b>yn ôl</b>	back; ago	<b>(y)sbwriel</b>	<i>rubbish</i>
<b>yn union</b>	exactly	<b>(y)sgritennu</b>	<i>write</i>
<b>yn ynyd</b>	beside	<b>(y)stafell</b> (f)	<i>room</i>
<b>yn ystod</b>	during	<b>(y)stafell twyta</b> (f)	<i>dining room</i>
<b>yna</b>	there	<b>(y)stafell molch</b>	<i>bathroom</i>
<b>yno</b>	there (out of sight)	<b>(y)stafell wely</b>	<i>bedroom</i>
<b>yntau</b>	he; it	<b>ystyried</b>	<i>consider</i>
		<b>yswiriant</b>	<i>insurance</i>