

# **TEACHERS' GUIDELINES**

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## INTRODUCTION

### Y Pod-antur Cymraeg - P-aC<sub>1</sub>

This pack has been designed to teach Welsh Second Language at Key Stage 2. The aim is to build upon language patterns and vocabulary already introduced during the Foundation Phase, to develop them further and to transfer them to different contexts, thus enabling pupils to understand written and spoken Welsh, to speak and write in different situations and for different purposes.

Learners are therefore encouraged to “... speak with confidence, working as individuals and as members of a group and (use) a range of vocabulary, phrases, sentences and questions”<sup>1</sup>. They are provided with opportunities to help them “develop as active and responsive listeners, and experience a wide range of texts, including authentic materials, as they develop as independent and effective readers.”<sup>2</sup>

Their communication skills in relation to Welsh Second Language are developed throughout the pack, as they “... write in response to a range of stimuli with a growing understanding of the need to speak and write in a way that is appropriate to the purpose and audience. They work with increasing accuracy and they become reflective and evaluative in relation to their own and others’ achievements.”<sup>3</sup>

In addition to developing linguistic skills, the pack provides realistic opportunities to introduce other areas of the curriculum through the medium of Welsh and enables pupils to use and improve the skills of developing thinking, communication, ICT and number. These opportunities are highlighted at the beginning of each part.

## Contents

This multimedia pack consists of the following:

### DVD

The DVD contains six units, each of which has been divided into five parts. The fifth part of each unit revises the language patterns and vocabulary used in the first four parts and pupils have an opportunity to discuss how they can improve their learning and their communication skills.

### Reading materials

15 factual and story books  
15 reading cards

Each book / reading card is relevant to a specific part of the DVD.

### Dictionary

This includes words that are heard on the DVD so that pupils / teachers may look for the meaning of unfamiliar words they hear. It does not contain all the words contained in the reading materials as there are comprehensive vocabularies at the back of each book and on each reading card.

**Please note:** Words are listed according to the Welsh alphabet. As an introductory activity, you could use the alphabet in these guidelines and ask pupils to draw an image to accompany each letter. They could therefore include a word they already know or look in the dictionary for another appropriate word. They may not be able to fill every box at present and any empty boxes could be filled at a later stage.

### 50 discussion cards

These are closely related to the units and they provide opportunities for pupils to use the vocabulary and patterns introduced on the DVD in different situations, thus providing meaningful contexts for communication. Each card contains a specific reference indicating when it should be introduced, e.g.

**P-aC<sub>1</sub>: Uned1, Rhan 1 / Unit 1, Part 1.** However, a selection of appropriate cards may also be given to pupils at any time so that they can revise patterns and vocabulary associated with different situations. As pupils progress through each pack, discussion cards from previous packs could be re-used for revision purposes.

<sup>1, 2, 3</sup> **Welsh in the National Curriculum for Wales**, Welsh Assembly Government, 2008, p. 34

## Interactive activities

Different interactive activities are linked together in a board game that is displayed on screen. These require pupils to collect letters, answer questions and steer the Pod-antur Cymraeg safely through a galactic storm of asteroids and an alien cave.

Please see the section entitled **Interactive materials** for more details.

## Teachers' guidelines

This document contains guidance to accompany each unit, i.e.

- cross-curricular links - information regarding how the units target specific areas of the curriculum, how language patterns and vocabulary introduced within a unit may be applied to other areas of the curriculum
- suggestions regarding developing thinking, communication, ICT and number skills
- the aims of each unit
- a list of vocabulary and patterns used on the DVD - both new and familiar forms
- suggestions indicating how vocabulary and patterns may be transferred to the classroom situation
- an optional step-by-step guide on how to use the DVD, how to introduce and reinforce Welsh patterns, when to introduce the reading materials and discussion cards etc. As different teachers have different styles of teaching and circumstances differ from class to class, these should be adapted to suit your own needs.

## P-aC1 Language Patterns

In this document you will find vocabulary and language patterns that can be used in everyday situations and activities, e.g. when expressing opinions, when asking for or giving information in class, when introducing a book, or they can also be used in relation to specific areas of the curriculum, e.g. when undertaking artwork, physical education, musical activities or when undertaking more specific work associated with the Celts etc.

Use these Welsh patterns as much as possible - incidentally throughout the day and when introducing different areas of the curriculum. Encourage the pupils to speak Welsh as much as possible also, e.g. **Ga i help os gwelwch yn dda?** (May I have some help, please?); **Esgusodwch fi!** (Excuse me!); **Ga i dro?** (May I have a go?). Even if they do not know all the relevant vocabulary, encourage them to use the Welsh patterns, e.g. **Dw i eisiau file os gwelwch yn dda.** (I want a file please.)

## Using the pack

Specific guidance is provided within each unit to show how to use the materials but here are some general suggestions:

- Use the materials regularly.
- Play the DVD as often as possible - listening and watching regularly will improve pronunciation and understanding.
- Prepare the pupils before watching a unit on the DVD, e.g. by familiarising them with new vocabulary and patterns. This will make the experience more meaningful and more enjoyable.
- Pupils should watch units several times. Showing earlier units is a good way of revising language patterns and vocabulary.
- Make the most of the opportunities on the DVD for pupils to interact with the characters, e.g. they should be encouraged to answer questions that are addressed to them.

## Language variations

In order to try to ensure that the pack is relevant to pupils across Wales, an actor from North Wales and an actress from South Wales have been chosen to take part in the film. Crad, therefore, uses forms that are used in North Wales, whereas Ffion uses words and patterns associated with South Wales. This should not cause any difficulty as these forms are introduced and repeated throughout the pack, e.g.

<b>Crad (North Wales)</b>	<b>Ffion (South Wales)</b>	<b>Meaning</b>
rŵan	nawr	now
Mae'n ddrwg gen i.	Mae'n flin 'da fi / gyda fi.	I'm sorry.
Tyrd.	Dere.	Come.
pres	arian	money

## The Pod-antur Cymraeg

The DVD and all the accompanying materials are centred around **y Pod-antur Cymraeg** (the Welsh adventure-pod), which allows the characters, Crad and Ffion, to travel from place to place and through time. As it travels to different geographical locations and periods in history, opportunities are provided to target various areas of the curriculum and different skills. In brief, the 'story' is as follows:

- Unit 1: Crad and Ffion are transported into the Pod-antur Cymraeg, where they get to know each other and learn of the Pod-antur Cymraeg's ability to transport them to different places and through time. In Part 4, they are transported to Castell Henllys.
- Unit 2: This unit begins with an old Welsh tale, **Culhwch ac Olwen**. This tale is similar to the ones the Celts may have listened to around the fire at Castell Henllys. It is followed by Crad and Ffion's attempts to prepare a meal in the Pod-antur Cymraeg and, having failed, they are transported to a bread shop and a market, where they buy various foods.
- Unit 3: Crad and Ffion experience light, darkness and shadows in the Pod-antur Cymraeg. They also discuss warmth and cold and Crad is transported to the Arctic Circle where he meets the Inuit people. As Ffion loses contact with him, she spends her time making a piece of artwork to depict **Golau'r Gogledd** (The Northern Lights or Aurora Borealis). When Crad returns, he shows Ffion how to play some Inuit games.
- Unit 4: This unit, which can be used to coincide with St David's Day celebrations, sees Crad and Ffion preparing to go to a **Diwrnod o Hwyl a Sbri** (Fun Day) on March 1st. They decide to celebrate **Dydd Gŵyl Dewi** (St David's Day) in the Pod-antur Cymraeg and plan the event. Using her mathematical skills, Ffion makes some bunting and Crad is transported to a Welsh shop to buy various Welsh items.
- Unit 5: The characters prepare snacks and make items using straws, but they feel that they would like to go outside. They arrange a surprise outing for each other. Crad takes Ffion to the football ground and Ffion takes Crad to the swimming pool.
- Unit 6: Both characters now feel that it is time for them to return home. Sgrin tells them that they must complete a task before they can leave. They come across pirates but eventually return to Wales.

**Please note:**

**ALL ACTIVITIES SHOULD BE UNDERTAKEN IN ACCORDANCE WITH THE SCHOOL'S POLICIES AND RELEVANT HEALTH AND SAFETY REGULATIONS.**

## Interactive materials

### The story

The interactive board game depicts Crad's journey through the fairground, the Arctic and the beach, back to the Pod-antur Cymraeg. As he travels, he must complete the activities and pupils are required to help him.

### Interactive Game – instructions for use

Double click on the Interactive Game icon.

Click **Dechreuwch.** (Start.)

Instructions will then appear at the bottom of the screen, e.g.

**Taflwch y dis.** (Throw the dice.)

**Symudwch.** (Move.)

### Icons

Several icons are seen on the board game:

- **Red ship icon**

This icon leads to an interactive game, e.g. **Saethwr Sydyn** (Fast Blaster), **Glaniwr y Gofod** (Space Lander) or **Troellwr y Twnnel** (Tunnel Twister).

These are played as follows:

#### **Saethwr Sydyn**

Pupils should use the **mouse**, to steer the Pod-antur Cymraeg through a galactic storm of asteroids whilst keeping an eye out for the green rocks that contain letters that spell a word. If they successfully spell the word, Crad will move forward a number of squares, corresponding to the number of letters in the word. If, however, the Pod-antur Cymraeg crashes into an asteroid, the game is over and Crad will have to move back a number of squares, corresponding to the number of letters in the word.

#### **Glaniwr y Gofod**

Pupils should use the **arrow keys** on the keyboard to bring the Pod-antur Cymraeg to a safe landing and thereby complete a word. Landing too quickly or at a bad angle will result in a crash and the game will end. Similarly, running out of fuel or landing on the wrong letter will also result in the game ending. Successful completion of this game results in Crad moving forward a number of squares, corresponding to the number of letters in the word. Not completing the game will result in Crad moving back a number of squares, corresponding to the number of letters in the word.

#### **Troellwr y Twnnel**

Pupils should use the **arrow keys** on the keyboard to fly the Pod-antur Cymraeg carefully through the alien cave. They should try to avoid contact with the sides of the cave and collect the bubbles with letters on them. If the Pod-antur Cymraeg crashes, the game ends and Crad will move back a number of squares, corresponding to the number of letters in the word. If, however, they manage to collect enough bubbles to spell a word, Crad will move forward a number of squares, corresponding to the number of letters in the word.

- **Cards**

Pupils should click **Dangoswch** (Reveal) to see whether they can move forward or backward.

- **Yellow cogs - Activity**

This activity tests knowledge of the DVDs. The question is read aloud and, once the answer has been submitted, instant feedback is provided.

In some activities, pupils will have to complete the activities on two or three screens, in which case, they will be told to **Cliciwch ar y sgrin i symud ymlaen.** (Click on the screen to continue). These words are also read aloud.

If a question is answered incorrectly, Crad will move back a square. If a question is answered correctly, Crad will move forward one square.

To return to the main board game, pupils should click on '**Nôl i'r gêm**' (Back to the game).

**Please note:** The tasks relate to units on the DVD, e.g. pupils are asked to click on **Cywir** (Correct) or **Anghywir** (Incorrect) after reading this sentence:

**Mae Ffion a Crad yn mynd i mewn i'r tŷ crwn.**  
(Ffion and Crad go into the roundhouse.)

**Cywir**  
**Anghywir**

This sentence refers to the fact that they go into the roundhouse in Unit 2 of the DVD.

- **Plus / Minus numbers**  
If pupils land on squares that include plus or minus numbers, they must move forward or backward, depending on the number shown in the square.
- **Question mark**  
Landing on a question mark means pupils could be asked to undertake any one of the above activities.
- **Blank Square**  
If pupils land on a blank square, they should throw the dice again.

### **When to play**

The board game is divided into three sections, each of which is associated with specific units:

- the fairground (units 1 and 2)
- the Arctic (units 3 and 4)
- the beach (units 5 and 6)

The game could be played when pupils have completed the appropriate two units, or they could play part of the game at the end of each unit. All three sections could be played when pupils have reached the end of Unit 6.

# YR WYDDOR GYMRAEG

(The Welsh Alphabet)

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



## Cross-curricular links

The following grid highlights how the units relate to other areas of the curriculum. More detailed information is included in the guidelines for each unit.

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
	Bobl bach! Y llais Teithio Castell Henllys Ydych chi'n cofio?	Hen, hen stori Dw i eisiau bwyd. Bara arbennig Yn y farchnad Ydych chi'n cofio?	Tywyll a golau Cynnes ac oer Mynd i'r Arctig Bobl bach! Ydych chi'n cofio?	Dathlu Addurniadau Hwyl a sbri Dewi Sant Ydych chi'n cofio?	Hir a byr Hetiau Syrpreis Syrpreis arall Ydych chi'n cofio?	Dw i eisiau mynd adre. Môr-ladron Ar y traeth Madog Mynd adre
Art and design	<ul style="list-style-type: none"> <li>• produce a piece of artwork to depict a fair / park</li> <li>• produce a piece of artwork to depict a giant</li> <li>• evaluate their own work and that of their fellow pupils</li> </ul>	<ul style="list-style-type: none"> <li>• depict scenes from <b>Culhwch ac Olwen</b></li> <li>• evaluate their own work and that of their fellow pupils</li> </ul>	<ul style="list-style-type: none"> <li>• shade and tone - dark and light</li> <li>• depict the <b>Golau'r Gogledd</b> (the Northern Lights) using different methods</li> <li>• evaluate their own work and that of their fellow pupils</li> <li>• study and copy Inuit art</li> </ul>	<ul style="list-style-type: none"> <li>• produce a piece of artwork to depict a scene associated with Dewi Sant (St David)</li> <li>• evaluate their own work and that of their fellow pupils</li> </ul>	<ul style="list-style-type: none"> <li>• draw long and short images and patterns using various techniques</li> <li>• evaluate their own work and that of their fellow pupils</li> </ul>	<ul style="list-style-type: none"> <li>• design and create artwork associated with pirates and with the tale of Madog, e.g. contrasting scenes - a ship on a calm / stormy sea</li> <li>• evaluate their own work and that of their fellow pupils</li> </ul>
Design and technology	<ul style="list-style-type: none"> <li>• design and make a model of a Celtic village / roundhouse</li> <li>• undertake weaving activities</li> <li>• evaluate their work</li> </ul>	<ul style="list-style-type: none"> <li>• design banners, invitations, using appropriate software</li> <li>• “plan and carry out a broad range of practical food preparation tasks safely and hygienically”, e.g. pasta salad, pizza, bread, sandwiches,</li> <li>• “apply current healthy eating messages ... when undertaking food preparation”</li> <li>• evaluate their work</li> </ul>	<ul style="list-style-type: none"> <li>• design and make stick puppets</li> <li>• opportunity to design and make Inuit artefacts, e.g. igloo, mask, sledges etc.</li> <li>• evaluate their work</li> </ul>	<ul style="list-style-type: none"> <li>• design invitations, banners, St David's Day cards using appropriate software</li> <li>• “plan and carry out a broad range of practical food preparation tasks safely and hygienically”,</li> <li>• “apply current healthy eating messages ... when undertaking food preparation”</li> <li>• evaluate their work</li> </ul>	<ul style="list-style-type: none"> <li>• design and create objects, using materials / methods of their choice, e.g. a rocket, picture frame made of straws</li> <li>• evaluate their work</li> </ul>	<ul style="list-style-type: none"> <li>• design and create a model ship</li> <li>• design and create a scrap book</li> <li>• evaluate their work</li> </ul>

	<b>Unit 1</b> Bobl bach! Y llais Teithio Castell Henlllys Ydych chi'n cofio?	<b>Unit 2</b> Hen, hen stori Dw i eisiau bwyd. Bara arbennig Yn y farchnad Ydych chi'n cofio?	<b>Unit 3</b> Tywyll a golau Cynnes ac oer Mynd i'r Arctig Bobl bach! Ydych chi'n cofio?	<b>Unit 4</b> Dathlu Addurniadau Hwyl a sbri Dewi Sant Ydych chi'n cofio?	<b>Unit 5</b> Hir a byr Hetiau Syrpreis Syrpreis arall Ydych chi'n cofio?	<b>Unit 6</b> Dw i eisiau mynd adre. Môr-ladron Ar y traeth Madog Mynd adre
English	<ul style="list-style-type: none"> <li>• search for information on the internet</li> <li>• speak and listen in groups</li> </ul>	<ul style="list-style-type: none"> <li>• search for information on the internet</li> <li>• speak and listen in groups</li> </ul>	<ul style="list-style-type: none"> <li>• search for information on the internet</li> <li>• speak and listen in groups</li> </ul>	<ul style="list-style-type: none"> <li>• search for information on the internet</li> <li>• speak and listen in groups</li> </ul>	<ul style="list-style-type: none"> <li>• search for information on the internet</li> <li>• speak and listen in groups</li> </ul>	<ul style="list-style-type: none"> <li>• search for information on the internet</li> <li>• speak and listen in groups</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• study of Llandudno / Cardiff and the local area</li> <li>• identify and locate places on globe, atlas, map</li> <li>• use ICT to find and present information</li> <li>• follow directions on a map</li> </ul>		<ul style="list-style-type: none"> <li>• study of the Arctic / life in the Arctic</li> <li>• identify and locate places using maps etc.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and locate places using maps etc., e.g. places that celebrate St David's Day - Paris, North America etc.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and locate places using maps etc., e.g. North America and Italy</li> </ul>	<ul style="list-style-type: none"> <li>• revision of work undertaken in unit 1 based on the locality, leading to a study of the local area</li> <li>• simple map reading</li> <li>• identify and locate places using maps etc., e.g. North America</li> <li>• create a map</li> </ul>
History	<ul style="list-style-type: none"> <li>• the Celts</li> <li>• identify the differences between ways of life in different times</li> <li>• ask and answer relevant questions</li> </ul>	<ul style="list-style-type: none"> <li>• the Celtic period</li> </ul>		<ul style="list-style-type: none"> <li>• the life of St David, aspects of monastic life</li> </ul>		<ul style="list-style-type: none"> <li>• Barti Ddu - the famous Welsh pirate</li> </ul>

	<b>Unit 1</b> Bobl bach! Y llais Teithio Castell Henlllys Ydych chi'n cofio?	<b>Unit 2</b> Hen, hen stori Dw i eisiau bwyd. Bara arbennig Yn y farchnad Ydych chi'n cofio?	<b>Unit 3</b> Tywyll a golau Cynnes ac oer Mynd i'r Arctig Bobl bach! Ydych chi'n cofio?	<b>Unit 4</b> Dathlu Addurniadau Hwyl a sbri Dewi Sant Ydych chi'n cofio?	<b>Unit 5</b> Hir a byr Hetiau Syrpreis Syrpreis arall Ydych chi'n cofio?	<b>Unit 6</b> Dw i eisiau mynd adre. Môr-ladron Ar y traeth Madog Mynd adre
ICT	<ul style="list-style-type: none"> <li>• “find information from a variety of sources for a defined purpose,” e.g. information about Africa and Cardiff</li> <li>• produce written pieces</li> <li>• use a range of ICT resources e.g. to film the area etc.</li> </ul>	<ul style="list-style-type: none"> <li>• design banners invitations, using appropriate software</li> <li>• “find information from a variety of sources for a defined purpose”</li> <li>• use a range of ICT resources, e.g. film food preparation, give a PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>• “find information from a variety of sources for a defined purpose”</li> <li>• PowerPoint presentation</li> <li>• search for images</li> <li>• upload information, e.g. clothes suitable for cold weather</li> </ul>	<ul style="list-style-type: none"> <li>• design invitations, banners, St David's day cards using appropriate software</li> <li>• “find information from a variety of sources for a defined purpose”</li> <li>• produce a leaflet using appropriate software</li> </ul>	<ul style="list-style-type: none"> <li>• “find information from a variety of sources for a defined purpose”</li> <li>• PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>• “find information from a variety of sources for a defined purpose”</li> <li>• use a range of ICT resources, e.g. film the new version of Madog's tale</li> <li>• create a story board depicting the tale of Madog</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• calculate prices and work with money</li> <li>• design and use questionnaires</li> <li>• create graphs</li> <li>• use co-ordinates to specify location</li> <li>• investigate and design Celtic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• calculate prices and work with money</li> </ul>	<ul style="list-style-type: none"> <li>• measure temperature – degrees</li> <li>• negative numbers</li> <li>• addition and subtraction</li> <li>• use co-ordinates to specify location</li> </ul>	<ul style="list-style-type: none"> <li>• make bunting using “reflective and rotational symmetries of 2-D shapes”</li> <li>• work with money</li> <li>• calculate price of items in a Welsh shop</li> </ul>	<ul style="list-style-type: none"> <li>• measure and use appropriate measures: <b>centimetr, metr</b></li> <li>• estimate measures</li> <li>• convert one metric unit to another</li> <li>• record data</li> <li>• choose appropriate measures of time</li> </ul>	<ul style="list-style-type: none"> <li>• geometric shapes - triangle, circle, semicircle, pentagon, rectangle</li> <li>• work with money</li> <li>• addition</li> </ul>

	<b>Unit 1</b> Bobl bach! Y llais Teithio Castell Henllys Ydych chi'n cofio?	<b>Unit 2</b> Hen, hen stori Dw i eisiau bwyd. Bara arbennig Yn y farchnad Ydych chi'n cofio?	<b>Unit 3</b> Tywyll a golau Cynnes ac oer Mynd i'r Arctig Bobl bach! Ydych chi'n cofio?	<b>Unit 4</b> Dathlu Addurniadau Hwyl a sbri Dewi Sant Ydych chi'n cofio?	<b>Unit 5</b> Hir a byr Hetiau Syrpreis Syrpreis arall Ydych chi'n cofio?	<b>Unit 6</b> Dw i eisiau mynd adre. Môr-ladron Ar y traeth Madog Mynd adre
Music	<ul style="list-style-type: none"> <li>listen to / appreciate folk / Celtic music</li> </ul>	<ul style="list-style-type: none"> <li>compose a piece of music to accompany different scenes in <b>Culhwch ac Olwen</b> <ul style="list-style-type: none"> <li>evaluate this music</li> <li>perform Welsh songs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>study Inuit music and musical instruments and to compose a piece of music based on Inuit drumming</li> </ul>	<ul style="list-style-type: none"> <li>learn and perform Welsh songs and appreciate Welsh music</li> </ul>		<ul style="list-style-type: none"> <li>compose music to portray the ebb and flow of the sea</li> </ul>
Physical education	<ul style="list-style-type: none"> <li>plan / perform movements to depict fairground rides, thus allowing the pupils to "recognise the principles of simple composition and choreography in order to use them to plan sequences and a range of movement patterns"</li> <li>throwing skills</li> </ul>	<ul style="list-style-type: none"> <li>recognise the principles of simple composition and choreography in order to use them "to plan sequences and a range of movement patterns" - in <b>Culhwch ac Olwen</b></li> </ul>	<ul style="list-style-type: none"> <li>design movements in a particular direction <ul style="list-style-type: none"> <li>Inuit games</li> <li>opportunity to learn about and perform Inuit dances</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>take part in races and various athletics activities associated with a fun day <ul style="list-style-type: none"> <li>parachute games</li> <li>Welsh folk dancing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>throwing skills</li> <li>football skills</li> <li>a visit to the swimming pool</li> </ul>	<ul style="list-style-type: none"> <li>dance: portray the ebb and flow of the sea thus ensuring "variations in rhythm, speed, shape, level, direction and pathways; combining and linking actions; relationships to partners, an audience, ... or a stimulus."</li> </ul>
Religious education		<ul style="list-style-type: none"> <li>opportunities to study weddings</li> <li>experience a family celebration associated with a religion</li> </ul>		<ul style="list-style-type: none"> <li>talk about celebrations</li> <li>read and learn about St David</li> </ul>		

	<b>Unit 1</b> Bobl bach! Y llais Teithio Castell Henlllys Ydych chi'n cofio?	<b>Unit 2</b> Hen, hen stori Dw i eisiau bwyd. Bara arbennig Yn y farchnad Ydych chi'n cofio?	<b>Unit 3</b> Tywyll a golau Cynnes ac oer Mynd i'r Arctig Bobl bach! Ydych chi'n cofio?	<b>Unit 4</b> Dathlu Addurniadau Hwyl a sbri Dewi Sant Ydych chi'n cofio?	<b>Unit 5</b> Hir a byr Hetiau Syrpreis Syrpreis arall Ydych chi'n cofio?	<b>Unit 6</b> Dw i eisiau mynd adre. Môr-ladron Ar y traeth Madog Mynd adre
Science	<ul style="list-style-type: none"> <li>• appreciate the "interdependence of living organisms" - how man has made / makes use of animals (with particular references to the Celts)</li> <li>• how plants grow</li> </ul>	<ul style="list-style-type: none"> <li>• the need for a variety of food</li> </ul>	<ul style="list-style-type: none"> <li>• darkness and light / shadows</li> <li>• cold and warmth</li> <li>• the sun as the source of light</li> <li>• the eye - and light / lack of light</li> <li>• experiment to show that changes can be reversed</li> <li>• how some animals adapt to the cold</li> </ul>		<ul style="list-style-type: none"> <li>• search for information about animals (e.g. snakes, crocodiles)</li> </ul>	<ul style="list-style-type: none"> <li>• revise a healthy / balanced diet</li> <li>• find out about the plants and animals found in different habitats, e.g. on the beach</li> <li>• realize "how humans affect the environment, e.g. litter"</li> </ul>
Welsh Second Language	<ul style="list-style-type: none"> <li>• numerous activities to develop oracy, reading and writing, e.g.</li> <li>• <b>Oracy:</b> view, listen and respond to audio-visual materials; ask and answer questions; express opinions; work independently, in pairs and in groups etc.</li> <li>• <b>Reading:</b> read in a variety of situations and respond intelligently, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• numerous activities to develop oracy, reading and writing, e.g.</li> <li>• <b>Oracy:</b> view, listen and respond to audio-visual materials; ask and answer questions</li> <li>• <b>Reading:</b> read in a variety of situations and respond intelligently, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• numerous activities to develop oracy, reading and writing, e.g.</li> <li>• <b>Oracy:</b> view, listen and respond to audio-visual materials; ask and answer questions, discuss information about the Arctic Circle and the Inuit people</li> <li>• <b>Reading:</b> read in a variety of situations and respond intelligently, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• numerous activities to develop oracy, reading and writing, e.g.</li> <li>• <b>Oracy:</b> view, listen and respond to audio-visual materials; ask and answer questions; convey personal experiences; role play</li> <li>• <b>Reading:</b> read a variety of different materials, e.g. story, factual book, leaflets etc.</li> </ul>	<ul style="list-style-type: none"> <li>• numerous activities to develop oracy, reading and writing, e.g.</li> <li>• <b>Oracy:</b> view, listen and respond to audio-visual materials; express opinions and convey personal and imaginative experiences; role play</li> <li>• <b>Reading:</b> read a variety of different materials, e.g. story, factual book, leaflets etc.</li> </ul>	<ul style="list-style-type: none"> <li>• numerous activities to develop oracy, reading and writing, e.g.</li> <li>• <b>Oracy:</b> view, listen and respond to audio-visual materials; express opinions and convey personal and imaginative experiences; role play</li> <li>• <b>Reading:</b> read a variety of different materials, e.g. story / factual book, leaflets etc.</li> </ul>

	<b>Unit 1</b> Bobl bach! Y llais Teithio Castell Henlllys Ydych chi'n cofio?	<b>Unit 2</b> Hen, hen stori Dw i eisiau mynd. Bara arbennig Yn y farchnad Ydych chi'n cofio?	<b>Unit 3</b> Tywyll a golau Cynnes ac oer Mynd i'r Arctig Bobl bach! Ydych chi'n cofio?	<b>Unit 4</b> Dathlu Addurniadau Hwyl a sbri Dewi Sant Ydych chi'n cofio?	<b>Unit 5</b> Hir a byr Hetiau Syrpreis Syrpreis arall Ydych chi'n cofio?	<b>Unit 6</b> Dw i eisiau mynd adre. Môr-ladron Ar y traeth Madog Mynd adre
Welsh Second Language (contd)	<ul style="list-style-type: none"> <li>• <b>Writing:</b> write in a variety of forms for a range of purposes - present information, write personal accounts, posters etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing:</b> write in a variety of forms for a range of purposes - creative and factual, e.g. invitations, posters, e-mails, letters, a story etc</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing:</b> write in a variety of forms for a range of purposes, e.g. e-mails, diary, factual writing, descriptive writing etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing:</b> write in a variety of forms for a range of purposes, e.g. e-mails, invitations, creative writing etc</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing:</b> write for an extended range of audiences and for a range of purposes, e.g. factual writing, dialogues, diary entries, letters, e-mails etc</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing:</b> write for an extended range of audiences and for a range of purposes, e.g. postcards, invitations, posters, scrap book etc.</li> </ul>

## Unit 1

Although this work focuses mainly on teaching Welsh as a second language, various curriculum and other related areas have also been targeted. These are listed below, but for more details, please see the relevant Programmes of Study and frameworks.

### Welsh Second Language

Pupils are given opportunities to listen to a variety of people speaking Welsh, to respond appropriately in a variety of circumstances and to express opinions. They are also provided with opportunities to participate in role-play activities.

Pupils are encouraged to respond to various reading materials. General questions which they could use in pair or group work, or which the teacher could ask them, are listed in the document entitled **P-aC<sub>1</sub> Language Patterns**. A list of specific questions relevant to each book is to be found at the back of each book.

Pupils are also encouraged to gather information from the reading materials and to respond in an appropriate manner, e.g. by discussing the attractions that are to be found in Llandudno and Cardiff and by assuming the identity of Cai in a hot-seat session.

In addition, pupils are provided with opportunities to write lists, profiles, brief personal descriptions, information for a poster and to record information they have gathered during research activities, e.g. research into life in Africa.

### English

Pupils are encouraged to search for information about life in Africa, the attractions of Cardiff and the Celtic settlement at Castell Henllys. Much of this work will possibly be undertaken through the medium of English and although some simple facts may be recorded in Welsh, more detailed information could be recorded through the medium of English.

### Mathematics

While Crad is at the fair, he buys a hot dog which costs **dwy bunt** (two pounds). This could provide an opportunity to revise Welsh expressions associated with money, e.g.

**punt** (a pound)

**dwy bunt** (two pounds)

**tair punt** (three pounds)

**pedair punt** (four pounds)

**pum punt** (five pounds)

Expressions relating to pence, **ceiniog**, could also be revised, e.g.

**deg ceiniog** (ten pence)

**dau ddeg ceiniog** (twenty pence)

**tri deg ceiniog** (thirty pence)

**pedwar deg ceiniog** (forty pence)

**pum deg ceiniog** (fifty pence)

**chwe deg ceiniog** (sixty pence)

**saith deg ceiniog** (seventy pence)

**wyth deg ceiniog** (eighty pence)

**naw deg ceiniog** (ninety pence)

You could then ask pupils to calculate as follows, e.g.

**Mae ci poeth yn costio dwy bunt.** (A hot dog costs two pounds.)

**Faint ydy dau gi poeth?** (How much are two hot dogs?)

**Faint ydy pedwar ci poeth?** (How much are four hot dogs?)

etc.

Two of the reading cards require pupils to work in pairs as they use co-ordinates to search for and explain the location of various buildings etc. in Llandudno and Cardiff.

There are opportunities to measure time, e.g. when timing various activities and recording for how long group members can speak about a given subject:

**pedwar deg eiliad** (forty seconds)

**munud a dau ddeg eiliad** (a minute and twenty seconds)

etc.

The key words are **munud** (minute) and **eiliad** (second).

There are opportunities to design and use questionnaires, e.g. when talking about hobbies and when finding out how many in the class like specific vegetables. Pupils could present their findings using graphs, which, in turn, could be explained orally and in written form, e.g.

**Mae deg yn hoffi ...** (Ten like ...)

**Mae chwech yn hoffi ...** (Six like ...)

After watching the clip where Crad and Ffion visit Castell Henllys (Unit 1, Part 4) and undertaking the activities outlined in these guidelines, pupils could make Celtic patterns which would involve measuring, drawing lines, making specific shapes and patterns.

### Science

Various activities could be undertaken as the pupils learn about Castell Henllys (Unit 1, Part 4). The book entitled **Cai**, for example, refers to how the Celts used their animals and pupils could be encouraged to think about why pigs, cattle, sheep, bees, hens and geese would be useful to the Celts.

In addition, there are references to the Celtic garden, which, on the DVD, has strawberries and herbs growing in it. Pupils could be asked to find out which other vegetables the Celts grew - **Pa lysiau?** (Which vegetables?) - and they could be given the opportunity to grow these vegetables in their own garden at school. This would lead to a greater understanding of how plants grow, what their requirements are etc.

### Geography

There are references to various geographical features as Crad travels, e.g. **y môr** (the sea), **mynyddoedd** (mountains), **coed** (trees), and in the work associated with Castell Henllys, e.g. **bryn** (hill), **afon** (river), **llwybr** (path), **cae**, (field), **castell** (castle), **pentref** (village).

More specifically, pupils are encouraged to notice the features associated with specific localities, as Crad describes Llandudno and Ffion describes Cardiff. They also refer to the fact that Llandudno is **yn y gogledd** (in the north) and Cardiff is **yn y de** (in the south). Pupils are encouraged to notice features in their local area and to write and talk simply about them. They could produce materials to promote the area, e.g. a leaflet, a poster or a script for a video clip, which could then be filmed and shown to the class / school. They could also draw simple maps as part of this work.

Their video clips could include expressions such as:

**Dyma ...** (Here is / are ... / This is ... These are ...)

**Mae ... yn y de / gogledd / gorllewin / dwyrain.** (... is in the south / north / west / east.)

**Dyma'r ...** (Here is the .../ are ... the ... / This is the ... / These are the ...)

**Edrychwch ar y ...** (Look at the ...)

**Mae'n hardd.** (It's beautiful.)

**Mae'n ffantastig.** (It's fantastic.)

**Mae'n wych / grêt.** (It's great.)

There are opportunities to use simple co-ordinates on a map.

Pupils are provided with some information about Africa. You could ask them to undertake further research in order to gather information about the continent. They could find the location of the continent on a map and plot a journey from Wales to Africa, recording which countries they pass through on the way.



## History

There are opportunities to introduce / reinforce work associated with the Celts and the Iron Age as Crad and Ffion visit Castell Henllys, an Iron Age settlement in Pembrokeshire. The following aspects of Celtic life are conveyed through the DVD:

- The village is strategically situated on top of a hill.
- There is a garden where they grow fruit and herbs.
- The people keep animals such as pigs.
- They live in roundhouses.
- The interior of a roundhouse is portrayed.

The book entitled **Cai** reinforces this work as it depicts life during this period, e.g.

- the settlement on top of a hill
- the roundhouses
- the interior of a roundhouse
- the food
- growing food and rearing animals
- a coracle
- sitting around the fire listening to a story.

## Art and design

Welsh may be used as a means of communication during art and design sessions - vocabulary and language patterns relevant to this area of the curriculum are to be seen in the document entitled **P-aC<sub>1</sub> Language Patterns**.

In this unit, pupils could choose suitable materials to make a collage of a park or a fairground and they could investigate and make Celtic patterns. These sessions would provide opportunities to use appropriate materials, tools and techniques as well as to experiment and to describe what they are doing in Welsh.

After completing the work, they should be given the opportunity to evaluate their own work and that of their fellow pupils. Please see **P-aC<sub>1</sub> Language Patterns**.

## Physical education

Pupils could be encouraged to move like different fairground rides, e.g. the roller coaster, the carousel, the ghost train etc. This would provide opportunities to think and plan movements, thus developing ideas and strategies, and would enable pupils to "recognise the principles of simple composition and choreography in order to use them to plan sequences and a range of movement patterns".

## Music

Pupils could compose music to convey the fun and movement of the fair or music to accompany different fairground rides, e.g. the rise and fall of the roller-coaster, the spooky atmosphere of the ghost train etc.

Welsh folk music or Celtic music from any of the Celtic countries could be studied after watching Part 4, when pupils could be asked to express opinions. They could sing Welsh folk songs and instrumentalists in the class could be invited to play simple Welsh folk tunes.

## ICT

Pupils are encouraged to search for information about Africa, Cardiff and Castell Henllys along with relevant images and maps. They could also be encouraged to use appropriate software packages to present their work.

They could use a video camera to film their area or indeed to record oral work in class, e.g. group work.

## **Design and technology**

In Part 4, attention could be drawn to the baskets seen inside the roundhouse and pupils could then undertake weaving activities. They could also design and make a model of a Celtic roundhouse or a Celtic village or Celtic jewellery, e.g. a Celtic brooch.

## **Education for Sustainable Development and Global Citizenship**

This unit encourages pupils to search for information and to learn more about life in other parts of the world, e.g. in Africa.

If appropriate, they could compare their own life to life in Africa, focusing on food, clothes, homes, schools, traditions, songs, animals etc:

**Dw i'n bwyta ....** (I eat ...)    **Mae pobl yn Affrica yn bwyta ...** (People in Africa eat ...)

**Dw i'n gwisgo ...** (I wear ...)    **Mae pobl yn Affrica yn gwisgo ...** (People in Africa wear ...)

See also **Cerdyn Siarad 6** (Discussion Card 6).

## **Curriculum Cymreig**

This unit addresses the **Curriculum Cymreig**, not only by developing pupils' linguistic skills in Welsh Second Language but also by focusing on Cardiff and Llandudno. The section which concentrates on Castell Henllys also provides valuable information about our Celtic heritage and provides opportunities to study Celtic and Welsh culture, e.g. Celtic patterns, traditional folk music, ancient stories.

## **Skills**

This unit builds upon language skills, patterns and vocabulary previously introduced, thus ensuring progression and continuity.

## **Developing thinking**

Pupils are given opportunities throughout the unit to use prior knowledge. They are asked to plan and develop ideas through the medium of Welsh (e.g. a study of the local area / materials to promote the area) and are asked to respond to their own work and to that of others, to evaluate success and to consider how work may be improved (e.g. in the revision unit).

They are asked to consider clues (e.g. as Crad travels from Wales to Africa) to come to conclusions and to formulate and develop opinions.

## **Developing communication**

The main aim of the unit is to develop pupils' communication skills. They are therefore given numerous opportunities to listen and respond to others, to present information - both orally and in written form - to locate and select information and to respond to what has been read.

## **Developing ICT**

Pupils are encouraged to search for information using the internet and to present it in an appropriate manner, making use of relevant software packages. They are encouraged to use technology for various purposes, e.g. filming the area, recording group work. They should also be encouraged to use a computer to draft and re-draft their written work.

## **Developing number**

Pupils develop their number skills in this unit by using cardinal numbers, measuring time, gathering information in a variety of ways, including questionnaires and presenting data in appropriate formats.

## Unit 1: Part 1 - Bobl bach!

### Aims

- To revise greetings and introducing oneself
- To revise expressing opinions, e.g. **Blasus!** (Delicious!); **Mae'n hwyl.** (It's fun.); **Mae'n hyfryd.** (It's lovely.); **Mae'n wych.** (It's great.); **Mae'n ffantastig.** (It's fantastic.)
- To talk about the immediate environment. Words associated with the park are revised and new words associated with a fairground are introduced. In addition, pupils will already be familiar with the questions **Ble?** (Where?) and **Ble wyt ti?** (Where are you (sing.)?) / **Ble ydych chi?** (Where are you (pl.)?) but now a new question, **Ble ydyn ni?** (Where are we?), is introduced.

### New patterns and vocabulary

Patterns	Main vocabulary
Ble ydyn ni? (Where are we?) Bois bach! (Good heavens!)	ffair (fair) ceffylau bach (carousel / roundabout, lit. little horses) ceir bach (bumper cars, lit. small cars) reid (ride) arogli (to smell) ci poeth (hot dog) byrgyr (burger) sos coch (tomato ketchup) blasus (delicious) tawel (quiet)

### Familiar patterns and vocabulary

The following language patterns may already have been introduced during the Foundation Phase:

Patterns	Main vocabulary
<p><b>Questions and answers</b> Pwy wyt ti? (Who are you?) ... ydw i. (I'm ...) Beth nesa? (What next?) Beth ydy hwn? (What's this?) Beth ydy'r rhain? (What are these?) Dw i ddim yn gwybod. (I don't know.)</p> <p><b>Ble? (Where?)</b> Ble wyt ti'n byw? (Where do you (sing.) live?) Dw i'n byw yn ... (I live in ...) Ble mae'r ...? (Where is / are the ...?)</p> <p><b>Hoffi (To like)</b> Dw i'n hoffi ... (I like ...) Wyt ti'n hoffi'r parc? (Do you (sing.) like the park?) Ydw. (Yes, I do.) / Nac ydw. (No, I don't.) Ydych chi'n hoffi'r parc? (Do you (pl.) like the park?) Ydyn. (Yes, we do.) / Nac ydyn. (No, we don't.)</p> <p><b>Eisiau (To want)</b> Dw i eisiau rhedeg. (I want to run.)</p> <p><b>Other</b> Bobl bach! (Good heavens!) Mawredd mawr! (Good heavens!) Mae'n hwyl. (It's fun.)</p> <p><b>Commands</b> Edrychwch. (Look. (pl.)) Edrycha. (Look. (sing.))</p>	<p>punt (a pound) cwningen (rabbit) parc (park) cerdded (to walk) rhedeg (to run) cadw'n heini (to keep fit) darllen (to read) cael picnic (to have a picnic) coed (trees) blodau (flowers) llyn (lake) siglen (swing) ffrâm ddringo (climbing frame)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Beth ydy hwn?** (What's this?); **Dw i ddim yn gwybod.** (I don't know.)

**Bobl bach! / Mawredd mawr! / Bois bach!** (Good heavens!)

**Barod?** (Ready?); **Barod.** (Ready.)

**Edrycha.** (Look. (sing.)); **Edrychwch.** (Look. (pl.))

### Step-by-step suggestions:

- Show the film entitled **Bobl bach!** (Good heavens!) (Unit 1, Part 1) in its entirety; ask pupils for their opinions, e.g.

**Wyt ti'n hoffi'r DVD?** (Do you like the DVD?)

**Ydw.** (Yes, I do.)

**Ydw. Dw i'n hoffi'r DVD.** (Yes. I like the DVD.)

**Nac ydw.** (No, I don't.)

**Nac ydw. Dw i ddim yn hoffi'r DVD.** (No. I don't like the DVD.)

To encourage pupils to express an opinion, ask **Pam?** (Why?)

**Dw i'n hoffi'r DVD.** (I like the DVD.)

**Pam?** (Why?)

**Mae'n dda.** (It's good.)

**Mae'n hwyl.** (It's fun.)

**Dw i'n hoffi Crad.** (I like Crad.)

**Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)

**Pam?** (Why?)

**Mae'n ofnadwy.** (It's awful.)

**Dw i ddim yn hoffi Crad.** (I don't like Crad.)

- Replay the beginning of the film - up to the point where Crad disappears. Draw attention to the pattern:

**... ydw i.** (I'm ...)

Revise the following questions and answers:

**Pwy wyt ti?** (Who are you ...?)

[If pupils have already learnt **Beth ydy dy enw di?** (What's your name?), this form should also be used.]

**... ydw i.** (I'm ...).

**Ble wyt ti'n byw?** (Where do you live?)

**Dw i'n byw yn ...** (I live in ...)

**Wyt ti'n hoffi byw yn ...?** (Do you like living in ...?)

**Ydw.** (Yes, I do.) / **Nac ydw.** (No, I don't.)

- In pairs, pupils should read the scenario on **Cerdyn Siarad 1** (Discussion Card 1):  
**Mae bachgen / merch newydd yn y dosbarth.** (There's a new boy / girl in class.)

One of them should assume the identity of the new boy / girl and, using the patterns listed above, they should find out as much as possible about each other. If appropriate, they should extend the conversation by using other patterns and vocabulary they have previously learnt.

- The section that features the fairground should be replayed and you could ask the pupils:

**Wyt ti'n hoffi'r ffair?** (Do you like the fair?)

Draw attention to the vocabulary:

**ffair** (fair)

**ceffylau bach** (carousel / roundabout, lit. little horses)

**ceir bach** (bumper cars, lit. small cars)

**reid** (ride)

**roller coaster** (roller coaster)

**trên bach** (*little train*)  
**ci poeth** (hot dog)  
**byrgyr** (burger)

In turn, pupils could assume the identity of Crad and sit in the 'hot seat' - **y gadair goch** (lit. the red seat). Other pupils could ask questions, such as:

**Pwy wyt ti?** (Who are you?)

**Ble wyt ti?** (Where are you?)

**Wyt ti'n hoffi'r ceffylau bach?** (Do you like the carousel?)

**Wyt ti'n hoffi'r ceir bach?** (Do you like the bumper cars?)

**Wyt ti'n hoffi'r roller coaster?** (Do you like the roller-coaster?)

**Wyt ti'n hoffi'r trên bach?** (Do you like the little train?)

**Wyt ti'n hoffi'r ci poeth?** (Do you like the hot dog?)

**Wyt ti eisiau byrgyr?** (Do you want a burger?)

- Pupils could role-play the situation where Crad buys a hot dog:

**Un ci poeth os gwelwch yn dda.** (One hot dog please.)

**Ga i un ci poeth os gwelwch yn dda?** (May I have one hot dog please?)

**Dw i eisiau un ci poeth os gwelwch yn dda.** (I want one hot dog please.)

**Dyma chi ... dwy bunt / tair punt.** (Here you are ... two pounds / three pounds.)

**Diolch.** (Thank you)

They could think of additional questions to ask, e.g.

**Wyt ti eisiau sos coch?** (Do you want tomato ketchup?)

**Wyt ti eisiau sos brown?** (Do you want brown sauce?)

**Wyt ti eisiau winwns / nionod?** (Do you want onions?)

They could also buy **byrgyrs** (burgers) and change the quantity so that they would have to work out the price of more than one hot dog / burger.

- The book entitled **Y Ffair** (The Fair) could be introduced and pupils could express opinions simply:

**Wyt ti'n hoffi'r llyfr?** (Do you like the book?)

**Ydw.** (Yes, I do.)

**Dw i'n hoffi'r llyfr. Mae'n dda.** (I like the book. It's good.)

**Dw i'n hoffi'r llyfr achos dw i'n hoffi'r stori.** (I like the book because I like the story.)

**Nac ydw.** (No, I don't.)

**Dw i ddim yn hoffi'r llyfr.** (I don't like the book.)

**Dw i ddim yn hoffi'r llyfr achos dw i ddim yn hoffi'r stori.** (I don't like the book because I don't like the story.)

Suitable activities are suggested at the back of the book.

- In pairs, pupils should read the scenario on **Cerdyn Siarad 2** (Discussion Card 2):  
**Rydych chi yn y ffair.** (You are at the fair.)

They should imagine that they are at the fair and that they meet a friend there. Using vocabulary and patterns introduced in this unit and previously introduced, they should hold a conversation with this friend, e.g.

**Helo.** (Hello.)

**Sut wyt ti?** (How are you?)

**Da iawn, diolch.** (Very well thank you.)

**Wyt ti'n hoffi'r ffair / ceir bach / ceffylau bach?** (Do you like the fair / the bumper cars / the carousel?)

**Ydw. / Nac ydw.** (Yes. / No.)

**Wyt ti eisiau reid ar y ...?** (Do you want a ride on the ...?)

**Wyt ti eisiau mynd ar y ...?** (Do you want to go on the ...?)

**Beth am fynd ar y ...?** (How / What about going on the ...?)

**Syniad da.** (Good idea.) / **Na, dim diolch.** (No thanks.)

- In a physical education session, pupils could be encouraged to move as fairground rides, e.g.  
**Symudwch fel ceir bach** (Move like bumper cars)  
**ceffylau bach** a carousel  
**roller coaster** a roller coaster  
**trên bach** a little train  
**Symudwch fel roller coaster - yn gyflym** (Move like a roller coaster - quickly)  
**yn araf** slowly  
**i fyny ac i lawr** up and down  
**rownd a rownd** round and round)
- The section that features the park should be replayed.

This could be followed by a competition where pupils could draw up lists of relevant vocabulary associated with the park. They could use words introduced on the DVD and any other relevant words they may be familiar with. This is a thinking activity as pupils have to recall words introduced in the past. If appropriate, some of the books contained in the **Fflic a Fflac** packs may also be used in order to remind pupils of relevant vocabulary, e.g. from Pack 3, **Hwyl yn y parc yn y gwanwyn** (Fun in the park in the spring), **Hwyl yn y parc yn yr haf** (Fun in the park in the summer), **Hwyl yn y parc yn yr hydref** (Fun in the park in the autumn), **Hwyl yn y parc yn y gaeaf** (Fun in the park in the winter).

Here are some words which they may already know:

<b>cerdded</b> (to walk)	<b>llwybr</b> (path)
<b>rhedeg</b> (to run)	<b>llwybr beicio</b> (cycling path)
<b>neidio</b> (to jump)	<b>coed</b> (trees)
<b>beicio</b> (to cycle)	<b>blodau</b> (flowers)
<b>sgipio</b> (to skip)	<b>adar</b> (birds)
<b>cicio pêl</b> (to kick a ball)	<b>toiledau</b> (toilets)
<b>padlo</b> (to paddle)	<b>siop</b> (shop)
<b>dringo</b> (to climb)	<b>ffrâm ddringo</b> (climbing frame)
<b>cael picnic</b> (to have a picnic)	<b>pwll padlo</b> (paddling pool)
<b>neidio</b> (to jump)	<b>si-so</b> (see-saw)
<b>darllen</b> (to read)	<b>siglen</b> (swing)
<b>bwyta hufen iâ</b> (to eat an ice cream)	
<b>taflu'r dail</b> (to throw the leaves)	
<b>cicio'r dail</b> (to kick the leaves)	

**chwarae (to play)**  
**chwarae gêm** (to play a game)  
**chwarae cuddio** (to play hide and seek)  
**chwarae tennis** (to play tennis)  
**chwarae gyda'r cwch** (to play with the boat)  
**chwarae yn y tywod** (to play in the sand)  
**chwarae gyda barcud** (to play with a kite)  
**chwarae yn yr eira** (to play in the snow)  
**chwarae gyda'r dail** (to play with the leaves)

In order to introduce an element of fun, this activity could be introduced as a competition: **Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)

After an appropriate period of time, you could ask groups **Sawl un?** (How many?) and encourage pupils to count, in Welsh, how many words / phrases they have written. Groups could then tell the class the total number of words and phrases they have written. Ask:

**Pwy sy wedi ennill?** (Who has won?)

And, after comparing the total numbers again, explain who has won:

**Grŵp (Sam) sy wedi ennill.** ((Sam's) group has won.)

This approach could be employed regularly when pupils are asked to write lists etc. as this would help them learn the Welsh patterns and aid realistic communication within the classroom.

- Pupils could then use some of their words and phrases in a question and answer activity e.g. they could ask their partner:  
A: **Wyt ti'n hoffi chwarae yn y tywod?** (Do you like playing in the sand?)  
B: **Ydw. Wyt ti'n hoffi cicio'r dail?** (Yes. Do you like kicking the leaves?)  
A: **Nac ydw. Wyt ti'n hoffi rhedeg?** (No. Do you like running?)  
B: **Ydw. Wyt ti'n hoffi cael picnic?** (Yes. Do you like having a picnic?)  
etc.

Pupils could be timed in this activity to see who can continue to speak Welsh for the longest period of time. The scores could be written on the whiteboard, e.g.

**Tri deg eiliad.** (Thirty seconds.)

**Munud.** (A minute.)

**Munud a dau ddeg eiliad.** (A minute and twenty seconds.)

**Dwy funud. / Dau funud.** (Two minutes.)

**Tair munud. / Tri munud.** (Three minutes.)

- To reinforce the language patterns and vocabulary, pupils could write a short dialogue set in the fair or the park and draw appropriate images to accompany the written work.
- Pupils could make a collage to depict either a park or a fairground. In groups, they could discuss the work, e.g.  
**Dw i eisiau gwneud ...** (I want to make ...)  
**Dw i ddim eisiau gwneud ...** (I don't want to make ...)  
**Beth am gael ceir bach yma?** (What about having bumper cars here?)  
**Dw i'n peintio / gludo ...** (I'm painting / glueing ...)

Asking the question **Pa liw?** (What colour?) would provide a valuable opportunity to revise the colours in Welsh, including the words **tywyll** (dark) and **golau** (light), e.g.

**glas tywyll** (dark blue)

**glas golau** (light blue)

**Pa liw ydy'r roller coaster?** (What colour is the roller coaster?)

**Glas tywyll a glas golau.** (Dark blue and light blue.)

After completing the collages, pupils should reflect on their own work and that of other groups and evaluate it. You could introduce one or a few of the following language patterns as appropriate:

**Mae'r (llywiau)'n dda iawn.** (The (colours) are very good.)

**Dw i'n hoffi'r (gwyrdd tywyll) yma.** (I like the (dark green) here.)

**Dw i'n hoffi'r (patrwm) yma.** (I like this (pattern).)

**Mae'r (patrwm) yma'n ardderchog.** (This (pattern) is excellent.)

**Mae'r (siâp) yma'n dda.** (This (shape) is good.)

**Wyt ti'n hoffi'r ...?** (Do you like the ...?)

The word **effeithiol** (effective) could be introduced:

**Mae'r llywiau'n effeithiol.** (The colours are effective.)

**Mae'r patrwm yn effeithiol.** (The pattern is effective.)

**Mae'r siapiau'n effeithiol iawn.** (The shapes are very effective.)

- Focus on the end of the clip and discuss where Crad and Ffion could possibly be:  
**Ble mae Crad a Ffion?** (Where are Crad and Ffion?)  
**Yn y ffair.** (At the fair.)  
**Mewn spaceship.** (In a spaceship) (spaceship = **llong ofod**)
- To re-cap on the content of the DVD, a quiz could be held, e.g.

Refer to what one of the characters on the DVD likes to do and ask the pupils to guess who you are talking about, e.g.

**Pwy sy'n dweud ...?** (Who says ...?)

**"Dw i'n hoffi rhedeg."** ("I like running.")

Answer: Ffion.

**"Dw i'n hoffi mynd ar y roller coaster."** ("I like going on the roller coaster.")

Answer: Crad.

