

Second edition



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Intermediate Welsh

A Grammar and Workbook

Gareth King

INTERMEDIATE WELSH

Intermediate Welsh: A Grammar and Workbook is designed for learners who have achieved basic proficiency and wish to proceed to more complex language. It presents a broad range of grammatical topics, illustrated by examples, which serve as models for the varied exercises that follow. The emphasis throughout is on colloquial spoken Welsh used by modern-day native speakers. Features include:

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- many useful language examples;
- jargon-free grammar explanations;
- sample drills and exercises;
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This new edition has been redesigned for greater clarity and further examples have been updated.

Gareth King was UCAS Co-ordinator, Oxbridge Applications Co-ordinator and Latin Co-ordinator for a large sixth-form college. He is also the series adviser for the Colloquials, and the author of numerous books for learners of Welsh, including *Modern Welsh: A Comprehensive Grammar*, *The Routledge Intermediate Welsh Reader* and *Basic Welsh*, the companion volume to this one.

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INTERMEDIATE WELSH: A GRAMMAR AND WORKBOOK

Second edition

Gareth King

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**This book is dedicated
to the memory of my friend
Peter Stoneham
1954–1983**



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CONTENTS

Introduction	ix
1 Inflected future: regulars	1
2 Inflected future: irregulars	4
3 <i>Galla i^o/medra i^o</i> ‘I can’, etc.	7
4 <i>Byth</i> and <i>erioed</i> ‘never/ever’	11
5 Comparison of adjectives I: comparative	14
6 Comparison of adjectives II: superlative; equative	17
7 Comparison of adjectives III: irregulars	20
8 ‘Time’; ordinal numerals	23
9 Aspect distinctions with VNs: <i>newydd^o</i> , <i>ar^o</i> and <i>heb^o</i> with VNs	26
10 Alternative preterite formations	29
11 Subordinate clauses I	32
12 Subordinate clauses II	36
13 Subordinate clauses III	39
14 Relative clauses I	42
15 Relative clauses II	45
16 Conditional of <i>bod</i> ; conditional of other verbs	48
17 Conditional sentences I: open conditions	51
18 Conditional sentences II: closed conditions	54
19 Other unreality verbs: <i>gallwn i^o/medrwn i^o</i> , <i>dylwn i^o</i> , <i>leiciwn i^o/hoffwn i^o</i>	57
20 Unreality verbs with <i>wedi</i> : ‘should have . . .’, ‘could have . . .’, ‘might have . . .’, etc.	60
21 Colloquial passive construction with <i>cael</i>	63
22 Stative passives with <i>wedi</i> and <i>heb^o</i>	66
23 Formal/media (or short) passive in <i>-ir</i> and <i>-wyd</i>	69
24 More conjugated prepositions	72
25 Compound prepositions	75
26 Miscellaneous pronouns I	78

27	Miscellaneous pronouns II	81
28	<i>Gwybod</i> ‘know’; <i>sa i, so ti</i> , etc. (NEG)	84
29	Summary of SM	88
30	Conjunctions I	91
31	Conjunctions II	94
32	Focus I: principles	97
33	Focus II: VNs, <i>bod</i>	101
34	Focus III: <i>mai</i> and <i>taw</i>	105
35	Summary of <i>sy</i>	108
36	Mutation of verb-forms in more formal styles	112
37	Literary Welsh verbs I: the tense system of Literary Welsh	114
38	Literary Welsh verbs II: forms of <i>bod</i>	117
39	Literary Welsh verbs III: irregulars; subjunctive forms	121
40	Literary Welsh verbs IV: autonomous/impersonal forms	124
	Key to exercises	127
	Glossary of technical terms	150
	Vocabularies	152
	Welsh–English	152
	English–Welsh	167

INTRODUCTION

This workbook, now in its second, revised edition, is intended as a grammar-based self-tutor and self-tester for those in the more advanced stages of learning Welsh. A companion volume (*Basic Welsh*) is available for beginners. Forty grammatical points are dealt with in each volume, with exercises designed to drill the user and test understanding. Answers to all exercises are given at the back of the book.

For simplicity and convenience, given the particular difficulties presented by Welsh as regards regional and dialectal variation in many common words, I have generally adopted the following as standard forms throughout (with equally valid alternatives given in parentheses):

dw i ‘I am’ (**wi**; **rwy**)
dyn ni ‘we are’ (**yn ni**; **dan ni**)
dych chi ‘you are’ (**ych chi**; **dach chi**)
e, fe ‘he/him’ (**o**, **fo**)

though Northern forms like **fo** and **dan ni** will of course occur in examples dealing with specifically Northern constructions. Throughout the book, N indicates Northern forms and S Southern forms.

