

TEACHERS' GUIDELINES

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INTRODUCTION

Y Pod-antur Cymraeg - P-aC₂

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 and in Pack 1, to develop them further and to transfer them to different contexts, thus enabling pupils to understand spoken and written Welsh, to speak and write in different situations and for different purposes.

Learners are therefore encouraged to:

- **speak** and interact in different situations, working as individuals, in pairs and as members of a group
- **listen and watch** carefully in order to understand what is said
- **read** a wide range of texts in order to develop into effective readers
- **write** in a way that is appropriate to the purpose and audience.

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 unit.

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 in previous situations.

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.

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 where it should be introduced, e.g.

P-aC₂: Uned1, Rhan 1 / Unit 1, Part 1.

In addition, a selection of appropriate cards may 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.

Interactive activities

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.

- the aims of each unit
- a list of the main vocabulary and patterns used on the DVD - both new and familiar forms
- an optional step-by-step guide on how the DVD **could** be used, e.g. how to introduce and reinforce Welsh patterns, when to introduce the reading materials and discussion cards etc. However, as

different teachers have different styles of teaching and circumstances differ from class to class, **these should be adapted to suit your own needs and circumstances.**

- cross-curricular links and suggestions regarding developing thinking, communication, ICT and number skills
- suggestions indicating how vocabulary and patterns may be transferred to the school context, e.g. giving instructions as pupils come into the school after playtime, designing and making posters to display around the school, suggestions for Welsh events or assemblies etc.

P-aC₂ 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 and giving information, when introducing a book etc. They can also be used in relation to areas of the curriculum, e.g. when undertaking work related to art and design or design and technology, physical education, musical activities etc. or when undertaking more specific work associated with the Tudors 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 the materials **may** be used. However, these may be adapted to suit individual teaching styles and the needs of specific classes. 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, Dyfs uses forms that are used in North Wales whereas Izzy 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.

Dyfs (North Wales)	Izzy (South Wales)	Meaning
rŵan	nawr	now
Mae'n ddrwg gen i.	Mae'n flin 'da fi / gyda fi.	I'm sorry.
Tyrd.	Dere.	Come.
pres	arian	money
nain	mam-gu	grandmother
yn fudr	yn frwnt	dirty

Please note:

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

The Pod-antur Cymraeg₂

The DVD and all the accompanying materials are centred around **y Pod-antur Cymraeg** (the Welsh adventure-pod), which allows the characters, Dyfs and Izzy, 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: Dyfs is camping in the woods and Izzy is enjoying herself on the beach when they are both transported into the Pod-antur Cymraeg. There, they get to know each other and learn of the Pod-antur Cymraeg's ability to transport them to different places and through time.
- Unit 2: Dyfs and Izzy travel to Newtown where they search for a special ticket. They then go to the Winter Wonderland, where they enjoy themselves ice skating and buying presents in the Christmas market. After returning to the Pod-antur Cymraeg, Dyfs makes a Christmas decoration and both listen to the tale of Baboushka.
- Unit 3: The characters discover a number of symbols in the Pod-antur Cymraeg. Izzy explains where she comes from and what she enjoys doing and she and Dyfs then go to a leisure centre where Izzy helps out in a gymnastics session.
- Unit 4: The characters see a poster advertising **Diwrnod y Llyfr** ((World) Book Day) and they decide to dress up as a character from a book. They go to a World Book Day celebration at a school where they meet different characters from books. They then prepare some fruit kebabs and a bowl of porridge.
- Unit 5: Dyfs and Izzy discuss music. They perform a rap and sing the popular song **Sosban Fach**. They then listen to some Tudor music and dance to this music. They are transported back to the Tudor period and in particular to the Tudor Merchant's House in Tenby. They also listen to the story of Twm Siôn Cati, the Welsh highwayman.
- Unit 6: After listening to the legend of Cantre'r Gwaelod, Dyfs goes to Aberystwyth to look for a message in a bottle. He returns to the Pod-antur Cymraeg and both characters begin to feel that that they would like to go home. However, before being able to do so, they have to go to the woods to search for specific shapes and have to write an extended piece about themselves which will be placed in a time capsule. They come across highwaymen in the woods but eventually return to Wales.

Acknowledgements:

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The National Trust

Newtown Town Council
PD's Diner, Aberystwyth
Pembrey Country Park
Pendine Outdoor Education Centre
Send a Cow
Tudor Tales
Weald and Downland Open Air Museum
Ysgol Licswm, Holywell
Ysgol Mynydd Bychan, Cardiff
Ysgol O.M. Edwards, Llanuwchllyn
Ysgol Penybryn, Bethesda

Interactive materials

The story

The interactive board game depicts Izzy's journey to the Pod-antur Cymraeg. As she travels, she must complete the activities and pupils are required to help her.

Interactive Game – instructions for use

Double click on the Interactive Game icon.
Click on **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 Twannel** (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, Izzy 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 Izzy 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 Izzy moving forward a number of squares, corresponding to the number of letters in the word. Not completing the game will result in Izzy moving back a number of squares, corresponding to the number of letters in the word.

Troellwr y Twannel

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

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

- **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 game could be played when pupils have completed the appropriate two units, i.e. at the end of unit 2, unit 4 or unit 6, 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.