**"Dw i'n hoffi darllen."** ("I like reading.")

Answer: Ffion.

- Pupils could also role-play the situation contained on the film, e.g. they are walking in the fair / park / somewhere else, speaking Welsh as they do so, they bump into something and they are transported to another location.



## Unit 1: Part 2 - Y llais

### Aims

- To talk about feelings, e.g. **teimlo'n nerfus** (to feel nervous); **teimlo'n ofnus** (to feel frightened)
- To express opinions, e.g. **Mae'n grêt! / Mae'n wych!** (It's great!); **Mae'n ffantastig!** (It's fantastic!); **Mae'n cŵl!** (It's cool!)
- To talk about different localities, e.g. **Beth sy yn ...?** (What's in ...?). This pattern may already have been introduced in the Foundation Phase, e.g. **Beth sy yn y bag?** (What's in the bag?); **Beth sy yn y boc?** (What's in the box?). Here, it is transferred to a more geographical context.
- To continue talking about oneself, e.g. likes and dislikes, hobbies. The pattern **Beth wyt ti'n hoffi?** (What do you like?) will probably be familiar to pupils. However, the question is now extended to **Beth wyt ti'n hoffi wneud?** (What do you like to do?)

### New patterns and vocabulary

Patrymau (Patterns)	Prif eirfa (Main vocabulary)
Dw i'n teimlo'n nerfus. (I feel nervous.) Dw i'n teimlo'n ofnus. (I feel frightened.) Beth sy yn (+ place name)? (What's in ...? / What is there in ...?) Beth wyt ti'n hoffi wneud? (What do you like to do?)	y Pod-antur (the adventure-Pod) antur (adventure) traeth (beach) prom (prom) Stadiwm y Mileniwm (the Millennium Stadium) Canolfan y Mileniwm (the Millennium Centre) parciau (parks)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<b>Questions and answers</b> Pwy wyt ti? (Who are you?) ... ydw i. (I'm ...) Beth ydy hwn? (What's this?) <b>Ble? (Where?)</b> Ble wyt ti'n byw? (Where do you (sing.) live?) Dw i'n byw yn ... (I live in ...) Ble mae(r) ...? (Where is / are (the) ...?) <b>Hoffi (To like)</b> Dw i'n hoffi ... (I like ...) Wyt ti'n hoffi byw yn ...? (Do you (sing.) like living in ...?) Ydw. (Yes, I do.) / Nac ydw. (No, I don't) Ydych chi'n hoffi'r Pod-antur Cymraeg? (Do you (pl.) like the Welsh adventure-pod?) Ydyn. (Yes, we do.) / Nac ydyn. (No, we don't.) <b>Other</b> Bobl bach! (Good heavens!) Mawredd mawr! (Good heavens!) <b>Commands</b> Edrychwch ar y .... (Look (pl.) at the ...) Edrycha! (Look! (sing.))	o dan (under) hwyl (fun) hwyl a sbri (fun) teithio (to travel) cadw'n heini (to keep fit) ffair (fair) trê'n bach (little train) pwll nofio (swimming pool) sinema (cinema) siopau (shops) golff (golf) nofio (to swim) Ych a fi! (Ugh! Yuck!)

**Transferring patterns to everyday situations**

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Edrychwch ar y ...!** (Look at the ...)

**Dyma'r ...** (This is the ... / Here is the ...)

**Mae'n ddrwg gen i. / Mae'n flin gyda fi.** (I'm sorry.)

**Ych a fi!** (Ugh! Yuck!)

**Step-by-step suggestions:**

- Show the film entitled **Y llais** (The voice) (Unit 1, Part 2) up to the point where Sgrin shows Crad's details on screen.
- Pupils could act out the situation where **Sgrin** (Screen) calls Crad and Ffion as they hide behind the table and as they get to know each other:  
**Pwy wyt ti?** (Who are you?)                              **... ydw i** (I'm ...)  
**Ble wyt ti'n byw?** (Where do you live?)                      **Dw i'n byw yn ...** (I live in ...)

The following question could then be introduced / revised:

**Beth wyt ti'n hoffi wneud?** (What do you like to do?)                      **Dw i'n hoffi ...** (I like ...)

In order to ensure that pupils are able to answer, words associated with pastimes should be revised. This could be done by recalling many of the verbs associated with the park, introduced in the previous part, and by asking pupils to mime specific actions (which could be depicted on cards) e.g.

- |                           |   |
|---------------------------|---|
| <b>dawnsio</b> (to dance) | <b>darllen</b> (to read)                  |
| <b>beicio</b> (to cycle)  | <b>peintio</b> (to paint)                 |
| <b>sgipio</b> (to skip)   | <b>bowlio deg</b> (tenpin bowling)        |
| <b>canu</b> (to sing)     | <b>mynd i'r ffair</b> (to go to the fair) |
| <b>neidio</b> (to jump)   | <b>gwneud jig-so</b> (to do a jig-saw)    |

If possible, teachers could also introduce new vocabulary in an attempt to respond to the needs of individual pupils, e.g. if a pupil wanted to say that he/she enjoys watching the television, teachers could introduce **gwyllo'r teledu** (to watch the television).

- In order to reinforce these patterns, pupils could devise and use questionnaires, e.g.

Enw: .....
Byw: .....
Hobi: .....
Enw: .....
Byw: .....
Hobi: .....
Enw: .....
Byw: .....
Hobi: .....

After they have asked other members of the class, they could present their findings using graphs. They could also explain their findings orally and in written form:

**Mae deg yn hoffi ...** (Ten like ...)

**Mae saith yn hoffi ...** (Seven like ...)

- In pairs, pupils should read the scenario on **Cerdyn Siarad 3** (Discussion Card 3):  
**Siaradwch am hobïau.** (Talk about hobbies.)  
 Using the patterns listed on the card, they could discuss hobbies, expressing opinions wherever possible, e.g.

**Mae'n grêt. / Mae'n wych.** (It's great.)  
**Mae'n ffantastig.** (It's fantastic!)  
**Mae'n hwyl.** (It's fun!)  
**Mae'n ofnadwy.** (It's awful.)

The following expression could also be introduced: **Mae'n ddiflas.** (It's boring.)

If appropriate, pupils should draw on language patterns and vocabulary they have previously learnt to extend the conversation, e.g.

**Ble wyt ti'n ...?** (Where do you ...?)  
**Yn ... / Yn y ...** (In ... / In the ...)

**Pryd wyt ti'n ...?** (When do you ...?)

**Dydd Sul** (Sunday)  
**Dydd Llun** (Monday)  
**Dydd Mawrth** (Tuesday)  
**Dydd Mercher** (Wednesday)  
**Dydd Iau** (Thursday)  
**Dydd Gwener** (Friday)  
**Dydd Sadwrn** (Saturday)

- Pupils could write a simple profile about themselves which could include details about:
  - who they are
  - where they live
  - what they like doing.

They could also include appropriate images and photographs.

- They could play a language game which would involve writing and reading aloud. They could write about themselves on pieces of paper but without naming themselves. They could then fold the pieces of paper and place them in the centre of a table. In turn, each pupil could pick up one of the pieces of paper and read aloud what has been written. Pupils could try and guess who wrote the piece.
- Focus on the section where Sgrin provides information about Crad and where he lives - Llandudno. Introduce the question:  
**Beth sy yn Llandudno?** (What's in Llandudno?)

Ask the pupils whether they remember what's in Llandudno:

**Ydych chi'n cofio?** (Do you remember?). Replay the section and ask them to concentrate on what is to be found in Llandudno.

List what is to be found there, e.g.

**traeth** (beach)  
**prom** (prom)  
**ffair** (fair)  
**trên bach** (little train)  
**pwll nofio** (swimming pool)  
**golff** (golf)  
**siopau** (shops)

Ask the pupils:

**Wyt ti'n hoffi mynd i'r traeth?** (Do you like going to the beach?)  
**Wyt ti'n hoffi mynd i'r ffair?** (Do you like going to the fair?)  
**Wyt ti'n hoffi mynd i'r pwll nofio?** (Do you like going to the swimming pool?)  
**Wyt ti'n hoffi mynd i'r siopau?** (Do you like going to the shops?)  
**Ydw.** (Yes.) / **Nac ydw.** (No.)

- The reading card entitled **Llandudno – mae'n grêt!** (Llandudno – it's great!), should then be introduced.

The aim of this card is to encourage oral communication. It is also intended to encourage pupils to identify and locate places on the map by using simple co-ordinates.

Pupils should look at the map and, in pairs, they should ask each other questions, e.g.

**Ble mae'r sgïo?** (Where is the skiing (centre)?)

**Ble mae'r orsaf?** (Where is the station?)

**Ble mae'r llwybr beiciau?** (Where is the cycle trail?)

**Ble mae'r siopau?** (Where are the shops?)

Pupils should give the grid references in reply, e.g.

**Yn sgwâr ...** (In square ...)

They could also ask:

**Beth sy yn sgwâr ...?** (What's in square ...?)

**Oes ... yn Llandudno? Ble?** (Is there a ... / Are there any ... in Llandudno? Where?)

- In pairs, pupils should then read the scenario on **Cerdyn Siarad 4** (Discussion Card 4): **Rydych chi'n mynd i Landudno.** (You are going to Llandudno.)

They should discuss what there is in Llandudno and what their partner would like to do there.

They should ask each other as many questions as possible:

**Wyt ti eisiau mynd i'r traeth?** (Do you want to go to the beach?)

**Ydw.** (Yes, I do.) / **Nac ydw.** (No, I don't.)

If possible, pupils should draw on language patterns and vocabulary they have previously learnt to extend the conversation, e.g.

**Wyt ti'n hoffi ...?** (Do you like ...?)

**Beth am ...?** (What / How about ...?)

**Syniad da.** (Good idea.) / **Na, dim diolch.** (No, thank you.)

- Focus on the section where Sgrin provides information about Ffion and where she lives - **Caerdydd.**

Introduce the question:

**Beth sy yng Nghaerdydd?** (What's in Cardiff?)

Ask the pupils whether they remember what's in Cardiff:

**Ydych chi'n cofio?** (Do you remember?). Replay the section and ask them to concentrate on what is to be found in the city, e.g.

**Bae Caerdydd** (Cardiff Bay)

**Stadiwm y Mileniwm** (the Millennium Stadium)

**Canolfan y Mileniwm** (the Millennium Centre)

**y castell** (the castle)

**parciau** (parks)

**trên bach** (a little train)

**pwll nofio** (a swimming pool)

**sinema** (a cinema)

**siopau** (shops)

Pupils could then ask each other:

**Wyt ti'n hoffi mynd i'r parc?** (Do you like going to the park?)

**Wyt ti'n hoffi mynd i'r sinema?** (Do you like going to the cinema?)

**Wyt ti'n hoffi mynd i'r siopau?** (Do you like going to the shops?)

**Ydw.** (Yes, I do.) / **Nac ydw.** (No, I don't.)

- In pairs, pupils could then adapt the scenario on **Cerdyn Siarad 4** (Discussion Card 4): **Rydych chi'n mynd i Gaerdydd.** (You are going to Cardiff.)

They could discuss what there is in Cardiff and what their partner would like to do there. They should ask each other as many questions as possible:

**Wyt ti eisiau mynd i'r parc?** (Do you want to go to the park?)

**Ydw.** (Yes, I do.) / **Nac ydw.** (No, I don't.)

If possible, pupils should draw on language patterns and vocabulary they have previously learnt to extend the conversation, e.g.

**Wyt ti'n hoffi ...?** (Do you like ...?)

**Beth am ...?** (What / How about ...?)

**Syniad da.** (Good idea.) / **Na, dim diolch.** (No, thank you.)

- To re-cap on the content of this part of the DVD, a quiz could be held, e.g.  
**Ble mae Crad yn byw?** (Where does Crad live?) Answer: **Yn Llandudno.**  
**Ble mae Ffion yn byw?** (Where does Ffion live?) Answer: **Yng Nghaerdydd.**  
**Ble mae Sgrin yn byw?** (Where does Sgrin live?) Answer: **Yn y Pod-antur Cymraeg.**  
**Oes castell yn Llandudno?** (Is there a castle in Llandudno?) Answer: **Nac oes.**  
**Oes castell yng Nghaerdydd?** (Is there a castle in Cardiff?) Answer: **Oes.**  
**Beth sy yn Llandudno?** (What's in Llandudno?) Answer: **Traeth, prom,** etc.
- A Pod-antur Cymraeg could be designed in a corner of the room which would allow pupils to act out situations as they arise throughout the pack. They could discuss what they want to include in the Pod-antur Cymraeg, e.g.  
**cyfrifiadur** (computer)  
**sgrin** (screen)  
**bwrdd** (table)  
**cadair** (chair)
- As Crad and Ffion have introduced themselves in this unit, pupils could use the patterns that have been introduced / reinforced to create a **Pwy ydy Pwy** (Who's who) poster.

On a piece of coloured paper, they could:

- include a photograph / picture of themselves

- write simply about themselves, e.g.

**... ydw i.** (I'm ...).

**Dw i'n byw yn ...** (I live in ...)

**Dw i'n hoffi byw yn ...?** (I like living in ...)

**Mae'n grêt / wych!** (It's great!)

**Mae'n ffantastig!** (It's fantastic.)

**Dw i'n hoffi ...** (I like ...)

The written pieces could then be displayed on a colourful background, which could contain images that are associated with the fairground or the park.

## Unit 1: Part 3 - Teithio

### Aims

- To revise words associated with the park and the fairground and introduce / revise more geographical terminology; **môr** (sea), **mynyddoedd** (mountains), **Affrica** (Africa). The question **Beth wyt ti'n gallu gweld?** (What can you see?) is also introduced.
- To use Welsh as a means of communication whilst identifying and locating places on a globe, map, atlas
- To revise **Oes ...?** (Is there ... / Are there ...?)
- To introduce / revise **Es i i ...** (I went to ...) and **Es i i'r ...** (I went to the ...).

### New patterns and vocabulary

Patterns	Main vocabulary
Beth wyt ti'n gallu gweld? (What can you see?) Dw i'n gallu gweld ... (I can see ...) Wyt ti'n gallu gweld ...? (Can you see ...?) Nefi wen! (Good heavens!) Dyna antur! (What an adventure!) Peidiwch dihuno / deffro Llŷr Fawr! (Don't wake Llŷr the Great!) Es i i ... (I went to ...) / Es i i'r ... (I went to the ...)	yno (there) teithio (to travel) môr (sea) mynyddoedd (mountains) pobl (people) dod 'nôl (to come back) smotyn coch (red spot) doniol (funny) rhywle arall (somewhere else) crib (comb) hawdd (easy) dyn (man) deffro / dihuno (to wake)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b> Beth ydy hwn? (What's this?)</p> <p><b>Ble? (Where?)</b> Ble wyt ti? (Where are you (sing.)?) Ble mae'r ...? (Where is / are the ...) Ga i weld ...? (May I see ...?) Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.)</p> <p><b>Hoffi (To like)</b> Dw i'n hoffi ... (I like ...)</p> <p><b>Eisiau</b> Dw i eisiau gweld yr anifeiliaid. (I want to see the animals.) Wyt ti eisiau mynd? (Do you (sing.) want to go?) Ydw. (Yes, I do.) / Nac ydw. (No, I dont.)</p> <p><b>Other</b> Bobl bach! (Good heavens!) Mawredd mawr! (Good heavens!) Mae'n braf. (It's fine) Mae'n boeth. (It's hot.) Mae'n heulog. (It's sunny.) Dim ots! (Never mind!) Es i i ... (I went to ...) / Es i i'r ... (I went to the ...)</p> <p><b>Commands</b> Chwiliwch am y ... (Look (pl.) for the ...) Edrycha ar y ... (Look (sing.) at the ...)</p>	<p>trên bach (little train) sosejis (sausages) byrgyrs (burgers) ffair (fair) siglen (swing) ffrâm ddringo (climbing frame) coed (trees) llyn (lake) parc (park) eliffant (elephant) sebra (zebra) hipo (hippo / hippopotamus) rhino (rhino / rhinoceros) gwallt (hair) tacluso (to tidy) cysgu (to sleep) cawr mawr (big giant)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Edrycha ar y sgrin.** (Look (sing.) at the screen.); **Edrychwch ar y sgrin.** (Look (pl.) at the screen.)

**Beth wyt ti'n gallu gweld?** (What can you see?); **Dw i'n gallu gweld ...** (I can see ...)

**Ga i weld?** (May I see?); **Cei.** (Yes, you may.); **Na chei.** (No, you may not.)

**Ga i fynd?** (May I go?); **Cei.** (Yes, you may.); **Na chei.** (No, you may not.)

**Gofynna i (Sam).** (Ask (sing.) (Sam).); Also: **Gofynnwch i (Sam).** (Ask (pl.) (Sam).)

**Helpa (Sam).** (Help (sing.) (Sam).); Also: **Helpwch (Sam).** (Help (pl.) (Sam).)

**Wyt ti'n siwr?** (Are you sure?); **Ydw.** (Yes (I am).); **Nac ydw.** (No (I'm not).)

### Step-by-step suggestions:

- Show the film entitled **Teithio** (Travelling) (Unit 1, Part 3) as far as the section where Crad arrives back in the Pod-antur Cymraeg.

**Please note:** As Crad travels, he lists what he can see. Ffion gives a summary and asks, **Ble mae Crad?** (Where's Crad?). The DVD should be paused each time and pupils should be encouraged to guess where he is:

**Ble mae Crad?** (Where's Crad?)

**Beth ydy'r cliwiau?** (What are the clues?)

- Ask the pupils for their opinions:

**Wyt ti'n hoffi'r DVD?** (Do you like the DVD?)

**Ydw.** (Yes, I do.)

**Ydw. Dw i'n hoffi'r DVD. Mae'n dda.** (Yes. I like the DVD. It's good.)

**Dw i'n hoffi'r DVD. Mae'n dda iawn.** (I like the DVD. It's very good.)

**Dw i'n hoffi'r DVD achos dw i'n hoffi'r stori.** (I like the DVD because I like the story.)

**Nac ydw.** (No, I don't.)

**Nac ydw. Dw i ddim yn hoffi'r DVD.** (No. I don't like the DVD.)

**Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)

**Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi'r stori.** (I don't like the DVD because I don't like the story.)

- Focus on the beginning, where Crad is 'travelling'.

In pairs, pupils could read the scenario on **Cerdyn Siarad 5** (Discussion Card 5):

**A: Rwyd ti'n teithio ... teithio ... teithio ...** (You're travelling ... travelling ... travelling...)

**B: Gofynna gwestiynau i dy bartner di.** (Ask your partner some questions.)

**Partner A** should imagine that he / she is travelling, as Crad travels on the DVD. **Partner B** should ask questions to try and find out where he / she is. They could role-play a situation similar to the one seen on the DVD, where Ffion loses contact with Crad as he travels.

**Please note:** These patterns may be transferred from the situations contained on the DVD and discussion card to situations where pictures, maps, posters, artwork etc. are discussed in class:

**Beth wyt ti'n gallu gweld?** (What can you see?)

**Dw i'n gallu gweld ... a ...** (I can see ... and ...)

If pupils do not know the Welsh words for what they see, they can always use English words within the Welsh pattern.

- The reading book entitled **Teithio** (Travelling) could then be read and the activities listed at the back of the book could be undertaken.

- Focus again on the section where Crad describes what he sees in Africa. Ask the pupils to list what he sees. Draw attention to the new word:  
**mynyddoedd** (mountains)

Ask the pupils to find Africa on a map of the world / globe.

Encourage the pupils to search for basic information about Africa, e.g. animals, clothes, food, homes etc., using appropriate books, the internet etc. They could write simply about what they find:

**Mae pobl yn bwyta ...** (People eat ...)

**Mae pobl yn gwisgo ...** (People wear ...)

**Mae'r (eliffant) yn byw yn Affrica.** (The (elephant) lives in Africa.)

If appropriate, they could compare their own life with life in Africa, e.g.

**Dw i'n bwyta ....** (I eat ...)      **Mae pobl yn Affrica yn bwyta ...** (People in Africa eat ...)

**Dw i'n gwisgo ...** (I wear ...)      **Mae pobl yn Affrica yn gwisgo ...** (People in Africa wear ...)

Pupils who have followed the **Fflic a Fflac** series could be reminded of Lyn and Alys' safari adventure to Africa, where they ate various fruits and came across different animals (Pack 4).

- In pairs, pupils could then read the scenario on **Cerdyn Siarad 6** (Discussion Card 6):  
**A: Rwyd ti'n dod o Gymru.** (You come from Wales.)  
**B: Rwyd ti'n dod o Affrica.** (You come from Africa.)  
**Siaradwch.** (Speak.)

Using the patterns listed on the card, and any other appropriate patterns they know, pupils could find out about each other's lives, what there is in Africa and in Wales - **yng Nghymru.**

- **Beth mae Crad yn gallu gweld?** (What can Crad see?)  
In order to revise vocabulary, pupils could draw up lists (possibly in groups) of the things Crad sees on his journey. This work could be set as a competition, with marks awarded for each item listed. The group with the highest score would win.
- Focus on the last section where Crad and Ffion search for a comb (**crib**) and where Sgrin tells them that they must be careful in Castell Henllys because Llŷr Fawr, who is a huge man - or a giant, **cawr mawr** - is sleeping and they must not wake him. Ask the pupils to imagine Llŷr Fawr and to draw a picture of him. If they have learnt Welsh words for parts of the body, they could label his body. They could also label his clothing, e.g.  
**pen mawr** (a big head)  
**trwyn mawr** (a big nose)  
**llygaid mawr** (big eyes)  
**ceg fawr** (a big mouth)  
**breichiau mawr** (big arms)  
**dwylo mawr** (big hands)  
**coesau mawr** (big legs)  
**traed mawr** (big feet)  
**trowsus coch** (red trousers)  
**crys du** (black shirt)  
**esgidiau mawr brown** (big brown shoes)  
etc.
- To re-cap on the content of the DVD, a quiz could be held, e.g.  
**Ble mae Crad yn teithio?** (Where does Crad travel?)      Answer: **i'r ffair, i'r parc, i Stadiwm y Mileniwm / Caerdydd, Lloegr, Paris / Ffrainc, Pisa / Yr Eidal, Affrica.**  
**Ble mae Ffion?** (Where's Ffion?)      Answer: **Yn y Pod-antur Cymraeg.**  
**Ble mae Sgrin?** (Where's Sgrin?)      Answer: **Yn y Pod-antur Cymraeg.**  
**Oes crib yn y drôr?** (Is there a comb in the drawer?)      Answer: **Nac oes.**  
**Oes crib yn y cwpwrdd?** (Is there a comb in the cupboard?)      Answer: **Nac oes.**



## Unit 1: Part 4 - Castell Henllys

### Aims

- To introduce / revise geographical and historical terminology, e.g. **bryn** (hill), **pentref** (village), **afon** (river), **cae** (field), **Celtaidd** (Celtic), **Celtiaid** (Celts)
- To use Welsh as a means of learning about the Celts and their way of life

### New patterns and vocabulary

Patterns	Main vocabulary
<p>Dyma ble roedd y Celtiaid yn byw. (This is where the Celts used to live.)</p> <p>I ffwrdd â ni (Away we go!)</p> <p>Wyt ti'n gallu gweld Castell Henllys? (Can you see Castell Henllys?)</p> <p>Wyt ti'n gallu clywed sŵn? (Can you hear a noise?)</p> <p>Ydw. (Yes, I can.) / Nac ydw. (No, I can't.)</p>	<p>pentref (village)</p> <p>afon (river)</p> <p>llwybr (path)</p> <p>cae (field)</p> <p>coed (trees)</p> <p>tŷ crwn (roundhouse); tai crwn (roundhouses)</p> <p>crwn (round)</p> <p>bryn (hill)</p> <p>hen (old)</p> <p>moch (pigs)</p> <p>mefus (strawberries)</p> <p>perlysiâu (herbs)</p> <p>cawr (giant)</p> <p>chwyrnu (to snore)</p> <p>fffenest (window)</p> <p>tân (fire)</p> <p>crochan (cauldron)</p> <p>basged, basgedi (basket, baskets)</p> <p>cig (meat)</p> <p>broetsh (brooch)</p>

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Beth ydy ...? (What is / are ...?)</p> <p>Ble mae'r ...? (Where is / are the ...)</p> <p>Ga i weld? (May I see ...?)</p> <p>Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.)</p> <p>Wyt ti'n hoffi ...? (Do you (sing.) like ...?)</p> <p>Ydw. (Yes, I do.) / Nac ydw. (No, I don't)</p> <p><b>Other</b></p> <p>Dyma ni. (Here we are.)</p> <p>Dyna ... (There is ...)</p> <p>Bobl bach! / Mawredd mawr! (Good heavens!)</p> <p>Dw i'n nerfus. (I'm nervous.)</p> <p>Dw i'n ofnus. (I'm frightened.)</p> <p>Mae'n ofnadwy! (It's awful!)</p> <p><b>Commands</b></p> <p>Edrychwch ar y patrwm. (Look (pl.) at the pattern.)</p> <p>Edrycha ar y coed. (Look (sing.) at the trees.)</p> <p>Gwrandda! (Listen! (sing.))</p> <p>Brysia! (Hurry up! (sing.))</p> <p>Dere! / Tyrd! (Come on! (sing.))</p> <p>Rhaid ffeindio'r grib. (Must find the comb.)</p>	<p>car (car)</p> <p>bws (bus)</p> <p>taksi (taxi)</p> <p>lori (lorry)</p> <p>roced (rocket)</p> <p>crib (comb); (y grib) (the comb)</p> <p>cylch coch (red circle)</p> <p>gardd (garden)</p> <p>hyfryd (lovely)</p> <p>gwneud (to make)</p> <p>dillad (clothes)</p> <p>cawr (giant)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Hawdd!** (Easy!)

**Chwiliwch am y ...** (Look (pl.) for the ...)

**Barod?** (Ready?); **Barod!** (Ready!)

**Wyt ti'n gallu gweld ...?** (Can you (sing.) see ...?)

**Edrycha ar y ...** (Look (sing.) at the ...); Also: **Edrychwch ar y ....** (Look (pl.) at the ...)

**Dyma'r ...** (This is the ... / These are the ...)

**Brysia!** (Hurry up! (sing.)); Also: **Brysiwch!** (Hurry up! (pl.))

**Taclusa!** (Tidy! (sing.)); Also: **Tacluswch!** (Tidy! (pl.))

**Dere! / Tyrd!** (Come on! (sing.)); Also: **Dewch!** (Come on! (pl.))

### Step-by-step suggestions:

- Show the film entitled **Castell Henllys** (Unit 1, Part 4) in its entirety and ask pupils for their opinions.  
**Wyt ti'n hoffi'r DVD?** (Do you like the DVD?)  
**Ydw.** (Yes, I do.)  
**Ydw. Dw i'n hoffi'r DVD. Mae'n dda iawn.** (Yes. I like the DVD. It's very good.)  
**Dw i'n hoffi'r DVD. Mae'n ddiddorol.** (I like the DVD. It's interesting.)  
**Dw i'n hoffi'r DVD achos mae'n ddiddorol.** (I like the DVD because it's interesting.)  
  
**Nac ydw.** (No, I don't.)  
**Nac ydw. Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (No. I don't like the DVD. It's awful.)  
**Dw i ddim yn hoffi'r DVD. Mae'n ddiflas.** (I don't like the DVD. It's boring.)  
**Dw i ddim yn hoffi'r DVD achos mae'n ddiflas.** (I don't like the DVD because it's boring.)
- Replay the section where Sgrin shows images of Castell Henllys. Ask the pupils to list what they have seen on screen. Then, ask them to search for information and images of Castell Henllys. They should label their images, e.g.  
**pentref** (village)  
**afon** (river)  
**llwybr** (path)  
**cae** (field)  
**coed** (trees)  
**tŷ crwn** (roundhouse)  
  
Due to limited vocabulary, a more general discussion about the information they find relating to the Celtic village will probably be in English. However, they may be able to speak / write simply about Castell Henllys, e.g.  
**Dyma Gastell Henllys.** (This is Castell Henllys.)  
**Mae gardd yn Castell Henllys.** (There's a garden in Castell Henllys.)  
**Mae mefus yn yr ardd.** (There are strawberries in the garden.)  
**Dyma'r tŷ crwn.** (This is the roundhouse.)  
**Mae tân / gwely / bwrdd / basged / crochan yn y tŷ crwn.** (There's a fire / bed / table / basket / cauldron in the roundhouse.)
- Replay the section where they land - up to the point where they leave the garden - **yr ardd**. Ask: **Beth sy yn yr ardd?** (What's in the garden?)  
Answer: **mefus** (strawberries)  
**perlyisiau** (herbs)

List Welsh words for fruit and vegetables which the pupils may have learnt, e.g.

**Llyisiau** (Vegetables)

**tatws** (potatoes)

**moron** (carrots)

**ffa** (beans)

**pys** (peas)

**letys** (lettuce)

**Ffrwythau** (Fruit)

**afalau** (apples)

**pêr** (pears)

**orennau** (oranges)

**bananas** (bananas)

**mefus** (strawberries)

Introduce new words, if required:

**bresych** (cabbage)

**aeron** (berries)

**blodfresych** (cauliflower)  
**cennin** (leeks)  
**pannas** (parsnips)  
**sgewyll** (sprouts)

Explain that the Celts used to grow fruit and vegetables and ask them to find out which ones:

**Pa lysiau?** (Which vegetables?)

**Pa ffrwythau?** (Which fruit?)

Show an image of another garden or refer to the school's garden and ask:

**Beth sy yn yr ardd?** (What's in the garden?)

Pupils could then design and use questionnaires containing these words to find out whether their friends like these vegetables and fruit. They could present their findings using graphs, which, in turn, could be explained orally and in written form, e.g.

**Mae deg yn hoffi ffa.** (Ten like beans.)

**Mae dau ddeg yn hoffi sgewyll.** (Twenty like sprouts.)

**Does neb yn hoffi blodfresych.** (No-one likes cauliflower.)

If appropriate, and depending on the time of the year, pupils could sow seeds and grow vegetables. This would provide a good opportunity to revise work undertaken in the Foundation Phase.

- Focus on the section where Ffion and Crad enter the roundhouse.

Ask the pupils to list what they see, e.g.:

**wal** (wall)

**tân** (fire)

**perlysiâu** (herbs)

**gwely** (bed)

**blanced** (blanket)

**crochan** (cauldron)

**basged, basgedi** (basket, baskets)

**bwrdd** (table)

**llysiâu** (vegetables)

**perlysiâu** (herbs)

[**Does dim ffenestri.** (There aren't any windows.)]

Ask:

**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?) and encourage them to write lists.

- The reading book entitled **Cai** could then be introduced and pupils could undertake the activities listed at the back of the book.

After reading the book, one of the pupils could assume the identity of Cai. He / she could be invited to sit **yn y gadair goch** (in the hot seat) and other pupils could ask him / her questions, e.g.

**Pwy wyt ti?** (Who are you?)

**Ble wyt ti'n byw?** (Where do you live?)

**Beth sy yng Nghastell Henllys?** (What's in Castell Henllys?)

**Wyt ti'n hoffi byw yng Nghastell Henllys?** (Do you like living in Castell Henllys?)

**Beth wyt ti'n hoffi wneud?** (What do you like to do?)

**Wyt ti'n hoffi chwarae pêl-droed?** (Do you like to play football?)

**Wyt ti'n mynd i'r ysgol?** (Do you go to school?)

**Ble mae'r grib?** (Where's the comb?)

- In pairs, pupils should read the scenario on **Cerdyn Siarad 7** (Discussion Card 7):

**A: Rwy'ti'n byw yng Nghastell Henllys ac rwy'ti'n gweld Crad yn y pentref.**  
(You live in Castell Henllys and you see Crad in the village.)

**B: Crad wyt ti.** (You're Crad.)

**Siaradwch.** (Speak.)

They should act out the situation, where **Partner A** greets Crad and gets to know him. Crad should also ask questions in an attempt to get to know **Partner A**, e.g.

**Crad:** **Ble wyt ti'n byw?** (Where do you live?)  
**A:** **Dw i'n byw mewn tŷ crwn.** (I live in a roundhouse.)  
**Crad:** **Beth ydy tŷ crwn?** (What's a roundhouse?)  
**A:** **Tŷ crwn - edrycha ... wal ... drws mawr ...** (A roundhouse - look ... a wall ... a large door ...)

**A:** **Beth wyt ti'n hoffi fwyta?** (What do you like to eat?)  
**Crad:** **Dw i'n hoffi bwyta salad.** (I like to eat salad.)  
**A:** **Beth ydy salad?** (What's salad?) ...

- Focus again on the section where Crad and Ffion look for the comb.  
 Ask one of the pupils to hide a comb while the other pupils close their eyes.  
**Caewch eich llygaid.** (Close your eyes.)  
**Dim pipo!** (No peeping!)

Without moving around, they have to try and guess where the comb is:

**Ydy'r grib yn y ...?** (Is the comb in the ...?)  
**ar y ...** on the ...  
**o dan y ...** under the ...  
**tu ôl i'r ...** behind the ...?)

**Ydy. / Nac ydy.** (Yes. / No.)

When one of them guesses correctly, he / she then hides the comb while the other pupils close their eyes.

- Replay the last section of film, where Ffion discovers a Celtic brooch on Crad's clothing.  
 Draw attention to the reference to the Celtic pattern – **patrwm Celtaidd** – and look for more examples on the internet.

Pupils could design Celtic patterns and they could then evaluate their own work and that of each other in Welsh, e.g.

**Mae'n hyfryd!** (It's lovely!)  
**Mae'r lliwiau'n dda iawn.** (The colours are very good.)  
**Dw i'n hoffi'r glas tywyll.** (I like the dark blue.)  
**Dw i'n hoffi'r patrwm yma.** (I like this pattern.)  
**Mae'r patrwm yma'n ardderchog.** (This pattern is excellent.)  
**Mae'r siâp yma'n dda.** (This shape is good.)  
**Wyt ti'n hoffi'r ...?** (Do you like the ...?)

The word **effeithiol** (effective) could be introduced / reinforced:

**Mae'r lliwiau'n effeithiol.** (The colours are effective.)  
**Mae'r patrwm yn effeithiol.** (The pattern is effective.)  
**Mae'r siapiau'n effeithiol iawn.** (The shapes are very effective.)

- Pupils could also undertake weaving activities.
- Pupils could create a Celtic area in the classroom, hall or on the playground in which they could act. They could act out the following scenario, for example:

Pupils from the twenty first century land in a Celtic village.

**Ble ydyn ni?** (Where are we?)  
**Dw i ddim yn gwybod.** (I don't know.)

**Edrychwch – gardd.** (Look – a garden.)  
**Beth sy yn yr ardd?** (What's in the garden?)  
**Perlyisiau.** (Herbs.)  
**Mefus.** (Strawberries.)  
**Pys.** (Peas.)  
**Ffa.** (Beans.)  
**Winwns / Nionod.** (Onions.)  
**Dw i'n hoffi'r ardd.** (I like the garden.)

**Edrychwch – pentref.** (Look – a village.)  
**Beth sy yn y pentref?** (What's in the village?)  
**Tŷ crwn.** (A roundhouse.)  
**Pedwar tŷ crwn.** (Four roundhouses.)  
**Beth sy yn y tŷ crwn?** (What's in the roundhouse?)

**Tân.** (A fire.)

**Gwely.** (A bed.)

**Blanced.** (A blanket.)

**Bwyd.** (Food.)

**O, dw i eisiau bwyd.** (Oh, I'm hungry.)

**Mmm, blasus!** (Mmmm, delicious.)

**Ych a fi! Ofnadwy!** (Ugh! / Yuck! / Awful!)

They could also imagine that someone is watching them:

**Wyt ti'n gallu clywed sŵn?** (Can you hear a noise?)

**Nac ydw. Dere. / Tyrd.** (No. Come on.)

**Ydw – Help!** (Yes – Help!)

**Dw i'n teimlo'n ofnus.** (I feel frightened.)

**Dw i'n teimlo'n nerfus.** (I feel nervous.)

## Unit 1: Part 5 - Ydych chi'n cofio?

### Aim

- To revise words and patterns introduced in Parts 1-4 and during the Foundation Phase

### New patterns and vocabulary

Patterns	Main vocabulary
Beth am drïo eto? (What / How about trying again?) Ydych chi'n dda? (Are you good?) Ydych chi'n dda iawn? (Are you very good?) Ydych chi'n ardderchog? (Are you excellent?) Ydw. / Nac ydw. (Yes, I am. / No, I'm not.) Ydyn. / Nac ydyn. (Yes, we are. / No, we're not.) Ydy Cai yn ...? (Is Cai ...?) Eich tro chi nawr. (Your turn now.) Gofynna. (Ask. (sing.))	

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<b>Questions and answers</b> Pwy wyt ti? (Who are you?) Ble wyt ti'n byw? (Where do you live?) Wyt ti'n hoffi ...? (Do you like ...?) Ydw. (Yes, I do.) / Nac ydw. (No, I don't.) Beth wyt ti'n hoffi wneud? (What do you like to do?) Beth sy yn ...? (What's in ...?) <b>Other</b> Dw i'n hoffi ... (I like ...) Mae'n grêt. (It's great.) Mae'n wych. (It's great.) <b>Commands</b> Gwrandewch. (Listen. (pl.)) Edrychwch. (Look. (pl.))	tŷ crwn, tai crwn (roundhouse, roundhouses) ffair (fair) parc, parciau (park, parks) môr (sea) siopau (shops) pwll nofio (swimming pool) castell (castle) ysgol (school) ffordd (road) mynyddoedd (mountains) afon (river) coed (trees) blodau (flowers) llyn (lake) ffrâm ddringo (climbing frame) Stadiwm y Mileniwm (the Millennium Stadium) Canolfan y Mileniwm (the Millennium Centre) castell (castle) trê'n bach (little train) pwll nofio (swimming pool)

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Gwrandewch!** (Listen!)

**Beth am drïo eto?** (What / How about trying again?)

### Step-by-step suggestions:

- Explain that the purpose of this part of the DVD is to revise. Explain that pupils will have the opportunity to watch Crad and Ffion – and their own friends – taking part in different activities and that they will have to discuss and decide how they can improve their performance.
- Show the film entitled **Ydych chi'n cofio?** (Do you remember?) (Unit 1, Part 5) in stages, as suggested below.

### Section 1

- Focus on the section where Cai answers Sgrin's questions. Draw particular attention to Sgrin's question:  
**Ydy Cai yn dda ... yn dda iawn ... neu ... yn ardderchog?** (Is Cai good ... very good ... or ... excellent?)

- Pause the DVD and ask the pupils for their opinions. Write on the whiteboard how many think he's good, very good and excellent.
- Show the next part, and draw attention to the fact that the thermometer has stopped at **Da** (Good). Ask how Cai could improve his performance (give fuller answers, express opinions).
- Play Cai's second attempt.
- Follow the same procedure as above. Discuss why the pupils think he has improved.
- Play Cai's third attempt and discuss as above.
- Continue with the DVD – the section where pupils are encouraged to **Gwrandewch eto** (Listen again.).
- Play the DVD and pause after each question, encouraging the pupils to work in pairs / groups as they ask and answer the questions that are heard on the film.

**Please note:** Pupils should include the name of the place where they live in the question: **Wyt ti'n hoffi byw yn ...?** (Do you like living in ...?)

### Section 2

This section, **Gêm Cwestiynau** (Question Game), encourages pupils to think of as many questions as possible using the question words on screen.

- Introduce this activity as a competition:  
Play the DVD and pause the film after each question word.  
Ask the pupils to think of as many questions as possible.  
Award one mark for each question that is asked.  
Award an additional mark if the pupils have thought of the same examples as those heard on the film.  
The total number of marks should be added in Welsh to see who has won:  
**Pwy sy wedi ennill?** (Who has won?)

If appropriate, encourage pupils to answer the questions asked on screen.

- In groups, pupils should read the scenario on **Cerdyn Siarad 8** (Discussion Card 8):  
**Mae'r athro / athrawes yn y gadair goch. Gofynnwch gwestiynau.**  
(Your teacher is in the hot seat. Ask questions.)

In pairs, pupils should prepare a list of questions to ask the teacher. The teacher should then sit in the hot seat and answer the pupils' questions.

### Section 3

This section, **Beth ydy ...?** (What is / are ...?), revises some of the words introduced on the film

- Play the next section and ask the pupils to call out the appropriate Welsh words.

### Section 4

This section **Beth sy yn ...?** (What's in ...?), revises words associated with specific places, e.g. the park / Cardiff.

- Pause the DVD after the first question **Beth sy yn y parc?** (What's in the park?).  
Allow the pupils time to write lists. Ask:  
**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)  
Compare lists.

Ask:

**Pwy sy wedi ennill?** (Who has won?)

- Then, play the clip that shows what's in the park.
- Follow the same format for the second question:  
**Beth sy yng Nghaerdydd?** (What's in Cardiff?)

- The reading card entitled **Caerdydd – mae'n ffantastig!** (Cardiff – it's fantastic!) should be introduced in the same way as the card entitled **Llandudno – mae'n grêt!** (Llandudno – it's great!) was introduced in Part 2.

Pupils should identify and locate places on the map by using simple co-ordinates, e.g. they should look at the map and, in pairs, they should ask each other questions, e.g.

**Ble mae'r ...?** (Where is / are the ...?)

**Ble mae'r siopau?** (Where are the shops?)

Pupils should give the grid references in reply, e.g.

**Yn sgwâr ...** (In square ....)

Other questions could also be asked, e.g.

**Beth sy yn sgwâr ...?** (What's in square ...?)

**Oes ... yng Nghaerdydd? Ble?** (Is / Are there ... in Cardiff? Where?)

- Pupils could be encouraged to search for information about Cardiff on the internet and to record details.
- In pairs, they could then read the scenario on **Cerdyn Siarad 9** (Discussion Card 9): **Rydych chi'n mynd i Gaerdydd.** (You're going to Cardiff.)

They could discuss what there is in Cardiff and what each other wants to do there, using information contained on the DVD, the reading card and information they have gathered.

They should ask each other as many questions as possible and answer as fully as possible, e.g.:

**Wyt ti eisiau mynd i Stadiwm y Mileniwm?** (Do you want to go to the Millennium Stadium?)

**Ydw.** (Yes, I do.) / **Nac ydw.** (No, I don't.)

**Ydw, achos dw i'n hoffi rygbi.** (Yes, because I like rugby.)

**Nac ydw, achos dw i ddim yn hoffi rygbi.** (No, because I don't like rugby.)

If possible, pupils should draw on language patterns and vocabulary they have previously learnt to extend the conversation, e.g.

**Wyt ti'n hoffi ...?** (Do you like ...?)

**Beth am ...?** (What / How about ...?)

**Syniad da.** (Good idea.)

- Move on to the final question in this section, i.e. **Beth sy yn eich ardal chi?** (What's in your area?)  
Write the name of the town / village / area on the whiteboard and ask the pupils to list features in the area, e.g. **siopau** (shops), **afon** (a river), **mynyddoedd** (mountains), **môr** (sea) etc.

Explain to the pupils that they are going to produce materials to promote the area. Ask for suggestions, e.g. a leaflet, a poster, a video clip etc. and ask them to plan the work.

They could include images, a sketch map, a list of features / places, opinions about the area, etc. e.g.

**Dyma'r ...** (This is the ... / These are the ... )

**Mae ... yn ...** (There's a ... / There are ... in ...)

**Mae'n grêt!** (It's great!)

**Mae'n wych!** (It's great!)

**Mae'n ffantastig!** (It's fantastic!)

**Mae'n ardderchog!** (It's excellent!)

**Bendigedig!** (Wonderful!)

## Section 5

This section is intended to revise specific aspects of Celtic life. If appropriate, pupils could sit **yn y gadair goch** (in the hot seat) and imagine that they are ancient Celts. Other pupils could then ask them about their way of life.



## Unit 2

Although this work focuses mainly on teaching Welsh as a second language, various curriculum and other related areas have also been targeted. These are listed below, but for more details, please see the relevant Programmes of Study and frameworks.

### Welsh Second Language

Many of the requirements of the Programme of Study for KS2 are targeted in this unit. Pupils are given the opportunity to listen to a variety of people speaking Welsh and are made aware of some of the regional linguistic variations, e.g. **Mae'n ddrwg gen i** and **Mae'n flin gyda fi** (I'm sorry.) and the use of **e** and **o** (he). They are encouraged to respond appropriately in a variety of circumstances, to express opinions and to participate in role-play activities.

Pupils are encouraged to read a variety of reading materials, including a legend, dialogues, a recipe, a factual book and a story. They are encouraged to respond to these by answering general questions which are to be found at the back of each book and by undertaking various activities associated with the reading materials. In this unit, they are also invited to speak about books they have read as they undertake the activity on **Cerdyn Siarad 10** (Discussion Card 10).

Pupils are provided with the opportunity to write lists, invitations, posters, e-mails, letters and a story. They are thus encouraged to "use the characteristics of chosen forms adapting their style to the audience and purpose."

### English

Pupils are encouraged to search for information in this unit. Most of the information will probably be in English and pupils will be required to understand and list main points.

### Mathematics

Many of the situations in this unit are associated with shopping, e.g. Ffion goes to a bread shop and Crad and Ffion buy food at the market. These could provide opportunities to revise the Welsh terms associated with money and to calculate through the medium of Welsh, e.g. if one yogurt at the market costs 40p, how much do two yogurts cost, etc.:

**Mae iogwrt yn costio pedwar deg ceiniog.** (A yogurt costs 40p.)

**Faint ydy dau iogwrt?** (How much are two yogurts?)

**Faint ydy pedwar iogwrt?** (How much are four yogurts?)

Appropriate market stalls could be set up in one area of the classroom and pupils could write lists and shop at these stalls. They could be given a sum of money and asked to calculate how much they have spent, how much they have left etc.

**Mae'r bwyd yn costio ...** (The food costs ...)

**Mae ... ar ôl.** (There's ... left.)

There are opportunities for pupils to design and use questionnaires, e.g. when talking about specific foods. They could present their findings using graphs, which, in turn, could be explained orally and in written form, e.g.

**Mae deg yn hoffi ...** (Ten like ...)

**Mae chwech yn hoffi ...** (Six like ...)

### Science

There are many references to food in this unit. The characters discuss which foods are healthy, for example, and, if pupils are given the opportunity to make bread, they will come to understand that yeast causes the dough to rise.

### History

Pupils are reminded of the Celtic way of life, especially in relation to their fondness for sitting by the fire listening to ancient tales.

### **Art and design**

There are many opportunities to undertake activities associated with art and design, such as depicting scenes from **Culhwch ac Olwen**.

### **Design and technology**

Pupils could design invitations, place settings and banners for a wedding party and a collage to depict the tale of **Culhwch ac Olwen**. They could use various software packages to aid them in this work.

There are opportunities to make sandwiches, a pasta salad, a fruit salad, a pizza and bread in this unit.

### **Music**

Working in groups, pupils could compose music to accompany different scenes in the tale of **Culhwch ac Olwen**, e.g. sad music at the beginning when Culhwch realizes the enormity of the task he has to face, regal music to accompany the arrival of Arthur, the brave king, energetic music to accompany the chase scene and appropriate music for the wedding party.

They could also perform Welsh songs and play instruments at the wedding party. They could then evaluate the music.

### **Physical education**

Pupils could choreograph dance movements to accompany the scenes noted above.

### **ICT**

In this unit, pupils are encouraged to search for images associated with their favourite foods and with the Shabbat meal. They could film the process of preparing a recipe and the quiz programme they devise in Part 5 of this unit. There are opportunities to give a PowerPoint presentation in relation to a healthy diet. Pupils could also make a story board depicting the tale of **Culhwch ac Olwen**.

### **Religious education**

The book entitled **Miriam** provides an opportunity to learn about a religious celebration in the home, i.e. the Shabbat meal, as well as some aspects relating to Judaism.

There are also opportunities to discuss weddings after reading about Culhwch and Olwen.

### **Curriculum Cymreig**

The Curriculum Cymreig is promoted not only by developing pupils' linguistic skills in Welsh Second Language but also by introducing the legend of **Culhwch ac Olwen** - the oldest Arthurian legend in the world. In addition, pupils could perform Welsh songs as part of the wedding party.

### **Personal and social education**

The emphasis on healthy eating is relevant to personal and social education, as is the book entitled **Y Parti Gwisg Ffansi**, in Part 5, where an example of bullying can be seen at a very basic level. This could be discussed further - in English or Welsh as appropriate.

### **Skills**

This unit builds upon language skills, patterns and vocabulary previously introduced, thus ensuring progression and continuity.

### **Developing thinking**

Pupils are given opportunities throughout the unit to activate prior knowledge. They are asked to plan and develop ideas through the medium of Welsh. In particular, there is an opportunity to arrange a wedding party for Culhwch and Olwen in Part 1 and a party in Part 5, which would entail a great deal of planning and co-operation. Please see the guidance for Parts 1 and 5 for further details.

Pupils are required to use language creatively and imaginatively as they adapt the original tale of **Culhwch ac Olwen**. They are also encouraged to plan and organise as they are asked to prepare a pizza, a fruit salad and a sandwich.

The quiz programme in Part 5 requires them to use language to devise their own questions. They could plan, script and film a quiz programme or different kinds of programmes. Please see Part 5.

### **Developing communication**

The main aim of the unit is to develop pupils' communication skills. They are therefore given numerous opportunities to listen to and respond to others, to present information - both orally and in written form - to locate and select information and to respond to what has been read. They learn to communicate in a variety of ways and for a range of purposes.

### **Developing ICT**

Pupils are encouraged to search for information using the internet and to make use of appropriate software packages. They are encouraged to use technology for various purposes, e.g. filming the quiz or other programmes, recording group work, searching for images, preparing and giving a PowerPoint presentation. They should also be encouraged to use a computer to draft and re-draft their written work.

### **Developing number**

Pupils develop their number skills in this unit by using cardinal numbers, gathering information in a variety of ways, including questionnaires and presenting data in appropriate forms.

## Unit 2: Part 1 - Hen, hen stori

### Aim

- To introduce an ancient Welsh legend, **Culhwch ac Olwen**, through the medium of Welsh

### New patterns and vocabulary

Patterns	Main vocabulary
Roedd y Celtiaid yn hoffi gwrando ar stori. (The Celts used to like to listen to stories (lit. a story).) Dyn ydy Culhwch. (Culhwch is a man.) Merch ydy Olwen. (Olwen is a woman.)	dyn (man) tad (father) brenin (king) gwyllt (wild) priodi (to marry) newid (to change) actio (to act)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Pwy wyt ti? (Who are you (sing.)?) ... ydw i. (I'm ...)</p> <p>Beth am ... ? (What / How about ...?) Beth ydy ...? (What is / are ...?) Ble mae'r ...? (Where is / are the ...?)</p> <p><b>Eisiau</b></p> <p>Wyt ti eisiau mynd / dod i'r parti? (Do you (sing.) want to go / come to the party?) Ydw. (Yes, I do.) / Nac ydw. (No, I don't)</p> <p><b>Other</b></p> <p>Dyma Culhwch. (Here is Culhwch. / This is Culhwch.) Dyma'r grib. (Here's the comb.) Maen nhw'n mynd 'nôl. (They return / go back.)</p> <p><b>Commands</b></p> <p>Edrychwch a gwrandewch. (Look and listen. (pl.)) Rhaid ffeindio crib a siswrn. (Must find a comb and scissors.)</p>	<p>cawr (giant) mochyn (pig / boar) crib (comb) siswrn (scissors) tacluso (to tidy) gwallt (hair) ffeindio (to find)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Ydych chi eisiau gwrando ar stori?** (Do you want to listen to a story?)

**Ydyn.** (Yes (we do).) / **Nac ydyn.** (No (we don't).)

**Beth am stori (Culhwch ac Olwen)?** (What / How about the story (of Culhwch and Olwen))?

**Syniad da.** (Good idea.)

**Pwy ydy (hwn)?** (Who's this? (masc.)); **Pwy ydy (hon)?** (Who's this? (fem.))

**Edrychwch a gwrandewch.** (Look and listen (pl.))

**Rhaid ffeindio ...** (I / you / we must find ...)

**Dyma ti. / Dyma chi.** (Here you are.)

### Step-by-step suggestions:

- Begin by asking pupils whether they like reading / listening to stories:  
**Ydych chi'n hoffi darllen stori?** (Do you (pl.) like reading stories (lit. a story)?) / **Ydych chi'n hoffi gwrando ar stori?** (Do you (pl.) like listening to stories (lit. a story)?)  
**Ydyn.** (Yes (we do).); **Nac ydyn.** (No (we don't).)  
**Wyt ti'n hoffi darllen stori?** (Do you (sing.) like reading stories (lit. a story)?) / **Wyt ti'n hoffi gwrando ar stori?** (Do you (sing.) like listening to stories (lit. a story)?)  
**Ydw.** (Yes (I do).); **Nac ydw.** (No (I don't).)  
**Pa stori?** (Which story?)  
**Dw i'n hoffi ... (yn fawr).** (I like ... very much.)

- In groups, pupils should read the activity on **Cerdyn Siarad 10** (Discussion Card 10):  
**Siaradwch am lyfr.** (Talk about a book.)

Pupils should bring 2-3 books, preferably ones with pictures in them, to class, and in pairs, they should talk about them, e.g.

**Dyma ...** (title of the book). (This is ...)

**Dw i'n hoffi ... achos mae'r stori'n dda / dw i'n hoffi ...** (I like ... because the story is good / I like ...)

**Wyt ti'n hoffi ...?** (Do you like ...?)

**Dyma ...** (This is ... / These are ...) (referring to pictures of characters etc.)

**Mae'n grêt.** (It's great!)

- Ask:  
**Ydych chi eisiau gwrando ar stori nawr? / rŵan?** (Do you (pl.) want to listen to a story now?)  
They should reply:  
**Ydyn.** (Yes, we do.)  
You should then encourage them to listen by saying:  
**Gwrandewch.** (Listen.)
- Introduce the story book **Culhwch ac Olwen**. Show the cover, explain who the characters are and read the story.