As far as initial consonant mutations are concerned, I have erred on the side of caution, again for the sake of simplicity. On the other hand, it is no secret that the applications of the mutations in the modern living language do not conform to a standard pattern, however much some authorities may try to make them, or claim that they do. On purely practical grounds, I see no value or point in pretending, for example, that instances of Aspirate Mutation like **bws a thacsi** are ‘correct’ Welsh simply because the handbooks of the literary language tell us so. They are certainly not natural in speech, and therefore by all the criteria of modern linguistics they can hardly be regarded as authentic.

In the exercises that form an integral part of each unit, I have aimed at an unashamedly grammatical approach in drilling the student on the points raised in the unit – this is, after all, a grammar workbook, and in any case I see no reason to apologize for grammar, which went through a period in recent years of being rather a dirty word among educationalists, but which remains nevertheless an indispensable part of learning any language. The reader will notice, however, that some units deal with uses of particular words rather than a specific grammatical point, and I have thought it better in these cases simply to provide translation practice only rather than the

mix of translation, grammar drilling and cloze exercises that is presented elsewhere. Considerations of space have placed limitations on the key to exercises at the end of the book: it is not unusual in a language like Welsh to have two or even three equally valid ways of phrasing a particular English expression, but it must be borne in mind that very often I have had to pick one variation and silently pass over another, and I ask the user's indulgence in this. I have, however, tried to ensure that variants be given their due in the body of the workbook.

In this book I have again used a special symbol ° to indicate the Soft Mutation (SM): used after a word, it means that the word causes SM of the next word – so, for example, **am**° means that a word following **am** will undergo SM: **punt**, but **am bunt**. Used before a word, it indicates that that word is already in its mutated form – so, for example, °**benderfynu** means that we are actually dealing with the word **penderfynu**. Similarly, I use ^h for the Aspirate Mutation (AM) and ⁿ for the Nasal Mutation (NM). For this second edition I have substantially extended the marking of all three mutations. Mutations are not marked in the exercises or key.

An asterisk * indicates an incorrect form.

Although most grammatical and syntactic structures occurring in the living language are covered in the two workbooks, and although the units in this workbook represent a graded programme of work (with the same being true for the simpler structures presented in *Basic Welsh*), they are not intended as a reference grammar, or for that matter as a self-contained course – readers wishing to have these may find respectively *Modern Welsh: A Comprehensive Grammar* (3rd edition, Routledge, 2016) and *Colloquial Welsh* (2nd edition, Routledge, 2008) of use; I would hope that the grammar workbooks can be used as an adjunct to these fuller, but differing, treatments of the modern language. Certainly the type of Welsh presented in all of them is essentially the same.

My thanks go to Camille Burns, Samantha Vale Noya and Claire Margerison at Routledge for their professional assistance and support on the production of this new edition. I also thank all my friends and advisors at Crabby Jack's, in particular Kat Kiraly and Thorn Willow.

I am very pleased that this book has found so many friends since it first saw the light of day over twenty years ago, and I hope that in this new edition it will find many more in the years to come.

Belmont, NSW
October 2017

UNIT 1

Uned un

Inflected future

Regulars

In *Basic Welsh* (Unit 24) we saw how the *stem* of the verb is used when we need to add endings; the imperative (command form) ending **-wch**, for example, is added not to **talu** (verb-noun) to give ***taluwch**, but to the stem **tal-** to give **talwch!** ‘pay!’ Then for the preterite (*Basic Welsh*, Unit 25) there is a special set of endings covering all persons – so **tales i** ‘I paid’, **talodd e** ‘he paid’, etc.

Another set of personal endings in Welsh conveys the idea of the future. Let’s look at the endings first:

	<i>Singular</i>	<i>Plural</i>
1	-a i	-wn ni
2	-i di	-wch chi
3	-ith e/hi	-an nhw

Notice again that we have included the following pronoun in each case, as in Modern Welsh the endings never appear on their own except in yes/no answers. You may have noticed also that the second person singular pronoun is not **ti** but **di** in the future.