Cross-curricular links

The following grid highlights how the units relate to other areas of the curriculum. For more detailed information please see the guidelines for each unit and the appropriate Programmes of Study.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Bobl bach! Yn y goedwig Ar y traeth Y Pod-antur Cymraeg Ydych chi'n cofio?	Teithio Paratoi Hwyl y Gaeaf Anrhegion Ydych chi'n cofio?	Symbolau Mapiau Dydd Sadwrn Help! Ydych chi'n cofio?	Dathlu Pwy ydy pwy? Y bachgen a'r blaidd Diwrnod y Llyfr Ydych chi'n cofio?	Sosban fach Miwsig a dawnsio Y Tuduriaid Teithio Ydych chi'n cofio?	O dan y môr Aberystwyth Neges mewn potel Yn y goedwig Y capsiwl amser
Art and design	<ul style="list-style-type: none"> • produce artwork to depict a woodland scene • produce a collage of the woods or the beach • produce artwork using pebbles etc. • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • produce artwork to depict Hwyl y Gaeaf • draw cartoons • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • produce artwork using recyclable materials • design symbols • research and produce African art • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • produce artwork to depict a woodland scene using different colour tones, shades and texture • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • draw aspects associated with the Tudor period • design and make a collage associated with Twm Siôn Cati • design a backdrop / set for a play • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • design and create a piece of artwork to depict Cantre'r Gwaelod • design and create a backdrop / set for a story • evaluate their own work and that of their fellow pupils
Design and technology	<ul style="list-style-type: none"> • create a 3D model of the beach using materials of different texture • design and make models of trees, woodland animals etc. to create a display • prepare healthy dishes for a camping trip • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • design and print tickets, posters, invitations and menus using appropriate software • design and make a Christmas decoration • “plan and carry out a broad range of practical food preparation tasks safely and hygienically”, e.g. party food • “apply current healthy eating messages ... when undertaking food preparation” • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • design symbols • design and make compasses • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • design and make a hat for Aladdin • design and make models of book characters • design and make puppets • “plan and carry out a broad range of practical food preparation tasks safely and hygienically” • “apply current healthy eating messages ... when undertaking food preparation” • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • design and create menus, wooden toys, a Tudor house, parchment • design and create highwayman puppets • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • design and create a mobile to depict a sea life / a beach • design and create puppets • design and create a scrapbook • evaluate their own work and that of their fellow pupils

	Unit 1 Bobl bach! Yn y goedwig Ar y traeth Y Pod-antur Cymraeg Ydych chi'n cofio?	Unit 2 Teithio Paratoi Hwyl y Gaeaf Anrhegion Ydych chi'n cofio?	Unit 3 Symbolau Mapiau Dydd Sadwrn Help! Ydych chi'n cofio?	Unit 4 Dathlu Pwy ydy pwy? Y bachgen a'r blaidd Diwrnod y Llyfr Ydych chi'n cofio?	Unit 5 Sosban fach Miwsig a dawnsio Y Tuduriaid Teithio Ydych chi'n cofio?	Unit 6 O dan y môr Aberystwyth Neges mewn potel Yn y goedwig Y capsiwl amser
English	<ul style="list-style-type: none"> • search for information on the internet • speak and listen in groups • record details in written form 	<ul style="list-style-type: none"> • search for information on the internet • speak and listen in groups • record details in written form 	<ul style="list-style-type: none"> • search for information on the internet • speak and listen in groups • record details in written form • use capital letters 	<ul style="list-style-type: none"> • search for information on the internet • speak and listen in groups • record details in written form • dress up as a character from an English book and discuss an English story book 	<ul style="list-style-type: none"> • search for information on the internet • speak and listen in groups • record details in written form • study the poem <i>The Highwayman</i> (Alfred Noyes) 	<ul style="list-style-type: none"> • search for information on the internet • speak and listen in groups
Geography	<ul style="list-style-type: none"> • identify and locate places / countries on globe, atlas, map • use ICT to find and present information • follow directions on a map 	<ul style="list-style-type: none"> • identify and locate places / countries / continents on globe, atlas, map • undertake a study of the local area • identify symbols on Ordnance Survey maps 	<ul style="list-style-type: none"> • identify and locate places using maps etc. • revise points of the compass • write weather bulletins and compare the weather in different parts of the world • identify symbols on Ordnance Survey maps • undertake a study of Aberystwyth / the local area • use co-ordinates to specify location • undertake a study of life in Lesotho • compare and contrast life in Lesotho with life in Wales 	<ul style="list-style-type: none"> • identify and locate places using maps etc. • undertake a study of a woodland area 	<ul style="list-style-type: none"> • identify and locate places using maps etc. • revise points of the compass 	<ul style="list-style-type: none"> • discussion of the weather • simple map reading • identify and locate places using maps etc. • revise points of the compass • revise geographical symbols • promote the area