**Culhwch ac Olwen** is an ancient Welsh legend which features:

**Culhwch** (a young man)

**Olwen** (a young woman)

**y brenin Arthur** (king Arthur)

**Ysbaddaden** (a giant - **cawr mawr**; he is rather unkempt - he has long hair and a long beard)

**y Twrch Trwyth** (a wild boar - **mochyn gwylt**)

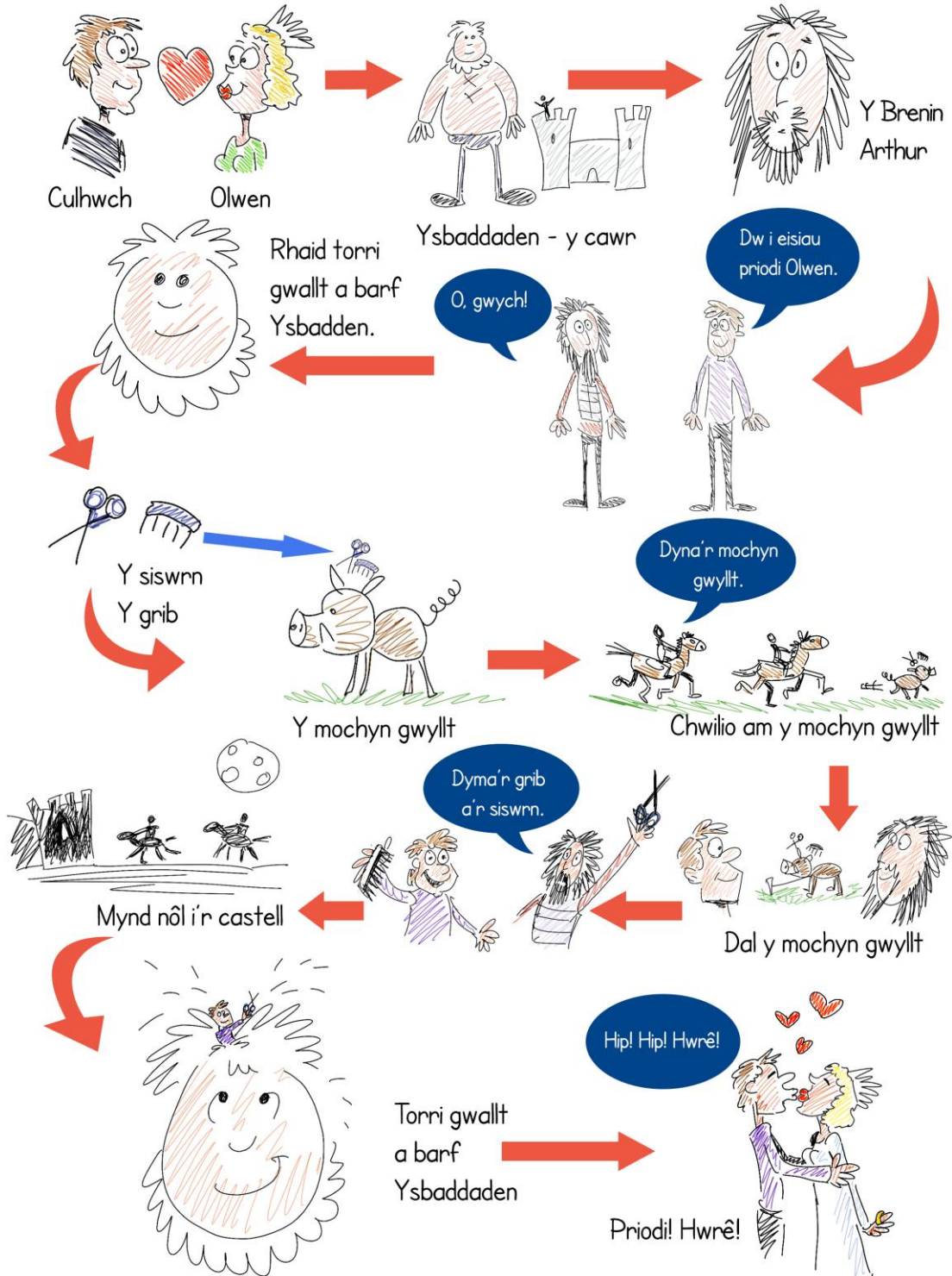
Culhwch has fallen in love with Olwen and wishes to marry her but before he can do so he has to undertake many tasks. One of these involves cutting Ysbaddaden's hair and beard for the wedding. To do this, he must find a suitable comb and scissors, which are to be found between the ears of the **Twrch Trwyth** - a wild boar - and he therefore has to find this creature.

Culhwch and Arthur search for the wild boar, find it, retrieve the scissors and comb and finally, Culhwch and Olwen can marry.

According to the legend, Olwen was very beautiful - white clover flowers would grow wherever she trod.



# Culhwch ac Olwen



- Use the story map the next time you tell the story and make sure that it is displayed in class.
- Ask the pupils to make individual story maps.
- Tell the story every day so that pupils gradually learn it.
- Decide, as a class, which actions, expressions etc. you are going to use to convey the story.
- As pupils learn the story, invite them to tell the story with you.
- As they become more confident, groups could tell the story, e.g. girls, boys, groups sitting around tables etc.
- Story circles could be established where pupils tell each other the story, helping each other as necessary.
- Pupils could also mime specific scenes.
- They could act specific scenes, e.g. using **Cerdyn Siarad 11** (Discussion Card 11):  
**Rydych chi'n helpu Arthur i chwilio am y mochyn gwyllt.**  
 (You're helping Arthur to look for the wild pig.)  
 They could act out this particular scene, using patterns listed on the card, e.g.  
**Barod?** (Ready?)  
**Ble mae'r mochyn gwyllt?** (Where's the wild boar?)  
**Ydy'r mochyn gwyllt yn y coed / môr / parc / ffair / ysgol / mynyddoedd?** (Is the wild boar in the woods / sea / park / fair / school / mountains?)  
**Ydy. / Nac ydy.** (Yes. No.)  
**Dyma fe / fo.** (Here it is.)  
**Brysia.** (Hurry up.)
- They could act out the story, possibly during a school assembly, using appropriate props.
- They could also take part in a hot seating session, e.g. one of the characters could sit in the hot seat and other pupils could ask some of the following questions:  
**Pwy wyt ti?** (Who are you?)  
**Culhwch ydw i.** (I'm Culhwch.)  
**Sut wyt ti?** (How are you?)  
**Dw i'n drist.** (I'm sad.) / **Dw i'n teimlo'n drist.** (I feel sad.)  
**Pam?** (Why?)  
**Dw i eisiau priodi Olwen.** (I want to marry Olwen.)  
**Beth wyt ti eisiau?** (What do you want?)  
**Dw i eisiau ffeindio'r grib a'r siswrn.** (I want to find the comb and scissors.)  
**Ble mae'r grib a'r siswrn?** (Where are the comb and scissors?)  
**Rhwng clustiau mochyn gwyllt.** (Between the ears of a wild boar (pig).)  
**Wyt ti eisiau ffeindio'r mochyn gwyllt?** (Do you want to find the wild boar (pig)?)  
**Ydw.** (Yes, I do.)  
**Wyt ti'n ffeindio'r mochyn gwyllt?** (Do you find the wild boar (pig)?)  
**Ydw.** (Yes, I do.)  
**Wyt ti'n hapus nawr / rŵan?** (Are you happy now?)  
**Ydw.** (Yes, I am.)
- After the pupils have learnt and presented the story, play the clip which shows a group of school children telling the story and compare the pupils' presentation with that of the pupils on screen.
- Pupils could arrange a wedding party for Culhwch and Olwen. This could entail:
  - choosing appropriate clothing
  - writing lists of food and drink
  - preparing food
  - serving food
  - choosing suitable background music
  - planning entertainment (e.g. singing, magic tricks, etc.)
  - designing notices or invitations, writing a letter or e-mail or phoning to invite people to the wedding party, e.g.



**Invitation:**

<b>PARTI – GWYCH!</b>
<b>Wyt ti eisiau dod i barti Culhwch ac Olwen?</b>
<b>Pryd:</b> .....
<b>Ble:</b> .....
<b>Beth:</b> .....
<b>Ateb (✓):</b>
<b>Ydw, dw i eisiau dod.</b>
<b>Mae'n ddrwg gen i, dw i ddim yn gallu dod.</b>
<b>Mae'n flin 'da fi, dw i ddim yn gallu dod.</b>

**E-mail:**

Oddi wrth: At: Pwnc:
Annwyl ...  Wyt ti eisiau dod i barti Culhwch ac Olwen yn ... ar ...?  Cofion  .....

**Telephone call:**

- A: **Wyt ti eisiau dod i'r parti?** (Do you want to come to the party?)  
B: **O, ydw os gwelwch yn dda. Ble mae'r parti?** (Oh, yes, please. Where's the party?)  
A: **Yn y castell.** (In the castle.)  
B: **Pryd?** (When?)  
A: **Dydd Sadwrn - am chwech o'r gloch.** (Saturday - at six o'clock.)

- Pupils could make the following:
    - a collage to depict different scenes from the tale
    - puppets, e.g. finger puppets / stick puppets to depict the characters, which could then be used in role-play activities.
- They could also make a story board which would involve using ICT skills.
- In addition to choosing music suitable for a wedding party, pupils could compose and perform music to convey different scenes in the story, e.g. Culhwch's sadness at the beginning of the tale, Arthur's arrival, the chase, the wedding.
  - Dance movements could be choreographed to depict these scenes.
  - When pupils have a firm grasp of the story, they could be invited to adapt it, e.g. they could change
    - the names of characters
    - the item that is sought, e.g. **het** (hat), **cap** (cap), **esgidiau** (shoes), **broetsh** (brooch), **modrwy** (ring - new word), **rhuban** (ribbon), **blodau** (flowers) etc.
    - the animal that is hunted - remind pupils of animals they have come across during the Foundation Phase.

Ask them to choose one of the animals and to imagine that the item that is sought is somewhere on its body, e.g.

**rhwng clustiau eliffant mawr** (between the ears of a big elephant)

**rhwng clustiau teigr brown** (between the ears of a brown tiger)

**rhwng clustiau ci du** (between the ears of a black dog)

**rhwng clustiau llygoden** (between the ears of a mouse)

or possibly

**rhwng llygaid eliffant mawr** (between the eyes of a big elephant)

**rhwng llygaid teigr brown** (between the eyes of a brown tiger)

**rhwng llygaid ci du** (between the eyes of a black dog)

**rhwng llygaid llygoden** (between the eyes of a mouse)

- Ask the pupils to draw a map of their new story. They should then retell this story daily and move on to story circles and pairs before attempting to write the story, with your support to begin with.
- Pupils should write and illustrate their work appropriately.
- They could now invite each other to the new wedding party, either by designing a new invitation, or by writing an e-mail or making a telephone call, e.g.  
**Wyt ti eisiau dod i'r parti?** (Do you want to come to the party?)  
**Pryd?** (When?)  
**Ble?** (Where?)  
**Ydw, dw i eisiau dod.** (Yes, I want to come.)  
**Mae'n ddrwg gen i, dw i ddim yn gallu dod.** (I'm sorry, I can't come.)  
**Mae'n flin 'da fi, dw i ddim yn gallu dod.** (I'm sorry, I can't come.)

## Unit 2: Part 2 - Dw i eisiau bwyd.

### Aims

- To revise words and patterns associated with expressing likes and dislikes and to introduce **hoff** (favourite)
- To express opinions, e.g. **Mae'n ofnadwy.** (It's awful.); **Blasus iawn.** (Very tasty.)
- To revise instructions, e.g. **Rhaid ...** (Must ...) and plural / formal command forms, e.g. **Rhowch ...** (Put ...); **Cymysgwch ...** (Mix ...)
- To use Welsh as a means of discussing a varied diet. **Mae ... yn dda i ti / chi.** (... is / are good for you.) and **Dim llawer!** (Not much! / Not many! / Not a lot!).

### New patterns and vocabulary

Patterns	Main vocabulary
Beth ydy dy hoff fwyd di? (What's your (sing.) favourite food?)* Fy hoff fwyd i ydy ... (My favourite food is ...) Dw i'n llwgu. (I'm starving.) Pwyswch. (Weigh. (pl.)) Tria fe / fo. (Try it. (sing.)) Dim llawer! (Not a lot!)	cinio dydd Sul (Sunday lunch) tatws rhost (roast potatoes) powdr (powder) tiwna (tuna) wyau (eggs)

\* To ask a group, use this question: **Beth ydy'ch hoff fwyd chi?** (What's your (pl.) favourite food? )

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b> Ble mae'r ...? (Where is / are the ...) Oes bwyd yn y ...? (Is there any food in the ...?) Oes. (Yes, there is.) / Nac oes. (No, there isn't.) Does dim bwyd yn y .... (There isn't any food in the ... / There's no food in the ...) Ga i (fynd)? (May I (go)?) Na chei – dim heddiw. (No (you (sing.) may not) – not today.) Y tro nesa. (Next time.)</p> <p><b>Hoffi</b> Wyt ti'n hoffi sbageti bolognese? (Do you (sing.) like spaghetti bolognese?) Ydw. (Yes, I do.) / Nac ydw. (No, I don't.) Dw i'n hoffi ffrwythau. (I like fruit.) Dw i ddim yn hoffi (tiwna). (I don't like (tuna).)</p> <p><b>Eisiau</b> Beth wyt ti eisiau? (What do you (sing.) want?) Dw i eisiau ... (I want ...)</p> <p><b>Other</b> Bobl bach! (Good heavens!) Dw i eisiau bwyd. (I'm hungry.) Mae'n amser cinio. (It's lunchtime.) Rhaid ffeindio'r bwyd yma. (Must find this food.) Mae ... yn dda i ti. ( ... is / are good for you.) Dyma'r ... (Here is / are the ... / This is / These are the ...) Dyna'r ... (There is / are the ... / That's / Those are the ...)</p>	<p>amser cinio (lunch / dinner time) ar y (on the) yn y (in the) o dan y (under the) tu ôl i'r (behind the) cwpwrdd (cupboard) tatws (potatoes) moron (carrots) brocoli (broccoli) grefi (gravy) Ych a fi! (Ugh! / Yuck!) dŵr (water) powlen (bowl) llwy (spoon) bwyd iach (healthy food) ffrwythau (fruit) orennau (oranges) bananas (bananas) afalau (apples) mefus (strawberries) grawnwin (grapes) tomatos (tomatoes) llysiau (vegetables) pys (peas) india-corn (sweetcorn) madarch (mushrooms) winwns / nionod (onions) ffa (beans) bara gwyn (white bread)</p>

<b>Commands</b> Rhowch. (Put. (pl.)) Cymysgwch. (Mix. (pl.)) Tria. (Try. (sing.)) Dim gweiddi! (No shouting!)	bara brown (brown bread) grawnfwyd (cereal) caws (cheese) iogwrt (yogurt) llaeth (milk) cig (meat)
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### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Mae'n amser cinio!** (It's lunchtime!)

**Oes ... yn y / ar y / o dan y / tu ôl i'r ... ?** (Is there / Are there ... in the / on the / under the / behind the ...?)

**Dim problem!** (No problem!)

**Dim gweiddi!** (No shouting!)

**Ble mae'r ...?** (Where is / are the ...?); **Yn y cwpwrdd.** (In the cupboard); **Ar y silff.** (On the shelf)

**Ych a fi!** (Ugh! Yuck!)

**Pwyswch y ...** (Weigh (pl.) the ...)

**Rhowch y ...** (Put (pl.) the ...)

**Cymysgwch y ...** (Mix (pl.) the ...)

**Tria ...** (Try (sing.) ...) / **Triwch ...** (Try (pl.) ...)

**Dyma ti.** (Here you (sing.) are!) / **Dyma chi.** (Here you (pl.) are!)

**Ga i (fynd)?** (May I (go)?); **Na chei – dim heddiw.** (No, you (sing.) may not – not today.); **Y tro nesa.** (Next time.)

### Step-by-step suggestions:

- Before showing the film, explain that you are going to talk about food:  
**Rydyn ni'n mynd i siarad am fwyd.** (We're going to talk about food.)

Ask groups to draw up lists of words associated with food. Prompt them by asking them to think of food they eat at various times, e.g.

**amser snac** (snack time)

**amser cinio** (lunchtime)

**amser brecwast** (breakfast time)

**amser swper** (supper time)

Ask:

**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)

After an appropriate period of time, ask each group:

**Sawl un?** (How many?)

Praise all attempts but use **Ardderchog!** (Excellent!) to praise the group who has drawn up the longest list.

- Revise **hoffi / ddim yn hoffi** (to like / not like):  
**Dw i'n hoffi ...** (I like ...)  
**Dw i'n hoffi ... - mae'n flasus.** (I like ... it's tasty.)  
**Dw i'n hoffi ... - mae'n flasus iawn.** (I like ... - it's very tasty.)  
**Dw i'n hoffi ... achos mae'n flasus iawn.** (I like ... because it's very tasty.)  
**Dw i'n hoffi ... yn fawr.** (I like ... very much.)

**Dw i ddim yn hoffi ...** (I don't like ...)

**Dw i ddim yn hoffi ... - mae'n ofnadwy.** (I don't like ... - it's awful)

**Dw i ddim yn hoffi ... Ych a fi!** (I don't like ... Ugh! / Yuck!)

**Wyt ti'n hoffi ...?** (Do you like ...?)

**Ydw.** (Yes, I do.) / **Nac ydw.** (No, I don't.)

- Choose five of the foods and ask the pupils to produce a questionnaire to find out whether their partners like these foods, e.g.

**Wyt ti'n hoffi ...?** (Do you like ...?)

**Ydw, dw i'n hoffi ... - mae'n ...** (Yes, I like ... - it's ...)

**Nac ydw, dw i ddim yn hoffi ... - mae'n ...** (No, I don't like ... - it's ...)

As they answer the initial question, explain that they must express an opinion, as above.

Compare answers as a class / group and ask the pupils to present their findings using graphs. These could then be explained simply in Welsh, e.g.

**Mae chwech yn hoffi ...** (Six like ...)

**Mae un yn hoffi ...** (One like ...)

**Does neb yn hoffi ...** (No-one likes ...)

- Give the pupils a challenge. As they watch and listen to the DVD, they should pay particular attention to the food that is mentioned as you are going to ask them to list the food at the end. If appropriate, they may make notes.

- Play the film entitled **Dw i eisiau bwyd.** (I'm hungry.), (Unit 2, Part 2). Focus on the beginning, where Crad and Ffion talk about food / favourite food. Pause the film after the question:

**Oes bwyd yn y Pod-antur?** (Is there any food in the Pod-antur?)

- just before they go and search for food.

Ask:

**Pwy sy'n cofio? Pa fwyd?** (Who remembers? What food?)

Ask them to list the foods that are mentioned on the film.

Then, ask each pupil or group **Sawl un?** (How many?). They should then count the number of words and tell you the number.

If they have not made lists, ask them to call out the names of food on the DVD and list these on the white board. You should have quite a substantial list by the end of this session.

- Replay this section so that pupils can check their lists against the food that is mentioned on the DVD. They could give themselves two marks for each food item they have listed that is mentioned on the DVD.
- Concentrate on the references to **brechdanau** and ask:

**Pa frechdanau mae Crad yn hoffi?** (What sandwiches does Crad like?)

You could use the patterns listed above (**hoffi / ddim yn hoffi**) to discuss whether pupils like different kinds of sandwiches.

- Focus on the word **hoff** - What does it remind the pupils of? Show that it resembles **hoffi**. Introduce the question and answer:

**Beth ydy dy hoff fwyd di?** (What's your favourite food?)

**Fy hoff fwyd i ydy ...** (My favourite food is ...)

Ask different members of the class and then ask pupils to ask each other in pairs, threes and in groups.

The question could then be changed:

**Beth ydy dy hoff frechdan di?** (What's your favourite sandwich?)

**Fy hoff frechdan i ydy brechdan ...** (My favourite sandwich is a ... sandwich.)

**Beth ydy dy hoff iogwrt di?** (What's your favourite yogurt?)

**Fy hoff iogwrt i ydy iogwrt ...** (My favourite yogurt is a ... yogurt.)

**Please note:** This pattern may be adapted to any situation that arises, e.g.

**Beth ydy dy hoff lyfr di?** (What's your favourite book?)

**Fy hoff lyfr i ydy ...** (My favourite book is ...)

**Beth ydy dy hoff raglen di?** (What's your favourite programme?)

**Fy hoff raglen i ydy ...** (My favourite programme is ...)

**Beth ydy dy hoff gêm di?** (What's your favourite game?)

**Fy hoff gêm i ydy ...** (My favourite game is ...)

- They could then write a list of their favourite food and search for images to accompany their work, e.g.

**Fy hoff fwyd i ydy ...**

- Play the next section of film, where Crad and Ffion search for food. Pause before Sgrin addresses them. Revise:

**Oes bwyd yn y dror?** (Is there food in the drawer?)

**ar y silff** on the shelf

**ar y bwrdd** on the table

**o dan y bwrdd** under the table

**tu ôl i'r bwrdd** behind the table

Pupils should close their eyes:

**Caewch eich llygaid.** (Close your eyes.)

**Dim pipo.** (No peeping.)

One pupil should hide an item of food, e.g. a packet of pasta, in the classroom. The other pupils should ask questions to try and guess where the food is:

**Oes bwyd yn y cwprdd?** (Is there food in the cupboard?)

**Oes. / Nac oes.** (Yes. / No.)

etc.

- Play the next section.
- As Crad and Ffion search once again for food and ask the questions listed above, pupils could be encouraged to call out  
**Nac oes.** (No, there isn't.)
- After Ffion has listed what she likes for Sunday lunch and the words **Cinio dydd Sul** (Sunday lunch / dinner) are flashed on screen, followed by images of a traditional Sunday lunch, pause the film and ask the pupils what Ffion likes for Sunday lunch:  
**Beth mae Ffion yn hoffi i ginio dydd Sul?** (What does Ffion like for Sunday lunch?)

Then ask the pupils:

**Beth wyt ti'n hoffi i ginio dydd Sul?** (What do you like for Sunday lunch?)

**Dw i'n hoffi ...** (I like ...)

They could then ask each other this question.

They could draw the meal their partner describes on an empty paper plate and label the food in Welsh. Alternatively, this exercise could take the form of a questionnaire where a group of pupils could ask another group and make a graph based on their findings.

They could then explain the graph:

**Mae chwech yn hoffi cig a llysiau.** (Six like meat and vegetables.)

**Mae un yn hoffi sglodion.** (One likes chips.)

**Mae tri yn hoffi cyri.** (Three like curry.)

**Mae dau yn hoffi brechdanau.** (Two like sandwiches.)

- Play the clip where the characters prepare the Spaghetti Bolognese.  
**Please note: You should emphasize that pupils should never eat any powder that they find in bags unless it is clearly marked as being a food substance. Show that Crad and Ffion read the labels clearly before preparing this food - they know exactly what's in the bags.**

Ask the pupils for their opinion of the food.

**Wyt ti'n hoffi'r bwyd?** (Do you like the food?)

**Ydw. Mae'n lliwgar.** (Yes. It's colourful.)

**Nac ydw. Mae'n ofnadwy!** (No. It's awful.)

- Reinforce the following words:  
**Pwyswch.** (Weigh.)  
**Rhowch.** (Put.)  
**Cymysgwch.** (Mix.)
- Play the clip where Crad and Ffion prepare the Sunday lunch. As we do not see each stage, or hear a commentary, pupils could imagine how the meal should be prepared and role-play the situation in groups of three, where one of them tells the other two (Crad and Ffion) how to prepare the "food". This would involve using the three commands seen above, e.g.  
**Pwyswch bum deg gram o'r powdr gwyrdd.** (Weigh 50g of the green powder.)  
**Dyma ni.** (Here we are.)  
etc.  
**Rhowch y ... yn y bowlen.** (Put the ... into the bowl.)  
**Cymysgwch.** (Mix.)
- You could explain that spaghetti is a form of pasta - show examples - and you could invite the pupils to make a pasta salad, explaining that this is a healthy meal.

The reading card, the recipe for **Salad Pasta** (Pasta Salad), should be introduced and studied and, if possible, pupils should be given the opportunity to make this dish.

Various ingredients could be included in this dish, i.e. a selection of fruit and vegetables (already cooked if necessary). Pupils may therefore decide for themselves what they would like to include in the recipe. This should be discussed prior to actually making the dish:

**Beth wyt ti eisiau yn y salad pasta?** (What do you want in the pasta salad?)

**Pa ffrwythau wyt ti eisiau yn y salad pasta?** (What fruit do you want in the pasta salad?)

**Pa lysiau wyt ti eisiau yn y salad pasta?** (What vegetables do you want in the pasta salad?)

Pupils could then make the dish or prepare a similar dish. This would provide an opportunity to record how this new dish is made, either by using a video camera, and explaining orally which ingredients are used and the method, or by writing the recipe, which could be accompanied by photographs or drawings.

**Please note: Pupils should wash their hands, wear aprons and follow appropriate hygiene practices whilst handling food.**

- **Cerdyn Siarad 12** (Discussion Card 12) and **Cerdyn Siarad 13** (Discussion Card 13) could then be introduced:

**Sut mae gwneud pizza?** (How do you make a pizza?)

**Sut mae gwneud salad ffrwythau?** (How do you make a fruit salad?)

Pupils should say what they are going to make and should then give instructions as to how to make this food. They could consult various recipes beforehand if necessary.

- Before playing the remainder of the film, explain that you are going to be talking about **bwyd iach** (healthy food). Ask whether anyone remembers what the following sentence is in Welsh:

*Apples are good for you. Mae afalau'n dda i ti. / Mae afalau'n dda i chi.*

Draw attention to the pattern:

**Mae ... yn dda i ti.** ( ... is / are good for you (sing.) )

**Mae ... yn dda i chi.** ( ... is / are good for you (pl.) )

In groups, ask them to list healthy foods, using one of the above patterns.  
Compare lists.

In turn, they should read out their sentences.

Encourage other members of the group to give an opinion, e.g.

**Blasus!** (Delicious! / Tasty!)

**Mae ... yn flasus.** ( ... is / are delicious.)

**Mae'n flasus.** (It's delicious / tasty.)

**Mae'n wych.** (It's great.)

**Mae'n fendigedig.** (It's wonderful.)

**Mae'n ofnadwy.** (It's awful.)

**Ych a fi!** (Ugh! / Yuck!)

- Play the remainder of the film.  
Draw attention to the fact that Sgrin says that they should not eat many crisps (as they are not healthy):  
**Dim llawer!** (Not a lot!)  
  
Replay that section so that pupils can hear this advice again.
- Pupils could then present information to show which foods are healthy and which are not healthy, e.g. leaflets, a display, a PowerPoint presentation etc. They could use appropriate computer programs and could also look for images to include in their work.
- To re-cap on the content of the DVD, pupils could act out some of the scenes in this clip, e.g.
  - the beginning, where Crad says that he's hungry and dreams of different kinds of food. Pupils could adapt this scene to include foods of their choice.
  - searching for food in the Pod-antur Cymraeg
  - the final section, where Ffion, Crad and Sgrin discuss going on another journey.



## Unit 2: Part 3 - Bara arbennig

### Aims

To revise asking for things in Welsh: ... **os gwelwch yn dda.** (... please); **Dw i eisiau ... os gwelwch yn dda.** (I want ... please.); **Ga i ... os gwelwch yn dda?** (May I have ... please?)

- To revise vocabulary and patterns associated with preparing food
- To use Welsh as a means of learning about a religious celebration in the home – Shabbat

### New patterns and vocabulary

Patterns	Main vocabulary
Wyt ti eisiau tro? (Do you (sing.) want a turn / go?) Fy nhro i. (My turn.) Dy dro di. (Your (sing.) turn.) Dw i wedi syrthio. (I've fallen.) Rhaid plethu. ((You) must plait.)	siop fara (bread shop) hir (long) byr (short) arbennig (special) plethu (to plait) rholio (to roll) hadau (seeds) ffwrn = popty (oven) Iddewig (Jewish) Shabbat (Shabbat) nos Wener (Friday night) cannwyll, canhwylau (candle,-s) gwin (wine)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b> Ga i fynd? (May I go ...?) Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.) Ble ydw i? (Where am I?) Beth ydy'r rhain? (What are these?)</p> <p><b>Other</b> Dyna ni. (There we are.) Dyma'r bara. (Here is / This is the bread.) Mae'n flasus. (It's delicious.) I ffwrdd â fi! (Away I go!)</p> <p><b>Commands</b> Edrychwch. (Look. (pl.)) Edrycha. (Look. (sing.)) Rhaid torri ... (Must cut ...)</p>	<p>bara gwyn (white bread) bara brown (brown bread) cacen, cacennau (cake, cakes) brechdan, brechdanau (sandwich, sandwiches) golchi dwylo (to wash hands) rhannu (to share)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Ga i (fynd)?** (May I (go)?); **Na chei – dim heddiw.** (No (you may not) – not today.); **Y tro nesa.** (Next time.)

**Wyt ti'n barod?** (Are you ready?); **Ydw.** (Yes.); **Nac ydw.** (No.)

**Beth ydy'r rhain?** (What are these?)

**Rhaid ...** ((You) must ...); **Rhaid golchi dwylo.** ((You) must wash (your) hands.); **Rhaid rhannu.** ((You) must share.)

**Dyma'r ...** (Here / This is the ... / Here / These are the ...)

### Step-by-step suggestions:

- Play the film entitled **Bara arbennig** (Special Bread) (Unit 2, Part 3). Focus on the beginning of the clip, where Ffion lands in the bread shop, and ask the pupils to list what can usually be bought in a bread shop. Ask:  
**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)

After an appropriate period of time, ask:  
**Sawl un?** (How many?)

In Welsh, they should count how many words they have written and tell you the number.

- Revise how to ask for things in Welsh, e.g.  
**... os gwelwch yn dda.** (... please)  
**Dyma chi.** (Here you are.)  
**Dw i eisiau ... os gwelwch yn dda.** (I want ... please.)  
**Dyma chi.** (Here you are.)

**Ga i ... os gwelwch yn dda?** (May I have ... please?)  
**Cewch. Dyma chi.** (Yes, you may. Here you are.)

Introduce **Cerdyn Siarad 14** (Discussion Card 14):  
**Rydych chi yn y siop fara.** (You're in the bread shop.)

Working in pairs, one partner should play the role of a customer and the other should be the shopkeeper. The customer should ask for various items and the shopkeeper should serve him / her.

If appropriate, money could be revised. The shopkeeper would then be able to ask for a specific sum and give change if appropriate.

- Focus on the reference to **bara arbennig** (special bread) and explain that this type of bread is eaten by Jewish families for their Shabbat meal on Friday night. Show the remainder of the film.

Pupils could be given the opportunity to knead and plait dough.

If they undertake this work, they should describe in Welsh what they are doing or tell someone else how to do it, e.g.

**Dw i'n rholio'r bara.** (I'm rolling the bread.)  
**Dw i'n plethu'r bara.** (I'm plaiting the bread.)  
**Dw i'n rhoi wy ar y bara.** (I'm spreading (lit. putting) egg on the bread.)

**Rhaid rholio'r bara.** (Must roll the bread.)  
**Rhaid plethu'r bara.** (Must plait the bread.)  
**Rhaid rhoi wy ar y bara.** (Must put (some) egg on the bread.)

After baking, the bread could be shared between the pupils, e.g.

**Wyt ti eisiau bara?** (Do you want some bread?)  
**Ydw, os gwelwch yn dda.** (Yes, please.) / **Nac ydw, dim diolch.** (No, thank you.)

Pupils could then express opinions about the bread:

**Bendigedig!** (Wonderful!)  
**Blasus!** (Delicious / Tasty!)  
**Mae'n flasus!** (It's wonderful / tasty!)  
**Mae'n ardderchog!** (It's excellent!)  
**Mae'n wych!** (It's great!)  
**Mae'n ffantastig!** (It's fantastic!)

**Dw i'n hoffi'r bara achos mae'n gynnes.** (I like the bread because it's warm.)  
**Dw i ddim yn hoffi'r bara.** (I don't like the bread.)

- Remind the pupils that the bread is special - **arbennig** - or very special - **arbennig iawn** - as it is eaten at the Shabbat supper. The book entitled **Miriam** should be read and the activities suggested at the back of the book could be undertaken.
- Ask pupils to look on the internet for information and images of the Shabbat meal. They could label images or write Welsh sentences to accompany them, e.g.  
**Dyma'r bara.** (This is the bread.)  
**Dyma'r pysgod.** (This is the fish.)  
**Maen nhw'n bwyta.** (They eat. / They're eating.)  
**Maen nhw'n siarad.** (They talk. / They're talking.)  
**Maen nhw'n canu.** (They sing. / They're singing.)

## Unit 2: Part 4 - Yn y farchnad

### Aims

- To revise asking for things in Welsh, **Ga i ... os gwelwch yn dda?** (May I have ... please?); ... **os gwelwch yn dda.** (... please.)
- To revise money – **ceiniog** (pence) and **punt** (pound)
- To revise healthy eating

### New patterns and vocabulary

Patterns	Main vocabulary
Beth ydych chi eisiau i fwyta? (What do you want to eat?) Mwynhewch! (Enjoy!)	magnet (magnet) oergell (fridge) Dim cweryla! (No quarrelling!) y farchnad (the market) hanner dwsin (half a dozen) sosban (saucepan)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<b>Questions and answers</b> Sut wyt ti? (How are you (sing.?) Iawn. (Fine.) / Ofnadwy. (Awful.) Beth sy'n bod? (What's the matter?) Dw i eisiau bwyd. (I'm hungry.) Ble ydyn ni? (Where are we?) Yn y ... (In the ...) Ga i afalau os gwelwch yn dda? (May I have some apples please?) Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.) Ga i helpu? (May I help?) Sawl un? (How many?) Pa fath? (What kind?) Beth nesa? (What next?) Sut? (How?) <b>Other</b> Dw i'n llwgu. (I'm starving.) Mae ... yn dda i ti / chi. (... is / are good for you.) Fy nhro i. (My turn.) Yn gynta(f) ... (Firstly ...) <b>Commands</b> Ysgrifennwch. (Write. (pl.)) Edrycha. (Look. (sing.))	rhestr (list) bara brown (brown bread) iogwrt (yogurt) ffrwythau (fruit) afal, afalau (apple, apples) oren, orennau (orange, oranges) banana, bananau (banana, bananas) grawnwin (grapes) mefus (strawberries) wy, wyau (egg, eggs) papurau (papers) llyfrau (books) teganau (toys) bwyd (food) blodau (flowers) arian, pres (money) punt (a pound) pum deg ceiniog (fifty pence) plat, platiau (plate, plates)

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Beth sy'n bod?** (What's the matter?)

**Dim problem!** (No problem!)

**Beth ydych chi eisiau i fwyta?** (What do you want to eat?)

**Ga i fynd?** (May I go?); **Cewch.** (Yes, you may.); **Na chewch!** (No, you may not.)

**Dim cweryla!** (No quarrelling!)

**Yn gynta(f), ...** (Firstly, ...)

**Sawl un?** (How many?)

**Pa fath?** (What kind?)

### Step-by-step suggestions:

- Play the film entitled **Yn y farchnad** (In the market) (Unit 2, Part 4). Focus on the beginning - up to the point where Crad notices the magnet. Ffion explains:  
**Roedd magnetau yn y siop fara.** (There were magnets in the bread shop.)  
and places it in a bowl.

Using colourful plastic magnetic letters, or other similar letters, write the Welsh word for a food item but do not show the pupils the word.

Give them three clues and then ask them what the food item is, e.g.

**Dw i'n bwyta hwn amser brecwast.** (I eat this (at) breakfast time.)

**Mae hwn yn frown.** (This is brown.)

**Dw i'n hoffi marmalêd gyda hwn.** (I like marmalade with this.)

**Beth ydy hwn?** (What's this?)

Answer: **Tost** (Toast)

If a pupil guesses correctly, show the word that you have written and invite him / her to take your place. If no-one guesses correctly, give the correct answer and follow the same procedure again, i.e. write a word for a food item, using the colourful letters, hide the word, give two or three clues and ask **Beth ydy hwn?** (What's this?), e.g.

**Dw i'n bwyta hwn amser cinio.** (I eat this (at) lunchtime.)

**Mae hwn yn goch - neu'n wyrdd.** (This is red or green.)

**Beth ydy hwn?** (What is this?)

Answer: **Afal.** (An apple.)

Pupils will probably be familiar with the expressions:

**Amser brecwast** (Breakfast time)

**Amser snac** (Snack time)

**Amser cinio** (Lunchtime)

**Amser swper** (Supper time)

They will also be familiar with the Welsh words for colours and so will be able to describe the food item. They may not be able to mutate correctly after **yn** at present, but that does not matter at this stage. The main aim is to encourage them to speak as much Welsh as possible.

Help them with the pattern

**Dw i'n hoffi ... gyda hwn.** (I like ... with this.)

No new words are introduced here; however, words that pupils already know are used in a different context.

Pupils do not have to keep to these three patterns of course. If appropriate, they should be encouraged to use other patterns.

As pupils will need to say 'Yes' and 'No' as other pupils guess, the following pattern may be followed:

**Afal?** (An apple?)

**Na.** (No.)

**Oren?** (An orange?)

**Na.** (No.)

**Grawnwin?** (Grapes?)

**Na.** (No.)

**Banana.** (A banana?)

**Banana!** (i.e. repeat the word in order to avoid introducing **Ie**)

Ask the pupils to play this game in groups.

- Show the beginning of the film again – up to the point where Sgrin tells them to write a shopping list. Ask the pupils whether they remember what food is mentioned on the film:

**Beth ydy'r bwyd ar y DVD?** (What's the food on the DVD?)

**Ysgrifennwch restr.** (Write a list.)

**Gwnewch restr.** (Make a list.)

**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)

Compare lists.

Then, ask them to imagine that they are Crad and Ffion. They are about to leave the Pod-antur Cymraeg to go and buy some food. Ask them to write a list of what they should buy:

**Ysgrifennwch restr.** (Write a list.)

**Gwnewch restr.** (Make a list.)

Compare lists:

**Dw i eisiau ...** (I want ...)

- Play the next section, where Crad and Ffion prepare a list - up to the point where Sgrin tells them that they may both go and look for food.

Pupils could compare their lists with Ffion's and award themselves two marks for each word they have noted that corresponds to Ffion's list:

**Beth sy ar eich rhestr chi?** (What's on your (pl.) list?)

**Beth sy ar restr Ffion?** (What's on Ffion's list?)

Use the word **Pa?** (Which / What?) to ask for details, e.g.

**Ffrwythau - pa ffrwythau?** (Fruit - which fruit?)

**Bara - pa liw?** (Bread - what colour?)

**Iogwrt - pa iogwrt?** (Yogurt - which yogurt?)

- Explain that Crad and Ffion are going to go shopping and therefore they will need **arian** (money - South Wales) or **pres** (North Wales) Revise counting in tens and use these numbers in front of the word **ceiniog**. Cards which show sums of money could be used in a quick-fire round of **Faint o arian?** (How much money?):

**deg ceiniog** (ten pence)

**dau ddeg ceiniog** (twenty pence)

**tri deg ceiniog** (thirty pence)

**pedwar deg ceiniog** (forty pence)

**pum deg ceiniog** (fifty pence)

**chwe deg ceiniog** (sixty pence)

**saith deg ceiniog** (seventy pence)

**wyth deg ceiniog** (eighty pence)

**naw deg ceiniog** (ninety pence)

In the same way, revise **punt**:

**punt** (a pound)

**dwy bunt** (two pounds)

**tair punt** (three pounds)

**pedair punt** (four pounds)

- Use the next section of film to revise counting money. Mathematical activities associated with money could then be undertaken.
- Focus on the section where they land in the market and buy apples.

Discuss what stalls are to be seen in the market – introduce the word **stondin** (stall):

**stondin ffrwythau a llysiâu** (fruit and vegetable stall)

**stondin papurau** (paper stall)

**stondin bara** (bread stall)

**stondin bwyd** (food stall)

**standin llyfrau** (book stall)  
**standin blodau** (flower stall)  
**standin wyau** (egg stall)

If possible, create a small market in a corner of the classroom. This could then be used for a variety of role-play exercises.

Focus on the first dialogue:

**Bore da.** (Good morning.)  
**Bore da.** (Good morning.)  
**Ga i afalau os gwelwch yn dda?** (May I have some apples please?)  
**Sawl un?** (How many?)  
**Dau os gwelwch yn dda.** (Two please.)  
**Wyth deg ceiniog os gwelwch yn dda.** (Eighty pence please.)  
**Dyma chi.** (Here you are.)  
**Diolch yn fawr.** (Thank you very much.)

Introduce the reading card entitled **Yn y Farchnad** (In the Market) and ask the pupils to read through the first dialogue, i.e. the same one as was seen on the DVD. Then ask the pupils to create similar dialogues, e.g.

**A: Bore da.** (Good morning.)  
**B: Bore da.** (Good morning.)  
**A: Ga i orennau, os gwelwch yn dda?** (May I have some oranges, please?)  
**B: Sawl un?** (How many?)  
**A: Tri os gwelwch yn dda.** (Three please.)  
**B: Punt os gwelwch yn dda.** (A pound please.)  
**A: Dyma chi.** (Here you are.)  
**B: Diolch yn fawr.** (Thank you very much.)

Follow the same procedure for the next two dialogues found on the DVD and the reading card.

- In pairs, pupils should read the scenarios on **Cerdyn Siarad 15** (Discussion Card 15) and **Cerdyn Siarad 16** (Discussion Card 16).

**Cerdyn Siarad 15** (Discussion Card 15):  
**Rydych chi eisiau 6 afal coch a 6 banana.** (You want 6 red apples and 6 bananas.)  
**Pa standin?** (Which stall?)

**Cerdyn Siarad 16** (Discussion Card 16):  
**Rydych chi eisiau cerdyn pen-blwydd.** (You want a birthday card.)  
**Pa standin?** (Which stall?)

In both activities, pupils have to decide which is the most appropriate stall for them to buy the items required and then they must role-play the situation. One of them must play the role of the customer and the other should play the role of the shopkeeper. Roles should also be reversed so that pupils act out the situations twice.

- Appropriate mathematical activities could be undertaken, e.g.  
**Mae un iogwrt yn bum deg ceiniog.** (One yogurt is fifty pence.)  
**Faint ydy dau iogwrt?** (How much are two yogurts?)  
**Faint ydy tri iogwrt?** (How much are three yogurts?)
- Play the final section. Using the patterns that Ffion uses,  
**Dw i'n rhoi'r bara ar y plât.** (I'm placing the bread on the plate.)  
**Dw i'n rhoi ... ar y bara.** (I'm placing ... on the bread.)  
pupils could make their own healthy sandwiches.

Pupils would then be able to share the sandwiches, express opinions etc.

## Unit 2: Part 5 - Ydych chi'n cofio?

### Aim

- To revise vocabulary and patterns introduced in Parts 1-4 and during the Foundation Phase.

### New patterns and vocabulary

Patterns	Main vocabulary
Beth ydy ... yn Gymraeg? Gwyliwch eto. (Watch again.) gorau (best)	gwylio (to watch) rhaglen (programme) cwis (quiz) drama (drama) nos Wener

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Pwy wyt ti? (Who are you (sing.)?) ... ydw i. (I'm ...)</p> <p>Dw i'n byw yn ... (I live in ...)</p> <p>Dw i'n hoffi ... (I like ...)</p> <p>Ydy Josh, Elin a Cai yn dda ... yn dda iawn ... neu ... yn ardderchog? (Are Josh, Elin and Cai good ... very good ... or ... excellent?)</p> <p>Beth am drïo eto? (How about trying again?)</p> <p>Wyt ti eisiau ...? (Do you (sing.) want ...?) Ydw. (Yes (I do).) / Nac ydw. (No (I don't).)</p> <p>Ydych chi eisiau ...? (Do you (pl.) want ...?) Ydyn. (Yes (we do).) / Nac ydyn. (No (we don't).)</p> <p>Beth wyt ti'n wisgo? (What are you (sing.) wearing?)</p> <p>Ga i'r brechdanau? (May I have the sandwiches?) Cei. (Yes (you may).) / Na chei. (No (you may not).)</p> <p><b>Other</b></p> <p>Ti sy'n ennill. (You (sing.) win.)</p> <p>Eich tro chi now. (Your (pl.) turn now.)</p> <p>Bobl bach! (Good heavens!)</p> <p><b>Commands</b></p> <p>Edrycha. (Look. (sing.))</p> <p>Edrychwch. (Look. (pl.))</p> <p>Gwrandewch. (Listen. (pl.))</p> <p>Rhaid ... (Must ...)</p>	<p>cwestiwn (question)</p> <p>cwestiwn un ... (question one ...)</p> <p>ardderchog (excellent)</p> <p>bara (bread)</p> <p>menyn (butter)</p> <p>tomato (tomato)</p> <p>cylllell (knife)</p> <p>torri (to cut)</p> <p>rhoi (to put)</p> <p>syniad da (good idea)</p> <p>doniol (funny)</p> <p>trowsus (trousers)</p> <p>siwmpwr (jumper)</p> <p>crys (shirt)</p> <p>crys T (T shirt)</p> <p>cot (coat)</p> <p>sgarff (scarf)</p> <p>menig (gloves)</p> <p>sgert (skirt)</p> <p>ffrog (dress)</p> <p>esgidiau (shoes)</p> <p>bŵts (boots)</p> <p>sandalau (sandals)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Cwestiwn 1** (Question 1) ... **Cwestiwn 2** (Question 2) ... **Cwestiwn 3** (Question 3), (e.g. when asking a series of questions)

**Edrychwch a gwrandewch!** (Look and listen (pl.))

**Beth am drïo eto?** (What / How about trying again?)

**Un marc i ti.** (One mark for you.)

**Eich tro chi nawr / rŵan.** (Your (pl.) turn now.); Also: **Dy dro di nawr / rŵan.** (Your (sing.) turn now.)



### Step-by-step suggestions:

- Explain that the film entitled **Ydych chi'n cofio?** (Do you remember) (Unit 2, Part 5) contains clips from different types of television programmes.

### Section 1

- Focus on the first section - where Crad is watching a quiz programme. Pause the DVD after Ffion has come in. She asks:

**Ydy Josh, Elin a Cai yn dda ... yn dda iawn ... neu ... yn ardderchog?**

(Are Josh, Elin and Cai good ... very good ... or ... excellent?)

Ask the pupils to vote - how many believe the following?

**Ydy Josh yn dda?** (Is Josh good?)

**Ydy Josh yn dda iawn?** (Is Josh very good?)

**Ydy Josh yn ardderchog?** (Is Josh excellent?)

Record the number of votes on the white board.

Similarly, vote on Elin's and Cai's performance. Ask:

**Pwy ydy'r gorau?** (Who is the best one?)

- Watch the section that features Josh again and then discuss how he could improve his performance (e.g. he could answer more fully / express opinions).
- Watch the section that features Elin again and then discuss how she could improve her performance (express opinions).
- Watch the section that features Cai again and then show how he has answered more fully and has expressed opinions:  
**Mae'n grêt.** (It's great.)  
**Mae'n hwyl.** (It's fun.)
- Play the next section, where the three contestants answer questions. Pause after Ffion and Crad decide to write questions in order to create their own quiz programme.

Pupils could now create their own quiz programme. To begin with, everyone could write two questions in Welsh, using patterns such as:

**Ble mae ...?** (Where's ...) e.g.

**Ble mae Llandudno?** (Where's Llandudno?)

**Ble mae Affrica?** (Where's Africa?) [using a globe]

**Yma. / Fan hyn.** (Here.) [pointing towards the continent on a globe]

**Dyma Affrica.** (Here's Africa.) [pointing towards the continent]

**Pwy ydy ...?** (Who is / are ...?) e.g.

**Pwy ydy hwn?** (showing a picture) (Who's this?) e.g.

**Pwy ydy capten Manchester United?** (Who's the captain of Manchester United?)

**Beth ydy ...?** (What is / are ...?) e.g.

**Beth ydy hwn?** (showing an image / object) (What's this?)

**Beth ydy 'dog' yn Gymraeg?** (What's 'dog' in Welsh?)

**Beth sy yn ...?** (What's in ...?) e.g.

**Beth sy yn Llandudno?** (What's in Llandudno?)

**Beth sy yn yr ysgol?** (What's in the school?)

Before actually taking part in the quiz, pupils should prepare short pieces to introduce themselves. **Cerdyn Siarad 17** (Discussion Card 17) could be introduced at this point: **Rydych chi mewn cwis ar y teledu.** (You're in a quiz show on the television.)

In pairs, one pupil should play the role of the presenter and the other should introduce himself / herself. If necessary, the presenter should ask questions in order to prompt as full a response as possible:

**Pwy wyt ti?** (Who are you?)

**Ble wyt ti'n byw?** (Where do you live?)

**Wyt ti'n hoffi ...?** (Do you like ...?)

**Beth ydy dy hoff ... di?** (What's your favourite ...?)

- Pupils should then take part in the quiz:

They should be divided into teams and a presenter should be chosen. If appropriate, a film crew should be chosen to record the quiz. (This would provide an excellent record of the work.)

The presenter should welcome the audience and greet the team:

**Croeso.** (Welcome.)

**Prynhawn da. Pwy ydych chi?** (Good afternoon. Who are you?)

The teams should introduce themselves, saying as much as possible about themselves.

The presenter should invite individual pupils to ask their questions.

**Beth ydy'ch cwestiwn chi?** (What's your question?)

## Section 2

In this section, a cookery programme is seen on screen, but as there are problems with the film, pupils have to create the commentary.

- Explain the problem to the pupils. Introduce and revise the necessary vocabulary, e.g. you could bring the following ingredients / utensils to class and use them as you introduce the Welsh vocabulary:

**bara brown** (brown bread)

**menyn** (butter)

**tomato** (tomato)

**cyllell** (knife)

Perform / Mime the following:

**torri – rhaid torri** (to cut – (You must cut.)

**Blasus!** (Delicious!)

Play the second section and focus on the different steps in the process of preparing a sandwich. Then, replay the section once again to check the process.

Then, groups could work out the commentary or act-out the situation, describing what they are doing. This, again, could be filmed as a record of the work.

If possible, provide an opportunity for pupils to make sandwiches which would lead to sharing and expressing opinions.

## Section 3

In this section, we see children trying to decide what to wear to a party, followed by a clip from a 'drama' or 'soap opera'.

- Show the film and ask pupils for their opinions.  
**Wyt ti'n hoffi'r ffilm?** (Do you like the film?)  
**Ydw.** (Yes, I do.)  
**Dw i'n hoffi'r ffilm. Mae'n dda iawn.** (I like the film. It's very good.)

**Mae'n ddiddorol iawn.** (It's very interesting.)

**Dw i'n hoffi'r ffilm achos dw i'n hoffi'r stori.** (I like the film because I like the story.)

**Dw i'n hoffi'r ffilm achos mae'r plant yn dda iawn.** (I like the film because the children are very good.)

**Nac ydw.** (No, I don't.)

**Dw i ddim yn hoffi'r ffilm. Mae'n ofnadwy.** (I don't like the film. It's awful.)

**Mae'n ddiflas iawn.** (It's very boring.)

**Dw i ddim yn hoffi'r ffilm achos dw i ddim yn hoffi'r stori.** (I don't like the film because I don't like the story.)

**Dw i'n hoffi'r ffilm ond dw i ddim yn hoffi'r dillad.** (I like the film but I don't like the clothes.)

- Focus again on the sections that feature the girl and the boy trying to decide what to wear. After the clips, ask the pupils:  
**Pa ddillad?** (What clothes?) **Ydych chi'n cofio?** (Do you remember?)

They should try to remember as many of the items shown on screen as possible.

They should then imagine that they are going to a party:

**Beth wyt ti'n mynd i wisgo?** (What are you going to wear?)

They should discuss this in groups.

- In pairs or groups, pupils should read the scenario on **Cerdyn Siarad 18** (Discussion Card 18):  
**Rydych chi yn y farchnad. Rydych chi eisiau dillad newydd. Pa stondin?**  
(You're in the market. You want some new clothes. Which stall?)

Pupils have to decide which is the most appropriate stall for them to buy the clothes (**stondin dillad** = clothes stall) and then they must role-play the situation. One of them must play the role of the customer and the other should play the part of the shopkeeper. Roles should also be reversed so that pupils act out the situations twice.

- Replay the section where the girls make fun of Dan and ask one of the pupils to assume his identity and sit in the hot seat. The other pupils should ask him questions. The following words could be written on the whiteboard as cues:  
**Pwy?** (Who?)  
**Ble?** (Where?)  
**Beth ... wisgo?** (What ... wearing?)  
**Sut?** (How?)  
e.g.  
**Pwy wyt ti?** (Who are you?)  
**Ble wyt ti?** (Where are you?)  
**Beth wyt ti'n wisgo?** (What are you wearing?)  
**Sut wyt ti?** (How are you?)

Hopefully, Dan will reply:

**Dw i'n drist.** (I'm sad.)

If not, ask him:

**Wyt ti'n hapus?** (Are you happy?)

This could lead to a discussion about bullying - in English possibly.

- Watch the remainder of the film. If possible, arrange a party in Welsh so that pupils decide in Welsh what they are going to wear, which games they will play and what food they will eat. They could even make the food, using the patterns and vocabulary previously introduced.

Pupils could invite each other to the party, e.g. by designing and creating written invitations (please see Part 1), sending an e-mail, writing a letter or making a telephone call.

Here are some expressions and patterns to help you:

**Party games:**

**Ydych chi eisiau chwarae gêm?** (Do you want to play a game?)

**Pa gêm?** (Which game?)

**Mae Simon yn dweud ...** (Simon says ...)

etc.