So the inflected future of **talu** will be:

	<i>Singular</i>	<i>Plural</i>
1	tala i I will pay	talwn ni we will pay
2	tali di you will pay	talwch chi you will pay
3	talith e/hi he/she will pay	talwn nhw they will pay

General principles for inflected verbs (*Basic Welsh*, Unit 26) apply; so, for example, **tala i**, **fe °dala i**, **°dala i** all mean ‘I’ll pay’. Notice the very common expression **°Wela i di/chi** ‘I’ll see you’ (i.e. ‘goodbye’).

You will have realized by now that we saw another way of doing the future in *Basic Welsh* (Unit 18), using **bydda i** etc. (future of **bod**) + **yn** + VN. Are they the same? No – and they are not interchangeable; if they were, what would be the point of having both systems? But they *do* overlap in function. It is hard to see any substantial difference, for example, between **Pryd bydd e’n ffonio?** and **Pryd ffonith e?** ‘When will he phone?’ On the other hand, the inflected future is definitely preferred in certain circumstances, and we will have a look at some of these in the next unit.

Exercise 1.1

Turn these long futures into short futures:

Example: Bydda i'n talu
Tala i

- 1 Fyddi di'n agor y siop yfory?
- 2 Fe fydda i'n gweld ti wythnos nesa.
- 3 Byddwn ni'n helpu chi.
- 4 Bydd y lleill yn aros fan hyn.
- 5 Fyddwch chi'n cyrraedd mewn pryd?
- 6 Fydd Fred yn cymryd coffi?
- 7 Fe fydd Sioned a Medi'n trafod y broblem.
- 8 Fyddi di'n cymryd rhagor?
- 9 Fe fydd Suzie'n bwydo'r anifeiliaid wedyn.
- 10 Fyddan nhw ddim yn arwyddo'r ddogfen.

Exercise 1.2

Translate into Welsh using the short future – use **Mi**^o for affirmative (AFF) sentences:

- 1 I'll help you (**chi**).
- 2 We'll see you (**chi**) tomorrow.
- 3 When will these plants flower?
- 4 Bert will stay here.
- 5 They'll phone tomorrow.
- 6 We won't see them again.
- 7 Sioned will tell him this afternoon.
- 8 Will they write to us?
- 9 Will he buy enough?
- 10 They won't drink.
- 11 I'll collect everything.
- 12 You (**chi**) 'll speak first.
- 13 Who will open the door?
- 14 We'll build a new house here.
- 15 The water will run out here.
- 16 Will they arrange everything?
- 17 I'll keep these for you (**ti**).
- 18 Will they tell us?
- 19 Sioned will give him a present.
- 20 I'll call round later on.

Exercise 1.3

Turn these short futures into long futures:

Example: Ffonith e
 Bydd e'n ffonio

- 1 Enillan nhw'r gêm?
- 2 Ffonith Eleri heno?
- 3 Parith y gynhadledd am wythnos.
- 4 Arhosan nhw ddim.
- 5 Ateba i mo'r cwestiwn 'na.
- 6 Rhodda i ddeg punt iddo.
- 7 Chysga i ddim efo'r holl sŵn 'ma.
- 8 Mi drefnwn ni bopeth.
- 9 Helpa i chi mewn munud.
- 10 Pharith yr argyfwng 'ma ddim yn hir.

UNIT 2

Uned dau

Inflected future

Irregulars

As with the preterite (*Basic Welsh*, Unit 27), the four common verbs **mynd** ‘go’, **gwneud** ‘do/make’, **cael** ‘get’ and **dod** ‘come’ form the inflected future irregularly:

	mynd	gwneud	cael	dod
<i>Singular</i>				
1	a i I will go	na i I will do	ca i I will get	do i I will come
2	ei di etc.	nei di etc.	cei di etc.	doi di etc.
3	eith e/hi	neith e/hi	ceith e/hi	daw e/hi
<i>Plural</i>				
1	awn ni	nawn ni	cawn ni	down ni
2	ewch chi	newch chi	cewch chi	dewch chi
3	ân nhw	nân nhw	cân nhw	dôn nhw

You will notice that **gwneud** and **cael** go exactly like **mynd**, while **dod** is rather different (in the preterite, it was **cael** that was the odd one out). In fact, in some areas **dod** *does* go like the other three (so, for example, **deith e** for **daw e**), but the forms given here are regarded as standard.