	Unit 1 Bobl bach! Yn y goedwig Ar y traeth Y Pod-antur Cymraeg Ydych chi'n cofio?	Unit 2 Teithio Paratoi Hwyl y Gaeaf Anrhegion Ydych chi'n cofio?	Unit 3 Symbolau Mapiau Dydd Sadwrn Help! Ydych chi'n cofio?	Unit 4 Dathlu Pwy ydy pwy? Y bachgen a'r blaidd Diwrnod y Llyfr Ydych chi'n cofio?	Unit 5 Sosban fach Miwsig a dawnsio Y Tuduriaid Teithio Ydych chi'n cofio?	Unit 6 O dan y môr Aberystwyth Neges mewn potel Yn y goedwig Y capsiwl amser
History	<ul style="list-style-type: none"> • opportunities to study different periods in history • opportunities to study dinosaurs 			<ul style="list-style-type: none"> • opportunity to study historical figures featured in a book 	<ul style="list-style-type: none"> • undertake a study of the Tudor period • compare and contrast life in the 21st century with that in the Tudor period • ask and answer relevant questions 	<ul style="list-style-type: none"> • reference to the Celtic settlement at Pen Dinas • opportunity to study Welsh castles • further references to the Tudor period
ICT	<ul style="list-style-type: none"> • “find information from a variety of sources for a defined purpose,” e.g. information about animals • produce written pieces • use a range of ICT resources e.g. to film fieldwork, personal hygiene, oral work • use mobile phones in oral work 	<ul style="list-style-type: none"> • design and print tickets, posters, invitations and menus using appropriate software • “find information from a variety of sources for a defined purpose” • use a range of ICT resources, e.g. film food preparation, give a PowerPoint presentation 	<ul style="list-style-type: none"> • “find information from a variety of sources for a defined purpose”, e.g. in relation to symbols, Lesotho, the weather in different parts of the world • prepare and give a PowerPoint presentation • design and print symbols, posters and leaflets • upload information onto the school's website, e.g. about the area 	<ul style="list-style-type: none"> • design and make a Get Well card • discuss the design of posters, e.g. font, print size, colour etc. and establish a set of criteria which pupils should use to create posters • design a story board • create cartoon characters which could be animated 	<ul style="list-style-type: none"> • “find information from a variety of sources for a defined purpose” • design Wanted posters • film various activities 	<ul style="list-style-type: none"> • design a story board • prepare and give a PowerPoint presentation • use a range of ICT resources, e.g. film the new version of Cantre'r Gwaelod

	Unit 1 Bobl bach! Yn y goedwig Ar y traeth Y Pod-antur Cymraeg Ydych chi'n cofio?	Unit 2 Teithio Paratoi Hwyl y Gaeaf Anrhegion Ydych chi'n cofio?	Unit 3 Symbolau Mapiau Dydd Sadwrn Help! Ydych chi'n cofio?	Unit 4 Dathlu Pwy ydy pwy? Y bachgen a'r blaidd Diwrnod y Llyfr Ydych chi'n cofio?	Unit 5 Sosban fach Miwsig a dawnsio Y Tuduriaid Teithio Ydych chi'n cofio?	Unit 6 O dan y môr Aberystwyth Neges mewn potel Yn y goedwig Y capsawl amser
Mathematics	<ul style="list-style-type: none"> estimate and calculate the age of trees measure the circumference of trees design and use questionnaires create and explain graphs 	<ul style="list-style-type: none"> design and use questionnaires create and explain graphs calculate prices and work with money discuss the date discuss the temperature and negative numbers revise counting in fives 	<ul style="list-style-type: none"> identify and use mathematical symbols measure the radius of a circle undertake work associated with time design and use questionnaires create and explain graphs introduce percentages use co-ordinates to specify location 	<ul style="list-style-type: none"> weigh and measure ingredients work with large numbers 	<ul style="list-style-type: none"> measure and use appropriate measures: centimetr design and use questionnaires create and Shexplain graphs 	<ul style="list-style-type: none"> identify 2D and 3D shapes work with money revise addition and multiplication design and use questionnaires create and explain graphs
Music	<ul style="list-style-type: none"> listen to / appraise <i>Morning</i> from the <i>Peer Gynt Suite</i> compose a piece of music to depict the morning / the dinosaurs compose ring tones for mobile phones learn and perform Ar Lan y Môr 	<ul style="list-style-type: none"> compose a piece of music to accompany a dinosaur dance, the kings' journey to Bethlehem <ul style="list-style-type: none"> evaluate this music learn and perform <i>Stille Nacht / Dawel Nos/Silent Night</i> listen to / appraise a piece of music by Mozart listen to and appraise a piece of traditional Russian folk music 	<ul style="list-style-type: none"> identify music symbols 	<ul style="list-style-type: none"> compose a piece of music to depict the characters that appear in the woods listen to / appreciate <i>Peter and the Wolf</i> 	<ul style="list-style-type: none"> perform a rap create and perform a new rap learn and sing the Welsh folk song Sosban Fach use dynamics and pace appraise pieces of music discuss musical instruments perform musical pieces learn and perform <i>Greensleeves</i> on the recorder 	<ul style="list-style-type: none"> listen to / appraise <i>The Hebrides Overture (Fingal's Cave)</i> by Mendelssohn compose a piece of music to portray the sea