**Party food:**

**Pa fwyd?** (What food?)

**Ydych chi eisiau ...?** (Do you want ...?)

**Beth am ...?** (How / What about ...?)

**Syniad da.** (Good idea.)

**Dw i ddim eisiau ...** (I don't want ...)

During the party, encourage pupils to ask each other for food or to offer each other food, using vocabulary and patterns revised in this unit:

**Ga i ...?** (May I have ...?)

**... os gwelwch yn dda.** (... please.)

**Wyt ti eisiau ...?** (Do you want ...?)

**Ydw, os gwelwch yn dda.** (Yes, please.)

**Nac ydw, dim diolch.** (No, thank you.)

**Dw i eisiau ... os gwelwch yn dda.** (I want ... please.)

Also, encourage them to comment on the food, e.g.

**Blasus!** (Delicious!)

**Mae'n flasus!** (It's delicious!)

**Mae'n hyfryd!** (It's lovely!)

**Mae'n ofnadwy!** (It's awful!)

**Ych a fi!** (Ugh! / Yuck!)

- After the party, replay the final section of film again. Ask them to imagine where Dan is:  
**Ble mae Dan?** (Where's Dan?)  
Possible answers:  
**Yn yr ardd.** (In the garden.)  
**Yn y gegin.** (In the kitchen.)  
**Yn y parc.** (In the park.)  
**Yn y ffair.** (In the fair.)  
etc.
- The book entitled, **Y Parti Gwisg Ffansi** (The Fancy Dress Party) should be introduced and the activities listed at the back of the book could be undertaken.

This book provides opportunities to discuss feelings, and in particular other people's feelings, as pupils could be encouraged to consider how the characters feel at different points in the story, e.g.

**ar y dechrau** (at the beginning)

**ar y diwedd** (at the end)

**yn hapus** (happy)

**yn drist** (sad)

**yn nerfus** (nervous)

**yn ofnus** (frightened)

- If appropriate, you could replay sections of **Fflic a Fflac, Pecyn 3, Uned 2**, (Fflic a Fflac, Pack 3, Unit 2), which features a Christmas Party and revisit the reading materials created for that unit, **Pecyn Parti** (Party Pack).
- This unit could be used to encourage pupils to produce their own television programmes, e.g.
  - a weather programme
  - a cookery programme
  - a short drama
  - a quiz programme
  - a magazine programme, where one pupil interviews another.

These programmes could be filmed and viewed, which, in turn, would provide an opportunity for pupils to express opinions and to evaluate their own and each other's work.

## Unit 3

Although this work focuses mainly on teaching Welsh as a second language, various curriculum and other related areas have also been targeted. These are listed below, but for more details, please see the relevant Programmes of Study and frameworks.

### Welsh Second Language

Many of the requirements of the Programme of Study for KS2 are targeted in this unit. Pupils are encouraged to listen to different people speaking Welsh and to respond appropriately in a variety of situations. They contribute to group or class discussions e.g. as they share information about the Arctic and the Inuit people and express opinions. They give information and respond to simple instructions, e.g. as they undertake a simple science experiment.

The reading materials that have been written to accompany the unit provide pupils with an opportunity to gather information and to enjoy and respond to an Inuit myth.

Pupils write in Welsh, e.g. lists, e-mails, diary entries, questions for a quiz activity and a factual piece about the Arctic.

### Science:

Specific vocabulary and language patterns that can be used in science sessions are introduced, e.g.

**golau** (light)

**cysgod** (shadow)

**Mae'n dywyll.** (It's dark.)

**thermomedr** (thermometer)

**gradd** (degree)

**arbrawf** (experiment)

**wedi rhewi** (frozen)

**Beth am wneud arbrawf?** (What / How about doing an experiment?)

**Edrycha ar y ...** (Look at the ...)

**Rhaid rhoi'r ... yn y ...** ((You) must put the ... in the ...)

In addition, the theme of **Tywyll a golau** (Dark and light) is discussed in Part 1, entitled **Tywyll a golau** (Dark and light), where various light sources are introduced, light is blocked from entering the eyes by means of a blindfold and shadows are cast on a wall. The sun is introduced as the primary source of light on earth and we learn that the Arctic is dark during the winter months as there is no sunlight. This work is all undertaken through the medium of Welsh. Further work could be undertaken in English possibly, including searching for additional information from a variety of sources.

In Part 2, **Cynnes ac oer** (Warm and cold), the concept of freezing, **wedi rhewi** (frozen) is revised and various items that were frozen thaw in the warmth of the Pod-antur Cymraeg, thus showing that freezing is a change that can be reversed.

As pupils are introduced to some of the animals found in the Arctic Circle, they learn that these animals are particularly suited to their environment. The huskies have two coats of fur to keep them warm in winter; the Arctic fox has a thick coat of fur over its body and even over its feet and can change colour during the winter months so that it can blend into the snowy, icy environment; the Polar bear also has two thick coats of fur, one of which appears to be white, which enables it to be camouflaged into its surroundings, thus enabling it to hunt without being easily detected. Please see the reading cards entitled **Yr Arctig** (The Arctic) and **Yr Hysgi** (The Husky).

### Mathematics

At the end of the first part, pupils could be encouraged to measure shadows at different times of the day, thus choosing and using appropriate measuring instruments and plotting the results in the form of a graph.

In the second part, **Cynnes ac oer** (Warm and cold), there are opportunities to revise the Welsh numbers by adding and subtracting numbers shown on number cards.

In addition, there are opportunities to measure, record and discuss temperature and relevant vocabulary is introduced, e.g.

**gradd** (degree)

**sero** (zero)

**minws** (minus)

Using a maximum and minimum thermometer, pupils could record night-time and daytime temperatures, plot these as a graph and explain them simply in Welsh. They could also calculate the differences between daytime and night-time temperatures.

There are opportunities to undertake adding activities while writing lists and taking part in quizzes, e.g. a specific number of marks could be allocated for each item included on a list or for each correct answer in a quiz and the total number of marks could then be calculated.

Pupils could also use co-ordinates to specify locations, e.g. map references - they could be asked to find a specific area in the Arctic Circle and give the map references to a partner to enable that pupil to find the same area.

### Geography

Pupils could be encouraged to use geographical skills to “identify and locate places ... using globes, atlases and maps”, i.e. the location of the Arctic Circle. Pupils are also encouraged to use secondary sources of information and ICT to search for further information about the Arctic Circle at the end of Part 2, **Cynnes ac oer** (Warm and cold). Further information about the Arctic and the Inuit people is provided in Parts 3–5 and the reading card entitled **Yr Arctig** (The Arctic) provides some basic information about the climate and animals of the Arctic.

### English

Many of the sources used to search for information about the Arctic Circle will be in English, and therefore pupils will have to select which sections of documents to read closely so that they can gather the required information. They may also record key facts through the medium of English.

### Art and design

Specific vocabulary and language patterns that can be used in art and design sessions are revised. Please see the document entitled **Pa-C<sub>1</sub> Language Patterns**. In addition, a new pattern is introduced in this unit and this could be used during all creative sessions:

**Beth wyt ti’n ddefnyddio?** (What are you using?)

**Dw i’n defnyddio ...** (I’m using ...)

In Part 1, **Tywyll a golau** (Dark and light), work is undertaken in relation to tone - **tywyll** (dark) and **golau** (light). Pupils are encouraged to mix paint to create different tones and to use these paints as they create a piece of artwork. They could then describe their work to others. They could also study a well-known painting and pay particular attention to the colour tones.

In Part 4, **Bobl bach!** (Goodness me!), Ffion decides to create an image of **Golau’r Gogledd** (the Northern Lights or Aurora Borealis). This section could be used to inspire pupils to create pieces of artwork on the same theme and then to evaluate their own and each other’s work. Please see the document entitled **P-aC<sub>1</sub> Language Patterns**.

Pupils could be encouraged to search for information and images depicting Inuit art and to copy and adapt these, describing what they are doing and evaluating their own and each other’s work.

### Design and technology

At the end of the Part 1, **Tywyll a golau** (Dark and light), pupils are encouraged to cast shadows onto a wall. They could do this by using their hands, of course, or they could make and use stick puppets.

In the second part, **Cynnes ac oer** (Warm and cold), pupils are encouraged to search for information about the Arctic and to produce a class display. As part of this display, they could plan and construct models of igloos, small sledges, Inuit masks etc.

## ICT

Words associated with ICT are introduced and revised in this unit. Crad uses a **gwe-gam** (webcam) and **cyfrifiadur** (computer) and pupils are encouraged to search for information and images **ar y we** (on the internet.):

**Chwiliwch am wybodaeth ar y we.** (Search for information on the web/internet.)

**Chwiliwch am luniau ar y we.** (Search for pictures on the web/internet.)

In addition to searching for information (e.g. winter clothing, the Arctic Circle, Arctic animals etc.) and various images (e.g. the Aurora Borealis, Inuit art etc.), pupils could be asked to present the information they find in a variety of forms which contain images etc. They could prepare a PowerPoint presentation, possibly for a school assembly.

## Physical education

In the first part, entitled **Tywyll a golau** (Dark and light), words and expressions associated with directions are revised. These could be reinforced through activities linked to physical education, as pupils could be asked to move in specific ways and in specific directions.

In the fourth part, entitled **Bobl bach!** (Goodness me!), Crad teaches Ffion how to play an Inuit knee-jumping game. Many Inuit games are based on strength and dexterity and pupils could be encouraged to search for more information, if appropriate. However, teachers should be mindful of Health and Safety Regulations before introducing any of these games.

Inuit dances can be viewed on the internet by typing Inuit dancing / Inuit drumming into the search engine on the internet and these could be adapted. These dances could possibly be linked to drumming rhythms or aspects of Inuit life.

## Music

As mentioned above, examples of Inuit drumming can be seen on the internet. Pupils could make their own 'Inuit' drums and use these to compose various rhythms, which could be used to accompany dance movements, games etc.

## Education for Sustainable Development and Global Citizenship

The Inuit people are introduced in this unit. As well as learning about the lifestyle of an Inuit child, in the book entitled **Irniq**, there are numerous opportunities for pupils to undertake further research as seen above. If appropriate, pupils could compare and contrast their way of life to that of the Inuit:

**Mae Irniq yn byw mewn ...**

(Irniq lives in a ...)

**Mae Irniq yn hoffi ...**

(Irniq likes ...)

**Mae Irniq yn hoffi ...**

(Irniq likes ...)

**Dw i'n byw mewn ... (hefyd).**

(I live in a ... also.)

**Dw i'n hoffi ... (hefyd).**

(I like ... also.)

**Dw i ddim yn hoffi ...**

(I don't like ....)

Care should be taken not to introduce negative statements in relation to Irniq as pupils may not have come across the appropriate negative patterns as yet.

In addition, the work contained in this unit could lead to a discussion (in English possibly) of issues relating to the environment e.g. attention could be drawn to the fact that some of the ice in this area is melting due to global warming and that animals such as the Polar Bear are vulnerable. This could lead to a discussion about how the little things we do to save energy could help to reduce these effects.



## **Skills**

This unit builds upon language skills, patterns and vocabulary previously introduced, thus ensuring progression and continuity.

## **Developing thinking**

Pupils are given opportunities throughout the unit to revise and build upon prior knowledge by drawing up lists, playing games and undertaking a variety of activities, some of which are cross-curricular. They then build upon this knowledge.

They are encouraged to think of questions and to formulate, develop and express ideas. They are encouraged to develop and consider ideas about appropriate winter clothing which could be uploaded onto the school's website and are asked to plan, develop and consider ideas as they look for information on the Arctic and complete a **grid GED** (a KWL grid).

## **Developing communication**

The main aim of the unit is to develop pupils' communication skills. They are therefore given numerous opportunities to listen to and respond to others, to present information - both orally and in written form - to locate and select information and to respond to what has been read. They learn to communicate in a variety of ways and for a range of purposes, using a variety of forms e.g. graphs, maps, a variety of short written pieces, some of which contain images.

## **Developing ICT**

Pupils are asked to create a catalogue of winter clothes and posters showing appropriate winter clothing. To do this, they would need to search for appropriate images and write short pieces to accompany them. This work could then be uploaded onto the school's website, in order to show other pupils what they should wear during the cold winter months.

Pupils are encouraged to use ICT to search for information about the Arctic Circle and the Inuit people. This information could then be shared and presented in a variety of ways, e.g. a leaflet or a PowerPoint presentation, both of which would contain images.

## **Developing number**

Pupils are provided with opportunities to use mathematical information, calculate, interpret and present their findings. They use numbers and the number system and collect and record data in a variety of ways, including graphs.

## Unit 3: Part 1 - Tywyll a golau

### Aims

- To introduce the concept of dark, **Mae'n dywyll**. (It's dark.) and light, **golau** (light)
- To develop work associated with feelings, **Dw i'n teimlo'n ofnus**. (I feel frightened.)
- To use Welsh as a means of communication whilst undertaking an art and design activity:  
**Beth wyt ti'n wneud?** (What are you doing?); **Dw i'n ...** (I'm ...); **Beth wyt ti'n ddefnyddio?** (What are you using?); **Dw i'n defnyddio ...** (I'm using ...)
- To revise the pattern **Does dim ...** (There isn't / aren't ...)

### New patterns and vocabulary

Patterns	Main vocabulary
Mae'n dywyll. (It's dark.) Dw i'n teimlo'n ofnus. (I feel frightened.) Beth wyt ti'n ddefnyddio? (What are you (sing.) using?)* Dw i'n defnyddio ... (I'm using ...)* Mae'n beryglus. (It's dangerous.) Dyna ddigon! (That's enough!) Wyt ti'n gallu gweld? (Can you (sing.) see?)	switsh (switch) golau (light) tortsh (torch) lamp (lamp) cannwyll (candle) bwlb (bulb) peryglus (dangerous) yn y dydd (in the day) yn y nos (at night) cysgod, cysgodion (shadow, shadows)

- \* If you are talking to a group, use these patterns:  
Beth ydych chi'n ddefnyddio? (What are you (pl.) using?)  
Rydyn ni'n defnyddio ... (We're using ...)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<b>Questions and answers</b> Wyt ti eisiau chwarae gêm? (Do you (sing.) want to play a game?) Ydw, os gwelwch yn dda. (Yes, please.) Nac ydw, dim diolch. (No, thank you.) Dw i ddim yn siwr. (I'm not sure.) Sut mae chwarae? (How do you play?) Rhaid ... ((You / We) must ...) Beth ydy hwn? (What's this?) Beth ydy'r rhain? (What are these?) Pa liw ydy e / o? (What colour is it?) Beth ydy'r sŵn? (What's the noise / sound?) <b>Commands</b> Edrycha. (Look. (sing.)) Gwisga hwn. (Wear this. (sing.)) Teimla fo / fe. (Feel it. (sing.)) <b>Other</b> Nesa. (Next.) Mae'n hwyl. (It's fun.) Mae'n oer. (It's cold.) Mae'n bwrw eira. (It's snowing.) Mae'n ddrwg gen i. / Mae'n flin 'da fi. (I'm sorry.)	symud (to move) cyfrifiadur (computer) haul (sun) seren (star) yn bell i ffwrdd (far away)

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Ble mae'r ...?** (Where is / are the ...?)

**Wyt ti'n gallu gweld ...?** (Can you (sing.) see ...?); **Ydw.** (Yes (I can).); **Nac ydw.** (No (I can't).)

**Ydych chi'n gallu gweld ...?** (Can you (pl.) see ...?); **Ydyn.** (Yes (we can).); **Nac ydyn.** (No (we can't).)

**Wyt ti'n siwr?** (Are you (sing.) sure?); **Ydw.** (Yes (I am).); **Nac ydw.** (No (I'm not).)

**Ydych chi'n siwr?** (Are you (pl.) sure?); **Ydyn.** (Yes (we are).); **Nac ydyn.** (No (we are not).)

**Beth ydy hwn?** (What's this?)

**Beth ydy'r rhain?** (What are these?)

**Dyna ddigon!** (That's enough!)

**Does dim ...** (There isn't / aren't ... / There's no ...) e.g.

**Does dim papur ar y bwrdd.** (There isn't any paper on the table.)

**Does dim paent yn y boc.** (There's no paint in the box.)

### Step-by-step suggestions:

- Before watching the film, pupils should be given the opportunity to revise the Welsh words for colours, e.g. by writing lists, labelling colour spectrums, etc.

They could create dark and light tones by mixing colours, e.g.

**Glas. Dw i'n cymysgu glas a gwyn - glas golau.** (Blue. I'm mixing blue and white - light blue.)

**Glas. Dw i'n cymysgu glas a du - glas tywyll.** (Blue. I'm mixing blue and black - dark blue.)

They could use these different tones in a painting.

They could then evaluate their own and each other's paintings, e.g.

**Dw i'n hoffi'r glas golau / tywyll.** (I like the light / dark blue.)

**Mae'r glas golau / tywyll yn effeithiol.** (The light / dark blue is effective.)

**Mae angen / eisiau mwy o las golau / tywyll yma.** (More light / dark blue is needed here. / You need more ... here.)

A well-known painting could be shown and the different colour tones discussed.

- Show the film entitled **Tywyll a golau** (Dark and light) (Unit 3, Part 1). Focus on the beginning and pause before the game.
- Following this, pupils should revise words that express direction, e.g.
  - i fyny** (up)
  - i lawr** (down)
  - rownd a rownd** (round and round)
  - i'r chwith** ((to the) left)
  - i'r dde** ((to the) right)

Using torches, they could use these expressions to tell each other to shine the beam in different directions on a wall.

These expressions could be reinforced in a physical education session or by playing a game of

**Mae Simon yn dweud** (Simon says ...), e.g.

**Mae Simon yn dweud ...** (Simon says ...)

**... neidiwch i fyny / i lawr** (... jump up / down)

**... trowch rownd a rownd** (... turn round and round)

**... symudwch i'r chwith / i'r dde** (... move left / right)

- Ask the pupils if they've spotted the following words in Welsh on the film:
  - Beth ydy light yn Gymraeg?** (What's 'light' in Welsh?) - **golau**

**Beth ydy dark yn Gymraeg?** (What's 'dark' in Welsh?) - **dywyll / tywyll; Mae'n dywyll.** (It's dark.)

- Show them the light sources mentioned on the DVD and ask them to name them in Welsh.  
**Beth ydy hwn?** (What's this?)
- The work on light and dark could be developed. Pupils could be encouraged to think of other sources of light and to try to remember Welsh words which they may have come across, e.g. the following books, originally introduced in the **Fflic a Fflac** packs, could be used,  
**Noson Tân Gwyllt** (Bonfire Night) (light sources: **tân** (fire); **tân gwyllt** (fireworks); **sbarclers** (sparklers))  
**Croesi'r ffordd** (Crossing the road) (light sources: **golau gwyrdd** (green light); **golau coch** (red light))

Other sources of light:

**teledu** (television)  
**car / golau car** (car / car lights)  
**goleuadau traffig** (traffic lights)  
**goleuadau Nadolig** (Christmas lights)  
**llusern** (lantern)

Ask the pupils:

**O ble mae golau'n dod?** (From where does light come?)  
and then ask them to write a list, including the words on the DVD and any other sources discussed above. Give them a challenge:

**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)

Ask them to count how many words they have written - in Welsh - and to tell you the number in Welsh.

**Cyfrwch y geiriau yn Gymraeg.** (Count the numbers in Welsh.)

**Sawl un?** (How many?)

**Pwy sy wedi ennill?** (Who's won?)

- Pupils could make a dark corner, **cornel dywyll**, in the room, using items of their choice, such as **cot** (a coat), **blanced** (a blanket), **tywel mawr** (a large towel), **bwrdd** (a table), **cadair** (a chair), etc. They could then take in various light sources to try and light up the corner:  
**Dw i eisiau tortsh.** (I want a torch.)  
**Rhaid cael tortsh.** ((We) must have a torch.)

They could describe how they feel in the **cornel dywyll**:

**Dw i'n hapus.** (I'm happy.)

**Dw i'n teimlo'n hapus.** (I feel happy.)

**Dw i'n nerfus.** (I'm nervous.)

**Dw i'n teimlo'n nerfus.** (I feel nervous.)

**Dw i'n ofnus.** (I'm frightened.)

**Dw i'n teimlo'n ofnus.** (I feel frightened.)

**Dw i'n drist.** (I'm sad.)

**Dw i'n teimlo'n drist.** (I feel sad.)

- Focus on the next section of film, where Crad and Ffion play the game – up to the point where Ffion says:  
**Dyna ddigon! Dw i eisiau gweld y golau.** (That's enough! I want to see the light.)  
and they remove the blindfold.

After wearing the blindfold, Ffion says, **Mae'n dywyll.** (It's dark.) and Crad explains that this is because no light is entering her eyes:

**Does dim golau'n mynd i mewn i'r llygaid.** (There's no light going into the eyes.)

Pupils could experience this for themselves. They could wear blindfolds or put their hands over their eyes, using the patterns already introduced during the Foundation Phase:

**Dwylo dros y llygaid.** (Hands over the eyes.)

**Dim pipo!** (No peeping!)

**Does dim golau – mae'n dywyll.** (There's no light – it's dark.)

- Before playing the game, Crad asks:  
**Beth ydy'r rhain, blant?** (What are these, children?)  
Pupils should be encouraged to call out the Welsh names for the items seen on the DVD.
- They could then play the game that is seen on the DVD, using a variety of items.  
They should be encouraged to use the patterns that have already been introduced during the Foundation Phase and on the DVD:  
**Beth ydy hwn?** (What's this?)  
**Teimla fe / fo.** (Feel it.)  
**Tria eto.** (Try again.)  
**Pa liw ydy e?** (What colour is it? – South Wales)  
**Pa liw ydy o?** (What colour is it? – North Wales)
- Focus on the next section of film, where Sgrin gives information about the sun.

If appropriate, further work may be undertaken in this context to show how the earth rotates in relation to the sun to create day and night. Appropriate teaching aids should be used to illustrate this:

**Edrychwch – dyma'r haul.** (Look - this is the sun.)  
**Dyma'r ddaear.** (This is the earth.)  
**Dyma ...** (This is ... (the name of the village / town where the school is situated.)) Place a sticker to denote the location of your school.  
**Mae'r ddaear yn troi.** (The earth turns / rotates.)  
**Edrychwch, golau o'r haul ar ... – dydd.** (Look, light from the sun on ... - day.)  
**Edrychwch, does dim golau o'r haul ar ... – nos.** (Look, no light from the sun on ... - night.)

- Play the section where Ffion realises that her torch doesn't work - up to the point where she leaves.  
Torches could be handed out to the pupils so that they can imitate Crad and Ffion who switch their torches on and off:  
**Golau ... Does dim golau.** (Light ... there's no light.)
- Further work associated with batteries could be undertaken if appropriate.
- As Ffion puts on her sunglasses, you could emphasize that wearing sunglasses is important during bright sunny weather and discuss why.  
Pupils could then design and make their own sunglasses using card or other suitable material.  
They should ask each other:  
**Beth wyt ti'n wneud?** (What are you doing / making?)  
**Dw i'n gwneud sbectol haul.** (I'm making sunglasses.)  
**Beth wyt ti'n ddefnyddio?** (What are you using?)  
**Dw i'n defnyddio ...** (I'm using ...)

They should also evaluate the work, e.g.

**Dw i'n hoffi'r ... yn fawr.** (I like the ... very much.)  
**Mae'r ... yn dda / yn dda iawn / yn ardderchog.** (... is good / very good / excellent.)  
**Mae'r ... yn effeithiol.** (... is effective.)  
**Mae angen / eisiau mwy o ... yma.** (More ... is needed here. / You need more ... here.)

Please see the document entitled **Pa-C<sub>1</sub> Language Patterns**.

- Play the last section of film.
- The references to **eliffant** (elephant) and **ci** (dog) in the last section could lead to a bingo session, using cards containing images / names of animals, or pupils could write a list of animal names in Welsh. Before beginning, they could be reminded of other contexts where they have come across animals, e.g. whilst discussing pets in the Foundation Phase perhaps or celebrating the Chinese New Year or possibly whilst on safari with Fflic and Fflac (Pack 4).

- The question **Beth ydy'r sŵn?** (What's the noise / sound?) could be revised by playing a game.

Pupils could close their eyes while one of them makes animal sounds and asks:

**Beth ydy'r sŵn?** (What's the noise?)

As pupils answer correctly in Welsh, they could come to the front of the class in turn to make other animal sounds.

- The reading card entitled **Cysgod ... Cysgodion** (Shadow ... Shadows) could be introduced and pupils could then be encouraged to cast shadows onto the wall, describing in Welsh, if possible, what they are doing:

**Dyma'r golau.** (Here's the light.)

**Dyma'r wal.** (Here's the wall.)

**Dw i'n gwneud cysgod ar y wal.** (I'm making a shadow on the wall.)

**Ci.** (A dog.)

The pupils could also draw and cut out shadow puppets and use these to cast shadows on the wall. As they are doing this work, they should be encouraged to describe in Welsh what they are doing:

**Dw i'n gwneud llun crocodeil.** (I'm drawing a crocodile.)

**Dw i'n torri allan.** (I'm cutting out.)

**Dw i'n gludo ffon ar y crocodeil.** (I'm sticking a stick onto the crocodile.)

**Dw i'n gwneud cysgod ar y wal.** (I'm making a shadow on the wall.)

These could also be used to role-play different situations.

- Further work could be undertaken in relation to shadows, e.g. pupils could be encouraged to measure the shadows cast by the sun at different times of the day:

**Beth am fesur y cysgod?** (How about measuring the shadow?)

**Sawl centimetr / metr?** (How many centimetres / metres?)

- Show a section of this film again and ask pupils for their opinions, e.g.

**Wyt ti'n hoffi'r DVD?** (Do you like the DVD?)

**Ydw.** (Yes, I do.)

**Dw i'n hoffi'r DVD. Mae'n dda.** (I like the DVD. It's good.)

**Dw i'n hoffi'r DVD achos mae'n ddoniol.** (I like the DVD because it's funny.)

**Dw i'n hoffi'r DVD achos mae'n ddiddorol.** (I like the DVD because it's interesting.)

**Nac ydw.** (No, I don't.)

**Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)

**Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)

**Dw i ddim yn hoffi'r DVD achos mae'n ddiflas.** (I don't like the DVD because it's boring.)

## Unit 3: Part 2 - Cynnes ac oer

### Aims

- To discuss warm and cold – **cynnes / yn gynnes** (warm); **oer / yn oer** (cold); **oer iawn, iawn / yn oer iawn, iawn** / (very, very cold)\*; **wedi rhewi** (frozen)
- To talk about temperatures in Welsh – ... **gradd Celsius** (... degrees Celsius)

### New patterns and vocabulary

Patterns	Main vocabulary
Mae'n gynnes*. (It's warm.) Tynna dy got**. (Take off your (sing.) coat.) Wedi rhewi! (Frozen!) Dw i wedi rhewi. (I'm frozen.) Mae'n rhewi. (It's freezing.)	cynnes (warm) thermomedr (thermometer) dau ddeg gradd Celsius (twenty degrees Celsius) wedi rhewi (frozen) arbrawf (experiment) rhewgell (freezer) sero (zero) weithiau (sometimes) y gaeaf (the winter) yn y gaeaf (in (the) winter) yn yr haf (in (the) summer) tu allan (outside) tu mewn (inside) tywydd oer (cold weather) gwlad (country) Yr Arctig (the Arctig)

\*Use **cynnes, oer, oer iawn, iawn** (without the **yn**) when you need to use the adjective directly after the noun, e.g. **trowsus cynnes** (warm trousers), **tywydd oer** (cold weather).

\*\*If you wish to address the class, you should use the plural form: **Tynnwch eich cotiau**. (Take off your coats.)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<b>Questions and answers</b> Beth sy'n bod? (What's the matter?) Wyt ti eisiau dŵr? (Do you (sing.) want some water?) Ydw, os gwelwch yn dda. (Yes, please.) Nac ydw, dim diolch. (No, thank you.) Ble mae'r menig? (Where are the gloves?) <b>Commands</b> Edrycha. (Look. (sing.)) Edrychwch. (Look. (pl.)) Rhaid gwisgo dillad cynnes. ((You) must wear warm clothes.) Rhaid rhoi dŵr yn y botel. ((You) must put some water in the bottle.) <b>Other</b> Mae'n oer iawn. (It's very cold.) Pardwn? (Pardon?)	wyneb (face) trwyn (nose) clustiau (ears) dwylo (hands) dŵr (water) siocled (chocolate) brechdan (sandwich) pys (peas) moron (carrots) cacen (cake) hufen iâ (ice cream) blasus (delicious) dillad (clothes) cap (cap) sgarff (scarf) menig (gloves) crys (shirt) trowsus (trousers) siwmpwr (jumper) sanau (socks) bŵts (boots) cot (coat)

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Ble mae'r ...?** (Where is / are the ...?)

**Mae'n gynnes.** (It's warm.); **Mae'n oer.** (It's cold.); **Mae'n rhewi.** (It's freezing.)

**Beth sy'n bod?** (What's the matter?)

**Tynna dy got.** (Take off your (sing.) coat.); Also: **Tynnwch eich cotiau.** (Take off your (pl.) coats.)

**Pardwn?** (Pardon?)

**Edrycha.** (Look. (sing.)); **Edrychwch.** (Look (pl.))

**Edrycha ar y thermometr.** (Look (sing.) at the thermometer.); Also: **Edrychwch ar y thermometr.** (Look (pl.) at the thermometer.)

**Wyt ti eisiau ...?** (Do you (sing.) want ...?); **Ydw.** (Yes (I do).); **Nac ydw.** (No (I don't).); Also:

**Ydych chi eisiau ...?** (Do you (pl.) want ...?); **Ydyn.** (Yes (we do).); **Nac ydyn.** (No (we don't).)

### Step-by-step suggestions:

- Before watching the film, pupils should be given an opportunity to revise the Welsh numbers as far as 20. This could be done in a variety of ways, e.g. playing bingo; during mathematical activities, e.g. adding together or subtracting the numbers shown on two cards; during physical education sessions, by asking the pupils to skip, hop, jump and count in Welsh the same time.
- They should also revise the Welsh words associated with the face. This could be done by playing the following game.  
Each pupil should be given a piece of paper and a pencil.  
Each group should be given a dice.  
In turn, they should throw the dice and draw a face as follows:  
When they throw a six, they should draw the outline of the face: **wyneb**  
When they throw a five, they should draw the nose: **trwyn**  
When they throw a four, they should draw the mouth: **ceg**  
When they throw a three, they should draw an ear: **clust** (ear); **clustiau** (ears)  
When they throw a two, they should draw an eye: **llygad** (eye); **llygaid** (eyes)  
When they throw a one, they should draw the hair: **gwallt**
- Introduce the theme of this part of the unit and ask the following questions in order to revise:  
**Rydyn ni'n mynd i siarad am Cynnes ac Oer.** (We're going to talk about Warm and Cold).  
**Beth ydy It's warm? ... Mae'n gynnes.**  
**Beth ydy It's cold? ... Mae'n oer.**  
**Beth ydy It's very cold? ... Mae'n oer iawn.**  
**Beth ydy It's very, very cold? ... Mae'n oer iawn, iawn.**  
If appropriate, ask:  
**Beth ydy It's freezing? ... Mae'n rhewi.**  
  
Emphasize **oer** (cold). Various activities could be undertaken to revise vocabulary associated with cold weather, e.g. pupils could list words and patterns associated with cold weather and warm clothes or they could make mind maps based on the words **Yn y gaeaf** (In winter).  
  
Then, emphasize **cynnes** (warm). Revise vocabulary associated with warm weather and ask pupils to list words and patterns associated with warm weather or they could make mind maps based on the words **Yn yr haf** (In summer).
- Play the film entitled **Cynnes ac oer** (Warm and cold) (Unit 3, Part 2). Focus on the first section and pause the film after Sgrin has drawn attention to the different temperatures:  
**Pum(p) gradd Celsius.** (Five degrees Celsius.)  
**Deg gradd Celsius.** (Ten degrees Celsius.)  
etc.



Further mathematical work associated with temperatures could be undertaken here, e.g. pupils could record the temperature in various areas of the school at different times of the day, plot these on a graph and explain the graph simply in Welsh by using the pattern:

**Yn y bore, mae'n ... gradd Celsius ar yr iard/buarth / yn y neuadd / yn yr ystafell.** (In the morning, it's ... degrees Celsius on the yard / in the hall / in the room.)

**Yn y prynhawn, mae'n ... gradd Celsius ar yr iard/buarth / yn y neuadd / yn yr ystafell.** (In the afternoon, it's ... degrees Celsius on the yard / in the hall / in the room.)

- Play the next section of the DVD – up to the point where Crad tells Ffion to take off her coat: **Tynna dy got.** (Take off your coat.).

Ask the pupils whether they have recognised the Welsh words for “frozen” – **wedi rhewi** – and remind them, if appropriate, that they have come across the word **rhew / rhewi** in the Foundation Phase, e.g. whilst discussing the weather - **Mae'n rhewi.** (It's freezing.) - and, if appropriate, in **Fflic a Fflac**, Pack 3, Unit 3, where Lyn helped Fflic and Fflac make ice cubes and where they read a story about **Sioni Rhew** (Jack Frost).

Draw attention to the fact that Crad mentions **dillad cynnes** (warm clothes) and ask them to write a list of items they consider to be warm clothes, e.g.

**crys** (shirt)

**siwmpwr** (jumper)

**trowsus** (trousers)

**sanau** (socks)

**cot** (coat)

**sgarff** (scarf)

**cap** (cap)

**het** (hat)

**menig** (gloves)

Ask them to guess what Ffion is wearing beneath her coat.

**Beth mae Ffion yn wisgo o dan y got?** (What's Ffion wearing under the coat?)

- After discussing this, show the next section, where Ffion reveals what she is wearing - up to the point where she shows the clothes that Crad has given her.

She is wearing:

**crys T** (T shirt)

**siorts** (shorts)

**sanau** (socks)

**fflip fflops** (flip flops)

Ask how many guessed correctly.

- At this point, the pupils could make a catalogue of winter clothes or posters which would include images (e.g. drawn or cut out of catalogues / magazines etc.) and text, e.g.

**Yn y gaeaf, dw i'n gwisgo trowsus, cot, siwmpwr, esgidiau a sanau – dillad cynnes. Rhaid gwisgo dillad cynnes yn y gaeaf.**

(In winter, I wear trousers, a coat, a jumper, shoes and socks – warm clothes.)

(You) must wear warm clothes in the winter.)

They could write information, possibly in the form of a reminder to school pupils to make sure that they wear warm clothes during cold weather, and upload this onto the school website:

**Rhaid gwisgo ...** (You must wear.)

**Yn y gaeaf, mae'n oer, rhaid gwisgo ...** (In winter, it's cold. You must wear ...)

They could also compare the clothes they wear to school during the summer and the winter.

As they undertake this work, they should describe in Welsh what they are doing:

**Beth wyt ti'n wneud?** (What are you doing?)

**Dw i'n gwneud llun siwmpwr / cot.** (I'm drawing a jumper / a coat.)

**Dw i'n lliwio'r siwmpwr.** (I'm colouring the jumper.)

**Dw i'n torri allan.** (I'm cutting out.)

**Dw i'n ysgrifennu.** (I'm writing.)

**Dw i'n chwilio am lun ar y we.** (I'm looking for a picture on the web / internet.)

- Play the next section of film, ending with Sgrin giving examples of minus temperatures - **minws ... gradd Celsius** (minus ... degrees Celsius).

Pupils could undertake similar experiments, e.g. make ice cubes or ice lollies.

They could work in groups, taking turns to freeze liquid, telling each other what to do. This would be a good opportunity to revise patterns previously introduced, adapting them to a new situation, e.g.

**Pwy sy eisiau gwneud arbrawf?** (Who wants to do an experiment?)

**Pwy sy gynta?** (Who's first?)

**Pwy sy nesa?** (Who's next?)

**Fi sy nesa.** (I'm next.)

**Ti sy nesa.** (You're next.)

**Rhaid rhoi'r dŵr yn y botel / blwch blociau rhew.** (You must put the water in the bottle / the ice cube tray.)

**Rhaid rhoi'r botel / blwch blociau rhew yn y rhewgell.** (You must put the bottle / ice cube tray in the freezer.)

**Rhaid aros.** (You must wait.)

- Pupils could also use a maximum-minimum thermometer to record night-time and daytime temperatures which could be plotted as a graph. They could also work out the difference between the night-time and the day-time temperatures, if appropriate.
- **Cerdyn Siarad 19** (Discussion Card 19) could be introduced at this point:  
**Mae'n oer iawn, iawn. Disgrifiwch y parc.** (It's very, very cold. Describe the park.)

Ask the pupils whether it's cold or warm on the card: **Ydy hi'n oer neu'n gynnes?**

Reinforce their answer: **Mae'n oer iawn, iawn.** (It's very, very cold.)

Pupils should think of ideas - how does the park on the card look, or indeed, how does any park look when it's very, very cold.

They should be encouraged to use **oer** (cold), **oer iawn, iawn** (very, very cold), and **wedi rhewi** (frozen), in some of their sentences:

**Mae'n oer iawn, iawn - minws ...** (It's very, very cold - minus ...)

**Wedi rhewi:** (Frozen:)

**Mae'r parc wedi rhewi.** (The park is frozen.)

**Mae'r coed wedi rhewi.** (The trees are frozen.)

**Mae'r si-so wedi rhewi.** (The see-saw is frozen.)

**Mae'r siglen wedi rhewi.** (The swing is frozen.)

**Mae'r llyn wedi rhewi.** (The lake is frozen.)

They could also use **yn wyn** (white).

**Mae'r parc yn wyn.** (The park is white.)

**Mae'r coed yn wyn.** (The trees are white.)

Also:

**Does dim blodau.** (There are no flowers.)

**Does dim dail.** (There are no leaves.)

Other areas could also be described, e.g. the school yard, the local area etc.

- **Cerdyn Siarad 20** (Discussion Card 20) could then be introduced:  
**Rydych chi'n mynd i'r parc. Beth ydych chi'n mynd i wisgo?**  
(You are going to the park. What are you going to wear?)

Ask the pupils whether it's cold or warm on the card: **Ydy hi'n oer neu'n gynnes?**  
Reinforce their answer: **Mae'n oer iawn, iawn.** (It's very, very cold.)

Pupils should be encouraged to write a list of suitable clothes and they could then discuss which clothes would be appropriate for a visit to the park in very cold weather.

- Play the next section of film, where Ffion removes frozen food from the freezer - up to the point where Crad eats the tomato sandwich.

The references to frozen food could be developed as you ask pupils to list what other foods can be frozen in a freezer. Perhaps pupils could be taken to the school kitchen or to a local supermarket to see the range of food that can be frozen.

Examples could include:

**sosejis wedi rhewi** (frozen sausages)  
**pizzas wedi rhewi** (frozen pizzas)  
**pysgod wedi rhewi** (frozen fish)  
**sglodion wedi rhewi** (frozen chips)  
**cig wedi rhewi** (frozen meat)  
**ffrwythau wedi rhewi** (frozen fruit)  
**afalau wedi rhewi** (frozen apples)  
**llyisiau wedi rhewi** (frozen vegetables)  
**pys wedi rhewi** (frozen peas)  
**moron wedi rhewi** (frozen carrots)  
**cyri wedi rhewi** (frozen curry)  
**bwyd China wedi rhewi** (frozen Chinese food)

This could lead to a discussion (in English possibly) as to why food is frozen. Perhaps pupils could even freeze some items, e.g. they could peel and cut some apples, place them on an appropriate plate or in an appropriate bag and see what happens to them after they have been frozen:

**Beth am wneud arbrawf?** (What about doing an experiment?)

**Rhaid pilio'r afal - yn ofalus. / Rhaid plicio'r afal - yn ofalus.** (You must peel the apple - carefully.)

**Rhaid torri'r afal - yn ofalus.** (You must cut the apple - carefully.)

**Rhaid rhoi'r afal ar y plat / yn y bag.** (You must put the apple on the plate / in the bag.)

**Rhaid rhoi'r plat / bag yn y rhewgell.** (You must put the plate / bag in the freezer.)

**Rhaid aros.** (You must wait.)

**Edrychwch.** (Look.)

**Wedi rhewi.** (Frozen.)

**Afal wedi rhewi.** (Frozen apple.)

The apple could then be thawed in order to show that the effects of freezing can be reversed:

**Rhaid aros.** (You must wait.)

**Wedi toddi** (Defrosted / thawed (Also melted).)

**Bwytwch yr afal.** (Eat the apple.)

These two expressions may prove useful:

**Mae'n galed.** (It's hard.)

**Mae'n feddal.** (It's soft.)

- The final section of film should be played.

Pupils could act out this situation in pairs, one of pupils assuming the identity of Sgrin and the other playing the part of Crad. This pupil should show how happy he / she is to be going to the Arctic and appropriate words and expressions should be revised, e.g.

**Gwych! / Grêt!** (Great!) / **Ffantastig!** (Fantastic!)

**Dw i'n hapus.** (I'm happy.) / **Dw i'n teimlo'n hapus.** (I feel happy.)

**Dw i'n hapus iawn, iawn.** (I'm very, very happy.)

**Mawredd mawr! / Bobl bach! / Nefi bliw! / Nefi wen! / Bois bach!** (Goodness me!)

- This clip ends with the realisation that Crad knows nothing about the Arctic. Pupils could then search for information about the Arctic:  
**Chwiliwch am luniau ...** (Look for pictures ...)  
**Chwiliwch am wybodaeth ...** (Look for information ...)  
**... mewn llyfrau** (... in books)  
**... ar y we** (... on the internet)  
**... ar y glôb** (... on the globe)

If appropriate, they could fill in a **grid GED** (a KWL grid) so that they decide for themselves what information they want to find, e.g.

<b>Gwybod</b> (Know)	<b>Eisiau gwybod</b> (Want to know)	<b>Dysgu</b> (Learnt)

The reading card entitled **Yr Arctig** (The Arctic) could be introduced to help them gather information.

- Pupils could use the information they have gathered to produce a leaflet or a class display entitled **Yr Arctig** (The Arctic) or **Mae'n oer iawn, iawn!** (It's very, very cold!). They should use the language patterns with which they are familiar, e.g.  
**Dyma ...** (This is / Here is ...)  
**Dyma'r (hysgi).** (This is / Here is the (husky).)  
**Mae'r (hysgi) yn byw yn ...** (The (husky) lives in.)  
**Mae'n oer iawn, iawn yn yr Arctig.** (It's very, very cold in the Arctic.)  
**Weithiau, mae'n ... gradd Celsius. Weithiau, mae'n ... gradd Celsius.** (Sometimes, it's ... degrees Celsius. Sometimes, it's ... degrees Celsius.)  
**Rhaid gwisgo dillad cynnes – trowsus ...** ((You) must wear warm clothes – ... trousers.)  
 etc.
- Pupils could also be encouraged to talk simply about images they have found:  
**Dyma'r Arctig.** (This is the Arctic.)  
**Edrychwch ar y ...!** (Look at the (+ English word if necessary).)  
**Dyma anifail o'r Arctig – y / yr ...** (Here is an animal from the Arctic (+ English word if necessary).)  
**Mae'n oer iawn, iawn. Wedi rhewi.** (It's very, very cold. Frozen (pointing to various objects)!)

They could also write a short piece to accompany these images.

- Show a section of the film again and ask pupils for their opinions, e.g.  
**Wyt ti'n hoffi'r DVD?** (Do you like the DVD?)  
**Ydw. Dw i'n hoffi'r DVD. Mae'n ddiddorol.** (Yes. I like the DVD. It's interesting.)  
**Dw i'n hoffi'r DVD achos mae'n hwyl.** (I like the DVD because it's fun.)  
**Dw i'n hoffi'r DVD achos dw i'n hoffi gwneud arbrawf.** (I like the DVD because I like doing experiments (lit. an experiment).)  
**Nac ydw.** (No, I don't.)  
**Nac ydw. Dw i ddim yn hoffi'r DVD.** (No. I don't like the DVD.)  
**Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)  
**Dw i ddim yn hoffi'r DVD achos mae'n ddfilas.** (I don't like the DVD because it's boring.)  
**Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi gwneud arbrawf.** (I don't like the DVD because I don't like doing experiments (lit. an experiment).)

## Unit 3: Part 3 - Mynd i'r Arctig

### Aims

- To develop the themes of **Tywyll a Golau** (Dark and Light) and **Cynnes ac Oer** (Warm and Cold)
- To introduce basic information about the Arctic Circle through the medium of Welsh

### New patterns and vocabulary

Patterns	Main vocabulary
y Cylch Arctig (the Arctic Circle) Dw i'n mynd i ddefnyddio ... (I'm going to use ...) Diolch i'r ... (Thanks to the ...)	mynd â (to take) yr Inuit (the Inuit) pobl (people) fest (vest) car eira (snowmobile) sgi, sgïau (ski, skis) gwe-gamera (webcam) hysgi (husky) chwerthin (to laugh) dyddiadur (diary)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<b>Questions and answers:</b> Beth sy yn y parcel? (What's in the parcel?) Dyfala. (Guess.) Oes ... yn y parcel? (Is there / Are there ... in the parcel?) Oes. (Yes (there is / are).) / Nac oes. (No (there isn't / aren't).) Ga i weld? (May I see?) Cei, wrth gwrs. (Yes, of course, you (sing.) may. ) / Na chei. (No, you (sing.) may not.) Beth sy'n digwydd? (What's happening?) <b>Commands:</b> Edrycha yn y drôr. (Look in the drawer.) Tynna dy got. (Take off your coat.) Rhaid pacio. (Must pack.) <b>Other:</b> Mae'n oer iawn, iawn. (It's very, very cold.) Mae'n dywyll. (It's dark.) Mae'n dywyll ac yn oer. (It's dark and cold.) Mae'r Inuit yn byw yn yr Arctig. (The Inuit live in the Arctic.) Does dim ... (There isn't / aren't ...) Bobl bach! (Goodness me!)	cylch (circle) parcel (parcel) anrheg (present) pen-blwydd (birthday) tywel (towel) sebon (soap) brws dannedd (toothbrush) past dannedd (toothpaste) bwyd (food) llyfr (book) cyfrifiadur (computer) arall ((an)other) siwmpwr arall (another jumper) mwy (more) mwy o sanau (more socks) pâr (pair) pâr arall (another pair) golau (light) yn yr awyr (in the sky) <b>Prepositions</b> yn (in) ar (on) o dan (under) dros (over)

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Oes ... yn y ...?** (Is there / Are there ... in the ...?); **Oes.** (Yes, there is / are.); **Nac oes.** (No, there isn't / aren't.)

**Beth sy yn y ...?** (What's in the ...?)

**Ydy (Dan / Sam / Lucy) yn ... (chwarae / bwyta)?** Is (Dan / Sam / Lucy) (playing / eating)?

**Ydy'r (llyfr) yn y cwpwrdd / o dan y bwrdd?** (Is the (book) in the cupboard / under the table?)

**Ga i weld?** (May I see?); **Cei.** (Yes (you (sing.) may).); **Na chei.** (No (you (sing.) may not).)

**Tynna dy got.** (Take off your (sing.) coat.); Also: **Tynnwch eich cotiau.** (Take off your (pl.) coats.)  
**Wyt ti eisiau help?** (Do you (sing.) want some help?); **Ydw, os gwelwch yn dda.** (Yes (I do), please.); **Nac ydw, dim diolch.** (No (I don't), thank you); Also: **Ydych chi eisiau help?** (Do you (pl.) want some help?); **Ydyn, os gwelwch yn dda.** (Yes (we do) please.); **Nac ydyn, dim diolch.** (No (we don't) thank you.)

### Step-by-step suggestions:

- Begin by introducing **Cerdyn Siarad 21** (Discussion Card 21):  
**Mae Crad yn mynd i'r Arctig. Rhaid pacio. Helpwch e / o.**  
(Crad is going to the Arctic. He must pack. Help him.)

Pupils should write a list of items he should take with him on his trip, e.g.

**map** (map)  
**dillad** (clothes – these could be itemized)  
**pyjamas** (pyjamas)  
**tywel a sebon** (towel and soap)  
**brwsh dannedd** (toothbrush)  
**past dannedd** (toothpaste)  
**bwyd** (food)  
**llyfr** (book)  
**cyfrifiadur** (computer)  
**gwe-gamera** (webcam)  
**tortsh** (torch)

Give them a challenge:

**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)

Compare lists.

The pupils should keep their lists in a safe place as they will need them as they watch the DVD.

- Show the film entitled **Mynd i'r Arctig** (Going to the Arctic) (Unit 3, Part 3) – up to the point where Ffion asks about the parcel and is told what it is.

Produce a similar parcel and explain that it contains a surprise. Ask the pupils to guess what's inside:

**Beth sy yn y bocs? Dyfalwch.** (What's in the box? Guess.)

**Oes ... yn y bocs?** (Is there / are there ... in the box?)

**Oes.** (Yes.) / **Nac oes.** (No.)

It would be a good idea to include an item / items that revise some of the vocabulary introduced in this unit, e.g.

**tortsh** (torch)  
**ffôn** (phone)  
an item of clothing etc.

- Play the next section where they show the warm clothes that are to be packed.  
Compare these clothes with the clothes the pupils have listed above.  
In order to introduce an element of fun into this exercise, pupils could be awarded 5 marks for each appropriate item they have listed which corresponds to items on the film. The pupil with the highest score wins.
- Play the film showing the Arctic.  
Introduce the new vocabulary:  
**car eira** (snowmobile)  
**sgi, sgïau** (ski, skis)

Ask the pupils some questions:

**Sut mae'r tywydd yn yr Arctig?** (What's the weather like in the Arctic?)  
**Mae'n oer iawn, iawn.** (It's very, very cold.)  
**Sut mae pobl ar y ffilm yn teithio?** (How do people on the film travel?)  
**Mewn car eira. / Ar sgïau.** (In a snowmobile. / On skis.)

Replay the section with the sound turned down so that the pupils themselves have to prepare a commentary, e.g.

**Dyma'r Arctig.** (This is the Arctic.)  
**Mae'n oer iawn, iawn.** (It's very, very cold.)  
**Edrychwch ar y ...** (Look at the ...)

- Play the next section – the section where Ffion and Crad discuss what Crad has packed. Pause the film after Ffion has asked:  
**Beth sy yn y bag?** (What's in the bag?)  
 Ask the pupils to list what's in the bag.

Play the section in order to check the lists.

- Play the next section of film, where Ffion and Crad discuss what Crad is wearing.

Pupils could act out this situation in pairs, using a variety of appropriate clothes. One of them could ask what the other is wearing:

**Beth wyt ti'n wisgo?** (What are you wearing?)  
 That pupil could describe what he / she is wearing.  
**Trowsus a ...** (Trousers and ...)  
**Dw i'n gwisgo trowsus a ...** (I'm wearing trousers and ...)  
 The first pupil could then tell him / her to put on another layer, e.g.  
**siwmpwr arall** (another jumper)  
 etc.

They could draw pictures of people visiting the Arctic who are wearing layer upon layer of clothing. They should then label these in Welsh.

- Play the last section of film.  
 Pupils could imitate the situation where Crad travels and Ffion tries to track him on the screen, by imagining that one of them is flying over the school and is travelling in a specific direction, away from the school:  
**Ble wyt ti?** (Where are you?)  
**Dw i ddim yn gwybod ... O! Dw i dros yr ysgol ... dw i dros y parc** etc. (I don't know ..., Oh! I'm over the school ... I'm over the park etc.)  
 Pupils could try and guess where he / she is going.
- The reading card entitled, **Yr Hysgi** (The Husky), could be introduced.  
 A quiz could then be held to see how much the pupils have understood and marks could be awarded for correct answers:  
**Ble mae'r hysgi'n byw?** (Where does the husky live?)  
**Yn yr Arctig.** (In the Arctic.)  
**Pa liw ydy'r hysgi?** (What colour is the husky?)  
**Du ... neu ... brown ... neu ... llwyd ... neu ... gwyn** (Black ... or ... brown ... or grey ... or white?) (1 mark per colour! If they have given you one colour ask **neu?** (or?))  
**Pa liw ydy llygaid yr hysgi?** (What colour is the husky's eyes?)  
**Glas.** (Blue.)  
**Sawl cot o ffwr?** (How many coats of fur?)  
**Dwy.** (Two - **dau** would also be acceptable as an answer.)  
**Beth mae'r hysgi'n fwyta?** (What does the husky eat?)  
**Cig.** (Meat.)

**Ydy'r hysgi'n bwyta orennau?** (Does the husky eat oranges?)

**Nac ydy.** (No.)

**Ydy'r hysgi'n bwyta pizza?** (Does the husky eat pizzas?)

**Nac ydy.** (No.)

**Ydy'r hysgi'n ffrind da?** (Is the husky a good friend?)

**Ydy.** (Yes.)

**Ydy'r hysgi'n helpu pobl?** (Does the husky help people?)

**Ydy.** (Yes.)

**Ydy'r hysgi'n gynnes yn y tywydd oer?** (Is the husky warm during the cold weather?)

**Ydy.** (Yes.)

- A quiz which revises the content of the unit could be held at the end and pupils could devise their own questions, e.g.
  - **Ble mae ...?** (Where's ...?) / **Ble mae(r) ...?** (Where's the ...?)  
**Ble mae Crad?** (Where's Crad?)  
**Ble mae Irniq?** (Where's Irniq?)  
**Ble mae'r hysgi?** (Where's the husky?)
  - **Beth sy yn y ...?** (What's in the ...?)  
**Beth sy yn y bocs?** (What's in the box?)  
**Beth sy yn y bag?** (What's in the bag?)  
**Beth sy yn y Pod-antur Cymraeg?** (What's in the Pod-antur Cymraeg?)
  - **Oes ... yn y ...?** (Is / Are there ... in the ... ?)  
**Oes crys T yn y bag?** (Is there a T shirt in the bag?)  
**Oes blodau yn y Pod-antur Cymraeg?** (Are there flowers in the Pod-antur Cymraeg?)
- Show a section of film again and ask pupils for their opinions, e.g.
  - Wyt ti'n hoffi'r DVD?** (Do you like the DVD?)  
**Ydw.** (Yes, I do.)  
**Dw i'n hoffi'r DVD. Mae'n ddiddorol ac yn hwyl.** (I like the DVD. It's interesting and it's fun.)  
**Dw i'n hoffi'r DVD achos dw i'n hoffi dysgu am yr Arctig.** (I like the DVD because I like learning about the Arctic.)
  - Nac ydw.** (No, I don't.)  
**Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)  
**Dw i ddim yn hoffi'r DVD. Mae'n ddiflas ac yn ofnadwy.** (I don't like the DVD. It's boring and it's awful.)



