

Croeso! Welcome to Camu at y Gymraeg.

By now you will have received your password and should be ready to work your way through the units of the course.

If you have any general enquiries about the course, contact camu@lamp.ac.uk

You might find you want to buy a dictionary and we recommend you use the Collins Spurrell Welsh-English/English-Welsh dictionary published by HarperCollins.

You've set yourself quite a challenge by choosing to learn a language outside the classroom. It is a challenging task but by no means an impossible one. You should find it both stimulating and enjoyable - not to mention the sense of achievement you'll get when you are awarded your credits. 5 credits are awarded on successful completion of the exercises in units 1-2, 5 credits on completion of units 3-4, 5 credits on completion of units 5-6 and a further 5 credits can be gained by successfully completing units 7-8. Written exercises should be sent to camu@lamp.ac.uk for assessment.

Listed below are some of the features of this new course:

- This is the first University accredited Welsh language learning course available on the World Wide Web.
- This course is a pathway into Higher Education. Your initial 20 credits may be added to, by courses on the Web or by traditional methods, so you can eventually gain sufficient credits (360) for a university degree.
- The course has been designed for absolute beginners. However, to gain maximum benefit, more progress will be made if it is combined with conventional classes which allow opportunities for oral practice. The Department of Welsh organises intensive residential and non-residential courses at Lampeter on a regular basis.
- Although the course is designed to be self-propelled, each student is allocated a tutor from the Department of Welsh, University of Wales Lampeter, who can be contacted directly, via e-mail, to discuss linguistic difficulties.
- The course includes essential aural elements.
- The course is supported by our resource bank of e-learning materials including the On-line Dictionary (available from the menu at the top of the screen)

Acknowledgements

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Sound Recordings: Dr Christine Jones and Helen Williams

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Cedwir pob hawl. Ni ellir atgynhyrchu unrhyw ran o'r deunydd hwn na'i gadw mewn cyfundrefn adferadwy na'i drosglwyddo mewn unrhyw ddull na thrwy unrhyw gyfrwng electronig, mecanyddol, llun-gopïo, recordio, nac fel arall, heb ganiatâd ysgrifenedig ymlaen llaw.

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Method of Study

1. The help of a sympathetic native speaker, if available, will prove invaluable throughout the course.
2. Before proceeding to the units users are recommended to acquaint themselves thoroughly with the Alphabet and Pronunciation Guide. Users may wish to continue to refer to this page after commencing work on the units.
3. No attempt should be made by beginners to memorise the Mutations Table. Learners may take heart that mutations are a feature of all Celtic languages although rules governing the incidence of mutation differ among the languages in which they occur.

With familiarity the mutations will gradually cease to hold any initial terror for the unwary and learners will start to develop a mental pattern of the various consonantal shifts to correspond with the contents of the mutations table which can be assimilated in this way over time.

Learners will find that patterns can be discerned in the mutations which will assist commitment to memory. Rules for mutation should be learned as they occur. The course does not pretend to offer an exhaustive treatment of the subject.

In recent years a number of books have been published which offer a tractable treatment of mutation in Welsh.

4. A glossary for learners not conversant with the terminology that appears in the course units is provided in the Definitions of Grammatical Terms. This page may be consulted as required.
5. The units are sequential. Learners are advised to consolidate material by revising the content of previous units until it is fully assimilated.

The course was written expressly for the speedy acquisition of standard spoken Welsh by learners in small captive groups with a teacher. It was therefore constructed with this end firmly in view. The removal of the teacher from the process imposes a greater task on the isolated learner and unavoidably eliminates the interactive element. To overcome this learners are encouraged to read aloud the unit contents. Repetitive reading aloud may become tedious but will make for fluency.

- Read a number of times the new language sections in each unit.
- Listen to the vocabulary recordings a number of times. The teachers have left time for learners to repeat each item.
- The drills should be practised as though the teacher were present. In class the components of the drill are varied at random by the teacher but the element of spontaneity so introduced cannot be recreated by the learner in isolation. Do not, therefore, skip over the drills which are fundamental to the acquisition of language in this course.
- Write out the exercises. Writing is a useful aid to commitment to memory. Read what you have written.

- It is beneficial to set aside a regular time for study. This should be frequent if not daily. Such a routine is far more beneficial than one protracted session a week.
 - Resist the urge to translate. Translation slows response time considerably and impedes confidence in the target language.
6. The Appendices contain supplementary sets of exercises on each of the mutations. They should be left until all units have been completed.
7. Students who reach the end of the course satisfactorily are invited to attend a residential Easter or summer course in Lampeter. Students unable to attend are urged to find a suitable course closer to home. Attendance at a course should be looked upon as essential by anyone who desires to take the study of Welsh further.

Rhagair (Preface)

This course is an adaptation of a course written specifically for students learning Welsh at the University of Wales, Lampeter. However it is also suitable for absolute beginners who are not studying at university. During the coming months it is intended to revise parts of the course to reduce its student bias content. Ideally you should spend about an hour a day on your work, going over the lessons and learning the vocabulary. You will find all the nouns in this course listed under separate 'gender' headings in the vocabulary. The best rule is to learn the noun and the gender together. As there is no regular way of forming the plural in Welsh, all plural forms are noted in brackets as they appear in the vocabulary and again should be learnt when learning the vocabulary.

As is explained in the Mutations Table some letters 'mutate' at the beginning of words. Mutated letters in the course are printed in bold type: **Gwelais i ferch** I saw a girl

The type of mutation caused is indicated in brackets in the vocabulary: (SM) soft mutation

(AM) aspirate mutation

(NM) nasal mutation

In the spoken language the letter 'f' is often dropped at the end of words, this 'dropped f' will be placed in brackets in the course indicating that it is rarely heard but usually written: **tre(f)** town

arna(f) on me

Learning a new language takes time and commitment but is not impossible. Don't panic if you can't remember every single mutation in the first week. Mutations are not difficult, if you learn from examples.

Abbreviations used in the course: lit. Literally

pt. point

pg. page

fn. feminine noun

mn. masculine noun

A Note for WWW Users

1. The contents of the course are best viewed with a browser that displays images and tables.
2. Select the Sound Icon to listen to a sound file. Your machine must be equipped with a sound card and a copy of RealPlayer to read .rm files. RealPlayer may be downloaded free of charge from the Real site. It frequently appears on CD-ROMs given away with popular computer magazines.
3. Please use the Back facility on your browser to return to a unit after following a hypertext reference from it to another unit.
4. All seven Welsh vowels (a e i o u w y) may bear the circumflex accent (^). The accent always denotes a long vowel.
5. Both circumflex and acute accent (´) are used to indicate the incidence of stress on a final syllable in a polysyllabic word.
Examples: caniatâd permission , caniatáu to permit
6. The diaeresis (¨) is used to distinguish individual vowels from diphthongs in a vowel cluster. It is most frequently found over the letter i to distinguish between i as vowel and semi-vowel.

Examples: cwmnïau companies , storïau stories , with stress on the ï in each case