	Unit 1 Bobl bach! Yn y goedwig Ar y traeth Y Pod-antur Cymraeg Ydych chi'n cofio?	Unit 2 Teithio Paratoi Hwyl y Gaeaf Anrhegion Ydych chi'n cofio?	Unit 3 Symbolau Mapiau Dydd Sadwrn Help! Ydych chi'n cofio?	Unit 4 Dathlu Pwy ydy pwy? Y bachgen a'r blaidd Diwrnod y Llyfr Ydych chi'n cofio?	Unit 5 Sosban fach Miwsig a dawnsio Y Tuduriaid Teithio Ydych chi'n cofio?	Unit 6 O dan y môr Aberystwyth Neges mewn potel Yn y goedwig Y capsawl amser
Physical education	<ul style="list-style-type: none"> plan / perform movements to depict different animals, trees / the sea in different conditions 	<ul style="list-style-type: none"> recognise the principles of simple composition and choreography in order to use them "to plan sequences and a range of movement patterns" – e.g. dinosaur movements / a dinosaur dance 	<ul style="list-style-type: none"> learn about / take part in leisure centre activities take part in a gymnastics session 	<ul style="list-style-type: none"> recognise the principles of simple composition and choreography in order to use them "to plan sequences and a range of movement patterns", e.g. the characters that appear in the woods, Aesop's fable about the sun and the wind 	<ul style="list-style-type: none"> choreograph a dance to accompany a rap learn and perform a "Tudor" dance create a new "Tudor" dance learn and perform a Welsh folk dance 	<ul style="list-style-type: none"> create a dance to contrast different aspects of the sea
Religious education		<ul style="list-style-type: none"> opportunity to study the story of Goliath opportunity to study the Christmas story 	<ul style="list-style-type: none"> identify religious symbols 			
Science	<ul style="list-style-type: none"> fieldwork associated with two different areas study of habitats the food chain realize "how humans affect the environment, e.g. litter" darkness and light / shadows 	<ul style="list-style-type: none"> discuss healthy food 	<ul style="list-style-type: none"> recycling the dangers of smoking 	<ul style="list-style-type: none"> discuss and prepare healthy food introduction to vitamins and fibre the food chain 		<ul style="list-style-type: none"> opportunity to study / visit a beach and to compare and contrast two different environments

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Bobl bach! Yn y goedwig Ar y traeth Y Pod-antur Cymraeg Ydych chi'n cofio?	Teithio Paratoi Hwyl y Gaeaf Anrhegion Ydych chi'n cofio?	Symbolau Mapiau Dydd Sadwrn Help! Ydych chi'n cofio?	Dathlu Pwy ydy pwy? Y bachgen a'r blaidd Diwrnod y Llyfr Ydych chi'n cofio?	Sosban fach Miwsig a dawnsio Y Tuduriaid Teithio Ydych chi'n cofio?	O dan y môr Aberystwyth Neges mewn potel Yn y goedwig Y capsiwl amser
Welsh Second Language	<ul style="list-style-type: none"> • numerous opportunities to develop oracy, reading and writing, e.g. • Oracy: view, listen and respond to audio-visual materials; ask and answer questions; present personal information; express opinions; work independently, in pairs and in groups etc. • Reading: read in a variety of situations and respond intelligently, etc. • Writing: write in a variety of forms for a range of purposes - present information, write personal accounts, lists, menus, posters, leaflets, TV script, poem, diary, dialogues, factual pieces etc. 	<ul style="list-style-type: none"> • numerous opportunities to develop oracy, reading and writing, e.g. • Oracy: view, listen and respond to audio-visual materials; ask and answer questions; present personal information etc. • Reading: read in a variety of situations and respond intelligently, etc. • Writing: write in a variety of forms for a range of purposes - creative and factual, e.g. personal profiles, lists, tickets, events calendar / diary, factual pieces, leaflets, story board, a story, invitations, posters, e-mails, etc. 	<ul style="list-style-type: none"> • numerous opportunities to develop oracy, reading and writing, e.g. • Oracy: view, listen and respond to audio-visual materials; ask and answer questions, discuss information etc. • Reading: read in a variety of situations and respond intelligently, etc. • Writing: write in a variety of forms for a range of purposes, e.g. notes, lists, leaflets, e-mails, factual pieces, a video script, posters, an account of their daily life, paragraphs that contain text and symbols • the use of capital letters for proper names • write in a persuasive style 	<ul style="list-style-type: none"> • numerous opportunities to develop oracy, reading and writing, e.g. • Oracy: view, listen and respond to audio-visual materials; ask and answer questions; convey personal experiences; role-play etc. • Reading: read in a variety of situations and respond intelligently, etc. • Writing: write in a variety of forms for a range of purposes, e.g. lists, e-mails, text messages, invitations, recipes, posters, descriptions, leaflets, dialogues, a book review, a story etc. • use speech marks 	<ul style="list-style-type: none"> • numerous opportunities to develop oracy, reading and writing, e.g. • Oracy: view, listen and respond to audio-visual materials; express opinions and convey personal and imaginative experiences; role-play etc. • Reading: read in a variety of situations and respond intelligently, etc. • Writing: write for an extended range of audiences and for a range of purposes, e.g. lists, factual and personal writing, menus, messages, a Welsh rap, instructions for a dance, a play • use speech marks 	<ul style="list-style-type: none"> • numerous opportunities to develop oracy, reading and writing, e.g. • Oracy: view, listen and respond to audio-visual materials; express opinions and convey personal and imaginative experiences; role-play etc. • Reading: read in a variety of situations and respond intelligently, etc. • Writing: write for an extended range of audiences and for a range of purposes, e.g. weather bulletin, lists, invitations, interpretation of a graph, quiz questions, poem, factual writing, entries in a scrapbook, an extended piece of personal writing

Unit 1

The work in this unit focuses on teaching Welsh as a second language. However, the curriculum and other related areas have also been targeted. Examples of cross-curricular elements are provided below, but for more details, please refer to the relevant Programmes of Study and frameworks.