## Unit 3: Part 4 - Bobl bach!

### Aims

- To use Welsh as a means of communication whilst undertaking an art and design activity by revising: **Beth wyt ti'n wneud?** (What are you doing?); **Dw i'n ...** (I'm ...); **Pa liwiau?** (What colours?); **Beth sy eisiau?** (What's needed?); **Beth arall?** (What else?); **Beth wyt ti'n ddefnyddio?** (What are you using?); **Dw i'n defnyddio ...** (I'm using ...)
- To appraise artwork through the medium of Welsh by revising: **Mae'n hardd.** (It's beautiful.); **Mae'n hyfryd.** (It's lovely.); **Mae'n ardderchog.** (It's excellent); **Mae'n ffantastig!** (It's fantastic!) and **Mae angen mwy o ... / Mae eisiau mwy o ...** (More ... is needed.)
- To introduce an Inuit game through the medium of Welsh.

### New patterns and vocabulary

Patterns	Main vocabulary
Tri ... dau ... un ... (Three ... two ... one ...)	papur crêp (crêpe paper)
Fi sy'n ennill. (I win.)	dod adre (to come home)
Ti sy'n ennill. (You (sing.) win.)	pen-glin (knee)
	un droed (one foot)
	chwerthin (to laugh)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<b>Questions and answers</b>	golau (light)
Beth sy'n bod? (What's the matter?)	yn yr awyr (in the sky)
Beth am wneud llun? (What / How about drawing a picture?)	gwneud llun (to draw, to draw a picture)
Pa liwiau? (What colours?)	peintio (to paint)
Wyt ti eisiau chwarae? (Do you (sing.) want to play?)	gludo (to stick)
Wyt ti'n barod? (Are you (sing.) ready?)	'nôl (back)
Ydw, dw i'n barod. (Yes, I'm ready.) / Nac ydw. (No (I'm not).)	adre (home)
Beth wyt ti'n ddefnyddio? (What are you (sing.) using?)	wyneb (face)
Dw i'n defnyddio ... (I'm using ...)	trwyn (nose)
Beth wyt ti'n wneud? (What are you (sing.) doing?)	clustiau (ears)
Chwerthin. (Laughing.) / Dw i'n chwerthin. (I'm laughing.)	dwylo (hands)
Beth ydych chi'n wneud? (What are you (pl.) doing?)	tu ôl i'r (behind the)
Chwerthin. (Laughing.) / Rydyn ni'n chwerthin. (We're laughing.)	hopian (to hop)
Beth ydy'r jôc? (What's the joke?)	ardderchog (excellent)
Ydy Irniq yn byw gyda'r Inuit? (Does Irniq live with the Inuit?)	
Ydy. (Yes (he does).) / Nac ydy. (No (he doesn't).)	
<b>Commands</b>	
Tyrd yma. / Dere yma. (Come here. (sing.))	
Rhaid sefyll ar un droed. (Must stand on one foot.)	
<b>Other</b>	
Mae'n dywyll. (It's dark.)	
Mae'n hardd. (It's beautiful.)	
Mae'n hyfryd. (It's lovely.)	
Mae'n effeithiol. (It's effective.)	
Dw i wedi blino. (I'm tired.)	
Mae angen mwy o ... / Mae eisiau mwy o ... (More ... is needed.)	

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Beth wyt ti'n wneud?** (What are you (sing.) doing?); **Dw i'n ...** (I'm ...); **Beth ydych chi'n wneud?** (What are you (pl.) doing?); **Rydyn ni'n ...** (We're ...)

**Beth wyt ti'n ddefnyddio?** (What are you (sing.) using?); **Dw i'n defnyddio ...** (I'm using ...); Also: **Beth ydych chi'n ddefnyddio?** (What are you (pl.) using?); **Rydyn ni'n defnyddio ...** (We're using ...)

**Beth sy'n bod?** (What's the matter?)

**Beth am chwarae gêm?** (How/ What about playing a game?)

**Wyt ti eisiau chwarae?** (Do you (sing) want to play?); **Ydw, os gwelwch yn dda.** (Yes (I do) please.); **Nac ydw, dim diolch.** (No (I don't) thank you.); Also: **Ydych chi eisiau chwarae?** (Do you (pl.) want to play?); **Ydyn, os gwelwch yn dda.** (Yes (we do) please.); **Nac ydyn, dim diolch.** (No (we don't) thank you.)

**Tri ... dau ... un ...** (Three ... two ... one ...)

**Eto os gwelwch yn dda.** (Again please.)

**Wyt ti'n barod?** (Are you (sing.) ready?); **Ydw.** (Yes (I am).); **Nac ydw.** (No (I'm not).); Also **Ydych chi'n barod?** (Are you (pl.) ready?); **Ydyn.** (Yes (we are).); **Nac ydyn.** (No (we're not).)

**Ardderchog!** (Excellent!)

**Ydy Sam yn chwarae?** (Is Sam playing?); **Ydy.** (Yes (he is).); **Nac ydy.** (No, he isn't.)

### Step-by-step suggestions:

- Before showing the film, assemble a variety of craft materials on the table and revise vocabulary by showing the items one by one and asking:

**Beth ydy hwn?** (What's this?)

**paent** (paint)

**Pa liw?** (What colour?)

**glas** (blue)

**glas tywyll** (dark blue)

**glas golau** (light blue)

**brws** (brush)

**papur** (paper)

**creon, creonau** (crayon, crayons)

**pensil, pensiliau** (pencil, pencils)

**pensil lliw, pensiliau lliw** ((coloured pencil, coloured pencils)

**glud** (glue)

**papur crêp** (crêpe paper)

If you wish to revise colours, you could show some of the artwork the pupils have produced during the year and ask groups:

**Pa liw?** (What colour?)

**Pa liwiau?** (What colours?)

Alternatively, pupils could quiz each other in pairs or in groups.

Points should be allocated for correct answers, with bonus points being awarded for the correct use of **tywyll** (dark) and **golau** (light).

- Show the film entitled **Bobl Bach!** (Good Heavens!) (Unit 3, Part 4) - up to the point where Ffion has finished her llun of **Golau'r Gogledd** (the Aurora Borealis or Northern Lights) and she asks the pupils whether they like it.

Draw attention to the patterns she uses:

**Papur crêp (glas tywyll).** ((Dark blue) crepe paper.)

**Dw i'n brwsio'r papur crêp glas tywyll.** (I'm brushing the dark blue crepe paper.)

**Dw i'n aros.** (I wait.)

**Dw i'n codi'r papur crêp.** (I'm lifting the crepe paper.)

Ask the pupils to produce a piece of artwork to depict **Golau'r Gogledd** (the Aurora Borealis or Northern Lights). They could follow the same steps as Ffion took or use a completely different technique.

They could search for inspiration on the internet / web:

**Chwiliwch am syniadau ar y we.** (Look for ideas on the internet.) (They should type in Northern Lights or Aurora Borealis into the search engine on the internet.)

**Gwnewch y llun.** (Draw the picture.)

As they are working, try and visit each pupil and ask:

**Beth wyt ti'n wneud?** (What are you doing?)

**Dw i'n ...** (I'm ...)

**Beth wyt ti'n ddefnyddio?** (What are you using?)

**Dw i'n defnyddio ...** (I'm using ...)

Encourage them to ask each other.

- After they have finished and the images are complete, show the next section of film – where pupils evaluate each other's work. Pause the DVD to look at the images and ask:  
**Pa liwiau?** (What colours?)

Draw attention to the way the children evaluate the work:

**Mae'n hyfryd.** (It's lovely.)

**Mae'n ffantastig.** (It's fantastic.)

**Mae'n ardderchog.** (It's excellent.)

Ask the pupils whether they can remember other language patterns to evaluate work:

**Mae'n dda.** (It's good.)

**Mae'n dda iawn.** (It's very good.)

**Mae'n lliwgar.** (It's colourful.)

**Mae'n grêt.** (It's great.)

**Mae'n wych.** (It's great.)

**Mae'n ddiddorol.** (It's interesting.)

**Bendigedig!** (Wonderful!)

Ask the pupils to evaluate the work on the film and / or each other's work, using the patterns listed above and some of the following patterns:

**Dw i'n hoffi'r llun.** (I like the picture.)

**Dw i'n hoffi'r llun yn fawr.** (I like the picture very much.)

**Dw i'n hoffi'r llun achos dw i'n hoffi'r lliwiau.** (I like the picture because I like the colours.)

**Dw i'n hoffi'r llun achos dw i'n hoffi'r gwyrdd golau a'r gwyrdd tywyll.** (I like the picture because I like the light green and the dark green.)

**Dw i'n hoffi'r llun achos mae'n lliwgar.** (I like the picture because it's colourful.)

**Mae angen mwy o ... (goch / las / wyrdd) yma.** (More ... (red / blue / green) is needed here. / You need ... more ... (red / blue / green) here.)

**Mae eisiau mwy o ... (goch / las / wyrdd).** (More ... (red / blue / green) is needed. You need ... more ... (red / blue / green).)

**Mae'n ddiddorol ond mae angen mwy o ...** (It's interesting but more ... is needed / you need more ...)

**Mae'n ddiddorol ond mae eisiau mwy o ...** (It's interesting but more ... is needed / you need more ...)

**Please note:** The teacher on the DVD asks three questions:

**Beth ydych chi'n weld yn y llun?** (What do you see in the picture?)

**Pa liwiau sy yn y llun?** (What colours are in the picture?)

**Ydych chi'n hoffi'r llun?** (Do you like the picture?)

You too could use these questions to discuss pupils' artwork.

- Introduce **Cerdyn Siarad 22** (Discussion Card 22):  
**Beth sy yn y llun?** (What's in the picture?)  
**Ydych chi'n hoffi'r llun yma?** (Do you like this picture?)  
**Pam?** (Why?)

Ask them to discuss the image, using the patterns and vocabulary listed above.

- Play the next section of film. Pause it after the section containing the school children. Much of this section revises patterns and vocabulary already introduced / revised in Part 2, **Cynnes ac oer** (Warm and cold). A quiz activity could be held, e.g.  
**Beth ydy ... yn Gymraeg?** (What's ... in Welsh?)  
**Beth ydy face / nose / ears / hands yn Gymraeg?**  
**Beth ydy cold / very cold / frozen yn Gymraeg?**  
**Beth ydy to play / to stand / to hop / to jump yn Gymraeg?**

The new words contained on the DVD could gradually be introduced into this quiz activity, e.g.

**Beth ydy knee yn Gymraeg? - pen-glin**  
**Beth ydy foot yn Gymraeg? - troed**  
**Beth ydy one foot yn Gymraeg? - un droed**

Pupils could be divided into groups and marks could be awarded for correct answers so that the group with the highest score wins.

As there are many references to parts of the body, the game **Mae Simon yn dweud** (Simon says) could be played using the following:

**Mae Simon yn dweud ...:** (Simon says ...):  
... **rhwbwch eich wyneb.** (... rub your face.)  
... **rhwbwch eich trwyn.** (... rub your nose.)  
... **rhwbwch eich clustiau.** (... rub your ears.)  
... **rhwbwch eich troed.** (... rub your foot.)  
... **rhwbwch eich dwylo.** (... rub your hands.)  
... **rhwbwch eich pen-glin.** (... rub your knee.)

- If appropriate, play the knee-jumping game in Welsh with the pupils, giving due consideration to health and safety requirements:

**Ydych chi eisiau chwarae gêm yr Inuit?** (Do you want to play an Inuit game?)  
**Ydyn, os gwelwch yn dda.** (Yes, please.)

**Rhaid sefyll mewn llinell.** (You must stand in a line.) (Make sure that there is enough room between each pupil!)

**Rhaid sefyll ar un droed.** (You must stand on one foot.)

**Rhaid rhoi'r droed arall tu ôl i'r pen-glin.** (You must put the other foot behind the knee.)

**Rhaid hopian.** (You must hop.)

**Barod?** (Ready.)

**Tri ... dau ... un ...** (Three ... two ... one ...)

**(John), ti sy'n ennill.** (John, you win.)

**Ydych chi eisiau chwarae eto?** (Do you want to play again?)

**Ydyn (os gwelwch yn dda).** (Yes (please).)

- Before you play the next game, introduce the word **chwerthin** (to laugh), by laughing energetically and saying **Dw i'n chwerthin.** (I'm laughing.). Ask the pupils to do the same. Ask individuals:

**Beth wyt ti'n wneud?** (What are you doing?)

They should reply:

**Dw i'n chwerthin.** (I'm laughing.)

Play the next section, the laughing game, up to the point where Crad says **Mae'r Inuit yn grêt!** (The Inuit are great!).

Play the game with the pupils. They should face each other in pairs and laugh - the pupil who laughs longest is the winner.

**Ydych chi eisiau chwarae gêm yr Inuit?** (Do you want to play an Inuit game?)

**Ydyn, os gwelwch yn dda.** (Yes, please.)

**(John), ti sy'n ennill.** (John, you win.)

- Play the last section. Pause the film after Crad has shown Ffion that he has a present for her. Emphasize the word **anrheg**.

Introduce **Cerdyn Siarad 23** (Discussion Card 23):

**Anrheg i Ffion** (A present for Ffion)

**A: Ar ddarn o bapur, ysgrifenna beth sy yn y bocs.** (On a piece of paper, write what's in the box.)

**B: Gofynna gwestiynau. Dyfala!** (Ask questions. Guess!)

In this activity, pupils should take it in turns to be **Partner A** and **Partner B**.

**Partner A** should imagine what Crad has brought Ffion from the Arctic. He / she should write the word for the item on a piece of paper.

**Partner B** should ask questions in order to try and guess what the present is:

**Oes ... yn y bocs?** (Is there ... in the box?)

**Oes.** (Yes, there is.) / **Nac oes.** (No, there isn't.)

[Ffion is actually given a **mwclis** (necklace).]

- Ask the pupils what the Welsh expression for "It's dark" is - **Mae'n dywyll**.  
Tell them:  
**Yn y gaeaf, mae'n dywyll yn yr Arctig.** (In (the) winter, it's dark in the Arctic.)  
**Yn yr haf, mae'n olau yn yr Arctig.** (In (the) summer, it's light in the Arctic.)

If appropriate, the scientific explanation for this may be given (in English possibly). Explain that there is a very old Inuit myth or legend associated with the darkness and the light. Ask:

**Ydych chi eisiau clywed un o storïau'r Inuit?** (Do you want to hear one of the Inuit's tales?)

**Ydyn, os gwelwch yn dda.** (Yes, please.)

Show the cover of the book entitled **Ble Mae'r Golau?** (Where is the Light?). Before starting to read, introduce these words:

**aderyn** (bird)

**dwst** (dust)

After reading, explain that, according to the myth, the reason why the winters are dark and the summers are light is because the bird could only carry one ball of light and that this ball has to rest for months in order to "re-charge". It should be emphasized that this is a myth.

Discuss the questions at the back of the book.

- Pupils could undertake further research into the life of the Inuit. They could complete a **grid GED** (KWL grid) as part of the investigation.

<b>Gwybod</b> (Know)	<b>Eisiau gwybod</b> (Want to know)	<b>Dysgu</b> (Learnt)

## Unit 3: Part 5 - Ydych chi'n cofio?

### Aims

- To revise the content, language patterns and vocabulary introduced in the unit
- To use Welsh as a means of conveying information about the Inuit people and culture
- To revise the past tense forms possibly introduced during the Foundation Phase, e.g. **Es i i ...** (I went to ...); **Gwelais i ... / Gweles i ...** (I saw ...); **Ces i ...** (I had ...); **Roedd e'n / o'n ffantastig!** (It was fantastic!)
- To reinforce the use of **achos** (because), e.g. **achos mae'n hwyl** (because it's fun); **achos mae'n grêt** (because it's great)

### New patterns and vocabulary

Patterns	Main vocabulary
	mathemateg (mathematics) dyddiadur (diary)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Beth ydy hwn? (What's this?)</p> <p>Beth sy yn y bag? (What's in the bag?)</p> <p>Beth wyt ti'n wneud? (What are you (sing.) doing?)</p> <p>Dim byd. (Nothing.)</p> <p>Wyt ti eisiau darllen? (Do you (sing.) want to read?)</p> <p>Ydw. (Yes (I do).) / Nac ydw. (No (I don't).)</p> <p>Beth am gael cwis? (How / What about having a quiz?)</p> <p>Syniad da! (Good idea!)</p> <p>Ydy Crad yn mynd i'r Arctig? (Does Crad go to the Arctic? / Is Crad going to the Arctic?)</p> <p>Ydy. (Yes (he does / is).) / Nac ydy. (No (he doesn't / isn't).)</p> <p>Wyt ti'n ...? (Do you (sing.) ...?)</p> <p>Ydw. (Yes (I do).) / Nac ydw. (No (I don't).)</p> <p>Beth wyt ti'n hoffi wneud? (What do you (sing.) like to do?)</p> <p>Dw i'n hoffi ... (I like ...)</p> <p>Beth wyt ti'n hoffi fwyta? (What do you (sing.) like to eat?)</p> <p>Dw i'n hoffi bwyta ... (I like to eat ...)</p> <p><b>Commands</b></p> <p>Dyfalwch. (Guess. (pl.))</p> <p>Teimla fe / fo. (Feel it. (sing.))</p> <p><b>Other</b></p> <p>Mae'n dywyll. (It's dark.)</p> <p>Mae'n flin 'da fi. / Mae'n ddrwg gen i. (I'm sorry.)</p> <p><b>Past tense</b></p> <p>Es i i ... (I went to ...)</p> <p>Gwelais i ... / Gweles i ... (I saw ...)</p> <p>Ces i ... (I had ...)</p> <p>Roedd e'n / o'n ffantastig! (It was fantastic!)</p>	<p>switsh (switch)</p> <p>golau (light)</p> <p>cyfrifiadur (computer)</p> <p>da (good)</p> <p>da iawn (very good)</p> <p>ardderchog (excellent)</p> <p>achos (because)</p> <p>cadw'n heini (to keep fit)</p> <p>dydd Sul (Sunday)</p> <p>dydd Llun (Monday)</p> <p>dydd Mawrth (Tuesday)</p> <p>dydd Mercher (Wednesday)</p> <p>dydd Iau (Thursday)</p> <p>dydd Gwener (Friday)</p> <p>dydd Sadwrn (Saturday)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Ble mae'r ...?** (Where is / are the ...?)

**Beth ydy hwn?** (What's this?)

**Dyfalwch.** (Guess.)

**Beth wyt ti'n wneud?** (What are you (sing.) doing?); **Dw i'n ...** (I'm ...); Also: **Beth ydych chi'n wneud?** (What are you (pl.) doing?); **Rydyn ni'n ...** (We're ...)

**Wyt ti eisiau darllen llyfr?** (Do you (sing.) want to read a book?); **Ydw.** (Yes (I do).); **Nac ydw.** (No (I don't).); Also: **Ydych chi eisiau darllen llyfr?** (Do you (pl.) want to read a book?); **Ydyn.** (Yes (we do).); **Nac ydyn.** (No (we don't).)

**Da.** (Good.); **Da iawn** (Very good.); **Ardderchog.** (Excellent.)

**Beth am drïo eto?** (How / What about trying again?)

### Past tense forms:

**Please note:** Introducing the following questions one at a time at appropriate times and using them regularly would help pupils to use the past tense with increasing confidence:

**Ble est ti?** (Where did you go?)

**Es i i ...** (I went to ...)

**Es i i'r ...** (I went to the ...)

**Beth welaist ti? / Beth welest ti?** (What did you see?)

**Gwelais i ... / Gweles i ...** (I saw ...)

**Beth gest ti?** (What did you have?)

**Ces i ...** (I had ...)

### Step-by-step suggestions:

- Explain that the work contained in Unit 3 Part 5, entitled **Ydych chi'n cofio?** (Do you remember?) revises work previously introduced.

### Section 1

- Play the film clip entitled **Ydych chi'n cofio?** (Do you remember?). Focus on the first section and pause the film when Ffion says **Dyfalwch!** (Guess!).

Say:

**Edrychwch – bag Crad ... bag Crad o'r Arctig.** (Look – Crad's bag – Crad's bag from the Arctic.)

**Beth sy yn y bag? Ysgrifennwch restr.** (What's in the bag? Write a list.)

- After the pupils have written their lists, play the next section, where Crad removes the items from the bag. Check whether anyone in the class has included all these items on his / her list. They could be awarded 5 marks per item and these marks could then be added up in Welsh.
- Show the book entitled **Irniq**. Before reading the book, introduce these words:  
**hela** (to hunt)  
**pysgota** (to fish)

Read the book with the pupils.

Ask the pupils to imagine that they are Irniq. Ask one of them to come and sit **yn y gadair goch** (in the hot seat) in front of the group. He / she should say:

**Helo, Irniq ydw i.** (Helo, I'm Irniq.)

The pupils should then ask him / her questions. However, before starting the hot seating session, you should revise these patterns:

**Ble wyt ti'n byw?** (Where do you live?)

**Dw i'n byw yn ...** (I live in ...)

**Wyt ti'n ...?** (Do you ...?)

**Wyt ti'n hoffi ...?** (Do you like ...?)

**Ydw.** (Yes, I do.) / **Nac ydw.** (No. I don't.)

**Beth wyt ti'n hoffi?** (What do you like?)

**Beth wyt ti'n hoffi wneud?** (What do you like to do?)

**Beth wyt ti'n hoffi fwyta?** (What do you like to eat?)

**Beth wyt ti'n hoffi wisgo?** (What do you like to wear?)

Introducing **Cerdyn Siarad 24** (Discussion Card 24) could offer support to those who are unsure of the patterns:

**A: Irniq wyt ti.** (You're Irniq.)

**B: Gofynna gwestiynau i Irniq.** (Ask Irniq some questions.)

## Section 2

- The quiz activity on the DVD could then be undertaken. Pupils should be divided into teams and the DVD should be paused after each question to allow adequate time for them to respond. Marks should be awarded for correct answers and these should be added in Welsh at the end.

## Section 3

This section refers to school life. Although the pupils may not have studied this topic as a 'theme', they will already have come across many references to school life during the Foundation Phase.

- In groups, pupils should write lists of familiar vocabulary associated with school life, e.g.  
**darllen** (to read / reading)  
**ysgrifennu** (to write / writing)  
**gwneud / tynnu llun** (to draw / drawing)  
**peintio** (to paint / painting)  
**cinio ysgol** (school dinner)  
**chwarae gyda ffrindiau** (to play / playing with friends)

Emphasize that the pupils already know many words associated with school life and that they should try and list these rather than search for new words.

- Watch the third section of film where Crad talks about what aspects of school life he likes and where Darren talks about school life. Pause the film when Sgrin asks the pupils whether Darren is **Da** (Good), **Da iawn** (Very good) or **Ardderchog** (Excellent.)

After the pupils have discussed this, play the clip that shows the thermometer and ask the pupils how he could improve his performance.

Play Darren's second attempt and follow the same procedure as above. Discuss why the second attempt is better than the first.

- Draw particular attention to the section that revises **achos** (because). Ask the pupils to create sentences using **achos** and encourage them, whenever they express an opinion in Welsh, to try and give a reason, using **achos**.

Then, in groups, ask them to ask and answer the question:

**Beth ydych chi'n hoffi yn yr ysgol?** (What do you like at school?)

**Dw i'n hoffi ... achos ...** (I like ... because ...)

As they are working in groups, they could possibly help each other with ideas and vocabulary.

Introducing **Cerdyn Siarad 25** (Discussion Card 25) could offer support to those who are unsure of the patterns:



**Beth ydych chi'n hoffi yn yr ysgol?** (What do you like at school?)  
**Siaradwch am hyn.** (Talk about this.)

#### Section 4

- Play the fourth section, which revises patterns previously introduced.

At the end, pupils are requested to express an opinion about Ffion's response - is it **Da** (Good), **Da iawn** (Very good) or **Ardderchog** (Excellent). Pause the DVD to discuss this. Pupils should give reasons (possibly in English) for their opinion.

Play the next section which features the thermometer and the remainder of the section.

Focus on Annie's question:

**Pwy wyt ti 'te?** (Who are you then?)

In pairs, ask the pupils to talk as fully as possible about themselves whilst answering this question.

#### Section 5

- Play the last section which revises the past tense forms:  
**Es i i ...** (I went to ...)  
**Es i i'r ...** (I went to the ...)  
**Gwelais i ... / Gweles i ...** (I saw ...)  
**Roedd o'n ffantastig.** (It was fantastic.) (North Wales)  
**Roedd e'n ffantastig.** (It was fantastic.) (South Wales)

Pupils could be asked to write a postcard on Crad's behalf, e.g.

**Es i i'r Arctic.** (I went to the Arctic.)

**Gwelais i / Gweles i Irniq.** (I saw Irniq.)

**Gwelais i / Gweles i hysgi.** (I saw a husky.)

**Ces i amser ffantastig.** (I had a fantastic time.)

**Roedd e'n / o'n ffantastig.** (It was fantastic.)

They may also be familiar with using the imperfect tense (**Roedd**) to talk about the weather:

**Roedd hi'n oer iawn.** (It was very cold.)

This could now be extended –

**Roedd hi'n oer iawn. Roedd hi'n minws dau ddeg gradd Celsius.** (It was very cold. It was minus twenty degrees Celsius.)

- These forms could be used daily as pupils could be asked to complete a diary entry at the end of each day. They should note the day and where they went / what they had (to eat possibly) / what they saw during the day.

They could also be used at the beginning of the week to discuss the weekend – where the pupils went, what they saw on the television, what they had (what they had to eat, possibly – **Ces i salad dydd Sadwrn.** (I had a salad on Saturday.)).

## Unit 4

Although this work focuses mainly on teaching Welsh as a second language, various curriculum and other related areas have also been targeted. These are listed below, but for more details, please see the relevant Programmes of Study and frameworks.

### Welsh Second Language

Many of the requirements of the Programme of Study for KS2 are targeted in this unit. Pupils are given the opportunity to listen to a variety of people speaking Welsh and are made aware of some of the regional linguistic variations, e.g. **Mae'n ddrwg gen i** and **Mae'n flin 'da fi** (I'm sorry.), **pres** and **arian** (money) and the use of **e** and **o** (he). They are encouraged to respond appropriately in a variety of circumstances, to express opinions and to convey personal and imaginative experiences and to role-play a situation in a Welsh shop.

Pupils are encouraged to respond to the reading materials that have been written to accompany the unit, i.e. information leaflets, a factual book, and to act out and adapt a legend associated with **Dewi Sant** (St David).

There are opportunities to write for a variety of purposes as pupils write postcards, e-mails, invitations and a new story based on the legend of Saint David. They should be encouraged to choose and use appropriate forms.

### Mathematics

There are opportunities to undertake activities associated with recognising "reflective and rotational symmetries of 2-D shapes" in the second unit, where Ffion makes bunting for the Pod-antur Cymraeg.

There are also references to money which revise vocabulary previously introduced. Pupils are encouraged to role-play a shop situation, to pay for items and to give each other change. **Cerdyn Siarad 33** (Discussion Card 33) entails calculating a bill, paying and working out how much change is needed as pupils buy more than one item in a shop.

### Art and design

Pupils could produce a collage or other piece of artwork to depict scenes associated with the story of **Dewi Sant** (St David).

Specific vocabulary and language patterns that can be used in art and design sessions are revised. Please see the document entitled **P-aC<sub>1</sub> Language Patterns** for relevant vocabulary and language patterns.

### Design and technology

There are opportunities to make bunting, banners, St David's Day cards and invitations, using appropriate software. Pupils could also prepare food associated with Wales.

They could design a new Welsh costume. This could involve research into traditional Welsh colours, emblems etc. which could be incorporated into the costume. Alternatively, pupils could design costumes using completely different colours and emblems. They should be given an opportunity to evaluate each other's work.

Pupils could make a story board based on the tale of **Dewi Sant** (Saint David) or on their new tale.

### Physical education

In the first part, entitled **Dathlu** (Celebration), references to racing in the Fun Day in the park could lead to different types of races being held, thus enabling pupils to "develop, consolidate and then apply the skills and techniques needed to take part in a variety of competitive activities including ... running." As pupils are asked to devise their own Fun Day, they could create opportunities to develop other skills also, e.g. throwing or jumping.

There are opportunities to take part in parachute activities in the second part, entitled **Addurniadau** (Decorations).

Part 3, **Hwyl a Sbri** (Fun) focuses on traditional ways of celebrating **Dydd Gŵyl Dewi** (St David's Day) and traditional Welsh dances could be introduced, which would target the physical education Programme of Study, in particular "perform and develop an appreciation of movement from different traditions, times and places, including some traditional dances from Wales."

### **Music**

As pupils perform Welsh dances they would also be introduced to traditional Welsh music. In addition, of course, they could learn and perform some simple traditional Welsh songs. They could also listen to harp music:

**telyn** (harp)

**Gwrandewch ar y delyn.** (Listen to the harp.)

**Ydych chi'n hoffi'r delyn?** (Do you (pl.) like the harp?)

**Mae'n hyfryd.** (It's lovely.)

**Mae'n wych!** (It's great.)

**Mae'n grêt!** (It's great.)

**Mae'n ffantastig!** (It's fantastic.)

**Dw i ddim yn hoffi'r delyn.** (I don't like the harp.)

Pupils could also listen to Welsh singers and bands and appraise their songs.

### **Geography**

Pupils could "identify and locate places" using "globes, atlases and maps" as they find the location of the places that celebrate **Dydd Gŵyl Dewi** (St David's Day).

### **History**

Pupils can read about **Dewi Sant** (St David) in this unit and then undertake further research, if appropriate.

### **ICT**

There are numerous opportunities to search for information on the internet, to record oral work and to film role-play sessions. Pupils could also give a PowerPoint presentation about **Dewi Sant** (St. David).

### **Religious education**

The references to **Dydd Gŵyl Dewi** (St David's Day) and the reading card entitled **Dathlu** (to celebrate) encourage pupils to think about how they themselves celebrate different occasions. This work could also lead to searching for further information.

### **Curriculum Cymreig**

This unit contributes to the **Curriculum Cymreig** as it focuses on **Dydd Gŵyl Dewi** (St David's Day) celebrations in Wales and beyond. It provides information about St David and provides a host of opportunities to celebrate Welshness in traditional and more contemporary ways, e.g. listening to and performing Welsh songs and Welsh music, the eisteddfod, performing Welsh folk dances, listening to Welsh stories and poems etc.

### **Education for Sustainable Development and Global Citizenship**

This unit focuses on traditional celebrations associated with **Dydd Gŵyl Dewi** (St David's Day) in Wales. However, attention is drawn to other countries where this day is also celebrated in an attempt to show that Welsh culture is celebrated around the world.

In addition, pupils are encouraged to bring photographs of celebrations that are important to them to school. These could be associated with other cultures or religions so that pupils become more aware of these cultures and religions.

## **Skills**

This unit builds upon language skills, patterns and vocabulary previously introduced, thus ensuring progression and continuity.

## **Developing thinking**

Pupils are given opportunities throughout the unit to build upon prior knowledge by undertaking a variety of activities.

They are required to plan and, if appropriate, organize an event to celebrate **Dydd Gŵyl Dewi** (St David's Day). As part of the planning and discussion process, they are required to record their thoughts on a mind map and to discuss and choose the best options.

They are encouraged to compare and contrast two posters, express opinions, decide which poster is the better one and why and then formulate a set of criteria which they themselves should apply as they design their own posters to advertise their events.

They could set up a Welsh shop in the classroom which would entail considering ideas, planning and organizing.

There are other opportunities to consider ideas, express opinions and to respond. They also use language creatively and evaluate success.

## **Developing communication**

There are many opportunities to develop the skills of oracy, reading and writing and pupils learn how to "communicate effectively for a range of purposes and with a range of audiences."

## **Developing ICT**

Pupils are encouraged to find, develop and present information, e.g. by creating a leaflet entitled **Dathlu** (Celebration). This work encourages them to search for further information, using a variety of resources, and to share and present their findings in an appropriate format. They should also be encouraged to use a computer to draft and re-draft their written work.

## **Developing number**

Pupils are provided with opportunities to use mathematical information, calculate, interpret and present their findings. They use numbers and the number system and collect and record data in a variety of ways.

## Unit 4: Part 1 - Dathlu

### Aims

- To introduce the concept of celebrating, **dathlu** (to celebrate), through the medium of Welsh
- To encourage pupils to think – **meddwl** (to think); **Rhaid meddwl** ((I / You / We) must think.) – and plan through the medium of Welsh
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
<p>Dw i ddim yn siwr. (I'm not sure.)            Diwrnod o Hwyl a Sbri (Fun Day)            fel hyn (like this)  <b>Meddwl</b> (to think)            Dw i'n meddwl. (I think, I'm thinking.)            Dw i ddim yn meddwl. (I don't think (so).)            Rhaid meddwl. ((We) must think.)            Rhaid meddwl am syniadau da. ((We) must think of good ideas.)</p>	<p>dathlu (to celebrate)            siôl (shawl)            sgert (skirt)            ras, rasys (race, races)            Dydd Gŵyl Dewi (St David's Day)            Mawrth y cynta (March the first)            chwiban (whistle)            dal (to hold, also to catch)            cennin Pedr (daffodils)</p>

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b>            Beth ydy hwn? (What's this?)            Wyt ti'n hoffi'r dillad? (Do you (sing.) like the clothes?)            Ydw. (Yes (I do).) / Nac ydw. (No (I don't).)            Ydych chi'n hoffi'r dillad? (Do you (pl.) like the clothes?)            Ydyn. (Yes (we do).) / Nac ydyn. (No (we don't).)            Pam wyt ti'n gwisgo'r dillad yna? (Why are you wearing those clothes?)            Achos dw i eisiau dathlu. (Because I want to celebrate.)            Oes ... yn y boc? (Is / Are there ... in the box?)            Oes, mae ... yn y boc. (Yes, there is / are ... in the box.) / Nac oes, does dim ... yn y boc. (No, there isn't / aren't ... in the box.)            Beth am siorts coch? (What / How about red shorts?)            Beth am wisgo'r dillad yma? (What / How about wearing these clothes?)            Syniad da! (Good idea!)  <b>Pa</b> (+ soft mutation)? (What? / Which?)            Pa fwyd? (What food?)            Pa <b>dd</b>iod? (What drink?)            Pa <b>dd</b>illad? (What clothes?)            Pa siâp? (What shape?)  <b>Commands</b>            Edrychwch. (Look. (pl.))            Tria eto. (Try again. (sing.))            Rhaid symud y bwrdd. ((We) must move the table.)  <b>Other</b>            I ffwrdd â ti! (Away you (sing.) go!)            Gawn ni weld. (Let's see.)            Mae ... yn y boc. (There is / are ... in the box.)            Does dim ... yn y boc. (There isn't / aren't ... / There's no ... in the box.)</p>	<p>dillad (clothes)            ffedog (apron)            sanau (socks)            crys (shirt)            trowsus (trousers)            siorts (shorts)            esgidiau (shoes)            crys rygbi (rugby shirt)            het law (rain hat)            ymbarél (umbrella)            porffor (purple)            Pardwn? (Pardon?)            parc (park)            wedi syrthio (fallen)            ymarfer (to practise, train)            symud (to move)            rownd a rownd (round and round)            igam-ogam (zigzag)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Edrycha.** (Look (sing.)); Also: **Edrychwch.** (Look (pl.))

**Dw i ddim yn siwr.** (I'm not sure.)

**Rhaid symud y bwrdd.** ((You / we) must move the table.)

**O, diar, wedi syrthio!** (Oh, dear, (you've) fallen!)

**Dw i'n meddwl.** (I'm thinking / I think (so.)); **Dw i ddim yn meddwl.** (I don't think (so.)); **Rhaid meddwl.** (You / we must think.)

**Rhaid meddwl am syniadau da.** (You / We must think of good ideas.)

**Beth am ...?** (What / How about ...?)

**Syniad da!** (Good idea!)

**Na, dw i ddim yn meddwl.** (No, I don't think so.)

**Oes ... yn y bocs?** (Is there / Are there ... in the box?); **Oes.** (Yes, there is / are.); **Oes mae ... yn y**

**bocs.** (Yes, there is / are ... in the box.); **Nac oes.** (No, there isn't / aren't.); **Nac oes, does dim ...**

**yn y bocs.** (No, there isn't / aren't ... / there's no ... in the box.)

**fel hyn** (like this), e.g. **Rhaid tynnu llun – fel hyn.** (You must draw a picture – like this.); **Rhaid**

**neidio fel hyn.** (You must jump like this.)

**Tri ... dau ... un ... i ffwrdd â ti.** (Three ... two ... one – away you (sing.) go!); Also: **Tri ... dau ... un**

**... i ffwrdd â chi.** (Three ... two ... one – away you (pl.) go!)

### Step-by-step suggestions:

- Introduce the concept of celebration by showing relevant images and discussing parties, e.g.:

**Dw i'n hoffi cael parti pen-blwydd.** (I like having a birthday party.)

**Wyt ti'n hoffi cael parti pen-blwydd?** (Do you (sing.) like having a birthday party?)

**Ydw.** (Yes, I do.) / **Nac ydw.** (No, I don't.)

**Ydych chi'n hoffi cael parti pen-blwydd?** (Do you (pl.) like having a birthday party?)

**Ydyn.** (Yes, we do.) / **Nac ydyn.** (No, we don't.)

**Dw i'n hoffi cael parti Nadolig.** (I like having a Christmas party.)

**Wyt ti'n hoffi cael parti Nadolig?** (Do you (sing.) like having a Christmas party?)

**Ydw.** (Yes, I do.) / **Nac ydw.** (No, I don't.)

**Ydych chi'n hoffi cael parti Nadolig?** (Do you (pl.) like having a Christmas party?)

**Ydyn.** (Yes, we do.) / **Nac ydyn.** (No, we don't.)

If appropriate, show the **Pecyn Parti** from **Fflic a Fflac** Pack 3. Draw attention to relevant images, e.g.

**Edrychwch ... cacennau i'r parti ...** (Look ... cakes for the party ...)

Various routes could be taken, e.g. pupils could list party food, a party game could be played etc. Summarize as follows and introduce the word **dathlu** (to celebrate):

**Dw i'n hoffi cael parti pen-blwydd.** (I like having a birthday party.)

**Dw i'n hoffi cael parti Nadolig.** (I like having a Christmas party.)

**Dw i'n hoffi dathlu.** (I like to celebrate.)

**dathlu** – to celebrate.

- Introduce the reading card entitled **Dathlu** (to celebrate, celebration).

Read the text and discuss the images, e.g.

**Beth ydy hwn?** (What's this?)

**Pa liw?** (What colour?)

**Pa liw ydy ...?** (What colour is ...?)

**Sawl plentyn?** (How many children?)

**Wyt ti'n hoffi ...?** (Do you (sing.) like ...?)

**Ydw.** (Yes.) / **Nac ydw.** (No.)

**Ydych chi'n hoffi ...?** (Do you (pl.) like ...?)

**Ydyn.** (Yes.) / **Nac ydyn.** (Yes.)

In groups, ask the pupils to list what they see in the images:

**Beth sy yn y lluniau? Gwnewch restr.** (What's in the pictures? Make a list.)

- Revise some or all of these patterns as appropriate and use the vocabulary pupils have listed to discuss **dathlu** (to celebrate) e.g.  
**Rydyn ni'n bwyta ...** (We eat ...)  
**Rydyn ni'n cael ...** (We have ...)  
**Rydyn ni'n mwynhau ...** (We enjoy ...)
- You could ask pupils to bring in photographs of family celebrations and they could discuss these simply in Welsh. Even if they do not know the Welsh words for the celebration, they will all be able to say something simple about their photographs, e.g.  
**Dyma Dad. Dyma Mam. Dyma Yasseen.** (This is Mum. This is Dad. This is Yasseen.)  
**Rydyn ni'n bwyta ...** (We're eating ...)  
**Edrychwch ar ...** (Look at the ...)  
**Dw i'n hoffi ...** (I like ...)
- Point to the calendar and show **Mawrth y cynta** (March the first) and emphasize the words:  
**Dydd Gŵyl Dewi** – St David's Day  
Repeat a few times.  
Focus on the images associated with St David's Day on the reading card and explain:  
**Dw i'n hoffi dathlu Dydd Gŵyl Dewi.** (I like to celebrate St David's Day.)  
**Rydyn ni'n gwisgo dillad Cymru.** (We wear Welsh clothes.)  
**Rydyn ni'n bwyta bwyd Cymru.** (We eat Welsh food.)

Pupils could then design a leaflet entitled **Dathlu** (To celebrate). They could include photographs and other images and write simply beneath the images, using the vocabulary and patterns introduced above.

- Move on to the DVD. Repeat the sentence:  
**Dw i'n hoffi dathlu Dydd Gŵyl Dewi.** (I like to celebrate St David's Day.)  
and adapt the above sentence:  
**Mae Crad yn hoffi dathlu Dydd Gŵyl Dewi.** (Crad likes to celebrate St David's Day.)  
**Mae Ffion yn hoffi dathlu Dydd Gŵyl Dewi.** (Ffion likes to celebrate St David's Day.)  
**Mae Sgrin yn hoffi dathlu Dydd Gŵyl Dewi.** (Sgrin likes to celebrate St David's Day.)  
**Edrychwch ...** (Look ...)

Play the film entitled **Dathlu** (to celebrate) (Unit 4, Part 1). Focus on the section where the poster is introduced and Crad tries to run in his long skirt. Finish with the section where Crad says **Iawn** (Alright / Fine ) - just after Ffion says:

**Rhaid gwisgo siorts i redeg yn y ras yn y parc dw i'n meddwl.** ((You) must wear shorts to run in the race in the park I think.)

Ask the pupils whether they can remember what Crad is wearing:

**Beth mae Crad yn wisgo?** (What is Crad wearing?)

List the words with the pupils:

**het Cymru** (a Welsh hat)

**crys gwyn** (white shirt)

**siôl** (shawl)

**ffedog** (apron)

**sgert** (skirt)

**esgidiau** (shoes)

Ask:

**Ydych chi'n hoffi'r dillad?** (Do you like the clothes?)

**Ydw.** (Yes.)

**Ydw, dw i'n hoffi'r dillad achos maen nhw'n smart.** (Yes, I like the clothes because they're smart.)

**Nac ydw.** (No.)

**Nac ydw, dw i ddim yn hoffi'r dillad achos maen nhw'n ddoniol / ddwl / wirion.** (No, I don't like the clothes because they're funny / silly / daft.)

- Before moving on, give the pupils the opportunity to revise the Welsh words for clothes, e.g. by writing lists, labelling images etc. A box of assorted clothes could be used in this context – you could take out items of clothing and marks could be awarded to pupils who can name the items, colours etc. Additional marks could be awarded if the pupils say a sentence associated with the clothing, e.g.

**Trowsus du - dw i'n hoffi trowsus du.** (Black trousers - I like black trousers.)

**Trowsus coch - dw ddim yn hoffi trowsus coch.** (Red trousers - I don't like red trousers.)

- Ask the pupils to list what they think Crad should wear for the event in the park, bearing in mind that he has trouble running in the skirt:

**Rhaid gwisgo ...** ((He) must wear ...)

or

**Beth am ... ?** (What about ...?)

- Play the next section of film, where they try to choose other clothes for Crad - instead of the Welsh costume. Stop when Ffion spots something that she also would like to wear.

Compare the clothes that are selected for Crad with the clothes the pupils listed above and see whether any one thought of the same ideas. To introduce an element of fun, pupils could be awarded 2 marks for each item of clothing they have listed which Crad and Ffion choose.

- Then, ask:

**Beth mae Ffion eisiau gwisgo?** (What does Ffion want to wear?)

Ask the pupils to list what they think Ffion wants to wear for this event:

**Rhaid gwisgo ...** ((She) must wear ...)

or

**Beth am ... ?** (What / How about ...?)

Pupils should then tell each other what they have listed.

Tell them to keep their lists in a safe place as they will have the opportunity to compare their lists with what she actually wears in Part 3.

- Using the box of clothes already referred to above, you could hide 2 items of 'Welsh' clothing amidst the other clothes and pupils could try and guess what these two items are. One pupil could come and stand by the box. The other pupils should ask him / her:

**Oes het goch yn y boc?** (Is there a red hat in the box?)

**Oes sanau Cymru yn y boc?** (Are there Welsh socks in the box?)

The pupil standing in front of the box should rummage among the clothes and answer:

**Oes.** (Yes.) / **Oes, mae ... yn y boc.** (Yes, there is / are ... in the box.)

**Nac oes.** (No.) / **Nac oes, does dim ... yn y boc.** (No, there isn't / aren't ... / There's no ... in the box.)

They could then play this game in groups by placing different items in the box.

- Pupils could also design a new Welsh costume, e.g. it could be red, white or green - or different colours if they prefer. It could possibly feature a Welsh emblem.

Pupils could draw the costume and label it. They could also write a short piece to accompany the image, explaining why they have decided upon this design, e.g.

**Dillad Cymru**

**Edrychwch - crys T porffor achos dw i'n hoffi porffor.** (Look - a purple T shirt because I like purple.)

**Trowsus coch achos mae trowsus coch yn grêt / cŵl.** (Red trousers because red trousers are great / cool.)

**Sanau melyn achos melyn ydy fy hoff liw i.** (Yellow socks because yellow is my favourite colour.) (There is an opportunity here to revise and use **hoff** - see Unit 2.)



Pupils should be given the opportunity to evaluate their own and each other's work, using words and patterns introduced in Unit 3 and also listed in the document entitled **P-aC<sub>1</sub> Language Patterns**.

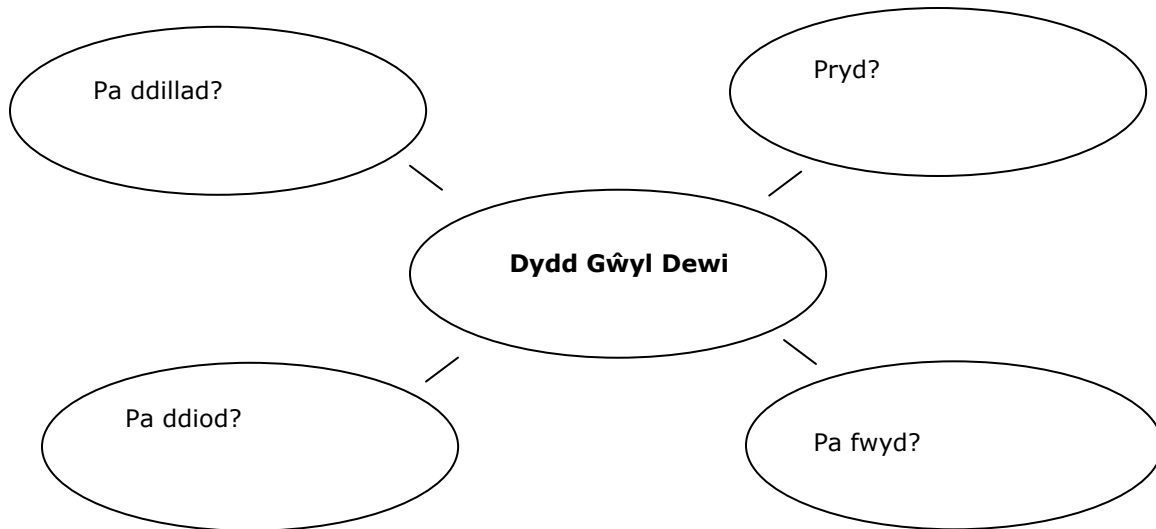
- Play the last section of film which ends with Crad and Ffion thinking about how they could celebrate **Dydd Gŵyl Dewi** (St David's Day) in the Pod-antur Cymraeg. Draw attention to the pattern **Rhaid meddwl**. (Must think.) Tell the pupils that they must think how they could celebrate St David's Day.

Show the images on the reading card entitled **Dathlu** again.

Revise relevant vocabulary and think of other words associated with parties and celebrations, e.g.

<b>bwyd</b> (food)	<b>sosejis, brechdanau, cacen, jeli, hufen iâ</b> (sausages, sandwiches, cake, jelly, ice cream)
<b>diod</b> (drink)	<b>sudd oren, sudd afal, pop, dŵr</b> (orange juice, apple juice, pop, water)
<b>dillad</b> (clothes)	<b>dillad smart, dillad chwaraeon, dillad Cymru</b> (smart clothes, sports clothes, Welsh clothes)

In order to focus their thoughts, pupils could create mind maps, e.g.



Tell them to keep these mind maps in a safe place as they will need them when they discuss their celebrations.

- Show any section of this film again and ask the pupils for their opinions:
  - Wyt ti'n hoffi'r DVD?** (Do you like the DVD?)
  - Ydw.** (Yes, I do.)
  - Dw i'n hoffi'r DVD. Mae'n dda.** (I like the DVD. It's good.)
  - Dw i'n hoffi'r DVD achos mae'n ddoniol.** (I like the DVD because it's funny.)
  - Nac ydw.** (No, I don't.)
  - Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)
  - Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)
  - Dw i ddim yn hoffi'r DVD achos mae'n ddiflas.** (I don't like the DVD because it's boring.)

## Unit 4: Part 2 - Addurniadau

### Aims

- To develop the concept of celebrating, **dathlu** (to celebrate), through the medium of Welsh, by introducing some of the traditions associated with St David's Day
- To use Welsh as a means of communication whilst participating in art and design, mathematical and physical education activities, e.g. by making symmetrical geometric shapes to make bunting and taking part in parachute games
- To reinforce and use vocabulary and patterns previously introduced in meaningful contexts e.g. **Pa ...?** (What ...? / Which...?) - **Pa fwyd?** (What food?); **Pa ddiodyd?** (What drink?); **Pa ddillad?** (What clothes?)

### New patterns and vocabulary

Patterns	Main vocabulary
Dw i'n tynnu llinell. (I'm drawing a line.) Pob lwc! (Good luck!)	cawl cennin (leek soup) cennin (leeks) riwler (ruler) petryal (rectangle) clip papur (paper clip)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Wyt ti eisiau dod i'r Diwrnod o Hwyl a Sbrï? (Do you (sing.) want to come to the Fun Day?) Ydw, os gwelwch yn dda. (Yes, please.) Nac ydw, dim diolch. (No, thank you.) Pryd? (When?) Mawrth y cynta. (March the first.) Am faint o'r gloch? (At what time?) Am bedwar o'r gloch. (At four o'clock) <b>Pa</b> (+ soft mutation)? (What? / Which?) <b>Pa fwyd?</b> (What food?) <b>Pa ddiodyd?</b> (What drink?) <b>Pa ddillad?</b> (What clothes?) <b>Pa siâp?</b> (What shape?) Beth ydy hwn? (What's this?) Beth ydy'r rhain? (What are these?) Oes ... yn y boc? (Is / are there ... in the box?) Oes, mae ... yn y boc. (Yes, there is / are ... in the box.) / Nac oes, does dim ... yn y boc. (No, there isn't / aren't ... in the box.) Wyt ti'n barod? (Are you (sing.) ready?) Ydw. (Yes.) / Nac ydw. (No.) Ble wyt ti? (Where are you (sing.)?) Dw i ddim yn gwybod. (I don't know.) Beth wyt ti'n ddefnyddio? (What are you (sing.) using?) Dw i'n defnyddio ... (I'm using ...) Beth nesa? (What next?)</p> <p><b>Commands</b></p> <p>Chwiliwch. (Search. (pl.)) Rhaid meddwl. ((We / You) must think.)</p> <p><b>Other</b></p> <p>Rhaid cael addurniadau. ((We / You) must have some</p>	<p>yn gynta (firstly) dillad (clothes) dillad chwaraeon (sports clothes) dillad smart (smart clothes) lliwiau (colours) addurniadau (decorations) addurno (to decorate) wedi torri (broken) Dydd Gŵyl Dewi (St David's Day) creonau (crayons) pensil, pensiliau (pencil, pencils) siswrn (scissors) glud (glue) llinyn (string) patrwm (pattern) triongl (triangle) sgwâr (square) llinell (line) un arall (another one) torri allan (to cut out) lliwio (to colour) balŵns (balloons) cerdyn pen-blwydd, cardiau pen-blwydd (birthday card, birthday cards) cennin Pedr (daffodils) draig goch (red dragon) punt (pound) dwy bunt (two pounds) tair punt (three pounds)</p>

decorations.) Dw i eisiau ... (I want ...) Rydyn ni eisiau ... (We want ...) I ffwrdd â fi! (Away I go!)	
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### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Rhaid meddwl.** ((You / we) must think.); Also: **Dw i'n meddwl.** (I'm thinking / I think (so).); **Dw i ddim yn meddwl.** (I don't think (so).)

**Yn gynta ...** (Firstly ...)

**Nesa.** (Next.)

**Beth nesa?** (What next?)

**Pa?** (Which? / What?); **Pa siâp?** (What shape?)

Please note that **Pa** is followed by a soft mutation, e.g. **Pa lyfr?** (Which book?); **Pa bapur?** (Which paper); **Pa focs bwyd?** (Which lunch box?) etc. [You could develop the use of **Pa...?** by asking: **Pa lyfr? Hwn neu hwn?** (Which book? This one or this one?)]

**Beth ydy hwn?** (What's this?)

**Beth am ...?** (What / How about ...?)

**Syniad da!** (Good idea!)

**Oes ... yn y bocs?** (Is there / Are there ... in the box?); **Oes.** (Yes, there is / are.); **Oes, mae ... yn y bocs.** (Yes, there is / are ... in the box.); **Nac oes.** (No, there isn't / aren't.); **Nac oes, does dim ... yn y bocs.** (No, there isn't / aren't ... / There's no ... in the box.)

**Beth wyt ti'n ddefnyddio?** (What are you (sing.) using?); **Dw i'n defnyddio ...** (I'm using ...) [To ask a group of pupils, use **Beth ydych chi'n ddefnyddio?** (What are you (pl.) using?); **Rydyn ni'n defnyddio ...** (We're using ...)]