It was mentioned in the last unit that, although the inflected and **bod**-future are broadly interchangeable in the modern language, there are circumstances where the inflected future is more likely:

The *first person singular* is used to express intention – **Ffonia i chi yfory** ‘I’ll phone you tomorrow’. The inflected future is preferred after **os . . .** ‘if . . .’, **os na^o . . .** ‘if . . . not . . .’ and **pam na^o . . . ?** ‘why don’t (you) . . . ?’:

Os galwch chi heibio wedyn . . .	If you call round later . . .
Os na^o dalith e . . .	If he doesn’t pay . . .
Pam na arhosi di fan hyn?	Why don’t you wait here?

In fact, there is rather more to ‘if’ than this in Welsh, and we will come back to it in Units 17 and 18 of this workbook. But for now, if you are talking about something

you think may happen in the future, then **os** (or **os na**^o for the negative) + inflected future is usually the right choice. Remember that **bod**, of course, has its own inflected future (you will have noticed perhaps that its endings are identical except for the third person singular) **bydda i** etc., even though this is also used to form the noninflected or long future of other verbs.

Further examples, this time with the irregulars introduced in this lesson:

Os ewch chi fan'na . . .

If you (will) go there . . .

Os na °brynan nhw'r tŷ . . .

If they don't (will not) buy the house

(or: **Os na °phrynan nhw'r tŷ . . .**)

Pam na °ddoi di draw nes ymlaen?

Why don't you come (will you not come) round later on?

Exercise 2.1

Turn long futures into short, and vice versa:

- 1 Mi fydda i'n mynd yfory.
- 2 Mi fydd Sioned yn cael gwobr.
- 3 Fyddi di'n dod wedi'r cwbrwl?
- 4 Mi ddo i am bump.
- 5 Ewch chi ddim hebda i.
- 6 Fe fyddan nhw'n cael mynd heno.
- 7 Fe fydd y lleill yn dod ar y trê.
- 8 Fydd popeth yn mynd yn iawn?
- 9 Ddôn nhw ddim yn ôl.
- 10 Lle ân nhw wedyn?

Exercise 2.2

Translate into Welsh using the short future – use **Mi**^o for AFF sentences:

- 1 I won't do the work.
- 2 Mererid and Ieuan will get their presents later.
- 3 The train will come at four.
- 4 When will you (**ti**) do the work?
- 5 Fred and Bert will go with us.
- 6 I'll go to the library this afternoon.
- 7 We'll be allowed to stay, I think.
- 8 Fred won't come today.
- 9 When shall we go?
- 10 What will they do now?

Exercise 2.3

Turn preterites into short futures, and vice versa:

Example: Aethon nhw i're dre. (They went into town)
 Ân nhw i'r dre. *They'll go to town*

- 1 Gest ti dy arian yn ôl?
- 2 Pryd eith hi?
- 3 Mi eith popeth yn iawn yn y diwedd.
- 4 Mi ddaethon nhw'n ôl amser cinio.
- 5 Pwy ddaeth efo chi?
- 6 Lle gawsoch chi'r wybodaeth?
- 7 Fe es i â'r plant i'r ysgol heddiw.
- 8 Pwy gafodd y wobr gynta, 'te?
- 9 Ddest ti gyda rhywun?
- 10 Ddôn nhw ddim tan fis Ebrill.

Exercise 2.4

Turn presents into short futures, and vice versa:

Example: Maen nhw'n mynd (They are going)
 Ân nhw *They will go*

- 1 Pwy sy'n dod efo ni?
- 2 Eith popeth yn ddiraffferth.
- 3 Mae pob un ohonoch chi'n cael gwobr.
- 4 Dw i'n dod mewn munud.
- 5 Gân nhw eu harian yn ôl?
- 6 Pryd wyt ti'n dod heno?
- 7 Dw i'n gwneud ngwaith cartre yn y gegin.
- 8 Ydy Meleri a Ffion yn cael eu harian yn ôl?
- 9 Dydy'r lleill ddim yn dod tan yfory.
- 10 Ewch chi i'r cyfarfod wedyn, felly?

UNIT 3

Uned tri

Galla i°/medra i° ‘I can’, etc.

The important verb ‘can’ has two equivalents in Welsh: **gallu**, used everywhere and preferred in the standard language, and **medru**, which is a more Northern word. In all essentials they are interchangeable.

You can use these verb-nouns (VNs) like any other VN – i.e. in conjunction with **bod**. So, for example:

Dw i’n gallu
Dw i’n medru ‘I can’

both like **Dw i’n mynd** ‘I go’.