Welsh Second Language

In this unit, pupils see and hear different people speaking Welsh and consequently become aware of regional variations in the language. They are provided with opportunities to present personal information, to express opinions, e.g. in relation to the DVD, reading books etc. They are encouraged to respond appropriately in a variety of situations, including role-play activities, e.g. in scenarios described on the **Cardiau Siarad** (Discussion Cards) etc. and in hot-seating activities. They work independently, in pairs, in groups and as a class.

There are opportunities to view and listen to the film carefully and to extract the main points. In order to develop this skill, pupils could be given a synopsis of parts of the film, some of which could be **cywir** (correct) and some of which could be **anghywir** (incorrect). They would then be asked to listen to the film carefully in order to spot the inaccuracies and correct them.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information. Pupils could also respond to questions based on the film, e.g. in quiz activities. They could write about specific sections of the film.

Pupils are encouraged to respond to various reading materials, e.g. story books, a poem and factual reading cards. General questions which they could ask each other or which the teacher could ask them are listed in the document entitled **P-aC₂ Language Patterns** and a list of specific questions relevant to each book is to be found at the back of the books. There are also opportunities to read aloud.

Pupils are provided with the opportunity to write lists, factual accounts and personal pieces, menus, posters, leaflets, a short script for television, a poem, a diary entry and dialogues, in addition to recording information they have gathered when undertaking research work. There are opportunities, therefore, to write using the present and past tenses.

English

There are opportunities to search for information about plants, animals and birds that are to be found in woodlands and on the beach and much of this will entail reading and recording in English.

Mathematics

Pupils could estimate the age of trees and measure their circumference in order to calculate their age: **Mesurwch.** (Measure.)

Sawl centimetr? (How many centimetres?)

... centimetr. (... centimetres.)

Rhannwch â dau pwynt pump. (Divide by 2.5.)

Faint ydy oed y goeden? (How old is the tree?)

In addition, there are opportunities to create and use questionnaires and to draw and explain graphs, e.g. at the end of Part 2.

Science

As Dyfs undertakes a study of a woodland and Izzy explores a beach, language patterns and vocabulary which could be used whilst undertaking fieldwork are introduced. Both characters record what they see and hear through drawings, diagrams, questionnaires and by taking photographs. Pupils undertaking similar work could also record their experiences in Welsh, e.g.

Yn y goedwig, dw i'n gallu clywed / gweld ... In the woods, I can hear / see ...

Beth:	Ble:	(What:	Where:
adar	yn y coed	birds	in the trees
blodau	o dan y coed	flowers	beneath the trees)

Ar y traeth, dw i'n gallu clywed / gweld ...	On the beach, I can hear / see ...
Beth:	Ble:
adar	ar y cerrig
cranc	yn y pwll / yn y dŵr / ar y traeth
cregyn	ar y tywod
	(What: Where:
	birds on the stones
	a crab in the pool / in the water / on the beach
	shells on the sand)

Pupils could film what they see and write a simple script which they could include as a voiceover.

There are opportunities to study animals in two contrasting environments, e.g.

Mae ... yn byw yn y goedwig. (... lives / live in the woods.)

Mae ... yn byw ar y traeth. (... lives / live on the beach.)

In addition, pupils could discuss which animals and birds are to be seen in the woods during the day and during the night. Pupils could undertake research into some of the animals and write about them.

Certain aspects of the food chain can also be introduced, e.g. the reading card entitled **Yn y Goedwig** (In the Woods) features animals that are linked in the food chain and this could be discussed in Welsh:

Mae'r pryfed bach yn bwyta'r dail. (The small insects / aphids eat the leaves.)

Mae'r fuwch goch gota'n bwyta'r pryfed bach (The ladybird eats the small insects / aphids.)

Mae'r aderyn yn bwyta'r fuwch goch gota. (The bird eats the ladybird.)

Mae'r boncath yn bwyta'r aderyn. (The buzzard eats the bird.)

etc.

The following pattern could also be introduced / revised if required:

Beth mae ... yn fwyta? (What does / do ... eat?)

Pupils could draw a scene similar to the one seen on the reading card which could incorporate other animals that feature in food chains. They could then discuss these food chains in groups.

Similar food chains could be drawn up in relation to the beach study featured in Part 3.

Parts 2 and 3 show how humans can affect different environments as litter is found in the woods and on the beach. Viewers are encouraged to dispose of litter responsibly at all times.

There are references to light and dark in this unit. In the reading book **Yn y Goedwig yn y Nos** (In the Woods at Night), a shadow is cast on the side of the tent, which could lead to work associated with **cysgod, cysgodion** (shadow, shadows).