**Dw i'n tynnu llinell.** (I'm drawing a line.)

### Step-by-step suggestions:

- Play the film entitled **Addurniadau** (Decorations) (Unit 4, Part 2). Concentrate on the first section, where Crad and Ffion compare ideas, up to the point where they decide that **Dillad Cymru** (Welsh clothes) would be suitable for their celebration.

Discuss the details of Crad and Ffion's celebration by asking the pupils:

**Mae Crad a Ffion yn dathlu Dydd Gŵyl Dewi** – (Crad and Ffion are celebrating St David's Day – )

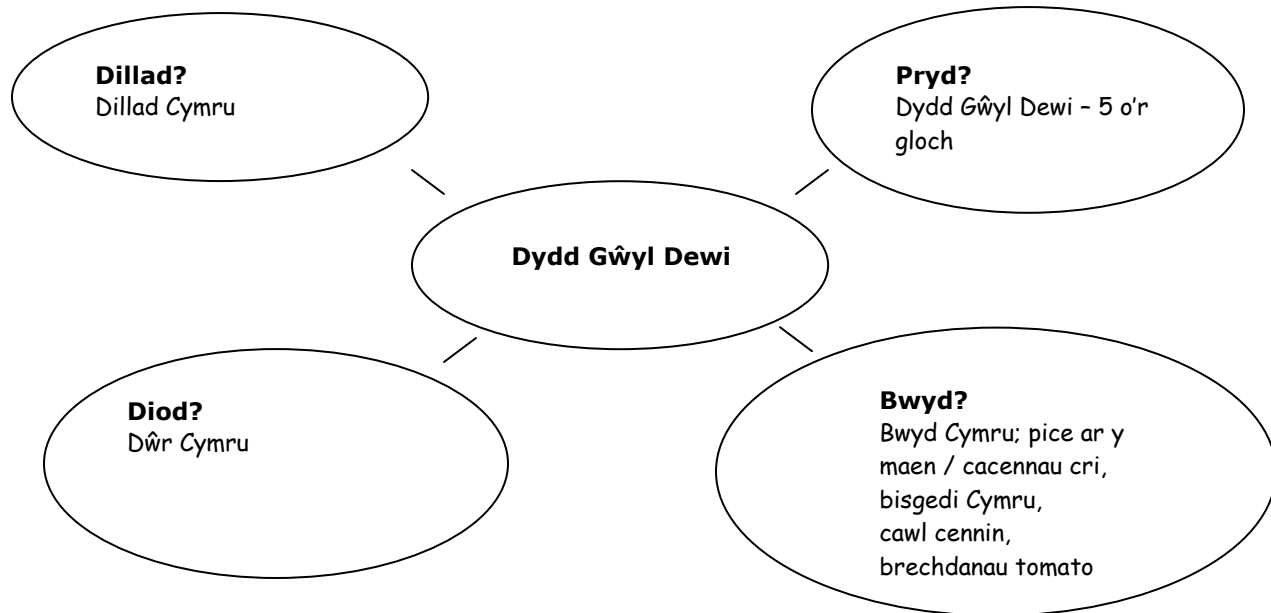
**Pryd?** (When?)

**Pa fwyd?** (What food?)

**Pa ddioid?** (What drink?)

**Pa ddillad?** (What clothes?)

Write the correct answers in a mind map on the white board.



- Introduce **Cerdyn Siarad 26** (Discussion Card 26):  
**Beth am ddathlu Dydd Gŵyl Dewi?** (How / what about celebrating St David's Day?)  
**Rhaid meddwl am syniadau da.** ((We / You) must think of good ideas.)

Using the patterns listed on the card and the ideas recorded on the mind maps, pupils could plan a St David's Day celebration at school.

If appropriate, at the end of the discussion ask

**Grŵp ..., sut ydych chi eisiau dathlu?** ( Group ... / ...'s Group, how do you want to celebrate?)

**Rydyn ni eisiau ...** (We want ...)

- The reading card entitled **Diwrnod o Hwyl a Sbri** (Fun Day) should be introduced. Explain that the reading card contains two posters – one refers to the Fun Day Crad intends to go to in the park, the other refers to a Fun Day that has been arranged in a school.

If appropriate, pupils could say or write sentences to describe how the events are similar or different:

**Mae ... yn ... ac mae ... yn hefyd.** (There's / There are ... in ... and there's / there are ... in ... also.)

**Mae ... yn ... ond does dim ... yn ...** (There's / There are ... in ... but there isn't / there aren't ... in ...)

Pupils could also discuss which is the better poster and why, e.g. appropriate patterns could be chosen from the list below:

**Edrychwch ar y print.** (Look at the print.)

**Print bach ... print mawr.** (Small print ... large print.)

**Mae'r print yn fach.** (The print is small.)

**Mae'r print yn fawr.** (The print is large.)

**Edrychwch ar y lliwiau.** (Look at the colours.)

**Pa liwiau?** (What colours?)

**Edrychwch ar y lluniau.** (Look at the pictures.)

**Pa luniau?** (What pictures?)

**Oes dyddiad ar y poster?** (Is there a date on the poster?)

**Oes amser ar y poster?** (Is there a time on the poster?)

**Mae ... ar Boster 1 ond does dim ... ar Boster 2.** (There's (a) / There are ... on Poster 1 but there isn't (a) / there aren't any ... / There's no ... on Poster 2).

Pupils could then design posters to advertise the events they have thought of. Based on the discussion above, they could devise a set of criteria for these posters, e.g.

- |                                  |                         |
|----------------------------------|-------------------------|
| <b>Rhaid cael ...</b>            | (Must have ...          |
| • <b>print mawr</b>              | • large print           |
| • <b>print mawr a print bach</b> | • large and small print |
| • <b>lliwiau</b>                 | • colours               |
| • <b>lluniau</b>                 | • pictures              |
| • <b>dyddiad</b>                 | • a date                |
| • <b>amser</b>                   | • a time                |
| • <b>lle</b>                     | • a place)              |

The posters could then be displayed in an appropriate area.

- Pupils could invite each other to the events they have thought of by designing an invitation, e.g.

<p><b>DIWRNOD O HWYL A SBRI – GWYCH!</b></p> <p><b>Wyt ti eisiau dod i'r Diwrnod o Hwyl a Sbri?</b></p> <p><b>Pryd:</b> .....</p> <p><b>Ble:</b> .....</p> <p><b>Beth:</b> .....</p> <p><b>Ateb (✓):</b></p> <p><b>Ydw, dw i eisiau dod.</b></p> <p><b>Mae'n ddrwg gen i, dw i ddim yn gallu dod.</b></p> <p><b>Mae'n flin 'da fi, dw i ddim yn gallu dod.</b></p>
--

or writing an e-mail, e.g.

<p>Oddi wrth:</p> <p>At:</p> <p>Pwnc:</p>
<p>Annwyl ...</p> <p>Wyt ti eisiau dod i'r ... yn ... ar ...?</p> <p>Cofion</p> <p>.....</p>

or scripting a phone call, e.g.:

- A: **Wyt ti eisiau dod i'r Diwrnod o Hwyl a Sbri?** (Do you want to come to the Fun Day?)  
 B: **O, ydw os gwelwch yn dda. Ble?** (Oh, yes, please. Where?)  
 A: **Yn yr ysgol.** (In school.)  
 B: **Pryd?** (When?)  
 A: **Dydd Gŵyl Dewi – am naw o'r gloch.** (St David's Day – at nine o'clock.)

- The reference to **Chwaraeon parasiwt** (Parachute games) on the reading card entitled **Diwrnod o Hwyl a Sbri** (Fun Day) would provide a good opportunity to introduce a parachute game through the medium of Welsh.

Ask the pupils to stand around the parachute. Choose appropriate sentences from the ones listed:

**Sefwch o gwmpas y parasiwt.** (Stand around the parachute.)

**Pa liw?** (What colour?); **Pa liwiau?** (What colours?)

**Pa liwiau sy yn y parasiwt?** (What colours are in the parachute?)

**Ble mae coch / melyn / glas / gwyrdd?** (Where's red / yellow / blue / green?)

**Yma.** (Here.)

**Melyn - rhedwch (yn gyflym) o gwmpas y parasiwt.** (Yellow – run (quickly) around the parachute.)

**Stopiwch.** (Stop.)

**Coch – cerddwch (yn araf) o gwmpas y parasiwt.** (Red – walk (slowly) around the parachute.)

**Codwch y parasiwt fel hyn.** (Lift the parachute like this (e.g. to shoulder level or to waist level etc.).)

**Rhedwch mewn cylch gyda'r parasiwt.** (Run in a circle with the parachute.)

**Cerddwch mewn cylch gyda'r parasiwt.** (Walk in a circle with the parachute.)

**Sgipiwch mewn cylch gyda'r parasiwt.** (Skip in a circle with the parachute.)

**Stopiwch.** (Stop.)

- As there are reference to **Cawl Cennin** (Leek Soup), pupils could help prepare the dish. As they work, they should describe what they are doing:

**Dw i'n golchi'r llysiau.** (I'm washing the vegetables.)

**Dw i'n plicio't tatws/ moron.** (I'm peeling the potatoes / carrots.)

**Dw i'n torri'r cennin / nionod / winwns.** (I'm cutting the leeks / onions.)

etc.

**Please note: Pupils should wash their hands, wear aprons and follow appropriate hygiene practices whilst handling food, in accordance with the school's policy.**

- Play the next section, where they re-cap on their arrangements. Stop after Crad says **Rhaid mynd i'r siop** (Must go to the shop).
- Ask the pupils:  
**Beth sy yn y boc?** (What's in the box?)  
**coeden Nadolig** (Christmas tree)  
**seren** (star)  
**doli** (doll)  
**tedi** (teddy)
- Place a large box containing appropriate items on a table and ask the pupils to guess what's in your box:  
**Beth sy yn y boc?** (What's in the box?)  
**Oes ... yn y boc?** (Is there a ... in the box?)  
**Oes.** (Yes.)  
**Oes, mae ... yn y boc.** (Yes, there is a ... in the box.)  
**Nac oes.** (No.)  
**Nac oes, does dim ... yn y boc.** (No, there isn't a ... in the box.)

As they name various items that are inside the box, take them out and show them.

Take the following items out of the box and name them:

**Edrychwch - cennin Pedr** (Look - daffodils)

**cennin** (leeks)

**draig goch** (red dragon)

- Play the next section, where the characters speak to Sgrin - up to the point where Crad disappears and Ffion explains that she wants to make St David's Day decorations.

Revise **arian / pres** (money) - ask the pupils to count with Ffion:

- 10c - deg ceiniog** (ten pence)
- 20c - dau ddeg ceiniog** (twenty pence)
- 30c - tri deg ceiniog** (thirty pence)
- 40c - pedwar deg ceiniog** (forty pence)
- 50c - pum deg ceiniog** (fifty pence)
- 60c - chwe deg ceiniog** (sixty pence)
- 70c - saith deg ceiniog** (seventy pence)
- 80c - wyth deg ceiniog** (eighty pence)
- 90c - naw deg ceiniog** (ninety pence)

- punt** (a pound)
- dwy bunt** (two pounds)
- tair punt** (three pounds)
- pedair punt** (four pounds)
- pum punt** (five pounds)

Various mathematical activities associated with money could then be undertaken in Welsh.

- Play the next section, where Ffion draws geometric shapes on squared paper. Pause the film after Sgrin has shown the different shapes.

Revise vocabulary associated with shapes by asking:

- Pa siâp?** (What shape?)
- triongl** (triangle)
- sgwâr** (square)
- petryal** (rectangle)

Revise the following vocabulary:

- Beth mae Ffion yn ddefnyddio?** (What is Ffion using?)
- papur** (paper)
- creonau - coch a gwyrdd** (crayons - red and green)
- riwler** (ruler)
- pensil** (pencil)
- siswrn** (scissors)
- glud** (glue)
- llinyn** (string)

Distribute sheets of squared paper that contain geometric shapes that need to be symmetrically completed. Ask:

- Beth sy ar y papur?** (What's on the paper?)
- Sgwariau.** (squares)

Reinforce the language patterns:

- un ... dau ... tri ... pedwar ... pump ...** (one ... two ... three ... four ... five ...)
- Dw i'n tynnu llinell.** (I'm drawing a line.)
- Dyna ni - petryal.** (There we are - a rectangle.)

Using the language contained on the clip, pupils should complete the symmetrical geometric shapes.

- Play the next section, where Ffion uses the geometric shapes to make bunting for the Pod-antur Cymraeg - up to the point where she wishes Crad:  
**Pob lwc!** (Good luck!)

Using the language patterns contained on the DVD, pupils could make bunting by making geometric shapes. They should describe what they are doing:

**Dw i'n lliwio.** (I'm colouring.)  
**Dw i'n defnyddio creon coch.** (I'm using a red crayon.)  
**Dw i'n torri allan.** (I'm cutting out.)  
**Dw i'n gludo.** (I'm glueing.)

They could ask each other what they are doing and using:

**Beth wyt ti'n wneud?** (What are you doing?)  
**Dw i'n gludo.** (I'm glueing.)  
**Beth wyt ti'n ddefnyddio?** (What are you using?)  
**Dw i'n defnyddio creon coch.** (I'm using a red crayon.)

They should then be encouraged to evaluate their own work and that of others, using language patterns listed in the document entitled **PaC<sub>1</sub> Language Patterns**.

- Focus on the next section of film - Crad in the Welsh shop - up to the point where he lands back in the Pod-antur Cymraeg.

After playing this section, ask the pupils to list what was in the shop. Set a challenge:

**Beth sy yn y siop?** (What's in the shop?)  
**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)

Compare lists:

**Beth sy yn y siop?** (What's in the shop?)

- If appropriate, ask the pupils to create a Welsh shop. Firstly, ask them to think of items they should include in the shop. They could then discuss their ideas with a partner before sharing their ideas with a wider group.

**Rydyn ni'n gwneud siop Gymraeg.** (We're making a Welsh shop.)

**Rydyn ni eisiau ...** (We need ...)

**llyfrau** (books)

**pensiliau** (pencils)

**CDs Cymraeg** (Welsh CDs)

**DVDs Cymraeg** (Welsh DVDs)

etc.

Create the shop, if appropriate. This would provide a good opportunity to refer to money as pupils could write price tags for these items.

- Replay the section where Crad asks for balloons. Show the pupils different coloured balloons (that have not been blown up). Revise the colours:

**Balw̃ns glas / melyn** (Blue / yellow balloons)

Role-play the situation with one of the pupils, using different coloured balloons:

You: **Helo. Dw i eisiau balw̃ns, os gwelwch yn dda.**

(Hello. I want some balloons, please.)

Pupil: **Balw̃ns - pa liw?** (Balloons - what colour?)

You: **Dw i eisiau balw̃ns coch ... gwyrdd ... a ... gwyn os gwelwch yn dda.**

(I want some red ... green ... and ... white balloons please.)

Pupil: **Balw̃ns coch ... gwyrdd ... a ... gwyn. Dyma chi. Punt os gwelwch yn dda.**

(Red ... green ... and ... white balloons. Here you are. A pound please.)

You: **Diolch. Hwyl fawr.** (Thank you. Goodbye.)

**Please note:** The dialogue could be read to begin with or cue cards could be prepared to help the pupil, if appropriate.

Ask the pupils to role-play in their Welsh shop.



- In order to reinforce this work, introduce **Cerdyn Siarad 27** (Discussion Card 27) and ask pupils to act out the situation contained on that card:  
**A: Rwyd ti yn y siop Gymraeg.** (You're in the Welsh shop.)  
**Beth wyt ti eisiau?** (What do you want?)  
**B: Y siopwr wyt ti.** (You're the shopkeeper.)
- Focus on the next clip, where Crad asks for items that are not available. Draw attention to
  - the apology: **Mae'n ddrwg gen i.** (I'm sorry.)
  - the explanation: **Does dim cennin Pedr yn y siop.** (There are no daffodils in the shop.)

Follow the same procedure as above. Role-play the situation:

Pupil: **Dw i eisiau cennin Pedr os gwelwch yn dda.**

(I want some daffodils please.)

You: **Mae'n ddrwg gen i – does dim cennin Pedr yn y siop.**

(Also: **Mae'n flin 'da fi – does dim cennin Pedr yn y siop.** – South Wales)

(I'm sorry – there are no daffodils in the shop.)

Pupil: **O, diar! Does dim cennin Pedr yn y siop.**

(Oh, dear! There are no daffodils in the shop.)

Ask the pupils to role-play this situation in their shop.

- In order to reinforce this work, introduce **Cerdyn Siarad 28** (Discussion Card 28) and ask pupils to act out the situation contained on this card:  
**A: Y siopwr wyt ti.** (You're the shopkeeper.)  
**B: Rwyd ti yn y siop Gymraeg.** (You're in the Welsh shop.)  
**Rwyd ti eisiau un o'r rhain ond mae problem.** (You want one of these, but there's a problem, i.e. the shop doesn't have the item.)  
**Does dim ... yn y siop.** (There isn't /aren't ... / There's no ... in the shop.)

Ask the pupils to role-play different scenarios in order to reinforce the patterns.

- Play the last section, where Crad shows what he has bought. You could ask:  
**Cennin Pedr - o ble?** (Daffodils - from where?)  
**Cennin - o ble?** (Leeks - from where?)  
 Pupils could give a variety of answers, e.g.  
**o'r siop** (from the shop)  
**o'r farchnad** (from the market)  
**o'r dre** (from the town)  
**o ...** (from + name of shop)
- Replay a section of film and ask pupils for their opinions, e.g.  
**Ydych chi'n hoffi'r DVD?** (Do you like the DVD?)  
**Wyt ti'n hoffi'r DVD?** (Do you like the DVD?)  
**Ydw.** (Yes, I do.)  
**Ydw. Dw i'n hoffi'r DVD. Mae'n ddiddorol.** (Yes, I like the DVD. It's interesting.)  
**Dw i'n hoffi'r DVD achos mae'n hwyl.** (I like the DVD because it's fun.)  
**Dw i'n hoffi'r DVD achos dw i'n hoffi Dydd Gŵyl Dewi.** (I like the DVD because I like St David's Day.)  
**Nac ydw.** (No, I don't.)  
**Nac ydw. Dw i ddim yn hoffi'r DVD.** (No, I don't like the DVD.)  
**Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)  
**Dw i ddim yn hoffi'r DVD achos mae'n ddiflas.** (I don't like the DVD because it's boring.)  
**Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi Dydd Gŵyl Dewi.** (I don't like the DVD because I don't like St David's Day.)

## Unit 4: Part 3 - Hwyl a sbri

### Aims

- To introduce information about **Dewi Sant** (St David) and **Dydd Gŵyl Dewi** (St David's Day) through the medium of Welsh
- To revise past tense forms: **Es i i ...** (I went to ...); **Gwelais i ... / Gweles i ...** (I saw ...); **Ces i ...** (I had ...); **Roedd e'n / o'n ffantastig!** (It was fantastic!)
- To revise and use vocabulary and patterns previously introduced in meaningful contexts.

### New patterns and vocabulary

Patterns	Main vocabulary
	pice ar y maen / cacennau cri (Welsh cakes) bara brith (Welsh fruit loaf) ras (race) llawr (floor)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Beth wyt ti'n wisgo? (What are you (sing.) wearing?) Dw i'n gwisgo ... (I'm wearing ...)</p> <p>Wyt ti'n barod? (Are you (sing.) ready?) Ydw. (Yes.) / Nac ydw. (No.)</p> <p>Ydych chi'n barod? (Are you (pl.) ready?) Ydyn. (Yes, we are.) / Nac ydyn. (No, we're not.)</p> <p>Am faint o'r gloch? (At what time?) Am bedwar o'r gloch. (At four o'clock.)</p> <p>Wyt ti eisiau gweld lluniau? (Do you (sing.) want to see some pictures?) Ydw, os gwelwch yn dda. (Yes, please.) Nac ydw, dim diolch. (No, thank you.)</p> <p><b>Commands</b></p> <p>Rhedwch! (Run! (pl.)); Rheda! (Run! (sing.))</p> <p><b>Other</b></p> <p>Tri ... dau ... un ... (Three ... two ... one ...)</p> <p>Da iawn, ti sy'n ennill! (Very good, you (sing.) win!)</p> <p>Mae chwaraeon yn hwyl! (Games are fun!)</p> <p>Dw i wedi blino. (I'm tired.)</p> <p>Mae ... wedi blino. (... is tired.)</p> <p>Dyma hwyl a sbri! (What fun!)</p> <p><b>Past tense</b></p> <p>Es i i'r ... (I went to the ...)</p> <p>Gwelais i ... / Gweles i ... (I saw ...)</p> <p>Ces i ... (I had ...)</p> <p>Roedd e'n / o'n ... (It was ...)</p>	<p>chwiban (whistle)</p> <p>ardderchog (excellent)</p> <p>blasus (delicious)</p> <p>dŵr (water)</p> <p>o flaen y ... (in front of the ...)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Wyt ti'n barod?** (Are you (sing.) ready?); **Ydw.** (Yes, I am.); **Nac ydw.** (No, I'm not.); **Ydych chi'n barod?** (Are you (pl.) ready?); **Ydyn.** (Yes, we are.); **Nac ydyn.** (No, we're not.)

**Rhedwch!** (Run! (pl.)); **Brysiwch!** (Hurry up! (pl.))

**Da iawn.** (Very good.); **Ardderchog.** (Excellent.)

**Ti sy'n ennill.** (You (sing.) win.)

**Ble mae ...?** (Where is / are ...)

**Past tense forms:**

**Please note:** Introducing the following questions one at a time at appropriate times and using them regularly would help pupils to use the past tense with increasing confidence:

**Ble est ti?** (Where did you go?)

**Es i i ...** (I went to ...)

**Es i i'r ...** (I went to the ...)

**Beth welaist ti? / Beth welest ti?** (What did you see?)

**Gwelais i ... / Gweles i ...** (I saw ...)

**Beth gest ti?** (What did you have?)

**Ces i ...** (I had ...)

**Step-by-step suggestions:**

- Play the film entitled **Hwyl a sbri** (Fun) (Unit 4, Part 3). Concentrate on the first section of film, up to the end of the Fun Day. Stop the film before Crad arrives back in the Pod-antur Cymraeg.
- Ask the pupils for their opinion of the section:
  - Ydych chi'n hoffi'r DVD?** (Do you (pl.) like the DVD?)
  - Wyt ti'n hoffi'r DVD?** (Do you (sing.) like the DVD?)
  - Ydw.** (Yes, I do.)
  - Dw i'n hoffi'r DVD. Mae'n hwyl.** (I like the DVD. It's fun.)
  - Dw i'n hoffi'r DVD achos dw i'n hoffi'r gerddoriaeth / miwsig.** (I like the DVD because I like the music.)
  - Dw i'n hoffi'r DVD achos mae'r plant yn wych.** (I like the DVD because the children are great.)
  - Nac ydw.** (No, I don't.)
  - Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)
  - Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)
  - Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi Dydd Gŵyl Dewi.** (I don't like the DVD because I don't like St David's Day.)
- Replay this clip section by section and use the language to undertake similar activities through the medium of Welsh.
- Pupils could be encouraged to think of different kinds of races, e.g. you could mime the following or you could show relevant images to help them think of appropriate Welsh words:
  - rhedeg** (to run)
  - cerdded** (to walk)
  - neidio** (to jump)
  - hercio / hopian** (to hop)

They could then take part in these races and some of the following patterns could be revised:

**Ydych chi eisiau rasio?** (Do you want to race?)

**Ydyn.** (Yes.) / **Nac ydyn.** (No.)

**Beth am redeg?** (What / How about running?)

**Sefwch mewn llinell.** (Stand in a line.)

**Barod?** (Ready?)

**Tri ... dau ... un ...** (Three ... two ... one ...)

**Da iawn!** (Very good!)

**Ardderchog!** (Excellent!)

**Ti sy'n ennill.** (You win.)

**Ti sy gynta.** (You're first.)

**Ti sy'n ail.** (You're second.)

**Ti sy'n drydydd.** (You're third.)

**Da iawn, bawb.** (Well done, everyone.)

- The clip that shows children taking part in a fashion show could be used to encourage pupils to describe the clothes each child and Crad are wearing. You could pause the DVD so that the pupils have enough time to do this.

They could also participate in a similar fashion show and 'adjudicators' could decide on the best outfits. As they show their outfits, however, the pupils would be expected to introduce themselves and to describe what they are wearing:

... **ydw i.** (I'm ...)

**Dw i'n gwisgo ...** (I'm wearing ...)

- The clip that shows Welsh food could lead to a food tasting session, which would encourage pupils to share and to express opinions about what they are eating, e.g.

**Wyt ti eisiau ...?** (Do you (sing.) want ...?); **Ydych chi eisiau ...?** (Do you (pl.) want ...?)

**Ydw, os gwelwch yn dda.** (Yes, please.) / **Nac ydw, dim diolch.** (No, thank you.)

**Blasus.** (Tasty. / Delicious.)

**Blasus iawn.** (Very tasty. / Delicious.)

**Mae'n flasus iawn.** (It's very tasty / delicious.)

**Dw i ddim yn hoffi ...** (I don't like ...)

**Dw i ddim yn hoffi hwn.** (I don't like this.)

**Mae'n ofnadwy.** (It's awful.)

**Ych a fi!** (Ugh! / Yuck!)

- Before watching the next section of DVD, ask the pupils to look at the lists they wrote previously as they tried to guess what Ffion would wear (Unit 4, Part 1). Play the next section and compare the clothes they listed with the clothes she is wearing. In order to introduce an element of fun, two marks could be awarded for each item of clothing that was correctly guessed.
- Show the next section of film, where Crad and Ffion describe what they did at the Fun Day – up to the point where Ffion leaves to fetch the food.
- Pupils could compare the clothes Crad was wearing at the Fun Day with what he is wearing in the Pod-antur Cymraeg.  
**Yn y Diwrnod o Hwyl a Sbri / Yn y parc / Yn yr ysgol, mae Crad yn gwisgo ...** (In the Fun Day / In the park / In the school, Crad is wearing ...)  
**Yn y Pod-antur Cymraeg, mae Crad yn gwisgo ...** (In the Pod-antur Cymraeg, Crad is wearing ...)
- Draw attention to the patterns that Crad uses on the DVD:  
**Es i i ...** (I went to ...)  
**Gwelais i ...** (I saw ...)  
**Roedd o'n grêt.** (It was great.)  
**Roedd o'n ffantastig.** (It was fantastic.)
- Introduce **Cerdyn Siarad 29** (Discussion Card 29) and ask the pupils to talk about an event or an outing in the past, using the patterns on the card:  
**Siaradwch am ddiwrnod allan neu drip.** (Talk about a day out or an outing.)
- Ask the pupils to write about a Fun Day or the event or outing discussed above, e.g. a diary entry, a postcard or an e-mail to a friend. They should use the following patterns:  
**Es i i'r ...** (I went to the ...)  
**Gwelais i ... / Gweles i ...** (I saw ...) (They could name some friends.)  
**Ces i ...** (I had ...)  
**Ces i amser ardderchog! / gwych / grêt!** (I had an excellent / great time!)  
**Roedd e'n ... / Roedd o'n ...** (It was ...)
- Play the remainder of the clip, where Sgrin shows images and describes some of the events that happen world-wide on St David's Day.

- Introduce the book entitled **Dathlu Dydd Gŵyl Dewi** (Celebrating St David's Day) and undertake some of the activities included at the back of the book.
- The reference to **dawnsio** (to dance / dancing) provides an excellent opportunity to introduce a Welsh folk dance through the medium of Welsh.

### Cylch Cyrasian

1. Rhaid gwneud cylch mawr: bachgen ... merch ... bachgen ... merch ... (y ferch ar y dde i'r bachgen)
2. Rhaid dal dwylo.
3. Rhaid cerdded i'r canol – pedwar cam: un ... dau ... tri ... pedwar.
4. Rhaid cerdded 'nôl – pedwar cam: un ... dau ... tri ... pedwar.
5. Eto. I'r canol – pedwar cam: un ... dau ... tri ... pedwar ... a ... 'nôl – pedwar cam: un ... dau ... tri ... pedwar.
6. Merched: Rhaid cerdded i'r canol – pedwar cam: un ... dau ... tri ... pedwar. Rhaid cerdded 'nôl – pedwar cam: un ... dau ... tri ... pedwar.
7. Bechgyn: Rhaid cerdded i'r canol – pedwar cam: un ... dau ... tri ... pedwar. Rhaid cerdded 'nôl – pedwar cam: un ... dau ... tri ... pedwar.
8. Rhaid dal dwylo'r partner. Rhaid troelli – wyth cam: un ... dau ... tri ... pedwar ... pump ... chwech ... saith ... wyth.
9. Rhaid dal dwylo'r partner i wneud promenâd a sgipio wrthglocwedd – wyth cam: un ... dau ... tri ... pedwar ... pump ... chwech ... saith ... wyth.
10. Rhaid gwneud cylch mawr a dechrau eto.

Rhaid ...	(You) must ...
cylch mawr	a large circle
ar y dde i ...	on the right-hand side of ...
dal dwylo	to hold hands
i'r canol	to the middle / centre
cam	step
'nôl	back
eto	again
dal dwylo'r partner	to hold the partner's hands
troelli	to spin
sgipio	to skip
gwrthglocwedd	anticlockwise

## Unit 4: Part 4 - Dewi Sant

### Aims:

- To introduce one of the legends associated with **Dewi Sant** (St David) through the medium of Welsh
- To revise feelings, e.g. **Dw i'n hapus.** (I'm happy.); **Dw i'n drist.** (I'm sad.)
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
	rhy hwyr (too late) hances (handkerchief (North Wales)) macyn (handkerchief (South Wales))

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers:</b>            Ble mae Crad? (Where's Crad?)            Ar y sofffa. (On the sofa.)            Beth am gael stori am Dewi Sant? (What / How about having a story about Saint David?)            Syniad da. (Good idea!)            Beth wyt ti eisiau i ginio? (What do you (sing.) want for lunch?)            Dw i eisiau ... (I want ...)            Pwy wyt ti? (Who are you (sing.)?)            ... ydw i. (I'm ...)            Ble wyt ti'n byw? (Where do you (sing.) live?)            Dw i'n byw yn ... (I live in ...)            Wyt ti'n hoffi byw yn ...? (Do you (sing.) like living in ...?)            Ydw. (Yes.) / Nac ydw. (No.)            Beth wyt ti'n hoffi fwyta? (What do you (sing.) like to eat?)            Dw i'n hoffi ... (I like ...)</p> <p><b>Commands:</b>            Helpwch ni, blant. (Help us, children.)            Rhaid rhoi'r hances ar y llawr. ((I / we / you) must put the handkerchief on the ground.)</p> <p><b>Other:</b>            Dw i'n drist. (I'm sad.)            Dw i'n gallu ... (I can ...)            Dyma ... (This / Here is / are... / These / Here are ...)            Mae'n bell. (It's far!)            Dw i wedi blino. (I'm tired.)</p>	Dydd Gŵyl Dewi (St David's Day) addurniadau (decorations) draig goch (red dragon)

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Ble mae ...?** (Where is / are ...?)

**Beth am gael stori am ...?** (What / How about having a story about ...?)

**Syniad da!** (Good idea!)

### Step-by-step suggestions:

- Play the film entitled **Dewi Sant** (St David) (Unit 4, Part 4). Focus on the beginning of the clip – the section where Crad wakes up and discusses what food he would like to eat. End with Sgrin asking them whether they would like to have a story.

Encourage the pupils to help Ffion and Sgrin as they try to wake Crad.

Explain the meaning of **rhy hwyr** (too late) - Crad has missed the celebration because he was asleep.

- Ask the pupils what Crad wants to eat:  
**Beth mae Crad eisiau fwyta?** (What does Crad want to eat?)  
They should list the food.

Introduce **Cerdyn Siarad 30** (Discussion Card 30):  
**Beth ydych chi eisiau i ginio?** (What do you want for lunch?)

Ask the pupils to list appropriate Welsh words, e.g.

**pizza** (pizza)  
**salad** (salad)  
**brechdan** (sandwich)  
**sosejis / selsig** (sausages)  
**ffa** (beans)  
**oren** (orange)  
**afal** (apple)  
**banana** (banana)  
**sudd oren** (orange juice)  
**dŵr** (water)  
**llaeth / llefrith** (milk)

Pupils should discuss what they want - **eisiau** - for lunch.

If this activity is undertaken during the afternoon, they could discuss what they want

**i de** (for tea)  
**i swper** (for supper).

- Play the next section, where one of the tales associated with Dewi Sant is introduced. Stop the film at the end of the story.

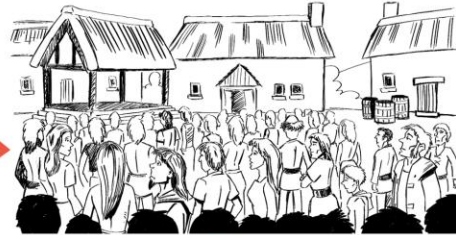
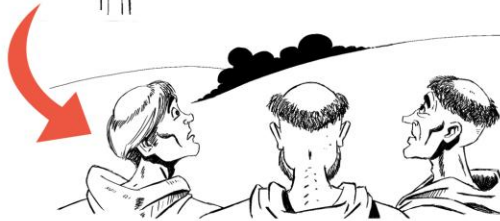
Show the book entitled **Dewi Sant** and read the tale.

Ask the questions included at the back of the book and introduce some of the activities.

- Show the story on the DVD again so that the pupils become more familiar with it.
- Using methods advocated by Pie Corbett\*, help the pupils to learn the story in the book, e.g.:
  - Tell the story every day.
  - Make a story map e.g.

\* Pie Corbett, **The Bumper Book of Storytelling into Writing – Key Stage 1**, Clown Publishing, 2006  
Pie Corbett, **The Bumper Book of Storytelling into Writing – Key Stage 2**, Clown Publishing, 2007

# Dewi Sant



Dw i ddim yn gallu gweld.



Ble mae Dewi?

Hances

Llawer o bobl



Dw i'n gallu gweld Dewi.



- Use the story map the next time you tell the story and make sure that it is displayed in class.
- Ask the pupils to make individual story maps.
- Decide, as a class, which actions you are going to use to convey the story.
- As pupils learn the story, invite them to tell the story with you.
- As they become more confident, groups could tell the story, e.g. girls, boys, groups sitting around tables etc.
- Story circles could be established, where pupils tell each other the story, helping each other as necessary.
- Pupils could also tell the story in pairs when they are confident.
- The way the story is told may also be varied.
- They could also:
  - mime specific scenes
  - role-play specific scenes, e.g. the scene where Deiniol and Dyfrig visit Dewi, the crowd scene, where the people are not able to see Dewi
  - act out the story in front of the class – or indeed in front of the school during an assembly - and appropriate props could be used
  - take part in a hot seating activity, where pupils are invited to sit **yn y gadair goch** (in the hot seat) in turn and to assume the identity of Dewi or one of the other characters. They should answer the questions asked by members of the class / group.
- After the pupils have learnt and performed the story, play the next clip, where Crad places a handkerchief on the floor and where a group of children tell the story. Pupils could compare their own presentation with that of the pupils on the film.
- Art and design activities could be undertaken in relation to the story, e.g. a collage to depict specific scenes.
- They could also make a story board which would involve using ICT skills.
- Design and technology activities could involve making puppets, e.g. finger puppets / stick puppets to depict Dewi and other characters. These could be used to tell the story again.
- When pupils have a firm grasp of the story, they could be invited to adapt it, e.g. they could change
  - the names of characters
  - the locations
  - the references to weather etc.

Indeed, they could create a completely different story. They could then learn this story, draw a story map, repeat the story on a daily basis, tell the story in groups, pairs etc. and then start writing it, section by section.

- Pupils could listen to each other's stories and then appraise them:
  - Mae'n dda.** (It's good.)
  - Mae'n ardderchog.** (It's excellent.)
  - Dw i'n hoffi'r stori achos dw i'n hoffi'r ...** (I like the story because I like the ...)
  - Dw i'n hoffi'r stori achos mae'n ...** (I like the story because it's ...)
  - Wyt ti'n hoffi'r stori?** (Do you like the story?)
  - Ydw.** (Yes, I do.)
  - Dw i'n hoffi'r stori – mae'n dda iawn / ffantastig / wych / grêt.** (I like the story – it's very good / fantastic / great!)
  - Dw i'n hoffi'r stori achos dw i'n hoffi stori hapus /gyffrous.** (I like the story because I like a happy / exciting story.)
- Having read and talked about **Dewi Sant**, who was a famous Welsh figure, encourage the pupils to think of another famous Welsh person (or indeed any famous person) and to assume

his / her identity e.g. a sports personality, someone on a television programme (possibly a character in a programme), a cartoon character, a character from a book they have read, a historical figure etc. Ask them to write simply about that person, using these patterns:

**... ydw i.** (I'm ...)

**Dw i'n ...** (I ...)

**Dw i'n byw yn ...** (I live in ...)

**Dw i'n hoffi ...** (I like ...)

Encourage them to write more, if possible.

- Introduce **Cerdyn Siarad 31** (Discussion Card 31):  
**A: Rhaid meddwl am rywun enwog.** ((You) must think of someone famous.)  
**B: Gofynna gwestiynau. Dyfala pw ydy'r person enwog.** (Ask questions. Guess who the famous person is.)

They should then take it in turns to play the part of **Partner A** and **Partner B** and find out about each other's identity (i.e. the person they have written about), e.g.

**Wyt ti'n canu?** (Do you sing?)

**Ydw. / Nac ydw.** (Yes. / No.)

**Wyt ti ar y teledu?** (Are you on the television?)

**Wyt ti'n cicio pêl?** (Do you kick a ball?)

**Wyt ti'n actio?** (Do you act?)

**Ble wyt ti'n byw?** (Where do you live?)

**Beth wyt ti'n wneud?** (What do you do?)

**Dw i'n ...** (I ...)

**Please note:** Other exciting and relevant materials associated with St David, such as creating a picture, a memory game and a jig-saw, are available on the NGfL website:  
[http://www.ngfl-cymru.org.uk/vtc/ngfl/2007-08/saintdavid/ds\\_cymraeg/index.html](http://www.ngfl-cymru.org.uk/vtc/ngfl/2007-08/saintdavid/ds_cymraeg/index.html)

## Unit 4: Part 5 - Ydych chi'n cofio?

### Aims

- To revise the content, language patterns and vocabulary introduced in the unit
- To revise past tense forms, e.g. **Es i i ...** (I went to ...); **Gwelais i ... / Gweles i ...** (I saw ...); **Ces i ...** (I had ...); **Roedd e'n / o'n ffantastig!** (It was fantastic!)
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p><b>Pa</b> (+ soft mutation)? (What ...? / Which ...?)</p> <p>Pa <b>f</b>wyd? (What food?)</p> <p>Pa <b>dd</b>iod? (What drink?)</p> <p>Beth ydy hwn? (What's this?)</p> <p>Beth sy yn y fasedg? (What's in the basket?)</p> <p>    Mae ... yn y fasedg. (There is / are ... in the basket.)</p> <p>    Does dim ... yn y fasedg. (There isn't / aren't ... in the basket. / There's no ... in the basket.)</p> <p>Pwy ydy hwn? (Who's this?)</p> <p>Ble wyt ti'n byw? (Where do you (sing.) live?)</p> <p>    Dw i'n byw yn ... (I live in ...)</p> <p>Wyt ti'n hoffi byw yn ...? (Do you (sing.) like living in ...?)</p> <p>    Ydw. (Yes (I do).) / Nac ydw. (No (I don't).)</p> <p>Beth wyt ti'n wneud? (What are you (sing.) doing / What do you do?)</p> <p>    Dw i'n ... (I ...)</p> <p>Wyt ti'n hoffi ...? (Do you (sing.) like ...?)</p> <p>    Ydw. (Yes (I do).) / Nac ydw. (No (I don't).)</p> <p>Ble wyt ti'n ...? (Where do you (sing.) ...?)</p> <p>    Yn ... (In ...)</p> <p>Beth wyt ti'n hoffi fwyta? (What do you (sing.) like to eat?)</p> <p>    Dw i'n hoffi bwyta ... (I like to eat ...)</p> <p>Pwy wyt ti? (Who are you (sing.)?)</p> <p>    ... ydw i. (I'm ...)</p> <p><b>Other</b></p> <p>Dw i eisiau ... os gwelwch yn dda. (I want ... please.)</p> <p>Dyma chi. (Here you (pl.) are.); Dyma ti. (Here you (sing.) are.)</p> <p><b>Past tense</b></p> <p>Es i i ... (I went to ...)</p> <p>Gwelais i ... / Gweles i ... (I saw ...)</p> <p>Ces i ... (I had ...)</p> <p>Roedd e'n / o'n ffantastig! (It was fantastic!)</p>	<p>Mae'n braf. (It's fine.)</p> <p>punt (a pound)</p> <p>dw y bunt (two pounds)</p> <p>tair punt (three pounds)</p> <p>pedair punt (four pounds)</p> <p>pum punt (five pounds)</p> <p>newid (change)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Beth sy yn y (fasedg)?** (What's in the (basket?))

**Dw i eisiau ... os gwelwch yn dda.** (I want ... please.)

**Beth wyt ti'n wneud?** (What are you (sing.) doing?); **Dw i'n ...** (I'm ...); Also: **Beth ydych chi'n wneud?** (What are you (pl.) doing?); **Rydyn ni'n ...** (We're ...)

### Past tense forms:

**Please note:** Introducing the following questions one at a time at appropriate times and using them regularly would help pupils to use the past tense with increasing confidence:

**Ble est ti?** (Where did you go?)

**Es i i ...** (I went to ...)

**Es i i'r ...** (I went to the ...)

**Beth welaist ti? / Beth welest ti?** (What did you see?)

**Gwelais i ... / Gweles i ...** (I saw ...)

**Beth gest ti?** (What did you have?)

**Ces i ...** (I had ...)

### Step-by-step suggestions:

- Explain that the work contained in Unit 4: Part 5, entitled **Ydych chi'n cofio?** (Do you remember?) revises work previously introduced.

### Section 1

- Play the first section of film and pause when Ffion and Crad consider what they could take with them on their picnic.

Introduce **Cerdyn Siarad 32** (Discussion Card 32):

**Picnic: Pa fwyd? Pa ddiod?** (A picnic: What food? What drink?)

**Helpwch Ffion a Crad.** (Help Ffion and Crad.)

Using the patterns listed at the bottom of the card, pupils should help Ffion and Crad pack the picnic basket. They should discuss and record ideas. The following could also be used:

**Beth am ...?** (How / what about ...?)

**Syniad da.** (Good idea.)

**Na, dw i ddim yn meddwl.** (No, I don't think so.)

- Play the section again, but this time, draw attention to the opening words:  
**Mae'n braf.** (It's fine.)  
Ask the pupils to list as many expressions and words associated with the weather as possible:  
**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)  
**Sawl un?** (How many?)  
**Ti sy'n ennill.** (You win.)

### Section 2

- Play the second section, where Crad and Ffion are having a picnic and we see the contents of the basket.  
Pause when Ffion says "Edrycha!". Then, switch off the screen and see if any of the pupils can remember everything that is in the basket.

After Crad has said that there isn't an orange in the basket, ask the pupils to write a list (within a specific time) showing what isn't in the basket, i.e.

**Does dim ... yn y fasedd.** (There isn't / aren't ... / There's no ... in the basket.)

Set a challenge:

**Pwy sy'n gallu gwneud y rhestr hiraf?** (Who can make the longest list?)

### Section 3

- Play the next section, where Crad comes in and tells us what he did in the park and Sgrin asks us whether he's **Da** (Good), **Da iawn** (Very good) or **Ardderchog** (Excellent). Pause the DVD and ask the pupils to decide and vote and to give reasons for their decision. Play the section that shows the thermometer.
- Then, concentrate on the patterns:

- **Es i i'r ...** (I went to the ...)  
**Ces i ...** (I had ...)

Ask the pupils to imagine that they went to the park for a picnic and had a lot to eat. They could then play the following game:

Pupil 1: **Es i i'r parc. Ces i oren.** (I went to the park. I had an orange.)

Pupil 2: **Es i i'r parc. Ces i oren ac afal.** (I went to the park. I had an orange and an apple.)

Pupil 3: **Es i i'r parc. Ces i oren, afal a banana.** (I went to the park. I had an orange, an apple and a banana.)

Pupil 4: **Es i i'r parc. Ces i oren, afal, banana a brechdan ham.** (I went to the park. I had an orange, an apple, a banana and a ham sandwich.)  
etc.

- Using the patterns:  
**Es i i'r ...** (I went to the ...)  
**Ces i ...** (I had ...)  
**Gwelais i ... / Gweles i ...** (I saw ...)  
**Roedd e'n / o'n ...** (It was ...)

ask the pupils to write a diary entry, postcard or e-mail to describe a picnic (or an outing) in the past.

If possible, arrange a picnic (e.g. at **amser snac** (snack time), for example) as this would give the pupils something real to write about.

#### Section 4

- Watch the next section where Sgrin asks:  
**Ydych chi'n cofio?** (Do you remember?)  
Revise counting money in Welsh.
- Watch the section where Crad buys balloons in a Welsh shop.
- Encourage the pupils to role-play this situation.
- Develop the situation slightly: Crad has to buy two things at the shop.  
Introduce **Cerdyn Siarad 33** (Discussion Card 33):  
**A: Rwyd ti yn y siop Gymraeg.** (You're in the Welsh shop.)  
**Rhaid prynu 2 beth.** (You must buy 2 things.)  
**B: Y siopwr wyt ti.** (You're the shopkeeper.)  
**Rhaid adio'r pris.** (You must add up the price.)  
**Rhaid rhoi newid.** (You must give some change.)

This card encourages pupils to buy more than one item and to add the total amount that should be paid. It also encourages them to give each other change – **newid**.

#### Section 5

- Play the last section of film, where Sgrin asks:  
**Pwy ydy hwn?** (Who's this?)  
Pupils should read the words on screen, and after pausing the DVD, should rearrange them to form questions.

Please note: **Beth wyt ti'n wneud?** can mean *What do you do?* as well as *What are you doing?*

If appropriate, pupils could undertake a similar activity in class, where they ask a well-known person some questions.

A pupil / group of pupils could hold an image of a well-known person or a character on television. They should not show the image to the other pupils.

They should assume the identity of this person and other pupils should ask questions to try and work out who he / she is.

If the pupil / group holding the image cannot answer a question, they should answer:  
**Dw i ddim yn gwybod.** (I don't know.)

### **Dathlu Dydd Gŵyl Dewi (Celebrating St David's Day)**

As you prepare to celebrate St David's Day, it would be a good idea if pupils could plan and hold a Welsh event. This would provide an excellent opportunity to introduce Welsh music, Welsh folk dancing, Welsh food etc.

Pupils could give a PowerPoint presentation during a school assembly:

**Mawrth y cynta – Dydd Gŵyl Dewi** (March the first - St David's Day)

**Rydyn ni'n ...** (We ...)

**Mae pobl yn canu / dawnio / bwyta cawl cennin / rhedeg mewn ras / cerdded.** (People sing / dance / eat leek soup, run in a race / walk.)

**Edrychwch ar ...** (Look at ...)

**Roedd Dewi Sant yn byw yn Sir Benfro.** (St David lived in Pembrokeshire.)

**Roedd e'n / o'n ddyn da.** (He was a good man.)

More information about St David is provided on the reading card entitled **Dewi Sant** (St David).

## Unit 5

Although this work focuses mainly on teaching Welsh as a second language, various curriculum and other related areas have also been targeted. These are listed below, but for more details, please see the relevant Programmes of Study and frameworks.

### Welsh Second Language

Many of the requirements of the Programme of Study for KS2 are targeted in this unit. Pupils are given the opportunity to listen and respond appropriately in a variety of circumstances, to express opinions and to convey personal and imaginative experiences. They are also provided with the opportunity to role-play situations.

Pupils are encouraged to respond to the reading materials that accompany the unit.

They are also provided with the opportunity to write “for a variety of purposes” as they write lists, a factual piece (e.g. about the crocodile), a diary entry, posters, a leaflet, dialogues and a letter and are thus encouraged to “write in a wide variety of forms”.

### Mathematics

The concepts of **hir** (long) and **byr** (short) are introduced and pupils are encouraged to measure different items using centimetres and metres. This provides opportunities to “choose appropriate standard units of length” and to “understand the relationships between units, and convert one metric unit to another”.

Attention is drawn to the fact that they must start measuring from the appropriate point on the measuring stick / ruler each time:

**Rhaid mesur o’r pwynt yma.** (You must measure from this point.)

Further work is undertaken in relation to money, e.g. paying for admission to the swimming pool in Part 4 and in relation to time as **chwarter wedi** (quarter past) and **hanner awr wedi** (half past) are introduced / revised.

There are opportunities to undertake adding and subtracting activities in Part 2.

### Design and technology

Specific vocabulary and language patterns that can be used in art sessions are revised. Please see the document entitled **P-aC<sub>1</sub> Language Patterns** for further details. When Ffion and Crad undertake some design and technology work, for example, they ask each other:

**Beth wyt ti’n ddefnyddio?** (What are you using?)

They reply:

**Dw i’n defnyddio ...** (I’m using ...)

They also evaluate each other’s work:

**Dw i’n hoffi’r ....** (I like the ...)

**Mae’n hyfryd.** (It’s lovely.)

**Mae’r sêr yn effeithiol (iawn).** (The stars are (very) effective.)

In this unit, Crad uses straws to design a rocket and Ffion measures, cuts and sticks straws to make a photograph frame. Pupils could be given the opportunity to “choose appropriate materials” and to “measure, mark out, cut, shape (and) join” as they undertake a similar design and technology activity. Pupils should be given the opportunity to discuss and evaluate their work.

### Physical education

There are numerous opportunities to undertake activities associated with physical education in this unit, e.g. jumping and throwing. There are opportunities therefore to “develop, consolidate and then apply the skills and techniques needed to take part in a variety of competitive activities including sending (*throwing, tossing bowling*)”.

In addition, Crad and Ffion play football, which provides many opportunities to introduce vocabulary and language patterns associated with the game.

A visit to a swimming pool in Part 4 provides opportunities to introduce vocabulary and language patterns which teachers and pupils could use during a visit to the swimming pool.

### **Geography**

Maps showing **Asia** and **De America** (South America) are included on the reading card **Anifeiliaid Hir** (Long Animals) and a map of **Yr Eidal** (Italy) is seen on the reading card entitled **Llythyr** (Letter).

Further work could be undertaken in relation to these countries and pupils could search for the location of these countries on a globe, map or in an atlas.

### **Science**

Pupils are presented with some basic information about **anifeiliaid hir** (long animals) and are then encouraged to search for further information and images.

### **ICT**

Pupils are encouraged to search for images and information about snakes and about an **anifail hir** (a long animal) and to present the information in an appropriate format, e.g. a leaflet.

They could also prepare and give a PowerPoint presentation in relation to rules associated with going to the swimming pool.

### **Education for Sustainable Development and Global Citizenship**

At the end of the unit, pupils are given the opportunity to read a letter from Andrea, who lives in Italy, and who invites them to be his pen-friend. In the letter, he refers to the fact that he attends school during the mornings only in summer as the weather is so hot. He also mentions the type of food he likes. Pupils are then invited to write a letter to Andrea and to tell him about their lives.

### **Skills**

This unit builds upon language skills, patterns and vocabulary previously introduced, thus ensuring progression and continuity.

### **Developing thinking**

There are opportunities throughout the unit to build upon previous learning and to develop skills by drawing up lists, playing games and undertaking a variety of activities, some of which are cross-curricular.

There are numerous opportunities to formulate and express opinions.

### **Developing communication**

There are many opportunities for pupils to listen to and respond to others, to locate and select information and to respond to what has been read. In addition, they are provided with opportunities to organize and communicate information using a variety of forms.

### **Developing ICT**

Pupils are encouraged to use ICT to search for images and information about snakes and crocodiles. They are also encouraged to prepare and give a PowerPoint presentation in relation to behaving responsibly and safely in the swimming pool. They should use the computer for drafting and re-drafting their work.

### **Developing number**

There are opportunities to use cardinal numbers, to use measurements and to gather information in a variety of ways.



## Unit 5: Part 1 - Hir a byr

### Aims

- To introduce the concept of **hir** (long) and **byr** (short)
- To use Welsh in mathematical activities involving measuring – **mesur** (to measure)
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
<p>Beth am fesur ...? (How / What about measuring ...?)</p> <p>Rhaid mesur o'r pwynt yma. (You must measure from this point.)</p> <p>Sawl centimetr? (How many centimetres?)</p> <p>Sawl metr? (How many metres?)</p> <p>Mae'r ... yn effeithiol (iawn). (The ... is / are very effective.)</p>	<p>hir (long)</p> <p>byr (short)</p> <p>seleri (celery)</p> <p>i bwddin (for pudding)</p> <p>strip ffrwythau (fruit strip)</p> <p>mesur (to measure)</p> <p>riwler (ruler)</p> <p>ffon fesur (measuring stick)</p> <p>olwyn fesur (measuring wheel)</p> <p>clipfwrdd (clipboard)</p> <p>grid (grid)</p> <p>centimetr (centimetre)</p> <p>... centimetr wrth ... centimetr (... centimetre by ... centimetre)</p> <p>gwelltyn (straw), gwellt (straws)</p> <p>ac un arall (and another one)</p> <p>effeithiol (effective)</p> <p>llinell (line)</p>

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Beth wyt ti'n wneud? (What are you (sing.) doing?)</p> <p>Dw i'n ... (I'm ...)</p> <p>Beth am wneud llun? (How / What about drawing a picture?)</p> <p>Syniad da! (Good idea!)</p> <p>Beth ydy dy hoff fwyd di? (What's your (sing.) favourite food?)</p> <p>Beth nesa? (What next?)</p> <p>Beth wyt ti'n ddefnyddio? (What are you (sing.) using?)</p> <p>Dw i'n defnyddio ... (I'm using ...)</p> <p>Wyt ti'n hoffi ...? (Do you (sing.) like ...?)</p> <p>Ydw, dw i'n hoffi ... (Yes, I like ...)</p> <p>Nac ydw, dw i ddim yn hoffi ... (No, I don't like ...)</p> <p>Wyt ti eisiau ...? (Do you (sing.) want ...?)</p> <p>Ydw, os gwelwch yn dda. (Yes, please.)</p> <p>Nac ydw, dim diolch. (No, thank you.)</p> <p>Ble mae'r clipfwrdd? (Where's the clipboard?)</p> <p><b>Other</b></p> <p>Fy nhro i nawr / rŵan. (My turn now.)</p> <p>Dyma ti. (Here you are.)</p>	<p>bara (bread)</p> <p>ciwcymbr (cucumber)</p> <p>papur (paper)</p> <p>pensil (pencil)</p> <p>glud (glue)</p> <p>siswrn (scissors)</p> <p>seren, sêr (star, stars)</p> <p>cerdyn (card)</p> <p>torri (to cut)</p> <p>gludo (to glue)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Edrycha.** (Look. (sing.)); Also: **Edrychwch.** (Look. (pl.))