Because of the peculiarities of ‘can’ in English, the parallel relationship is not always as clear in the English as in the Welsh:

like **Wyt ti’n gallu?** ‘Can you?’
 Wyt ti’n mynd? ‘Are you going?/Do you go?’

like **Dyn ni °ddim yn gallu** ‘We can’t’
 Dyn ni °ddim yn mynd ‘We aren’t going/We don’t go’

But you *can* (and native speakers frequently do) use **gallu/medru** with *endings* instead of using **bod** + VN.

Singular

- 1 **galla i** I can
- 2 **galli di** you can
- 3 **gall e/hi** he/she can

Alternatives: **gelli di, gellwch chi**

Singular

- 1 **medra i** I can
- 2 **medri di** you can
- 3 **medr e/hi** he/she can

Plural

- gallwn ni** we can
- gallwch chi** you can
- gallan nhw** they can

Plural

- medrwn ni** we can
- medrwech chi** you can
- medran nhw** they can

3

Galla i° / medra i° 'I can', etc.

This is rather reminiscent of the situation with the inflected and long future, not only in that there is little real difference in meaning between the two methods, but also, curiously, in the look of the endings: you will see that the endings on **gallu/medru** for 'can' (**galla i/medra i** etc.) are identical to those on **bod** (**bydda i** etc.), even though there is no future sense with the former (except perhaps from the very generalized viewpoint that by saying that you 'can' do something you are implying that it might happen in the future).

The method with endings conforms to the principles of inflected verbs (*Basic Welsh*, Unit 26). So

Galla i°/Alla i/Fe °alla i	
Medra i°/Fedra i/Mi °fedra i	I can
°Alla i?	
°Fedra i?	Can I?
°Alla i °ddim	
°Fedra i °ddim	I can't

These inflected forms are very common after **Os ...** and **Os na° ...**

Os gallwch chi °weld y llinell °goch ...	
Os medrwch chi °weld y llinell °goch ...	If you can see the red line ...
Os na °allan nhw °gyfieithu'r °ddogfen ...	
Os na °fedran nhw °gyfieithu'r °ddogfen ...	If they can't translate the document ...

Exercise 3.1

Turn these [**bod**] **yn gallu** sentences into **galla i** (etc.) ones. Use **fe°** for AFF sentences:

Example: Dych chi'n gallu dod?
Ellwch chi °ddod?

- 1 Mae'r chwirydd yn gallu aros gyda ni.
- 2 Ydy Ron yn gallu helpu?
- 3 Ydw i'n gallu eistedd fan hyn?
- 4 Pwy sy'n gallu ateb y cwestiwn?
- 5 Dw i'n gallu gweld dy safbwynt.
- 6 Dyw'r bechgyn ddim yn gallu clywed yn iawn.
- 7 Maen nhw'n gallu gwneud eu gwaith yfory.

- 8 Wyt ti'n gallu nghlywed i?
- 9 Dw i ddim yn gallu gweld y sgrîn.
- 10 Ydyn nhw'n gallu deall?

Exercise 3.2

Translate into Welsh – use inflected forms of **gallu**:

- 1 Can you (**chi**) go to the shop tomorrow?
- 2 I can't read these papers tonight.
- 3 Sioned can't come to the party.
- 4 Who can say?
- 5 Can they keep the shop open?
- 6 Can we confirm this later?
- 7 Fred and Bert can use the back room.
- 8 She can't drive the car.
- 9 Can you (**chi**) translate this document for me?
- 10 You (**chi**) can't park here.

Exercise 3.3

Turn these inflected **gallu** sentences into [**bod**] **yn gallu**:

- 1 Ellwch chi weld popeth?
- 2 Mi alla i orffen y gwaith pnawn 'ma.
- 3 Elli di ddim aros fan hyn.
- 4 All Sioned ddim gwisgo'r het 'na!
- 5 Allwn ni helpu o gwbl?
- 6 Mi ellwch chi farcio'r papurau yfory.
- 7 Fe allan nhw gadw eu pethau fan hyn.
- 8 Elli di yrru lori?
- 9 Alla i ddim dod tan yfory.
- 10 Fe all Rhodri adael neges ar y peiriant ateb.

Exercise 3.4

Translate into Welsh – use inflected forms of **medru**, and use the particle **Mi°** for AFF sentences:

- 1 Can you (**chi**) help me please?
- 2 They can't come to the meeting tonight.
- 3 Can they hear properly?