Geography

In the book entitled **Izzy'n teithio** (Izzy (is) Travelling), Izzy travels to Australia. Pupils could gather information about this country, and, using a map, they could plot a journey from Wales to Australia, recording in Welsh the names of the countries they pass through on the way. If relevant, they could use co-ordinates and four-figure references in this context.

History

In the same book, Izzy travels back through specific periods in history to a period when dinosaurs roamed the earth. Further work could be undertaken in relation to these periods.

Art and design

There are numerous opportunities to use Welsh as a means of communication during art and design sessions, e.g. pupils could create woodland scenes, leaf rubbings etc. and, having chosen suitable materials, they could make a collage of the woods or the beach. They could also create pieces of artwork using pebbles. They are also asked to draw images of the **Pod-antur Cymraeg**.

After completing the work, they should be given an opportunity to evaluate their own work and that of their fellow pupils. Please see the document entitled **P-aC₂ Language Patterns** for appropriate vocabulary and language patterns.

Physical education

The woodland and seaside contexts could be used as a setting for various movement and dance related activities, e.g. moving like different animals, trees in different weather conditions, the sea during calm and stormy weather etc. Similarly, in Parts 4 and 5, pupils could devise movements associated with huge, heavy dinosaurs or smaller, lighter dinosaurs.

Music

Pupils could listen to pieces of music associated with birdsong and morning, e.g. *Morning* from *Peer Gynt Suite* by Grieg. They could then express opinions about these pieces and describe how they feel as they listen. In addition, they could compose a short piece to depict the morning.

As Dyfs and Izzy use mobile phones pupils could listen to different ring tones, express opinions and compose a new ring tone. They could then evaluate the different tones and record them.

They could also compose music / sounds which convey the presence of the Pod-antur Cymraeg, i.e. when Dyfs and Izzy become aware of a strange sound.

In addition, the folk song **Ar Lan y Môr** (At the Seaside) could be introduced.

In Parts 4 and 5, pupils could compose music to convey huge, heavy dinosaurs or smaller, lighter dinosaurs. This music could be used to accompany dinosaur movements which the pupils could create (Please see **Physical Education** above).

ICT

After reading the fact sheet entitled **Yn y Goedwig** (In the Woods), pupils are encouraged to search for further information and to record and present this in an appropriate form. They should also search for images to accompany their work.

They could use a video camera to film their fieldwork, to record advice in relation to basic personal hygiene and to film oral work in class, which would provide a good record of this work.

Pupils could also use mobile phones to speak to each other in Welsh and to record new ring tones.

Design and technology

Attention could be drawn to the texture of different natural materials in the woods and on the beach and these could be used in design and technology work. Pupils could, for example, create a 3D model of the beach using materials with different textures etc.

Using appropriate materials, pupils could design and make models of different types of trees and woodland animals which could then be used to create a display entitled **Yn y Goedwig** (In the Woods). They could also make a model of the Pod-antur Cymraeg.

There are two references to eating food outdoors and pupils could consider what food would be appropriate for a camping expedition in the woods or a visit to the beach. They could prepare suitable healthy dishes, e.g. a salad, sandwiches, a healthy pizza etc.

Education for Sustainable Development and Global Citizenship

The unit targets Education for Sustainable Development and Global Citizenship as it encourages pupils to treat the environment with respect whilst, at the same time, enjoying it.

Curriculum Cymreig

The unit addresses the Curriculum Cymreig not only by developing pupils' linguistic skills in Welsh Second Language but also by introducing the Welsh folk song **Ar Lan y Môr** (At the seaside) in Part 3.

PSE

Pupils are encouraged to brush their teeth and their hair and to change their clothes regularly. This could lead to a discussion about personal hygiene.

Developing Thinking

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

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. in relation to fieldwork) and 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 Izzy travels from Wales to various places), to come to conclusions and to formulate and develop opinions. They are also encouraged to think of a suitable ending for the story **Yn y Goedwig yn y Nos** (In the Woods at Night).

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 locate and select information, to respond to what has been read and to present information - both orally and in written form.

Developing ICT

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

Developing Number

Pupils develop their number skills in this unit by using cardinal numbers, estimating the age of trees, gathering information in a variety of ways, including questionnaires, and presenting data in appropriate forms, including graphs which are then explained.

Unit 1: Part 1 – Bobl bach!

Aims:

- To revise introducing oneself in Welsh
- To revise expressing opinions, e.g. **Mae'n wych.** (It's great.); **Mae'n grêt.** (It's great.); **Mae'n ffantastig.** (It's fantastic.); **Dw i'n hoffi ... yn fawr.** (I like ... very much.); **blasus** (delicious)
- To revise expressing feelings, e.g. **Dw i'n teimlo'n hapus.** (I feel happy)
- To introduce certain aspects associated with PSE through the medium of Welsh, e.g. **Rhaid brwsio dannedd.** (Must brush (my / your) teeth.); **Rhaid brwsio gwallt.** (Must brush (my / your) hair.); **Rhaid ymolchi.** (Must wash); **Rhaid gwisgo dillad glân.** (Must wear clean clothes.) etc.
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
Rhaid codi. (Must get up.) Rhaid brwsio dannedd. (Must brush (my / your) teeth.) Rhaid brwsio gwallt. (Must brush (my / your) hair.) Rhaid ymolchi. (Must wash.) Rhaid gwisgo pants glân. (Must wear clean pants.) Rhaid gwisgo sanau glân. (Must wear clean socks.) Cofia. (Remember. (sing.))	amser codi (time to get up) gweryslla (to camp, camping) coedwig (y goedwig) (woods (the woods)) pants (pants) glân (clean)

Familiar patterns and vocabulary

The following language patterns may already have been introduced during the Foundation Phase and in P-aC₁.