**Beth am wneud llun / grid?** (How / What about drawing a picture / a grid?)

**Beth am fesur y ...?** (How / What about measuring the ...?)

**Syniad da!** (Good idea!)

**Ble mae'r (clipfwrdd)?** (Where's the (clipboard)?)

**Dyma ti!** (Here you are!)

**Yn gynta, ...** (Firstly, ...)

**Beth nesa?** (What next?)

**Ga i ...?** (May I ...?); **Cei** (Yes, you (sing.) may.); **Na chei.** (No, you (sing.) may not.); **Cewch** (Yes, you (polite.) may.); **Na chewch.** (No, you (polite.) may not.)

**Wyt ti eisiau ...?** (Do you (sing.) want ...?); **Ydw, os gwelwch yn dda.** (Yes, I do, please.); **Nac ydw, dim diolch.** (No, I don't, thank you.)

**Beth wyt ti'n wneud?** (What are you doing?); **Dw i'n ...** (I'm ...)

**Beth wyt ti'n ddefnyddio?** (What are you using?); **Dw i'n defnyddio ...** (I'm using ...)

**Beth ydych chi'n ddefnyddio?** (What are you (pl.) using?); **Rydyn ni'n defnyddio ...** (We're using ...)

### Step-by-step suggestions:

- Show the film entitled **Hir a byr** (Long and short) (Unit 5, Part 1). Focus on the beginning of the clip - as far as the end of the list of items that are **hir** (long) and **byr** (short) (before the question **Beth am fesur y bwyd?** (What / How about measuring the food?).
- Ask the pupils if they have spotted the two key words: **hir** (long) and **byr** (short). Illustrate the meaning of these words, e.g. by drawing long and short lines on the white board, by comparing long / short strips of **papur** (paper), **rhuban** (ribbon), **llinyn** (string) and by comparing a long and short **pensil** (pencil), **sgarff** (scarf). Repeat the words **hir** (long) and **byr** (short) each time.

Ask the pupils to look around the classroom and to list items that are **hir** (long) and **byr** (short). Placing long and short items in prominent positions in the classroom beforehand would ensure the success of this activity. Pupils could then complete a grid, e.g.

Hir	Byr
trowsus (trousers)	siorts (shorts)
sanau hir (long socks)	sanau byr (short socks)
pensil (pencil)	sialc (chalk)
riwler (ruler)	rhwbwr (eraser)
clip papur (a long one)	clip papur (paper clip - a short one)
silff lyfrau (book shelf - a long one)	silff lyfrau (book shelf - a short one)
llinyn (string - a long piece)	llinyn (string - a short piece)
gwallt (hair - long)	gwallt (hair - short)

If pupils do not know the Welsh words for specific items, they should look in a dictionary or include the English words.

- Ffion asks Crad:  
**Beth ydy dy hoff fwyd di?** (What's your favourite food?)  
This patterns was first introduced in Unit 2 but could be revised now. Please see Unit 2.
- Pupils could discuss whether the food that Crad and Ffion list at the beginning of the clip are healthy:  
**Ydy ... yn dda i ti?** (Is / are ... good for you?)  
**Ydy. / Nac ydy.** (Yes. / No.)  
**Mae ... yn dda (iawn) i ti.** ( ... is / are (very) good for you.)

- Play the next section, where Crad and Ffion measure the food items. Stop the film when they stop measuring.

**Please note:** The measuring stick that is used shows the measurements in centimetres and millimetres. This could provide an opportunity to undertake mathematical work based on the relationship between centimetres and millimetres.

In pairs, pupils could measure different items in class (e.g. some of the items listed in the grid above) and they could record their findings through the medium of Welsh:

A: **Sgarff.** (A scarf.)  
 B: **Sawl centimetr?** (How many centimetres?)  
 A: **... deg centimetr.** (... centimetres.)  
 B: **Iawn, ... centimetr.** (Fine, ... centimetres.)

- Pupils could role-play the situation where Crad offers Ffion a drink. Before undertaking this activity, however, suitable drinks should be provided, e.g. **dŵr**, (water), **llaeth / llefrith** (milk), **sudd afal** (apple juice), **sudd oren** (orange juice). **Gwellt** (straws) should also be provided.

The conversations could include these patterns:

A: **Wyt ti eisiau diod?** (Do you want a drink?)  
 B: **Ydw, os gwelwch yn dda.** (Yes, please.)  
 A: **Wyt ti eisiau gwelltyn?** (Do you want a straw?)  
 B: **Ydw, os gwelwch yn dda.** (Yes, please.)  
 A: **Pa liw?** (What colour?)  
 B: **Coch a gwyn os gwelwch yn dda.** (Red and white, please.)  
 A: **Dyma ti.** (Here you are.)  
 B: **Diolch.** (Thank you.)

- Pupils could measure the straws and cut them into different lengths according to given measurements.
- Play the next section of film, where Crad makes a rocket using **gwellt** (straws). After he has finished, Ffion expresses her opinions:  
**Mae'n wych.** (It's great.)  
**Mae'r sêr yn effeithiol.** (The stars are effective.)  
**Mae'r sêr yn effeithiol iawn.** (The stars are very effective.)

Ask the pupils:

**Ydych chi'n hoffi'r roced?** (Do you (pl.) like the rocket?)  
**Wyt ti'n hoffi'r roced?** (Do you (sing.) like the rocket?)

Ask them to say more than just **Ydw** (Yes, I do.) or **Nac ydw** (No, I don't.), e.g.

**Mae'n wych / grêt / ffantastig / lliwgar / effeithiol.** (It's great / fantastic / colourful / effective.)

**Mae'r sêr / lliwiau'n effeithiol iawn.** (The stars / colours are very effective.)

**Mae angen / eisiau mwy o liw.** (More colour is needed. / It needs more colour.)

**Mae angen / eisiau mwy o (goch / felyn / wyrdd).** (More red / yellow / green is needed. It needs more red / yellow / green.)

They could then make images using straws, using Welsh language patterns to describe what they are doing (please see the next page) or you could show another example - please see below.

- Play the last section of film, where Ffion makes a picture frame.

Notice the measurements of the card:

**Un deg pedwar centimetr wrth un deg naw centimetr.**  
 (Fourteen centimetres by nineteen centimetres.)

Mathematical work, requiring pupils to measure two sides of objects, diagrams etc. could be linked to this section. Note the pattern:

**Rhaid mesur o'r pwynt yma.** ((You) must measure from this point.)

You could adapt the way Ffion makes the picture frame and introduce further mathematical activities if you wish, e.g. pupils could ensure that they place the photograph exactly in the middle of the card by measuring the distance between it and the edge of the card on each side, ensuring that the photograph is equidistant from each edge.

Pupils could be given a packet of coloured straws which they could use to design and make items of their choice. They could ask each other:

**Beth wyt ti'n wneud?** (What are you doing?)

**Dw i'n ...** (I'm ...)

**Beth wyt ti'n ddefnyddio?** (What are you using?)

**Dw i'n defnyddio ...** (I'm using ...)

**Dw i eisiau gwelltyn ... ac un arall ... ac un arall.** (I want / need a ...(colour) straw ... and another one ... and another one.)

They should then evaluate their own work and that of other members of the group:

**Mae'n hyfryd.** (It's lovely.)

**Mae'n wych.** (It's great.)

**Mae'r ... yn effeithiol.** (The ... is / are effective.)

**Mae angen / eisiau mwy o ...** (More ... is needed. / You need more ...)

- To end this section, suggest reading about long animals:  
**Beth am ddarllen am anifeiliaid hir?** (How / What about reading about long animals?)  
**Pa anifeiliaid?** (What animals?)

You should accept suggestions in English or Welsh.

Introduce the reading card entitled **Anifeiliaid Hir** (Long Animals).  
Discuss the colours of the animals.

After reading and discussing the reading card, ask the pupils to search for further information and images of other snakes. You could also ask them to search for information about another long animal – **y crocodeil** (the crocodile).

Pupils could discuss the information and could then write an appropriate piece to present the information:

**Beth ydy hwn?** (What's this?)

**Pa liwiau?** (What colours?)

**Mae'r crocodeil yn hir.** (The crocodile is long.)

**Mae'r crocodeil yn byw yn ...** (The crocodile lives in ...)

**Mae'r crocodeil yn bwyta ...** (The crocodile eats ...)

- Replay the beginning of the unit, where the characters introduced different food items. Then, introduce **Cerdyn Siarad 34** (Discussion Card 34):  
**Beth am wneud snac? Sut?** (How / What about making a snack? How?)  
**Siaradwch am hyn.** (Talk about this.)

In this activity, pupils are given the opportunity to revise and use patterns such as:

**Beth wyt ti'n ddefnyddio?** (What are you using?)      **Dw i'n defnyddio ...** (I'm using ...)

**Rhaid ...** ((You / We) must ...)

**Golcha'r ... / Golchwch y ...** (Wash the ...)

**Torra'r ... / Torrwch ...** (Cut the ...)

**Rho'r ... / Rhowch y ...** (Put the ...)

They could use these patterns in the context of making a **brechdan hir** (a long sandwich).

## Unit 5: Part 2 - Hetiau

### Aims

- To develop and link Welsh sentences so that pupils can speak more extensively about themselves, e.g. when talking about what they like to do
- To play throwing games which enable pupils to measure in Welsh, thus revising some of the work previously introduced
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
Dyna ddigon! (That's enough!) Pa het wyt ti eisiau? (Which hat do you want?) Yr un yma. (This one.) Caea dy lygaid. (Close your (sing.) eyes.)	het reidio (riding hat) het cowboi (cowboy hat) helmed (helmet) het môr-leidr (pirate's hat) reidio (to ride) doniol (funny) cap nofio (swimming cap) pwll nofio (swimming pool) syrkas (circus) bag ffa (bean bag) olwyn fesur (measuring wheel)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Beth wyt ti'n wneud? (What are you (sing.) doing?) Dw i'n ... (I'm ...)</p> <p>Beth ydych chi'n wneud? (What are you (pl.) doing?) Rydyn ni'n (chwarae gêm). (We're (playing a game).)</p> <p>Ga i dro? (May I have a go?) Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.)</p> <p>Ble mae'r ...? (Where is / are the ...?) Ydy'r ... ar y ...? (Is the ... on the ...?) Ydy. (Yes, it is.) / Nac ydy. (No, it isn't.)</p> <p>Beth am chwarae gêm? (How / What about playing a game?) Syniad da. (Good idea.) Sut mae chwarae? (How do (I / we / you) play?)</p> <p><b>Commands</b></p> <p>Sefwch. (Stand. (pl.) ) Caewch eich llygaid. (Close your (pl.) eyes.) Tyrd yma. / Dere yma. (Come here. (sing.)) Rhaid mesur. (Must measure.) Dim pipo! (No peeping!)</p> <p><b>Other</b></p> <p>Fy nhro i nawr / rŵan. (My turn now.) Ti sy'n ennill. (You win.)</p>	<p>chwerthin (to laugh) taflu (to throw) mesur (to measure) llinell (line) metr (metre)</p>

**Please note:** Specific patterns are linked in order to develop and extend conversations, e.g.

<b>Question words:</b>		
<b>Pwy?</b> (Who?)	<b>Pwy</b> wyt ti? ... ydw i.	Who are you? I'm ...
<b>Beth?</b> (What?)	<b>Beth</b> wyt ti'n hoffi (wneud?) Dw i'n hoffi ...	What do you like (to do)? I like ...
<b>Ble?</b> (Where?)	<b>Ble</b> wyt ti'n ... Yn ...	Where do you ...? In ...
<b>Pryd?</b> (When?)	<b>Pryd</b> wyt ti'n ...? Ar ddydd Sadwrn. Bob dydd Sadwrn.	When do you ...? On Saturday. Every Saturday.

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Beth wyt ti'n wneud?** (What are you (sing.) doing?); **Dw i'n ...** (I'm ...)

**Beth ydych chi'n wneud?** (What are you (pl.) doing?); **Rydyn ni'n (chwarae gêm).** (We're (playing a game).)

**Ga i dro?** (May I have a go?); **Cei.** (Yes, you (sing.) may.); **Na chei.** (No, you (sing.) may not.)

**Dw i eisiau ... os gwelwch yn dda.** (I want ... please.)

**Ydy'r ... ar y bwrdd?** (Is the ... on the table?); **Ydy.** (Yes, it is.); **Nac ydy.** (No, it isn't.)

**Tyrd yma. / Dere yma.** (Come here (sing.).)

**Rhaid sefyll tu ôl i'r llinell.** ((You) must stand behind the line.)

**Dyna ddigon!** (That's enough!)

### Step-by-step suggestions:

- Show the pupils a box of hats / caps.  
Ask them to say which hat / cap they like and why:  
**Pam?** (Why?)  
**Achos mae'n lliwgar.** (Because it's colourful.)  
**Achos mae'n hwyl.** (Because it's fun.)  
**Achos dw i'n hoffi coch / glas / gwyrdd.** (Because I like red / blue / green.)  
**Achos dw i'n hoffi'r siâp.** (Because I the shape.)

Play the film entitled **Hetiau** (Hats) (Unit 5, Part 2). Focus on the first part of the film, as far as the section where Ffion pretends to be a clown.

Draw attention to the following question words. As you introduce them, ask the pupils to ask a question using the word. Write the questions on the white board:

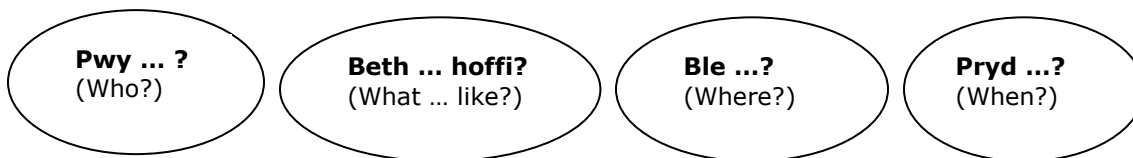
<b>Pwy?</b> (Who?)	>	<b>Pwy wyt ti?</b> (Who are you?)
<b>Beth ... hoffi?</b> (What ... like?)	>	<b>Beth wyt ti'n hoffi?</b> (What do you like?)
<b>Ble?</b> (Where?)	>	<b>Ble wyt ti'n ...?</b> (Where do you ...?)*
<b>Pryd?</b> (When?)	>	<b>Pryd wyt ti'n ...?</b> (When do you ...?)

\* They may suggest **Ble mae ...?** (Where is / are ...?) or **Ble ydyn ni?** (Where are we?) but focus on **Ble wyt ti'n ...?** (Where do you ...?)

Play the section again and draw attention to these questions.

- Wear one of the hats and assume a different identity. Ask the pupils to ask you these questions. Answer them.

Offer the pupils some of the hats. As they choose one, they should assume a new identity, which provides them with an opportunity to revise basic patterns. Show the question words clearly in class to prompt the pupils:



Here are some suggestions regarding how conversations may be developed:

**Het Siôn Corn** (Father Christmas hat):

- A: **Helo.** (Hello.)
- B: **Helo. Pwy wyt ti?** (Who are you?)
- A: **Siôn Corn ydw i.** (I'm Father Christmas.)
- B: **Ble wyt ti'n byw?** (Where do you live?)
- A: **Dw i'n byw yn yr Arctig.** (I live in the Arctic.)
- B: **Beth wyt ti'n hoffi?** (What do you like?)
- A: **Dw i'n hoffi sgïo.** (I like skiing.)
- B: **Ble wyt ti'n sgïo?** (Where do you ski?)
- A: **Yn yr Arctig.** (In the Arctic.)
- B: **Pryd wyt ti'n sgïo?** (When do you ski?)
- A: **Yn y gaeaf.** (In winter.)

**Het cowboi** (Cowboy hat):

- B: **Helo.** (Hello.)
- A: **Helo. Pwy wyt ti?** (Who are you?)
- B: **Shane ydw i.** (I'm Shane.)
- A: **Ble wyt ti'n byw?** (Where do you live?)
- B: **Dw i'n byw yn America.** (I live in America.)
- A: **Beth wyt ti'n hoffi?** (What do you like?)
- B: **Dw i'n hoffi reidio.** (I like to ride.)
- A: **Ble wyt ti'n reidio?** (Where do you ride?)
- B: **Yn y parc.** (In the park.)
- A: **Pryd wyt ti'n reidio?** (When do you ride?)
- B: **Bob dydd Sadwrn.** (Every Saturday.)

They could also write dialogues, if appropriate, e.g. in pairs, they could write a dialogue associated with a specific hat, without mentioning which hat they are referring to. Then, they could ask another pair to read the dialogue and to try and guess the correct hat.

- Introduce **Cerdyn Siarad 35** (Discussion Card 35):  
**A: Rwy'ti'n gwisgo'r cap yma. Pwy wyt ti?** (You're wearing this cap. Who are you?)  
**B: Gofynna gwestiynau i dy bartner di.** (Ask your partner some questions.)

**Partner A** should assume the identity of a person wearing the baseball cap – he / she could be anyone, living anywhere, who could like doing anything.

**Cerdyn Siarad 36** (Discussion Card 36) provides an opportunity to change caps / hats and to reverse roles in a new situation:

- A: Gofynna gwestiynau i dy bartner di.** (Ask your partner some questions.)
- B: Rwy'ti'n gwisgo'r het yma. Pwy wyt ti?** (You're wearing this cap. Who are you?)

- Play the next section of film, where Crad looks for the hat.

Pupils could close their eyes while one of them hides one of the hats.

**Caewch eich llygaid.** (Close your eyes.)  
**Dim pipo.** (No peeping.)  
 They should then ask questions to find out where the hat is:  
**Ydy'r het yn y ...?** (Is the hat in the ...?)  
     **ar y ...** on the  
     **o dan y ...** under the  
     **tu ôl i'r ...** behind the  
     **o flaen y ...** in front of the  
**Ydy. / Nac ydy.** (Yes. / No.)

- Play the next section of film, where Crad and Ffion play a throwing game. The aim of the game is to throw the hat the furthest – into the areas that have been marked on the floor (one metre / two metres / three metres / four metres), thus revising the work associated with measuring introduced in Part 1.

Pupils could also play this game on the playground. To begin with, they should:

- draw the starting line on the playground
- measure another line a metre - **metr** - away from the previous line
- repeat this as many times as necessary.

They should stand behind the starting line and, in turn, throw:  
**Rhaid sefyll tu ôl i'r llinell.** ((You) must stand behind the line.)  
**Rhaid taflu.** ((You) must throw.)  
 They should then measure:  
**Rhaid mesur.** ((You) must measure.)  
**Sawl metr?** (How many metres?)  
**... metr.** (... metres.)

If they threw five times each, they could measure each distance and record the total.

If appropriate, you could give them a score which they must achieve, e.g. 30 metr. Then, in turn, they should throw the hat five times in order to try and reach 30. This would entail adding and subtracting and deciding where they should try and throw the hat.

- Play the next section of film, where pupils play a similar game. The aim is to throw the bean bag the furthest.

Play this game with the pupils. Standing behind the starting line, they should each throw a bean bag. After everyone has thrown, the distances the bean bags have been thrown is measured and recorded.

If pupils threw five times each, they could add and record the scores.

- Pupils could be asked to write and draw the rules of this game in order to enable other pupils to play it, e.g.  
**Rhaid gwneud llinell.** ((You) must make a line.) or **Rhaid tynnu llinell.** ((You) must draw a line.)  
**Rhaid sefyll tu ôl i'r llinell.** ((You) must stand behind the line.)  
**Barod?** (Ready?)  
**Rhaid taflu'r bag ffa.** ((You) must throw the bean bag.)  
**Byddwch yn ofalus.** (Be careful.)  
**Rhaid mesur.** ((You) must measure.)
- The book entitled **Het Arbennig** (A Special Hat) should be introduced. Pupils should be asked for their opinions about the book. Relevant language patterns and vocabulary are to be found in the document entitled **P-aC<sub>1</sub> Language Patterns** and the questions at the back of the book should be discussed. The activities at the back of the book could also be undertaken.



## Unit 5: Part 3 - Syrpreis

### Aims

- To use Welsh as a means of communication whilst participating in physical education activities, in particular football
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
Paid dweud wrth ... (Don't tell ...) Dw i'n gwybod. (I know.) Cicia i'r chwith. (Kick to the left.) Cicia i'r dde. (Kick to the right.) Cicia'n uchel. (Kick high.) Deg metr o'r gôl. (Ten metres from the gôl.) Bob dydd Sadwrn. (Every Saturday.)	lle (place) dod 'nôl (to come back) wedyn (afterwards) trac rhedeg (running track) cae rygbi (rugby pitch) cae pêl-droed (football pitch) yn uchel (high) gôl (goal)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Wyt ti eisiau mynd i'r ffair? (Do you want to go to the fair?)  Ydw, os gwelwch yn dda. (Yes, please.)  Nac ydw, dim diolch. (No, thank you.)  Beth am roi mwy o gliwiau? (How / What about giving (some) more clues?)  Beth ydy hwn? (What's this?)  Beth ydy'r rhain? (What are these?)  Ble ydyn ni? (Where are we?)  Wyt ti'n hoffi chwarae pêl-droed? (Do you like playing football?)  Ydw, dw i'n hoffi chwarae pêl-droed yn fawr. (Yes, I like playing football very much.) / Nac ydw, dw i ddim yn hoffi chwarae pêl-droed. (No, I don't like playing football.)</p> <p><b>Commands</b></p> <p>Meddylia. (Think. (sing.))  Dyfala. (Guess (sing.))  Sefa. (Stand (sing.))  Edrycha ar y bêl. (Look at the ball. (sing.))  Ewch. (Go.(pl.))  Rhaid meddwl. ((I / You / We) must think.)</p> <p><b>Other</b></p> <p>Dw i ddim yn gwybod. (I don't know.)  Fy nhro i nawr / rŵan. (My turn now.)  Dy dro di nawr / rŵan. (Your turn now.)  Nefi wen! (Good heavens)</p> <p><b>Past tense</b></p> <p>Es i i'r cae pêl-droed. (I went to the football pitch (lit. field).)  Roedd e'n / o'n grêt. (It was great.)</p>	<p>map meddwl (thinking map)  parc (park)  pwll nofio (swimming pool)  traeth (beach)  ffair (fair)  castell (castle)  siopau (shops)  sinema (cinema)  cliw, cliwiau (clue, clues)  mwy o gliwiau (more clues)  crys T (T shirt)  siorts (shorts)  treinyrs (trainers)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Wyt ti eisiau mynd allan?** (Do you (sing.) want to go out?); **Ydw.** (Yes, I do.); **Nac ydw.** (No, I don't.); **Ydych chi eisiau mynd allan?** ((Do you (pl.) want to go out?); **Ydyn.** (Yes, we do.); **Nac ydyn.** (No, we don't.)

**Rhaid meddwl!** ((I / You / We) must think!); **Meddylia.** (Think. (sing.)); **Meddylwch.** (Think. (pl.))  
**Ardderchog.** (Excellent.)

**Dw i'n gwybod.** (I know.); **Dw i ddim yn gwybod.** (I don't know.)

**Wyt ti'n barod?** (Are you (sing.) ready?); **Ydw.** (Yes, I am.); **Nac ydw.** (No, I'm not.)

**Ydych chi'n barod?** (Are you (pl.) ready?); **Ydyn.** (Yes, we are.); **Nac ydyn.** (No, we're not.)

**Beth ydy hwn?** (What's this?); **Beth ydy'r rhain?** (What are these?)

**Tyrd / Dere.** (Come on. (sing.)); **Dewch.** (Come on. (pl.))

**Dy dro di nawr / rŵan.** (Your (sing.) turn now.); **Eich tro chi nawr / rŵan.** (Your (pl.) turn now.)

**Edrycha.** (Look. (sing.)); **Edrychwch.** (Look. (pl.))

**Ga i weld?** (May I see?) **Cei.** (Yes, you (sing.) may.); **Na chei.** (No, you, (sing.) may not.); **Cewch.** (Yes, you (polite.) may.); **Na chewch.** (No, you, (polite.) may not.)

### Step-by-step suggestions:

- Play the film entitled **Syrpreis** (Surprise) (Unit 5, Part 3). Focus on the first section which ends with Crad and Ffion thinking about where they would like to go and completing mind maps.

Explain that Ffion is going to think of a surprise for Crad and Crad is going to think of a surprise for Ffion. They are both going to think of places where they can go but are not going to tell each other to begin with.

Ask the pupils to list possible places where they could go and have some fun. Encourage them to remember places associated with their area and with Llandudno (which Crad referred to in Unit 1) and Cardiff (which Ffion referred to in Unit 1) e.g.

**y parc** (the park)  
**y ffair** (the fair)  
**y sinema** (the cinema)  
**y siopau** (the shops)  
**y castell** (the castle)  
**y pwll nofio** (the swimming pool)  
**y bowlio deg** (the ten pin bowling)  
**y dre** (the town)  
**yr iard / y buarth** (the playground)

They may also know:

**yr ardd** (the garden)  
**y traeth** (the beach)  
**y syrcas** (the circus)  
**y sw** (the zoo)

- Play the section of film where Crad gives Ffion clues as to where he wants to go. As he does not mention the place by name, ask the pupils to consider the clues and to guess:

**Ble mae Crad eisiau mynd? Dyfalwch.** (Where does Crad want to go? Guess.)

**Beth ydy'r cliwiau?** (What are the clues?)

**crys T** (T-shirt)

**siorts** (shorts)

**treinyrs** (trainers)

**Mae e'n / o'n rhedeg.** (He's running. / He runs.)

**Mae e'n / o'n cicio.** (He's kicking. / He kicks.)

Ask the pupils for their ideas. As the word **cae pêl-droed** (football pitch: **cae** = field) may be unfamiliar, accept the English word and introduce the Welsh expression.

You could decide not to confirm or deny their suggestions, by saying:

**Gawn ni weld.** (We'll see.)

- Ask the pupils to think of a place where they would like to go and, in turn, to mime a clue associated with the place.

Pupils should then ask:

**Wyt ti eisiau mynd i ... / i'r ...?** (Do you want to go to ... / to the ...?)

**Ydw.** (Yes.) / **Nac ydw.** (No.)

- **Cerdyn Siarad 37** (Discussion Card 37) could be introduced at this point:

**A: Ble wyt ti eisiau mynd? Meddylia am le da.**

(Where do you want to go? Think of a good place.)

**B: Gofynna 5 cwestiwn i ddyfalu ble mae Partner A eisiau mynd.**

(Ask 5 questions to try and guess where Partner A wants to go.)

Revise vocabulary and introduce either of these patterns, or both, as appropriate:

**Oes ... yn y lle?** (Is / Are there ... in the place?)

**Oes siop yn y lle?** (Is there a shop in the place?)

**Oes caffi yn y lle?** (Is there a café in the place?)

**Oes coed yn y lle?** (Are there trees in the place?)

**Oes si-so yn y lle?** (Is there a see-saw in the place?)

**Oes.** (Yes.) / **Nac oes.** (No.)

**Wyt ti'n gallu ... yn y lle?** (Can you ... in the place?)

**Wyt ti'n gallu bwyta yn y lle?** (Can you eat in the place?)

**Wyt ti'n gallu chwarae yn y lle?** (Can you play in the place?)

**Wyt ti'n gallu mynd ar reids yn y lle?** (Can you go on rides in the place?)

**Wyt ti'n gallu gwyllo / edrych ar ffilm yn y lle?** (Can you watch a film in the place?)

**Ydw.** (Yes.) / **Nac ydw.** (No.)

Pupils should think of another place they would like to go to and answer Partner B's questions.

This activity could then be repeated with partners swapping roles.

- Draw the pupils' attention back to the film:  
**Ble mae Crad eisiau mynd – beth am edrych ar y ffilm?** (Where does Crad want to go – how about looking at the film?)
- Play the clip that shows Crad and Ffion on the football pitch.

**Please note:** This section contains language patterns that can be used in physical education sessions, e.g.

*'Ti' forms - sing.*

**Sefa yma.**

**Sefa yma – deg metr o'r gôl.**

**Cicia'r bêl.**

**Cicia i'r chwith.**

**Cicia i'r dde.**

**Cicia'n uchel.**

**Cicia'r bêl i mewn i'r gôl.**

**Triwch eto.**

**Edrycha ar y bêl.**

**Edrycha ar y gôl.**

**Dy dro di.**

*'Chi' forms - pl.*

**Sefwch yma.**

**Sefwch yma ... deg metr o'r gôl.**

**Ciciwch y bêl.**

**Ciciwch i'r chwith.**

**Ciciwch i'r dde.**

**Ciciwch yn uchel.**

**Ciciwch y bêl i mewn i'r gôl.**

**Triwch eto.**

**Edrychwch ar y bêl.**

**Edrychwch ar y gôl.**

**Eich tro chi.**

*Meaning*

Stand here.

Stand here ... ten metres from the goal.

Kick the ball.

Kick to the left.

Kick to the right.

Kick high.

Kick the ball into the goal.

Try again.

Look at the ball.

Look at the goal.

Your turn.

Pupils could practise these patterns in a physical education activity on the playing field where they could instruct each other to kick in specific directions etc. They could also ask each other:

**Beth ydy'r sgôr?** (What's the score?)  
 ... - **pump**; ... - **Dim**. (... - five; ... - nil)

- **Cerdyn Siarad 38** (Discussion Card 38) should be introduced:  
**A: Crad wyt ti. Helpa Ffion i chwarae pêl-droed. Yna, gofynna gwestiynau i Ffion.**  
 (You're Crad. Help Ffion to play football. Then, ask Ffion some questions.)  
**B: Ffion wyt ti.** (You're Ffion.)

**Partner A** should assume the role of Crad, while **Partner B** plays the part of Ffion.

Remind the pupils that on the DVD, Ffion pretends that she cannot play football and that Crad tries to help her. Finally, after realising that she can play very well, he asks her whether she likes football and where and when she plays. Pupils could follow the same format for their conversations.

Draw attention to the patterns on the card; revise the days of the week and introduce **bob** (every) in order to answer the question **Pryd?** (When?)

<b>dydd Llun</b>	Monday	<b>bob dydd Llun</b>	every Monday
<b>dydd Mawrth</b>	Tuesday	<b>bob dydd Mawrth</b>	every Tuesday
<b>dydd Mercher</b>	Wednesday	<b>bob dydd Mercher</b>	every Wednesday
<b>dydd Iau</b>	Thursday	<b>bob dydd Iau</b>	every Thursday
<b>dydd Gwener</b>	Friday	<b>bob dydd Gwener</b>	every Friday
<b>dydd Sadwrn</b>	Saturday	<b>bob dydd Sadwrn</b>	every Saturday
<b>dydd Sul</b>	Sunday	<b>bob dydd Sul</b>	every Sunday

- Show the last section of film where Ffion tells Sgrin where she went and expresses an opinion:  
**Es i i'r cae pêl-droed gyda Crad.** (I went to the football pitch with Crad.)  
**Roedd e'n grêt.** (It was great.)

Pupils could talk about their experiences, e.g.

**Es i i'r cae pêl-droed gyda ....** (I went to the football pitch with ....)

**Roedd e'n / o'n grêt / ffantastig / ardderchog / ofnadwy.** (It was great / fantastic / excellent, awful.)

If you wanted to introduce the past tenses of **cicio** (to kick), you could introduce the following:

**Ciciais i i'r chwith.** (I kicked to the left.)

**Ciciais i i'r dde.** (I kicked to the right.)

**Ciciais i'n uchel.** (I kicked high.)

**Ciciais i i mewn i'r gôl.** (I kicked into the goal.)

Pupils could write a short poem, using these patterns, and draw images to accompany it, e.g.

**Chwarae pêl-droed**

Ciciais i i'r chwith.

Ciciais i i'r dde.

Ciciais i'n uchel.

Ciciais i i mewn i'r gôl.

Ffantastig!

- The reading book entitled **Pêl-droed** (Football) should be introduced. The questions which are found at the back of the book should be discussed and the activities could be undertaken.

Pupils could also assume the identity of Ffion and write a diary entry for the day featured in the book e.g.

**Heddiw, es i i'r cae pêl-droed.** (Today, I went to the football pitch.)

or

**Roedd heddiw'n wych. Es i i'r cae pêl-droed.** (Today was great. I went to the football pitch.)

**Roedd e'n wych.** (It was great.)

**Roedd y gêm yn anhygoel.** (The game was amazing.)

[**Ciciais i ...** (I kicked ...)]

**Roedd** (*name of the manager of the Welsh football team*) **yn y gêm.**

(*The name of the manager of the Welsh football team* was at the game.)

**Bobl bach!** (Good heavens!)

- Replay the section that features Crad and Ffion on the football pitch. Ask pupils for their opinions, e.g.

**Ydych chi'n hoffi'r DVD?** (Do you (pl.) like the DVD?)

**Wyt ti'n hoffi'r DVD?** (Do you (sing.) like the DVD?)

**Ydw.** (Yes, I do.)

**Dw i'n hoffi'r DVD. Mae'n ddoniol.** (I like the DVD. It's funny.)

**Dw i'n hoffi'r DVD achos mae'n hwyl.** (I like the DVD because it's fun.)

**Dw i'n hoffi'r DVD achos dw i'n hoffi chwarae pêl-droed.** (I like the DVD because I like to play football.)

**Nac ydw.** (No, I don't.)

**Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)

**Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)

**Dw i ddim yn hoffi'r DVD achos mae'n ddiflas.** (I don't like the DVD because it's boring.)

**Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi chwarae pêl-droed.** (I don't like the DVD because I don't like playing football.)

## Unit 5: Part 4 - Syrpreis arall

### Aims

- To use Welsh as a means of communication whilst participating in physical education activities, in particular swimming
- To continue mathematical work associated with measuring, e.g. **un deg pum metr** (fifteen metres), **dau ddeg metr** (twenty metres)
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

**Please note:** The verb **gallu** (to be able, can) is used throughout this part of the unit:

Dw i'n gallu ... (I can ...)

Dw i ddim yn gallu ... (I can't ...)

Wyt ti'n gallu ... (Can you (sing.) ...?)

Ydw. (Yes (I can).) / Nac ydw. (No (I can't).)

### New patterns and vocabulary

Patterns	Main vocabulary
<b>Dim ...!</b> (No ...!) Dim gweiddi! (No shouting!) Dim rhedeg! (No running!) Dim neidio! (No jumping!) Dim deifio! (No diving!) Dim sblasio! (No splashing!) Dim gwthio! (No pushing!) Dim fflippers! (No flippers!) <b>gallu</b> (can / to be able to) Wyt ti'n gallu ...? (Can you (sing.) ...?) Ydw. (Yes, I can.) / Nac ydw. (No, I can't.) Dw i'n gallu nofio ... (I can swim ...) i'r ochr arall (to the other side) chwarter wedi ... (quarter past ...) hanner awr wedi ... (half past ...)	pwll nofio (swimming pool) bag nofio (swimming bag) gwisg nofio (swimsuit) tryncs nofio (swimming trunks) tywel (towel) hwyaden (duck) bandiau braich (arm bands) gogls (goggles) snorcel (snorkel) fflippers (flippers) ystafell newid (changing room) bechgyn (boys) merched (girls) cawod (shower) cael cawod (to have a shower)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<b>Questions and answers</b> Beth ydy syrpreis Ffion? (What's Ffion's surprise?) Beth ydy hwn? (What's this?) Beth ydy'r rhain? (What are these?) Beth am nofio? (How / What about swimming?) Ga i gliw os gwelwch yn dda? (May I have a clue please?) Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.) Wyt ti'n ...? (Are you (sing.) ...?) Ydw. (Yes, I am.) / Nac ydw. (No, I'm not.) Beth sy yn y bag? (What's in the bag?) Beth arall sy yn y bag? (What else is in the bag?) Ble mae Crad? (Where's Crad?) <b>Commands</b> Edrycha ar Crad. (Look at Crad. (sing.)) Teimla fe / fo. (Feel it. (sing.)) Esgusodwch fi. (Excuse me. (pl.)) Rhaid bod yn ofalus. (Must be careful.)	mwy o ... (more) mwy o gliwiau (more clues) sbectol haul (sunglasses) pedair punt (four pounds) newid (change) deg metr (ten metres) un deg pum metr (fifteen metres) dau ddeg metr (twenty metres) pum deg metr (fifty metres)

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Beth ydy hwn?** (What's this?); **Beth ydy'r rhain?** (What are these?)

**Gwych!** (Great!)

**Pardwn?** (Pardon?)

**Dim ...!** (No ...!)

**Beth sy yn y ...?** (What's in the ...?); **Beth arall sy yn y ...?** (What else is in the ...?)

**Ble mae ...?** (Where is ...?)

**Wyt ti'n gallu ...?** (Can you (sing.) ...?)

**Beth am nofio ...?** (What / How about swimming ...?)

**Rhaid bod yn ofalus.** ((You) must be careful.)

**Dim gwthio!** (No pushing!)

In addition, many of the patterns and much of the vocabulary listed on the previous page can be used during swimming sessions.

### Step-by-step suggestions:

- Play the film entitled **Syrpreis arall** (Another surprise) (Unit 5, Part 4). Focus on the beginning of the clip – the section where Crad tries to guess where Ffion wants to go – as far as the reference to **gwisg nofio**, swimsuit.
- Ask the pupils to consider the clues before Crad guesses where they're about to go:  
**Ble mae Ffion eisiau mynd? Dyfalwch.** (Where does Ffion want to go? Guess?)  
**Beth ydy'r cliwiau?** (What are the clues?)  
**bag** (bag)  
**tywel** (towel)  
**gwisg nofio** (swimsuit)  
**Mae hi'n nofio.** (She's swimming.)

Ask the pupils for their ideas. If the word **pwll nofio** (swimming pool) is unfamiliar, accept the English word and introduce the Welsh word.

- Play the next section of film – up to the point where they leave the Pod-antur Cymraeg.

Pupils could be given the opportunity to act out a situation similar to the one contained on the DVD, i.e. a variety of items associated with going to the bath / the swimming pool could be assembled and one of the pupils could play Crad's role, where he chooses a number of unsuitable items to take with him to the swimming pool, e.g.

A: **Beth ydy hwn?**

B: **Hwyaden.**

A: **Hwyaden? Hwyaden? Hwyaden?**

**Bobl bach! Dim hwyaden!**

B: **O ... iawn.**

A: **Beth ydy hwn?**

B: **Pysgodyn.**

A: **Pysgodyn? Pysgodyn? Pysgodyn?!**

**Bobl bach! Dim pysgodyn!**

B: **O ... iawn.**

etc.

A: What's this?

B: A duck.

A: A duck? A duck? A duck?

Good heavens. No duck (is allowed)!

B: O ... OK.

A: What's this?

B: A fish.

A: A fish? A fish? A fish?!

Good heavens. No fish (is allowed)!

B: O ... OK.

etc.

- Pupils could also try and guess the contents of a swimming bag:  
**Beth sy yn y bag?** (What's in the bag?)  
**Teimla fe / fo.** (Feel it.)  
**Fflipers?** (Flippers?)  
**Na.** (No.)

**Gogls?** (Goggles?)  
**Gogls.** (Goggles.)

- Play the next section, where Crad and Ffion arrive at the swimming pool and pay to go in.

Introduce **Cerdyn Siarad 39** (Discussion Card 39):

**A:** **Rwyt ti'n gweithio yn y pwll nofio.** (You work at the swimming pool.)

**B:** **Rwyt ti eisiau mynd i mewn i'r pwll nofio ond rhaid talu gynta.**  
(You want to go into the swimming pool but you must pay first.)

Using the cues contained on the card, pupils should act out a situation similar to the one on the DVD, where one of them pays to go into the swimming pool. The entry fee could be changed so that they have to work with different sums of money, give change etc.

- Play the next section up to the point where Crad and Ffion leave the swimming pool to go to the **cawod** (shower).

Ask the pupils to list the commands the pool-side attendant gives Crad:

**Dim hwyaden!** (No duck!)

**Dim fflippers!** (No flippers!)

**Dim snorcel!** (No snorkel!)

**Dim bwyd!** (No food!)

Move on and draw attention to other commands that are introduced. Ask the pupils if they remember any of them – in Welsh or English:

**Dim gweiddi!** (No shouting!)

**Dim rhedeg!** (No running!); **Rhaid cerdded!** ((You) must walk!)

**Dim neidio!** (No jumping!); **Dim neidio i mewn i'r pwll nofio.** (No jumping into the swimming pool!)

**Dim deifio!** (No diving!)

**Dim sblasio!** (No splashing!)

**Dim gwthio!** (No pushing!)

- The reading card entitled **Yn y Pwll Nofio** (In the Swimming Pool) should be introduced. Cut out the illustrations and the commands. Pupils should then match the correct images and commands.

These could then be used to play a game:

The cards should be placed face down on the table.

In turn, pupils should pick up a card and mime what is on it.

Other pupils should guess the command and the first person to do so will be given a point.

The pupil with the highest score at the end wins the game.

- Pupils could make posters, information leaflets (which could be given to pupils in other classes before a swimming lesson), a PowerPoint presentation (which could be given during a school assembly) etc. to illustrate the rules associated with going to the swimming pool.
- The section where Crad, Ffion and school pupils talk about how far they can swim could lead to pupils talking about how far they themselves can swim:  
**Wyt ti'n gallu nofio?** (Can you swim?.)  
**Ydw, dw i'n gallu nofio ... metr.** (Yes, I can swim ... metres.)  
**Dw i'n gallu nofio ... metr.** (I can swim ... metres.)  
**Dw i'n dysgu.** (I'm learning.)  
Pupils could also bring their swimming medals / certificates to class and tell the group how far they can swim.

- Play the final section of film, where Crad enjoys a long shower while Ffion waits for him outside. Focus on the references to time:



**(tri) o'r gloch ...** (three o'clock)  
**chwarter wedi ...** (a quarter past ...)  
**hanner awr wedi ...** (half past ...)

Practise these patterns.

Ask the pupils to act out the situation seen on the DVD:

Ffion: **O, ble mae Crad?** (Oh, where's Crad?)  
Crad (in background): **La, la, la, la. O, dw i'n hoffi cawod.** (I like (having) a shower.)  
Ffion: **Tri o'r gloch!** (Three o'clock!)  
Crad (in background): **La, la, la, la. O, dw i'n hoffi cawod.** (I like (having) a shower.)  
Ffion: **Chwarter wedi tri** (A quarter past three!)  
Crad (in background): **La, la, la, la. O, dw i'n hoffi cawod.** (I like (having) a shower.)  
Ffion: **Hanner awr wedi tri.** (Half past three!)  
Crad (in background): **La, la, la, la. O, dw i'n hoffi cawod.** (I like (having) a shower.)  
Ffion: **O, ble mae Crad?** (Oh, where's Crad?)  
Crad (in background): **Helo, Ffion.** (Hello, Ffion.)

In pairs, they could change the situation, e.g. one of them is waiting while the other finishes a game of football / is shopping / is playing / is on the phone etc.

Further mathematical work could be undertaken in relation to time.

- Replay a section of this film again. Ask pupils for their opinions, e.g.  
**Ydych chi'n hoffi'r DVD?** (Do you (pl.) like the DVD?)  
**Wyt ti'n hoffi'r DVD?** (Do you (sing.) like the DVD?)

**Ydw.** (Yes, I do.)

**Dw i'n hoffi'r DVD. Mae'n ddoniol.** (I like the DVD. It's funny.)

**Dw i'n hoffi'r DVD achos mae'n hwyl.** (I like the DVD because it's fun.)

**Dw i'n hoffi'r DVD achos dw i'n hoffi nofio.** (I like the DVD because I like swimming.)

**Dw i'n hoffi'r DVD achos dw i'n hoffi mynd i'r pwll nofio.** (I like the DVD because I like going to the swimming pool.)

**Nac ydw.** (No, I don't.)

**Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)

**Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)

**Dw i ddim yn hoffi'r DVD achos mae'n ddiflas.** (I don't like the DVD because it's boring.)

**Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi nofio.** (I don't like the DVD because I don't like swimming.)

**Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi mynd i'r pwll nofio.** (I don't like the DVD because I don't like going to the swimming pool.)

**Please note:** The language patterns introduced and revised in this part of the unit could be used during visits to the swimming pool, so that Welsh is used in a meaningful context. Note also the following which are also heard / seen on the film:

**I'r ystafell newid.** (To the changing room.) [**I'r ystafelloedd newid.** (To the changing rooms.)]

**ystafell newid y bechgyn.** (the boys' changing room)

**ystafell newid y merched.** (the girls' changing room)

**I'r pwll nofio.** (To the swimming pool.)

**Beth am nofio i'r (ochr arall)?** (What / How about swimming to the other side?)

## Unit 5: Part 5 - Ydych chi'n cofio?

### Aims

- To revise measuring in Welsh
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
Chwytha! (Blow!)	

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b>            Wyt ti eisiau ...? (Do you (sing.) want ...?)            Ydw, os gwelwch yn dda. (Yes, please.) / Nac ydw, dim diolch. (No thank you.)            Ydy'r plant yn ...? (Are the children ...?)</p> <p><b>Commands</b>            Sefa tu ôl i'r llinell. (Stand behind the line. (sing.))            Rheda. (Run. (sing.))            Neidia. (Jump. (sing.))            Dim gweiddi! (No shouting!)            Dim gwthio! (No pushing!)</p> <p><b>Other</b>            Dyma'r llinell. (Here is / This is the line.)            Fy nhro i nawr / rŵan. (My turn now.)</p>	gwelltyn (a straw); gwellt (straws) pwll nofio (swimming pool) bag nofio (swimming bag) gwisg nofio (swimsuit) tryncs nofio (swimming trunks) tywel (towel) bandiau braich (arm bands) ardderchog (excellent)

**Please note:** Specific patterns are linked in order to develop and extend conversations and written work, e.g.

#### Beth (What)

Dw i'n chwarae pêl-droed  
 Dw i'n nofio

#### Ble (Where)

ar y cae pêl-droed  
 yn y pwll nofio

#### Pryd (When)

bob dydd Sadwrn.  
 bob dydd Sadwrn.

Pupils are encouraged to express an opinion ... e.g.

#### Barn (Opinion)

Mae'n grêt. (It's great.)  
 Mae'n ffantastig. (It's fantastic.)

... and to give a reason:

#### Pam (Why)

Dw i'n hoffi chwarae pêl-droed achos mae'n hwyl. (I like playing football because it's fun.)  
 Dw i'n hoffi nofio achos mae'n hwyl ac mae'n dda i chi. (I like swimming because it's fun and it's good for you.)

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Wyt ti eisiau ...?** (Do you (sing.) want ...?); **Ydw.** (Yes, I do.); **Nac ydw.** (No, I don't.); **Ydych chi eisiau ...?** ((Do you (pl.) want ...?); **Ydyn.** (Yes, we do.); **Nac ydyn.** (No, we don't.)

**Sefa tu ôl i'r llinell.** (Stand (sing.) behind the line.); Also: **Sefwch tu ôl i'r llinell.** (Stand (pl.) behind the line.)

**Dim ...!** (No ...!)

**Ardderchog.** (Excellent.)

### Step-by-step suggestions:

- Explain that the work contained in Unit 5 Part 5, entitled **Ydych chi'n cofio?** (Do you remember?) revises work previously introduced.

#### Section 1

- Play the first section of film.

Following Crad and Ffion's example, pupils could play blow football. They should measure the required distances, place the ball on the spot and try to score a goal. This would be a good opportunity to revise and use the following patterns:

**Tro pwyl?** (Whose turn?)

**Fy nhro i.** (My turn.)

**Dy dro di.** (Your (sing.) turn.)

**Ti sy nesa.** (You're (sing.) next.)

**Fi sy nesa.** (I'm next.)

- Similarly, they could take turns to jump and measure the distances they have jumped:  
**Sefa tu ôl i'r llinell.** (Stand (sing.) behind the line.)  
**Rheda.** (Run. (sing.))  
**Neidia.** (Jump. (sing.))  
**Sawl metr?** (How many metres?)  
**... metr ... centimetr.** (... metres ... centimetres.)

#### Section 2

- Play the second section.  
Pupils should either repeat the commands heard on the film or, after turning the sound down, they should try and think what these commands are in Welsh.

#### Section 3

- Play the third section.  
Pupils should call out the Welsh words for what is seen on screen.

#### Section 4

- This section revises work previously introduced.

As they listen to the conversation with Shane, encourage the pupils to think what questions are asked. Discuss these and list them on the whiteboard.

Ask whether they remember how these were answered.

- Play the second clip – the conversation with Alys. Show how the same questions are asked. Play this clip again and ask the pupils to concentrate on the answers this time.

**Cerdyn Siarad 40** (Speaking Card 40) should be introduced:

**Beth am ofyn ac ateb cwestiynau am un funud?**

(How / What about asking and answering questions for one minute?)

The aim of this activity is to encourage pupils to ask and answer questions about what they like doing, where and when they take part in these activities. They should be given a stopwatch and should be encouraged to speak for a minute.

#### Section 5

- Play the last section on the DVD.

In this section, the pupils on screen use the same language patterns and vocabulary as those featured in section 4, only this time they speak freely, without the aid of the questions.

- **Cerdyn Siarad 41** (Discussion Card 41) could then be introduced:  
**Pwy wyt ti? Ble wyt ti'n byw? Beth wyt ti'n hoffi wneud? Pam? Ble? Pryd?**  
**Siarada ... siarada ... siarada ...!**  
 (Who are you? Where do you live? What do you like to do? Why? Where? When?  
 Speak ... speak ... speak ...!)

This card encourages the pupils to talk about themselves without the aid of questions. Relevant prompts are given to help them and they are encouraged to speak for as long as possible.

- Introduce the reading card entitled **Llythyr** (Letter).

Pupils could record what they have understood by completing a grid, e.g.

Enw:	
Byw:	
Ysgol - ble? Ysgol - pryd?	
Tywydd:	
Hoffi:	
Hoffi bwyta:	

- Attention should then be drawn to the lay-out of the letter:
  - the position of the address – **Dyma'r cyfeiriad.** (Here's the address.)
  - the date – **Dyma'r dyddiad.** (Here's the date.)
  - how the letter begins – **Annwyl ...** (Dear ...)
  - how the letter ends – **Hwyl fawr!** (Bye!)

Pupils should then be given an opportunity to write a letter to introduce themselves to a pen-friend. They should be encouraged to say as much as possible:

**... ydw i.** (I'm ...)

**Dw i'n byw yn ...** (I live in ...)

**Dw i'n mynd i Ysgol ...** (I go to Ysgol ... / ... School.)

**Dw i'n hoffi (nofio / reidio)** (I like to swim / ride.)

**Dw i'n (nofio / reidio) yn / yn y ...** (I (swim / ride) in / in the ...)

**Dw i'n (nofio / reidio) bob ...** ( I (swim / ride) every ... (day of the week).)

**Dw i'n hoffi ... achos ...** (I like ... because I like ...)

**Mae'n grêt / ffantastig / wych / ddiddorol / hwyl.** (It's great / fantastic / great / interesting / fun.)

## Unit 6

Although this work focuses mainly on teaching Welsh as a second language, various curriculum and other related areas have also been targeted. These are listed below, but for more details, please see the relevant Programmes of Study and frameworks.

### Welsh Second Language

Many of the requirements of the Programme of Study for KS2 are targeted in this unit. Pupils are made aware of some of the regional linguistic variations, e.g. **allwedd** (key) and **brwnt** (dirty) are used mainly in South Wales whereas **agoriad** / **'goriad** (key) and **budr** (dirty) are used mainly in North Wales. They are encouraged to respond appropriately in a variety of circumstances, to express opinions and to convey personal and imaginative experiences. They are also provided with the opportunity to role-play in different situations.

Pupils are encouraged to respond to the reading materials that have been written to accompany the unit, i.e. a list of questions is included at the back of each book, and pupils are provided with opportunities to undertake creative work (e.g. collages, artwork) oral work (e.g. role-play activities) and written work (e.g. creating a scrap book) after reading these materials.

They are also provided with the opportunity to write "for a variety of purposes" as they write postcards, invitations, posters and a poem and are thus encouraged to choose appropriate forms. There are opportunities to write creatively as they write new stories based on the story of Madog.

Particular emphasis is placed upon developing and extending language patterns. This is a continuation of work undertaken in the previous unit, e.g. by stating when / where something happens, giving reasons, e.g. **achos** (because), and expressing opinions.

### Mathematics

Specific shapes are introduced / revised in this unit: **cylch** (circle), **hanner cylch** (semicircle), **pentagon** (pentagon), **petryal** (rectangle).

Pupils are given an opportunity to add numbers at the end of the unit and there are also opportunities to work with money.

Further work is undertaken in relation to time in this unit, as **chwarter wedi** (a quarter past) and **hanner awr wedi** (half past) are revised.

### Science

Opportunities are provided to discuss a healthy diet, e.g. at the beginning of Part 2, when we are introduced to the pirates, one of whom suffers from spots, because of his diet of biscuits. Also, there is a reference to **diet da** (a good diet) at the end of the unit and pupils could be encouraged to undertake further work in relation to healthy food.

As sections of the unit have been filmed on the beach and specific attention is drawn to **cregyn** (shells), further work could be undertaken in relation to researching the variety of plants and animals found in different habitats, i.e. on the beach / in the local area. This could involve a visit to a seaside where there are rock pools and **cregyn** (shells), **gwymon** (seaweed) etc. – if appropriate. It would also involve reading reference books, using relevant software etc. There are also references to **sbwriel** (litter / rubbish) that has been left on the beach.

