

Addenda and Corrigenda to I. Wmffre 1999a

Late Cornish

Errors of substance

- Page 21 line 8 Read **tirəð** and not **tireð**.
- Page 37 line 18 Add after line 18: “The **a** in **(pə)kar a** is derived from **ha** ‘and’.”
- Page 38 line 20 Replace *impersonal* with *indefinite*.
- Page 39 line 4 Read **hənwəl** and not **hənwel**.
- Page 52 line 4 Read ***mednə nəj** and not ***medn nəj**.
- Page 53 line 16 Replace *past* with *preterite*.
- Page 55 line 19 Replace *another* with *them*.
- Page 56 line 26 Replace *dro dro:* with *dry drəj*.
- Page 59 line 8 Replace *the perfect tense* with *a passive construction*.
- Page 56 line 16 Replace *if the man saw (lit. ‘did see’)* with *if the man would see*.
- Page 57 line 12 Read **i glapjə** instead of **i glapyə**.

Errors of expression

- Page 24 line 17 Delete *composition*.

Teaching as a seminar

Late Cornish can be taught to students who are comfortable with grammar in ten weekly hour-long sessions (as was tried out by the author at the National University of Ireland, Galway, in the academic year 1999–2000). I suggest dividing the book in the following fashion:

- 1 introduction and orientation [pp.1–7]
- 2 sounds and phonology [pp.7–17]
- 3 grammatical mutations [pp.17–20]
- 4 noun and adjective (morphology and derivation) [pp.20–29]
- 5 pronouns and possessives [pp.30–34, 38–39], locational adverbs [p.61], demonstrative particles [pp.29–30], demonstrative pronouns [p.38]
- 6 prepositions [pp.34–37], adverbs [pp.60–61], interrogatives [pp.37–38]
- 7 verb orientation (persons, tenses and moods) [pp.42–46], *boz* ‘being’ [pp.46–50]
- 8 other verbs [pp.50–56], past participle and verb-noun [pp.58–60]
- 9 negation, questioning, answering, emphasis [pp.57–58, 61], numerals [pp.39–42]
- 10 element order [pp.62–63], periphrasy and auxiliaries [pp.63–65], clauses [pp.24, 65–67]

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