Patterns	Main vocabulary
Questions and answers Beth sy yn y bag? (What's in the bag?) Beth am ...? (What about / How about ...?) Hoffi (To like) Dw i'n hoffi ... (I like ...) Dw i'n hoffi peren yn fawr. (I like pears (lit. a pear) very much.) Eisiau (To want) Ydych chi eisiau clywed? (Do you (pl.) want to hear?) Ydyn, os gwelwch yn dda. (Yes, please.) / Nac ydyn, dim diolch. (No, thank you.) Dw i eisiau peren. (I want a pear.) Commands Byddwch yn dawel. (Be quiet.) Esgusodwch fi. (Excuse me. (pl.)) Ewch. (Go (away). (pl.)) Dim pipo! (No peeping!) Other Bobl bach! (Good heavens!) Pardwn? (Pardon?)	yn gynta (first) brecwast (breakfast) ffrwythau (fruit) sudd oren (orange juice) afal (apple) banana (banana) peren (pear) bara brown (brown bread) bara gwyn (white bread) eto (again) coed (trees) blodau (flowers) dail (leaves) dillad (clothes) sanau (socks) pyjamas (pyjamas) crys T (T-shirt)

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.

Byddwch yn dawel. (Be quiet.)

Esgusodwch fi. (Excuse me.)

Un funud. (Just a minute. – South Wales) / **Un munud.** (Just a minute. – North Wales)

Pardwn? (Pardon?)

Yn gynta ... (Firstly ...)

Beth sy yn y ...? (What's in the ...?)

Dyma ni. (Here we are.)

Dim problem! (No problem!)

Step-by-step suggestions:

- Show the film entitled **Bobl bach!** (Good heavens!) (Unit 1, Part 1) in its entirety. Ask pupils for their opinions. Introduce / revise the following as appropriate:

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.)

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

Dw i'n hoffi'r DVD achos dw i'n hoffi gwersylla. (I like the DVD because I like camping.)

Dw i'n hoffi'r DVD achos dw i'n hoffi'r stori. Mae'n wych. (I like the DVD because I like the story. It's great.)

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 gwersylla. (I don't like the DVD because I don't like camping.)

Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi'r stori. Mae'n ddiflas. (I don't like the DVD because I don't like the story. It's boring.)

- Ask some general questions, e.g.

Ble mae Dyfs? (Where's Dyfs?)

Yn y goedwig. (In the woods.)

Ble mae Dyfs yn cysgu? (Where does Dyfs sleep? / Where is Dyfs sleeping?)

Yn y babell. (In the tent.) (Accept the word *tent* to begin with, if necessary, but then introduce and reinforce **y babell**.)

Mae Dyfs yn cysgu yn y babell. (Dyfs sleeps / is sleeping in the tent.)

Beth mae Dyfs yn wisgo? (What is Dyfs wearing?)

Pyjamas. (Pyjamas.)

Mae Dyfs yn gwisgo pyjamas. (Dyfs is wearing pyjamas.)

Beth mae Dyfs yn fwyta? (What does Dyfs eat / What is Dyfs eating?)

Peren a bara brown. (A pear and brown bread.)

Mae Dyfs yn bwyta peren a bara brown. (Dyfs eats / is eating a pear and brown bread.)

Beth sy yn goedwig? (What's in the woods?)

Adar. (Birds.)

Coed. (Trees.)

Llwybr. (A path.)

Dail. (Leaves.)

Pabell. (A tent.) **Y babell.** (The tent.)

Dillad. (Clothes.)

Wyt ti'n hoffi'r goedwig? (Do you like the woods?)

Ydw, dw i'n hoffi'r goedwig. (Yes, I like the woods.)

Nac ydw, dw i ddim yn hoffi'r goedwig. (No, I don't like the woods.)

These questions could be asked / answered as part of a quiz activity, with two or more teams competing against each other to score points.

- Show the beginning of the film again, up to the point where the phone rings. Encourage pupils to respond to Dyfs' questions as appropriate, e.g.

Sut ydych chi? (How are you?)

Draw attention to the pattern:

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

Ask the pupils to role-play the first section, where Dyfs introduces himself but ask them to say much more about themselves than he does, e.g.

Helo. (Hello.)

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

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

Dw i'n mynd i Ysgol ... (I go to Ysgol ...)

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

Dw i'n hoffi ... yn y ... (I like ... in the + place)

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

Dw i'n hoffi ... bob dydd ... (I like ... every ...day)

Dw i'n hoffi ... achos ... (I like ... because ...)

etc.