Basic information is provided about the parrot on the reading card entitled **Parot** (Parrot) and pupils are encouraged to search for further information and images.

### Art and design

There are opportunities to undertake art activities after reading the book entitled **Barti Ddu**, and pupils are encouraged to produce a piece of artwork after reading the book entitled **Madog**.

### **Design and technology**

References to **cregyn** (shells) in Parts 1 and 2 could provide opportunities to design models etc. containing different types of shells.

Pupils could also design and make a model of Madog's ship (Part 4).

### **Physical education**

Pupils are encouraged to compose a dance to portray the ebb and flow of the sea. They are therefore provided with the opportunity to "recognise the principles of simple composition and choreography in order to use them to plan sequences and a range of movement patterns."

### **Music**

Pupils could compose music to portray the ebb and flow of the sea. This could be recorded and used in the dance session referred to above.

### **Geography**

There are references to Llandudno and Cardiff which revise work undertaken in the first unit. This could lead to a study of the area of the school.

Simple map work is undertaken as Crad and Ffion attempt to find the treasure on the beach. Pupils could draw maps of the school grounds and plan a treasure hunt.

They could look for the position of Wales and America on a map after they read the book entitled **Madog**.

### **ICT**

There are opportunities to undertake research, to present information about parrots and to prepare and give a PowerPoint presentation about recycling and disposing of litter. In addition, pupils could design a story board to illustrate the story of Madog.

### **Education for Sustainable Development and Global Citizenship**

In Part 2, one of the pirates draws attention to the fact that there is a great deal of **sbwriel** (litter / rubbish) on the beach and that it must be cleared, thus showing care for the natural environment. This could lead on to a discussion regarding how homes dispose of their rubbish and the need to recycle.

### **Skills**

This unit builds upon language skills, patterns and vocabulary previously introduced, thus ensuring progression and continuity.

### **Developing thinking**

Pupils are encouraged to think about what makes them happy, what they should take with them to the beach on a sunny day, how they should dispose of rubbish and where they would like to travel if they were in the Pod-antur Cymraeg.

In addition, the end of the unit echoes the beginning of the first unit, where Crad is seen enjoying himself at the fair and Ffion is seen enjoying herself in the park. However, subtle differences have been incorporated and the pupils are asked to find and record these, after viewing the first and last sections of the DVD again.

Pupils are also encouraged to compare Crad's and Ffion's contribution to **Llyfr Lloffion Crad a Ffion** and to notice how Ffion has included more details in her work. These should be discussed and pupils should be encouraged to include similar details in their own work, thus learning how to improve it.

**Developing communication**

There are many opportunities in this unit for pupils to listen to and respond to others, to present information, to locate and select information and to respond to what has been read. In addition, they are provided with opportunities to organize and communicate information using a variety of forms.

**Developing ICT**

Pupils are encouraged to search for information on the internet, e.g. in relation to parrots, and to present it in a suitable format. Indeed, the computer could be used for drafting and re-drafting written work. There are opportunities to prepare and give a PowerPoint presentation, e.g. to illustrate how rubbish should be disposed of in a responsible manner.

In addition, pupils are encouraged to devise and film a short television programme in which they interview a pirate and they could also film themselves telling the tale of Madog or their own tales.

**Developing number**

Pupils develop their number skills in this unit by using cardinal numbers, e.g. as they count votes, keep and calculate scores and add and measure in the final section.

## Unit 6: Part 1 - Dw i eisiau mynd adre.

### Aims

- To discuss feelings, in particular happiness – **Dw i'n hapus**. (I'm happy.) and to try to give reasons for being happy
- To revise the past tense – **Es i ...** (I went ...), and express opinions about an event in the past, **Roedd e'n / o'n wych / ffantastig / grêt**. (It was great / fantastic / great.)
- To extend sentences - **Es i i Gastell Henllys gyda Ffion. Roedd o'n anhygoel – yn wych, yn ffantastig, yn grêt, yn ddiddorol**. (I went to Castell Henllys with Ffion. It was incredible, great, fantastic, great, interesting!)
- To introduce the Welsh words **hanner cylch** (semicircle), **pentagon** (pentagon) and to revise **cylch** (circle) and **petryal** (rectangle)
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
Ble mae dechrau? (Where (do we) begin?) O, Mam fach! (Good heavens!)	prynu (to buy) anhygoel (incredible, awesome, amazing) trysor (treasure) gemau (jewellery, gems) yna (then, afterwards) hanner cylch (semicircle) pentagon (pentagon) teimlo'n gyffrous (to feel excited) llanw (tide) cyn (before) bag traeth (beach bag)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Ble ydych chi? (Where are you (pl.)?) Ble mae ...? (Where is /are ...?) Ga i ofyn cwestiwn? (May I ask a question?) Cei, wrth gwrs. (Yes, of course you (sing.) may.) Ydych chi'n hapus? (Are you (pl.) happy?) Ydych chi'n barod? (Are you (pl.) ready?) Ydyn. (Yes, we are.) / Nac ydyn. (No, we're not.) Ydy'r ... yn y / ar y ...? (Is the ... in the / on the ...?) Ydy. (Yes, it is.) / Nac ydy. (No, it isn't.) Beth ydy hwn? (What's this?) Beth sy yn y bag? (What's in the bag?) Beth arall sy yn y bag? (What else is in the bag?) Oes ... yn y bag? (Is there a ... / Are there any ... in the bag?) Oes. (Yes, there is / are.) / Nac oes. (No, there isn't / aren't.)</p> <p><b>Other</b></p> <p>Mawredd mawr! (Good heavens!) Dyma ni. (Here we are.) Dim problem! (No problem!) Rhaid chwilio am y trysor. ((You / We) must look for the treasure.) Pa botel? (What / Which bottle?)</p>	<p>arian / pres (money) cylch (circle) petryal (rectangle) ochr (side) cerrig (stones) patrwm (pattern) igam-ogam (zigzag) castell tywod (sandcastle) traeth (beach) môr-ladron (pirates) chwarter wedi (quarter past) hanner awr wedi (half past) teimlo'n gyffrous (to feel excited) teimlo'n ofnus (to feel frightened)</p>



<p><b>Commands</b>  Edrycha. (Look. (sing.))  Chwiliwch am y trysor. (Look (pl.) for the treasure.)  Cerddwch ymlaen. (Walk (pl.) straight ahead.)  Trowch i'r dde. (Turn (pl.) right.)  Trowch i'r chwith. (Turn (pl.) left.)  Byddwch yn ofalus. (Be (pl.) careful!)</p> <p><b>Verbs</b>  Rydych chi eisiau ... (You want ...)  Es i i ... (I went to ...)  Roedd e'n / o'n ... (It was ...)  Does dim ... (There isn't / aren't ... / There's no ...)</p>	
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### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Dim gweiddi, os gwelwch yn dda.** (No shouting, please.)

**Mae'n ddrwg gen i. / Mae'n flin gyda fi. / Mae'n flin 'da fi.** (I'm sorry.)

**Ga i ofyn cwestiwn?** (May I ask a question?); **Cei.** (Yes (sing.) you may.); **Na chei.** (No. (sing.) you may not.); **Cewch.** (Yes (polite.) you may.); **Na chewch.** (No. (polite.) you may not.)

**Ydych chi'n hapus?** (Are you (pl.) happy?); **Ydyn.** (Yes, we are.); **Nac ydyn.** (No. we're not.); **Wyt ti'n hapus?** (Are you (sing.) happy?); **Ydw.** (Yes, I am.); **Nac ydw.** (No. I'm not.)

**Anhygoel!** (Incredible, amazing, awesome, e.g. when praising an excellent piece of work)

**Wyt ti eisiau ...?** (Do you (sing.) want ...? ); **Ydw, os gwelwch yn dda.** (Yes, please.); **Nac ydw, dim diolch.** (No, thank you.); **Ydych chi eisiau ...?** (Do you (pl.) want ...?); **Ydyn, os gwelwch yn dda.** (Yes, (we do) please.); **Nac ydyn, dim diolch.** (No, (we don't) thank you.)

**Dim problem!** (No problem!)

**Edrychwch ar y map.** (Look (pl.) at the map.); **Edrycha ar y map.** (Look (sing.) at the map.)

**Ydy'r ... yn y / ar y ...?** (Is the ... in the / on the ...?); **Ydy.** (Yes, it is.); **Nac ydy.** (No, it isn't.)

**Byddwch yn ofalus!** (Be careful! (pl.)); Also: **Bydda'n ofalus!** (Be (sing.) careful!)

**Dyfalwch!** (Guess! (pl.)); **Dyfala!** (Guess! (sing.))

**Syniad da!** (Good idea!)

### Step-by-step suggestions:

- Introduce the reading card which contains the poem, **Dw i'n hapus, hapus, hapus.** (I'm happy, happy, happy.).

Read the poem and ask the pupils to list what makes Crad (the poet) happy in this poem. They could either discuss this or write a list.

Ask them what makes them happy and list suggestions:

**Wyt ti'n hapus?** (Are you (sing.) happy?) / **Ydych chi'n hapus?** (Are you (pl.) happy?)

**Pam?** (Why?)

**Achos dw i'n ...** (Because I ...)

**Achos dw i'n hoffi ...** (Because I like ...)

**Achos mae ... yn grêt.** (Because ... is great.)

Introduce **Cerdyn Siarad 42** (Discussion Card 42):

**Wyt ti'n hapus?** (Are you (sing.) happy?)

**Siarada am hyn.** (Talk about this.)

In pairs, pupils should ask this question and, as they listen to the response, they should list what makes their partner happy.

Using the points discussed above, pupils should write a poem, **Dw i'n hapus, hapus, hapus.** (I'm happy, happy, happy.).

They could follow the pattern provided on the reading card or write in a completely new form. They do not have to include a rhyme in their work if they do not wish to.

- Show the film entitled **Dw i eisiau mynd adre.** (I want to go home.) (Unit 6, Part 1). Focus on the beginning - up to the point where Ffion has finished talking about what makes her happy and where she visited.

Tell the pupils to respond to Sgrin as he asks them:

**Ble mae Crad?** (Where's Crad?)

**Tu ôl i'r bwrdd.** (Behind the table.)

Ask the pupils why Ffion is happy:

**Pam mae Ffion yn hapus?** (Why is Ffion happy?)

**Mae Ffion yn hoffi ...** (Ffion likes ...)

**Mae hi'n hoffi ...** (She likes ...)

Draw attention to these patterns:

**Es i i ...** (I went to ...)

**Roedd e'n / o'n ...** (It was ...)

**Roedd e'n / o'n ddiddorol.** (It was interesting.)

etc.

Ask them if they can remember what Ffion said in relation to where she visited.

- Show the section where Crad talks about what makes him happy and where he visited. Pause the film after Crad's reference to the Arctic, ending with the word **anhygoel** (incredible).

Ask the pupils why Crad is happy:

**Pam mae Crad yn hapus?** (Why is Crad happy?)

**Mae Crad yn hoffi ...** (Crad likes ...)

**Mae e'n / o'n hoffi ...** (He likes ...)

Draw attention to these patterns:

**Es i i ...** (I went to ...)

**Roedd e'n / o'n ...** (It was ...)

**Roedd e'n / o'n ddiddorol.** (It was interesting.)

etc.

Ask them if they can remember what Crad said in relation to where he visited.

- Tell the pupils about a visit you have made, e.g.  
**Es i i'r traeth. Roedd e'n / o'n anhygoel.** (I went to the beach. It was amazing.)

Introduce **Cerdyn Siarad 43** (Discussion Card 43):

**Siaradwch am ddydd Sadwrn.** (Talk about Saturday.)

The pupils should imagine that they went to each place featured on the discussion card and should express an opinion, e.g.

**Es i i ...** (I went to ...)

**Roedd e'n / o'n wych / grêt.**

(It was great.)

**ffantastig**

fantastic

**ddiddorol**

interesting

**dda iawn**

very good

**hwyl**

fun

**anhygoel**

incredible, awesome, amazing

**ofnadwy**

awful

**ddiflas**

boring

**ddiflas iawn**

very boring

**ych a fi**

horrible (yuck)

- Play the next section – where Crad and Ffion talk about going home – up to the point where Ffion refers to Fflyffi, her cat.

Ask the pupils to imagine that they have been in the Pod-antur Cymraeg for a long time and that they now want to return home. Ask them to list why they want to go home, e.g.

**Rydych chi yn y Pod-antur Cymraeg. Rydych chi eisiau mynd adre. Pam?** (You're in the Pod-antur Cymraeg. You want to go home. Why?)

**Dw i eisiau gweld ...** (I want to see ...)

**Dw i eisiau bwyta ...** (I want to eat ...)

**Dw i eisiau mynd i ... achos dw i eisiau ...** (I want to go to ... because I want to ...)

**Dw i eisiau siarad â ...** (I want to talk to ...)

**Dw i eisiau clywed ...** (I want to hear ...)

**Dw i eisiau mynd i'r ysgol!** (I want to go to school!)

Pupils could write down the reasons for going home and they could then read the list to a partner. If the partner has written the same reason, he / she should say:

**A fi, hefyd.** (And I do, too.)

- Play the next section where Crad and Ffion look for a bottle and then a map. Pause the film when Ffion looks at the map.

Pupils could close their eyes:

**Caewch eich llygaid.** (Close your eyes.)

**Dim pipo.** (No peeping.)

One of them could hide an object in the classroom. Without moving from their seats, pupils could ask questions to try and find the object:

**Ydy'r ... yn y / ar y / o dan y / tu ôl i'r / o flaen y ...?**

(Is the ... in the / on the / under the / behind the / in front of the ...)

- Play the next section where the characters look at the map - up to the point where Crad leaves.
- Draw attention to the geometric shapes that are mentioned:

**cylch** (circle)

**hanner cylch** (semicircle)

**pentagon** (pentagon)

**petryal** (rectangle)

Other shapes could also be revised, e.g.:

**triongl** (triangle)

**sgwâr** (square)

Various mathematical activities related to these shapes could be undertaken.

Draw attention to the expressions:

**Cerddwch igam-ogam.** (Walk zigzag.)

**Cerddwch ymlaen.** (Walk straight ahead.)

Ask them if they remember what *Turn left* is in Welsh:

**Beth ydy *Turn left* yn Gymraeg?** (What's *Turn left* in Welsh?)

**Trowch i'r chwith.** (Turn left.)

Ask them if they remember what *Turn right* is in Welsh:

**Beth ydy *Turn right* yn Gymraeg?** (What's *Turn right* in Welsh?)

**Trowch i'r dde.** (Turn right.)

The shapes mentioned above could be drawn in chalk on the playground and pupils could command each other to move from one shape to another, e.g.

**Cerddwch igam-ogam i'r cylch.** (Walk zigzag to the circle.) **Trowch i'r dde ...** (*Turn right ...*)  
**Cerddwch ymlaen i'r pentagon.** (Walk straight ahead to the pentagon.) **Trowch i'r chwith ...** (*Turn left ...*)

Other verbs could also be introduced, e.g.

**Rhedwch i'r petryal.** (Run to the rectangle.)

**Neidiwch i'r triongl.** (Jump to the triangle.)

etc.

- This section refers to the tide – **y llanw**. The ebb and flow of the tide could be explained - in Welsh or English as appropriate. Then, pupils could compose music to depict the ebb and flow of the tide – in different conditions, e.g.

**Mae'n braf – mae'r llanw'n dod i mewn.** (It's fine – the tide is coming in.)

**Mae'n braf – mae'r llanw'n mynd allan.** (It's fine – the tide is going out.)

**Mae'n wyntog.** (It's windy.)

**Mae'n stormus.** (It's stormy.)

**Mae'n stormus iawn.** (It's very stormy.)

**Mae'n stormus iawn, iawn.** (It's very, very stormy.)

**Mae'n heulog iawn.** (It's very sunny.)

etc.

They could then devise dance movements to depict the tide during different conditions and dance to the accompaniment of the music they have composed.

**Dawnsiwch yn araf.** (Dance slowly.)

**Dawnsiwch yn gyflym.** (Dance quickly.)

**Dawnsiwch yn uchel.** (Dance high.)

**Dawnsiwch yn isel.** (Dance low.)

- Play the next section, where Crad brings in a **bag traeth** (beach bag). He asks the pupils to guess what's in the bag. Pause the film at this point and ask:

**Beth sy yn y bag? Dyfalwch.** (What's in the bag? Guess.)

They should list what they think is in the bag but before doing so, ask for suggestions and list vocabulary, e.g.

**eli haul** (sun cream)

**sbectol haul** (sunglasses)

**het haul** (sun hat)

**tywel** (towel)

**gwisg nofio** (swimsuit)

**tryncs nofio** (swimming trunks)

**fflipers** (flippers)

**snorcel** (snorkel)

**bwced** (bucket)

**rhaw** (spade)

**picnic** (picnic)

**comic / llyfr** (comic / book)

**blanced** (blanket)

- Show the next section where Crad shows what he has packed. Pupils should compare their lists with what Crad has packed. They could award themselves two marks for each item on their list that correspond to the items in Crad's bag.

A game could then be played:

A beach bag, full of items suitable for the beach, should be shown. It could contain the items listed above and one 'unusual' item. This could be a **tegan** (a toy (e.g. to play with on the beach) or a **sgarff** (a scarf, e.g. because it is sometimes windy on the beach).

Pupils should try to guess what's in the bag and list these items. Then, in turn, they should ask **Oes ... yn y bag?**

If they are correct, they should tick the item off their list and award themselves two marks. The item should be shown. If pupils guess the 'unusual' item, they should award themselves five marks. The winner is the pupil who has the highest score.

- To end this session, show the end of the clip – where Sgrin tells them to be careful because there are **môr-ladron** (pirates) on the beach. Ask the pupils:  
**Oes môr-ladron yng Nghymru?** (Are there pirates in Wales?)

Ask them to 'vote' – **Oes** (Yes) or **Nac oes** (No).

Count in Welsh to see how many believe that there are pirates in Wales and how many do not believe. Compare the numbers and end with:

**Gawn ni weld.** (We'll see.)

## Unit 6: Part 2 - Môr-ladron

### Aims

- To continue with the story of the treasure / pirates, introduced in Part 1
- To revise foods associated with a healthy diet
- To exemplify one way of caring for the environment, i.e. by disposing of **sbwriel** (litter or rubbish) appropriately. This could lead to a discussion on recycling at a local level.
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
Rhaid clirio'r sbwriel. ((You / We) must clear the rubbish / litter.)	llong (ship) telesgop (telescope) sbotiau / smotiau (spots) parot (parrot) sbwriel (rubbish, litter)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Beth ydy hwn? (What's this?)            Beth ydy'r rhain? (What are these?)            Ble mae'r trysor? (Where's the treasure?)            Ydych chi eisiau ...? (Do you (pl.) want ...?)            Ydyn. / (Yes, (we do).) / Nac ydyn. (No, (we don't).)</p> <p><b>Commands</b></p> <p>Edrychwch! (Look!)            Rhaid cuddio. ((We) must hide.)</p> <p><b>Other</b></p> <p>Does dim ffrwythau ar y llong. (There's no fruit on the ship.)            Yma. (Here.)</p>	<p>Ych a fi! (Ugh! / Yuck!)            traeth (beach)            môr (sea)            bisgedi (biscuits)            trysor (treasure)            gemau (jewellery)            poteli (bottles)            papurau (papers)            bocsys (boxes)            ofnadwy (awful)            cregyn (shells)            hardd (beautiful)            brwnt / budr (dirty)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Ydych chi eisiau gweld y ...?** (Do you (pl.) want to see the ...?); **Ydyn.** (Yes, we do.); **Nac ydyn.** (No, we don't.)

**Edrychwch ar y ...** (Look (pl.) at the ...)

**Rhaid clirio.** ((You / We) must clear up.)

### Step-by-step suggestions:

- Play the film entitled **Môr-ladron** (Pirates) (Unit 6, Part 2) in its entirety. Encourage the pupils to respond to **Capten Du's** (Captain Black's) questions.

Ask them for their opinions:

**Ydych chi'n hoffi'r DVD?** (Do you (pl.) like the DVD?)

**Wyt ti'n hoffi'r DVD?** (Do you (sing.) like the DVD?)

**Ydw.** (Yes, I do.)

**Dw i'n hoffi'r DVD. Mae'n ddoniol.** (I like the DVD. It's funny.)

**Dw i'n hoffi'r DVD achos mae'n hwyl.** (I like the DVD because it's fun.)

**Dw i'n hoffi'r DVD achos mae'n gyffrous.** (I like the DVD because it's exciting.)

**Dw i'n hoffi'r DVD achos dw i'n hoffi môr-ladron.** (I like the DVD because I like pirates.)

**Dw i'n hoffi'r DVD achos mae'r môr-ladron yn wych / yn ddoniol.** (I like the DVD because the pirates are great / funny.)

**Nac ydw.** (No, I don't.)

**Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)

**Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)

**Dw i ddim yn hoffi'r DVD achos mae'n ddiflas.** (I don't like the DVD because it's boring.)

**Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi môr-ladron.** (I don't like the DVD because I don't like pirates.)

**Dw i ddim yn hoffi'r DVD achos mae'r môr-ladron yn ofnadwy.** (I don't like the DVD because the pirates are awful.)

- Draw attention to the fact that the pirate on the beach has problems with his skin – he has **sbotiau / smotiau** (spots) because he is not eating a healthy diet.

Pupils should list what he should eat in order to eat a healthy, balanced diet.

After comparing lists, pupils could act out a dialogue where one of them advises **Capten Du** about his diet, e.g.

Pupil: **Beth ydych chi'n fwyta, Capten Du?** (What do you eat, Capten Du?)

Capten: **Bisgedi.** (Biscuits. He could also list other food.)

Pupil: **Rhaid bwyta ...** (You must eat ...) / **Bwytwch ...** (Eat ...)

Capten: **Pam?** (Why?)

Pupil: **Achos mae ... yn dda i chi.** (Because ... is good for you.)

They could act these dialogues in front of the group.

- Play the beginning again and focus on the section where **Capten Du** talks about his life.

Introduce **Cerdyn Siarad 44** (Discussion Card 44):

**A: Rwy'ti'n gweithio ar y teledu ac rwy'ti'n gofyn cwestiynau i Capten Du.**

(You work on the television and you are asking Capten Du some questions.)

**B: Capten Du wyt ti.** (You're Capten Du.)

Explain to the pupils that one of them is to play the role of an interviewer on television and that he / she has to interview Captain Du.

Appropriate cues are provided on the card, which pupils should use to form questions / a conversation. As the DVD does not provide many details about the captain, pupils will have to use their imagination to answer some questions.

The conversations could be filmed in order to create short "television programmes", e.g.

- music could be chosen for the beginning and the end of a programme

- an appropriate image (the sea / a ship / the captain) could be drawn and filmed to denote the beginning of the programme

- the interviewer could begin with:

**Helo. Heddiw, dw i'n siarad â Capten Du.** (Hello, today I'm talking to Capten Du.)

**Dyma Capten Du.** (This is Capten Du.)

**Helo ...** (Hello ...)

End credits could be written, e.g.

**Diolch i ...** (Thanks to ...)

**Ffilmio ...** (Filming ...)

- Introduce the book entitled **Barti Ddu** and explain that Barti Ddu, Bartholomew Roberts or Black Bart, was a very famous Welsh pirate who came from Pembrokeshire. Using the cues on **Cerdyn Siarad 44** (Discussion Card 44), in pairs, pupils could role-play an interview with **Barti Ddu** for a television programme.

A list of suggested activities is to be found at the back of the book and some of these could be undertaken.

- Play the next section, which focuses on the **sbwriel** (litter or rubbish) on the beach. Ask the pupils what kind of **sbwriel** is to be found on the beach in the clip.

Ask them to ask each other in pairs what kind of rubbish they throw out at home.

**Beth wyt ti'n daflu?** (What do you throw?)

**Beth ydych chi'n daflu?** (What do you (as a family) throw?)

(**Taflu** has been introduced previously in relation to throwing a ball.)

**Dw i'n taflu ...** (I throw ...) / **Rydyn ni'n taflu ...** (We throw ...)

**papur** (paper)

**pacedi** (packets / packaging)

**plastig** (plastic)

**poteli** (bottles)

**bwyd** (food)

Show different coloured bags, boxes, bins etc. that are used locally to dispose of rubbish / litter and ask what goes into each bag:

**Beth sy'n mynd i'r bag / bocs / bin ...?** (What goes into the ... bag / box / bin?)

Using the bags / bins and gloves, ask them to dispose of a variety of clean items, e.g. various papers, cardboard, empty pop cans, crusts of bread, an old banana etc. They should describe the process:

**Papur yn y bag (glas).** (Paper in the (blue) bag.)

**Tuniau yn y bag (pinc).** (Cans in the (pink) bag.)

**Bwyd yn y (bocs llwyd).** (Food in the (grey) box.)

etc.

**Rhaid rhoi'r papur yn y bag (glas).** ((I / You / We) must put the paper in the (blue) bag.)

**Rhaid rhoi'r tuniau yn y bag (pinc).** ((I / You / We) must put the cans in the (pink) bag.)

**Rhaid rhoi'r bwyd yn y bocs (llwyd).** ((I / You / We) must put the food in the (grey) box.)

The word **ailgylchu** (to recycle) could be introduced, e.g.

**Rhaid ailgylchu'r papur - yn y bag (glas).** ((I / You / We) must recycle the paper - in the (blue) bag.)

etc.

Pupils could make posters, leaflets etc. to illustrate how specific materials should be disposed of or they could prepare a PowerPoint presentation which could be given during a school assembly.

- **Cerdyn Siarad 45** (Discussion Card 45) should be introduced:  
**Rhaid clirio'r traeth. Sut?** (The beach must be cleared. How?)

Pupils should imagine that other forms of litter are also to be found on the beach in the image and should explain how it should be cleared. They should refer to the colour of the bags / bins that are used locally as they 'clear' the beach.



## Unit 6: Part 3 - Ar y traeth

### Aims

- To revise feelings
- To revise time and introduce / revise **Faint o'r gloch ydy hi?** (What time is it?)
- To undertake basic map work through the medium of Welsh
- To revise the Welsh words **hanner cylch** (semicircle), **pentagon** (pentagon) and to revise **cylch** (circle) and **petryal** (rectangle)
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
Faint o'r gloch ydy hi? (What time is it?) Mae hi'n dri o'r gloch. (It's three o'clock.) Pa ffordd? (Which way?)	brysio (to hurry) bocs trysor (treasure chest)

### Yr amser (The time)

		<b>Mae hi'n ... / Mae'n ... (It is ...)</b>	
		<b>Please note:</b> When talking about the time in Welsh, <b>Mae hi'n ...</b> and <b>Mae'n ...</b> (It's ...) are followed by a soft mutation:	
Un o'r gloch	One o'clock	Mae hi'n un o'r gloch.	It's one o'clock.
Dau o'r gloch	Two o'clock	Mae hi'n <b>dd</b> au o'r gloch.	It's two o'clock.
Tri o'r gloch	Three o'clock	Mae hi'n <b>d</b> ri o'r gloch.	It's three o'clock.
Pedwar o'r gloch	Four o'clock	Mae hi'n <b>b</b> edwar o'r gloch.	It's four o'clock.
Pump o'r gloch	Five o'clock	Mae hi'n <b>b</b> ump o'r gloch.	It's five o'clock.
Chwech o'r gloch	Six o'clock	Mae hi'n chwech o'r gloch.	It's six o'clock.
Saith o'r gloch	Seven o'clock	Mae hi'n saith o'r gloch.	It's seven o'clock.
Wyth o'r gloch	Eight o'clock	Mae hi'n wyth o'r gloch.	It's eight o'clock.
Naw o'r gloch	Nine o'clock	Mae hi'n naw o'r gloch.	It's nine o'clock.
Deg o'r gloch	Ten o'clock	Mae hi'n <b>dd</b> eg o'r gloch.	It's ten o'clock.
Un ar ddeg o'r gloch	Eleven o'clock	Mae hi'n un ar ddeg o'r gloch.	It's eleven o'clock.
Deuddeg o'r gloch	Twelve o'clock	Mae hi'n <b>dde</b> uddeg o'r gloch.	It's twelve o'clock.

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<b>Questions and answers</b> Ble mae'r map? (Where's the map?) Ga i weld y map? (May I see the map?) Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.) Wyt ti'n clywed sŵn? (Do you (sing.) hear a noise?) Ydw. (Yes (I do).) / Nac ydw. (No (I don't).) Beth ydy hwn? (What's this?) Dw i ddim yn gwybod. (I don't know.)	yn gyflym (quickly) môr-ladron (pirates) parot (parrot) llanw (tide) siâp (shape) cylch (circle) hanner cylch (semicircle) pentagon (pentagon) petryal (rectangle) castell tywod (sandcastle) igam-ogam (zigzag) ymlaen (forward)
<b>Commands</b> Tyrd / Dere. (Come on. (sing.)) Trowch i'r dde. (Turn right.) Trowch i'r chwith. (Turn left.)	
<b>Other</b> Dw i'n teimlo'n nerfus. (I feel nervous.) O, Mam fach! (Good heavens!) Dyma ti! (Here you are!) Does dim ... (There isn't aren't ... / There's no ...) Croeso. (You're welcome.)	

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Dim problem!** (No problem!)

**Yn gyflym!** (Quickly!)

**Ble mae'r (map)?** (Where's the (map))

**Ga i weld y map?** (May I see the map?); **Cei.** (Yes, you (sing.) may.); **Na chei.** (No, you, (sing.) may not.); **Cewch.** (Yes, you (polite.) may.); **Na chewch.** (No, you, (polite.) may not.)

**Wyt ti'n clywed sŵn?** (Do you (sing.) hear a noise?); **Ydw.** (Yes, I do.); **Nac ydw.** (No, I don't)

**Ydych chi'n clywed sŵn?** (Do you (pl.) hear a noise?); **Ydyn.** (Yes (we do).); **Nac ydyn.** (No (we don't).)

**Faint o'r gloch ydy hi?** (What time is it?); **Mae hi'n ... / Mae'n ...** (It's ...)

**Beth ydy hwn?** (What's this?); **Beth ydy'r rhain?** (What are these?)

**Tyrd / Dere.** (Come on. (sing.); **Dewch.** (Come on. (pl.))

### Step-by-step suggestions:

- Introduce **Cerdyn Siarad 46** (Discussion Card 46) in order to revise vocabulary:  
**Rydych chi'n mynd i'r traeth. Mae'n braf. Mae'n boeth.**  
**Beth ydych chi'n roi yn y bag?**  
(You're going to the beach. It's fine. It's hot.  
What do you put into the bag?)  
Ask the pupils to discuss this.
- Play the film entitled **Ar y traeth** (On the beach) (Unit 6, Part 3) in its entirety and encourage the pupils to respond to questions that are addressed to them.

Then, ask the pupils for their opinions:

**Ydych chi'n hoffi'r DVD?** (Do you (pl.) like the DVD?)

**Wyt ti'n hoffi'r DVD?** (Do you (sing.) like the DVD?)

**Ydw.** (Yes, I do.)

**Dw i'n hoffi'r DVD. Mae'n ddiddorol.** (I like the DVD. It's interesting.)

**Dw i'n hoffi'r DVD achos mae'n ardderchog.** (I like the DVD because it's excellent.)

**Dw i'n hoffi'r DVD achos dw i'n hoffi mynd i'r traeth.** (I like the DVD because I like going to the beach.)

**Dw i'n hoffi'r DVD achos mae'r môr-ladron yn wych / yn ddoniol.** (I like the DVD because the pirates are great / funny.)

**Dw i'n hoffi'r DVD achos mae'r stori'n gyffrous.** (I like the DVD because the story is exciting.)

**Nac ydw.** (No, I don't.)

**Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)

**Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)

**Dw i ddim yn hoffi'r DVD achos mae'n ddfilas.** (I don't like the DVD because it's boring.)

**Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi mynd i'r traeth.** (I don't like the DVD because I don't like going to the beach.)

**Dw i ddim yn hoffi'r DVD achos mae'r môr-ladron yn ofnadwy.** (I like the DVD because the pirates are awful.)

- Play the section where Crad and Ffion follow the directions on the map again – up to the point where we see the rectangle in the sand.

Introduce **Cerdyn Siarad 47** (Discussion Card 47):

**Sut mae mynd at y trysor?** (How do (we) get to the treasure?)

The activity on this card should be undertaken by groups of three – one person directing the other two to the spot where the treasure is to be found.

Each pupil should have an opportunity to give directions.

- Pupils could then devise their own treasure hunt. They should hide the “treasure” somewhere on the playground or school grounds and should make a simple map to show where it is. In addition, they should write directions beneath the map showing how to reach it.  
**Cerddwch ymlaen (pedwar).** (Walk on (four).)  
**Trowch i’r dde.** (Turn right.)  
**Trowch i’r chwith.** (Turn left.)

This would provide a good opportunity to revise the following:

**Cerddwch heibio i’r ...** (Walk past the ...)  
**Cerddwch tu ôl i’r ...** (Walk behind the ...)  
**Cerddwch o flaen y ...** (Walk in front of the ...)

- Focus on the time:  
**Faint o’r gloch ydy hi ar y DVD?** (What time is it on the DVD?)  
**Mae hi’n dri o’r gloch.** (It’s three o’clock.)

Revise other expressions for time.

The pupils could then play

**Faint o’r gloch ydy hi, Mistar Blaidd?** (What time is it, Mr Wolf?):

- Pupils should stand in a line at one end of the playground and one pupil should be chosen to be the wolf:

**Pwy sy eisiau chwarae Mistar Blaidd?** (Who wants to play Mr Wolf?)

- He / she should go to the far end of the playground and stand with his / her back towards the other pupils.

- The pupils should shout out:

**Faint o’r gloch ydy hi, Mistar Blaidd?** (What time is it, Mr Wolf?)

- The wolf should reply, using expressions associated with time, e.g.:

**Mae hi’n un o’r gloch.** (It’s one o’clock.)

**Mae hi’n ddau o’r gloch.** (It’s two o’clock.)

**Mae hi’n dri o’r gloch.** (It’s three o’clock.)

**Mae hi’n bedwar o’r gloch.** (It’s four o’clock.)

**Mae hi’n bump o’r gloch.** (It’s five o’clock.)

**Mae hi’n chwech o’r gloch.** (It’s six o’clock.)

**Mae hi’n saith o’r gloch.** (It’s seven o’clock.)

**Mae hi’n wyth o’r gloch.** (It’s eight o’clock.)

**Mae hi’n naw o’r gloch.** (It’s nine o’clock.)

**Mae hi’n ddeg o’r gloch.** (It’s ten o’clock.)

**Mae hi’n un ar ddeg o’r gloch.** (It’s eleven o’clock.)

**Mae hi’n ddeuddeg o’r gloch.** (It’s twelve o’clock.)

**Please note:**

These forms should be introduced and learnt gradually; the game could be played using the times the pupils have learnt.

The pupils should then take the corresponding number of steps towards the wolf. However, at times, the wolf should shout out **Nawr!** (Now! (South Wales)) or **Rŵan!** (Now! (North Wales)) and try to catch one of the pupils. If he / she catches a pupil, that pupil becomes **Mistar Blaidd** (Mr Wolf) and the game begins again.

- Replay this film again in its entirety to re-cap.
- The reading card entitled **Parot** should then be introduced. After reading and talking about the colours, pupils could look for further information and images of parrots on the internet, draw one and write simply about it.
- Pupils could take turns to play the role of a parrot, e.g. two pupils could hold a simple conversation in Welsh and the parrot could repeat what one of them says.
- In addition, using a toy parrot, if available, one pupil could ask a member of the group a question in Welsh and if he / she answers correctly, he / she could then hold the parrot and ask someone else a different question.

## Unit 6: Part 4 - Madog

### Aims

- To introduce a Welsh legend in such a way that pupils will learn, perform and adapt it and use it as a basis for story writing
- To revise feelings - **teimlo'n ofnus** (to feel frightened.), **teimlo'n well** (to feel better)
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
Mae'r môr yn dawel. (The sea is quiet.) Mae'r môr yn wyllt. (The sea is wild.) Mae'n stormus. (It's stormy.) Wyt ti'n teimlo'n well? (Are you (sing.) feeling better?) / Do you feel (sing.) better?) Ydw. (Yes.) / Nac ydw. (No.)	tywysog (prince) ymladd (fighting, to fight) gwlad (country) gwlad newydd (new country) llong, llongau (ship, ships) un diwrnod (one day) yn bell o (far from)

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers</b></p> <p>Beth sy'n bod? (What's the matter?) Ble mae'r ...? (Where is / are the ...?) Ydych chi eisiau ...? (Do you (pl.) want ...?) Ydyn, os gwelwch yn dda. (Yes (we do) please.) / Nac ydyn, dim diolch. (No (we don't) thank you.) Beth am ... ? (How / What about ...?)</p> <p><b>Commands</b></p> <p>Dewch yma! (Come here! (pl.)) Edrychwch! (Look! (pl.))</p> <p><b>Other</b></p> <p>O, Mam fach! (Good heavens!) O, Nefi wen! (Good heavens!) Mawredd mawr! (Good heavens!)</p> <p><b>Verbs</b></p> <p>Dw i'n hoffi ... (I like ...) / Dw i ddim yn hoffi ... (I don't like ...) Rydych chi ... (You ...) Mae e / o ... (He ...)</p>	<p>sudd oren (orange juice) sâl (ill) môr (sea) teithio (to travel) pawb (everyone) croeso (welcome)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Mae'n iawn. Does dim problem.** (It's alright. There's no problem.)

**Ble mae'r ...?** (Where is / are the ...)

**Does dim ...** (There isn't / aren't any ... / There's no ...)

**Dyma ti.** (Here you are.)

**Wyt ti'n teimlo'n well?** (Are you (sing.) feeling better?); **Ydw.** (Yes, I am.); **Nac ydw.** (No, I'm not.); Also: **Ydych chi'n teimlo'n well?** (Are you (pl.) feeling better?); **Ydyn.** (Yes, we are.); **Nac ydyn.** (No, we're not.)

**Beth am gael stori?** (How / What about having a story?)

### Step-by-step suggestions:

- Play the film entitled **Madog** (Unit 6, Part 4). Focus on the beginning, where Crad and Ffion land back in the Pod-antur Cymraeg. Explain:  
**Mae Crad a Ffion yn teimlo'n nerfus.** (Crad and Ffion feel nervous.)  
**Mae Crad a Ffion yn teimlo'n ofnus.** (Crad and Ffion feel frightened.)

Ask:

**Beth maen nhw'n yfed?** (What do they drink?)

**Mae Ffion yn yfed lemonêd.** (Ffion drinks some lemonade.)

**Mae Crad yn yfed sudd oren.** (Crad drinks some orange juice.)

- Introduce the idea of listening to / reading a story.  
**Beth am gael stori?** (How / What about having a story?)  
Possible responses: **Syniad da!** (Good idea!)  
**Gwych! / Grêt!** (Great!)  
**Os gwelwch yn dda.** (Please.)

Introduce the book entitled **Madog**.

Before reading, introduce the following key words:

**tywysog** (prince)

Invite one of the boys to come to the front and to walk regally, like a prince:

**Y Tywysog (Jack).** ((The) Prince (Jack).)

Repeat this a few times in order to practise the word **tywysog**.

Now introduce:

**ymladd** (fighting, to fight)

**llongau** (ships. The word **llong** (a ship) has already been introduced in this unit.)

**un diwrnod** (one day)

**gwlad** (country)

**gwlad newydd** (new country)

Explain that the book is about Prince Madog, who lived in Wales in the twelfth century – **amser maith yn ôl** (a long, long time ago).

Read the book with the pupils.

At the end, explain, that according to legend, the land that Prince Madog reached was America. Pupils could then be encouraged to look for the position of Wales and America on a map. They could label these countries on a smaller map and draw ships travelling towards America. They could write sentences to accompany the work, e.g.

**Mae Madog yn byw yng Nghymru.** (Madog lives in Wales.)

**Mae Madog yn mynd i America.** (Madog goes to America.)

**Mae ffrindiau Madog yn mynd i America hefyd.** (Madog's friends go to America too.)

Ask the questions listed at the back of the book. You could also ask the pupils to undertake the work suggested at the back of the book.

- Show the second clip – where Sgrin, Ffion and Crad tell the story. End with **Hip, hip, hwrê!**
- Using methods advocated by Pie Corbett\*, help the pupils learn the story in the book, e.g.:
  - Tell the story every day.
  - Make a story map e.g.

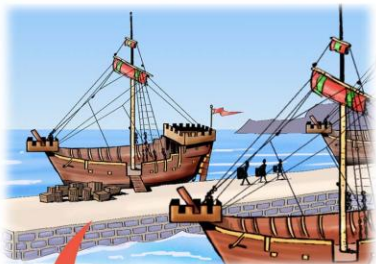
\* Pie Corbett, **The Bumper Book of Storytelling into Writing – Key Stage 1**, Clown Publishing, 2006  
Pie Corbett, **The Bumper Book of Storytelling into Writing – Key Stage 2**, Clown Publishing, 2007



Madog



Madog yn drist



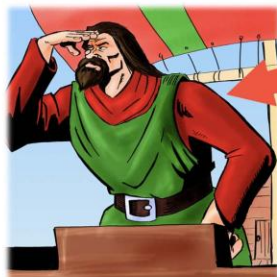
Llongau, bwyd a diod



Mynd



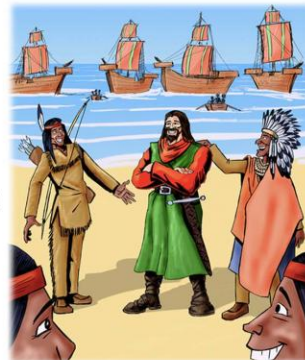
Gweld gwlad newydd



Mynd i'r wlad newydd



Pawb yn hapus



- Use the story map the next time you tell the story and make sure that it is displayed in class.
  - Ask the pupils to make individual story maps.
  - Decide, as a class, which actions you are going to use to convey the story.
  - As pupils learn the story, invite them to tell the story with you.
  - As they become more confident, groups could tell the story, e.g. girls, boys, groups sitting around tables.
  - Story circles could be established where pupils tell each other the story, helping each other as necessary.
  - Pupils could also tell the story in pairs when they are confident.
  - The way the story is told may also be varied.
  - They could act out the story in front of the class – or indeed in front of the school during an assembly - and appropriate props, e.g. clothing, boxes to denote food etc. could be used.
  - Pupils could mime or role-play specific scenes, e.g. they could role-play a situation where people on the ship meet for the first time. They should talk about who they are, how they feel, what they like doing (in detail if possible) and then they could offer each other food / drink. They could role-play the situation where Madog invites his friends to go on the journey, or a scene at the end of the story, where a native living in the new land talks to the travellers as they arrive.
- After the pupils have learnt and performed the story, play the clip which shows a group of children telling the story and compare the pupils' presentation with that of the pupils on screen.
  - Written work could include
    - designing a poster inviting people to go on the voyage:  
**Ydych chi eisiau mynd ...?** (Do you want to go ...?)  
**Beth am fynd ...?** (How / What about going ...?)  
**Dewch gyda ni!** (Come with us!)  
**Pryd:** (When – i.e. insert the date of departure)  
**Ble:** (Where – i.e. insert the place of departure – probably around the Penrhyn Bay / Conwy area.)
    - listing food, clothes etc. the travellers should take with them
    - writing an invitation to a friend to ask whether he / she would like to go on the voyage:  
**Wyt ti eisiau mynd dros y môr – yn bell o Gymru?** (Do you want to go across the sea – far from Wales?)  
**Pryd:** (When – i.e. the departure date)  
**Ble:** (Where – i.e. the departure point)
    - writing a simple news item to accompany a hand-drawn image of Madog, e.g.  
**Dyma Madog.** (This is Madog.)  
**Mae e'n / o'n ...** (He ...)
  - Art and design activities could be undertaken in relation to the story. One such activity is suggested at the back of the book – depicting the sea and the voyage during different weather conditions.
  - Design and technology activities could involve:
    - making a model of the ship
    - making puppets, e.g. finger puppets / stick puppets to depict Madog and some of his friends which could then be used in role-play
  - Music and dance activities could be undertaken, e.g. to convey the fighting in Wales, the voyage, the ebb and flow of the tide.
  - Pupils could also make a story board which would involve using ICT skills.

- Introduce **Cerdyn Siarad 48** (Discussion Card 48):  
**A: Madog wyt ti.** (You're Madog)  
**B: Rhaid gofyn cwestiynau i Madog.** ((You) must ask Madog some questions.)

In this activity, pupils are invited to sit **yn y gadair goch** (in the hot seat) in turn and to assume the identity of Madog. They should answer the questions asked by a partner, members of the class / group. Appropriate cues are provided on the card.

- When pupils have a firm grasp of the story, they could be invited to change it, e.g. they could change:
  - the names of characters
  - the reason for travelling
  - the references to weather
  - etc.

Indeed, they could create a completely different story based on this tale. They could then learn this story, draw a story map, repeat the story on a daily basis, tell the story in groups, pairs etc. and then start writing it, section by section.



## Unit 6: Part 5 - Mynd adre

### Aims

- To bring Crad and Ffion's adventure in the Pod-antur Cymraeg to an end
- To revise feelings
- To revise and use vocabulary and patterns previously introduced in meaningful contexts

### New patterns and vocabulary

Patterns	Main vocabulary
Beth ydy dau a dau? (What's two and two?) Enwch ... (Name ...) Mesurwch ... (Measure ...)	llythyren, llythrennau (letter, letters) tasg, tasgau (task, tasks) adio (to add) diet (diet) llyfr lloffion (scrap book)

**Please note:** The following are used in different parts of Wales. Use the word heard in your area:

South Wales	North Wales	
allwedd brwnt	agoriad, 'goriad budr	key dirty

### Familiar patterns and vocabulary

Patterns	Main vocabulary
<p><b>Questions and answers:</b> Beth am agor y bocys trysor? (How / What about opening the treasure chest?) Ble mae'r ...? (Where is / are the ...?) Ble ydw i? (Where am I?) Ydy'r ... o dan y ...? (Is the ... under the ...?) Ydy. (Yes, it is.) / Nac ydy. (No, it isn't.) Dw i ddim yn meddwl. (I don't think so.) Beth sy yn y bocys? (What's in the box?) Oes ... yn y bocys? (Is there / Are there ... in the box?) Oes. (Yes, there is / are.) / Nac oes. (No, there isn't / aren't.) Beth ydy'r cwestiwn? (What's the question?) Beth nesa? (What next?) Wyt ti'n teimlo'n well? (Are you (sing.) feeling better? / Do you feel (sing.) better?) Ydych chi'n teimlo'n well? (Are you (pl.) feeling better? / Do you (pl.) feel better?)</p> <p><b>Commands:</b> Edrycha. (Look. (sing.); Edrychwch. (Look. (pl.)) Rhowch. (Put. (pl.))</p> <p><b>Other:</b> Does dim ... (There isn't / aren't ... / There's no ...) Dy dro di nawr / rŵan. (Your (sing.) turn now.)</p>	<p>bwrdd (table) cwpwrdd (cupboard) drôr (drawer) bocys (box) tocyn (ticket) mynd adre (to go home) broetsh (brooch) papur (paper) cwestiwn (question) ardderchog (excellent) riwler (ruler) ci (dog) ffair (fair) ceffylau bach (carousel / roundabout) ceir bach (bumper cars) arogli (to smell) ci poeth (hot dog) byrgyr (burger) cadw'n heini (to keep fit) chwarae pêl-droed (to play football) Hwyl fawr! (Bye!)</p>

### Transferring patterns to everyday situations

Try to take every opportunity to use Welsh in everyday situations - many of the patterns introduced and revised in this part of the unit can easily be transferred to the school context, e.g.

**Dyna stori dda!** (What / That's a good story!)

**Chwiliwch am ...** (Look for ... (pl.))

**Ydy'r ... yn y / ar y ....?** (Is the ... in the / on the ...?); **Ydy.** (Yes, it is.); **Nac ydy.** (No, it isn't.)

**Oes ... yn y bocs?** (Is / Are there ... in the / on the box?) **Oes.** (Yes, there is / are.); **Nac oes.** (No, there isn't / aren't.)

**Beth ydy hwn?** (What's this?)

**Beth ydy (dau) a (dau)?** (What's (two) and (two)?)

**Beth ydy'r cwestiynau?** (What are the questions?)

**Meddyliwch am ...** (Think about ...)

**Enwch ...** (Name ...)

### Step-by-step suggestions:

- Play the film entitled **Mynd adre** (Going home) (Unit 6, Part 5). Focus on the beginning – up to the point where Crad takes the piece of paper out of the box.

Before the characters actually find the **allwedd** or **agoriad** (key), you could ask pupils to try to remember where they've seen a key on the film:

**Ble mae'r allwedd?** (Where's the key? - South Wales)

**Ble mae'r agoriad?** (Where's the key? - North Wales)

[**Ar y bêl-droed** (On the football.) - in Unit 5]

Pupils could hide a small key and look for it, in the same way as Crad and Ffion look for and find a small key on the DVD:

**Ydy'r allwedd / agoriad yn y ...?** (Is the key in the ...?)

<b>ar y ..</b>	on the ...
<b>o dan y ...</b>	under the ...
<b>tu ôl i'r ...</b>	behind the...

- Play the next section – up to the point where they leave the Pod-antur Cymraeg. Encourage the pupils to do the tasks that are mentioned on screen, e.g.

**Adio** (Adding)

Crad and Ffion are given a sum to add mentally. The film could be paused before the answer is given so that pupils can work out the answer themselves.

**Cerdyn Siarad 49** (Discussion Card 49) could be introduced:

**Adiwch ...** (Add ...)

Using the cues on the card, pupils could ask each other to add two or three numbers together – in Welsh.

**Enwch ...** (Name ...)

Similarly, Crad and Ffion have to name a fruit and an animal in Welsh. The film could be paused in order to provide an opportunity for the pupils to answer and to list as many fruit, vegetables and animals as possible.

**Mesurwch ...** (Measure ...)

Tasks could be set which require the pupils to measure items through the medium of Welsh – as Ffion does on the film.

- Play the final section where Crad and Ffion are transported back to the fairground and the park.

Ask the pupils for their opinion:

**Ydych chi'n hoffi'r DVD?** (Do you (pl.) like the DVD?)  
**Wyt ti'n hoffi'r DVD?** (Do you (sing.) like the DVD?)

**Ydw.** (Yes, I do.)

**Dw i'n hoffi'r DVD. Mae'n ddoniol.** (I like the DVD. It's funny.)

**Dw i'n hoffi'r DVD achos mae'n hwyl.** (I like the DVD because it's fun.)

**Dw i'n hoffi'r DVD achos dw i'n hoffi Crad.** (I like the DVD because I like Crad.)

**Dw i'n hoffi'r DVD achos mae'r stori'n dda / gyffrous.** (I like the DVD because the stori is good / exciting.)

**Dw i'n hoffi'r DVD achos mae'r stori'n dda / gyffrous ac mae'r Pod-antur yn grêt.** (I like the DVD because the stori is good / exciting and the Pod-antur is great.)

**Nac ydw.** (No, I don't.)

**Dw i ddim yn hoffi'r DVD.** (I don't like the DVD.)

**Dw i ddim yn hoffi'r DVD. Mae'n ofnadwy.** (I don't like the DVD. It's awful.)

**Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi Crad.** (I don't like the DVD because I don't like Crad.)

**Dw i ddim yn hoffi'r DVD achos mae'r stori'n ddiflas.** (I don't like the DVD because the story is boring.)

- Explain that the end is similar to the beginning:

**Mae Crad yn y ffair.** (Crad is at the fair.)

**Mae Crad yn mynd ar y reids.** (Crad goes on the rides.)

**Mae Crad yn bwyta.** (Crad eats.)

Draw attention to the fact that some things are different – **yn wahanol** (different).

**Beth sy'n wahanol?** (What's different?)

Play this section again and ask the pupils to look closely. Then, play the first part of the first unit again and ask them to compare both parts in order to find two differences:

Uned 1	Uned 6
<b>Mae Crad yn bwyta ci poeth.</b> (Crad eats a hot dog.) <b>Mae Crad yn ennill cwningen.</b> (Crad wins a rabbit.) [Also: <b>Mae Crad yn mynd ar y reids.</b> (Crad goes on the rides.)]	<b>Mae Crad yn bwyta byrgyr.</b> (Crad eats a burger.) <b>Mae Crad yn ennill eliffant.</b> (Crad wins an elephant.) [Also: <b>Mae Crad yn mynd adre. / Dim reids.</b> (Crad goes home. / No rides)]

Then, compare the two sections that feature Ffion to discover one difference:

Uned 1	Uned 6
<b>Mae Ffion yn hoffi bwyta picnic yn y parc.</b> (Ffion likes to eat a picnic in the park.)	<b>Mae Ffion yn hoffi chwarae pêl-droed yn y parc.</b> (Ffion likes to play football in the park.)

- Introduce **Cerdyn Siarad 50** (Discussion Card 50):

**Rydych chi yn y Pod-antur Cymraeg. Rydych chi'n mynd i deithio. I ble ydych chi eisiau mynd?**

(You're in the Pod-antur Cymraeg. You're going to travel. Where do you want to go?)

The pupils should imagine where they would like to go and why.

Appropriate cues are provided on the card to help them.

Compare ideas.

- Introduce the book entitled **Llyfr Lloffion Crad a Ffion** (Crad and Ffion's Scrap Book)  
This book looks back over some of Crad and Ffion's adventures.

Pupils could then be encouraged to create a scrap book about a journey / journeys during the year:

**Es i i ...** (I went to ...)

**Roedd e'n / o'n ...** (It was ...)

**Roedd ...** (There was / were ...)

The following could be revised:

**Ces i ...** (I had ...)

**Gwelais i ... / Gweles i ...** (I saw ...)

Pupils should be encouraged to write as much as possible. Ask them to compare Crad's and Ffion's work and to notice how Ffion has included more details in hers. These could be discussed and pupils could be encouraged to include similar details in their own work.