- Pupils could then write a short paragraph about themselves anonymously on pieces of paper. The papers could be folded and collected and placed in a box. In turn, pupils could pick one of the pieces of paper from the box, read the description aloud and members of the group should try to decide who the person is. These papers could then be stuck onto a large sheet of card, with accompanying photographs, in order to create a **Pwy ydy Pwy?** (Who's Who?) poster.
- Replay the clip but move on to the next section, where Dyfs speaks to his friend on the phone – up to the point where the signal is lost.

Focus on the questions that are asked:

Sut wyt ti? (How are you?)

Ble wyt ti? (Where are you?)

Ble? (Where?)

Beth wyt ti'n wneud? (What are you doing?)

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

You could play the section again and ask the pupils to listen for Dyfs' answers to these questions. These could then be listed on the whiteboard:

Sut wyt ti? (How are you?)

Iawn, diolch. Sut wyt ti? (Fine thanks. How are you?)

Ble wyt ti? (Where are you?)

Dw i yn y goedwig. (I'm in the woods.)

Ble? (Where?)

Yn y goedwig. (In the woods.)

Beth wyt ti'n wneud? (What are you doing?)

Dw i'n gwersylla. (I'm camping.)

Wyt ti'n hoffi gwersylla? (Do you like camping?)

Ydw. Dw i'n hoffi gwersylla yn fawr. Mae'n wych. Mae'n ffantastig. Mae'n grêt. (Yes. I like camping very much. It's great. It's fantastic. It's great.)

These questions have previously been introduced during the Foundation Phase and in P-aC₁

but revise them now - in the context of camping in the woods to begin with, but then transfer the questions to other situations, e.g.

ar y traeth (on the beach)

yn y parc (in the park)

yn yr ysgol (in school)

etc.

Pupils could then 'phone' each other, using these patterns or they could write phone dialogues.

- Pupils could listen to different ring tones and express opinions, e.g.

Wyt ti'n hoffi'r dôn? (Do you like the tone / tune?)

Ydw, dw i'n hoffi'r dôn achos mae'n hapus. (Yes, I like the tone / tune because it's happy.)

hwyl	fun
dda	good
wych	great
ddiddorol	interesting
gyffrous	exciting

Nac ydw, dw i ddim yn hoffi'r dôn achos mae'n ddiflas.

(No I don't like the tone because it's boring)

ofnadwy	awful
drist	sad

They could then compose and record new ring tones, which could be used at the beginning of new conversations.

- Replay the section but move on to the next section, where Dyfs speaks to his mother on the phone – end with the photographs that explain the meaning of:

Rhaid brwsio dannedd. (Must brush (your / my) teeth.)

Rhaid brwsio gwallt. (Must brush (your / my) hair.)

Rhaid ymolchi. (Must wash.)

- Focus on the expression:

Esgusodwch fi. (Excuse me.)

and practise it, e.g. pupils could make the sound of a ring tone and other pupils could excuse themselves to answer the phone.

Ask the pupils what questions are asked in this section:

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

Ble wyt ti? (Where are you?)

Beth wyt ti'n wneud? (What are you doing?)

Pardwn? (Pardon?)

Wyt ti'n hoffi gwerysyla? (Do you like camping?)

These questions were introduced in the first telephone call – they are reinforced here.

Once again, you could replay the section and ask pupils to identify the answers, which could be listed on the whiteboard:

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

Da iawn, diolch. Sut wyt ti (Mam)? (Very well thanks you. How are you, (Mum)?)

Ble wyt ti? (Where are you?)

Dw i yn y goedwig. (I'm in the woods.)

Ble? (Where?)

Yn y goedwig. (In the woods.)

Beth wyt ti'n wneud? (What are you doing?)

Dw i'n gwerysyla. (I'm camping.)

Pardwn? (Pardon?)

Wyt ti'n hoffi gwerysyla? (Do you like camping?)

Ydw. Dw i'n hoffi gwerysyla yn fawr. (Yes. I like camping very much.)

- Play the section again – up to the point where the photographs are shown, but before doing so, explain that Dyfs' mum gives him some instructions. Ask the pupils to listen carefully to identify these instructions.

Ask the pupils what the instructions are and list them on the whiteboard. Draw particular attention to the word **Rhaid** (Must):

Rhaid brwsio dannedd. (Must brush (your / my) teeth.)

Rhaid brwsio gwallt. (Must brush (your / my) hair.)

Rhaid ymolchi. (Must wash.)

Practise these patterns and invite pupils to mime the actions so that other pupils have to guess what they are doing.

- Use the next clip to reinforce these patterns. Pause the film as Dyfs shows the toothbrush, the hairbrush and flannel and soap and ask the pupils to give the appropriate instructions. Pause the DVD after Dyfs has said **Ond yn gynta, brechwast.** (But first of all, breakfast.)

Pupils could then make simple posters or leaflets which could be displayed, e.g.

Yn y bore ... (In the morning ...)

Rhaid brwsio dannedd. (Must brush (your / my) teeth.)

Rhaid brwsio gwallt. (Must brush (your / my) hair.)

Rhaid ymolchi. (Must wash.)

They could also produce a film, aimed at younger children possibly, where they mime these activities and give advice in Welsh regarding personal hygiene. This could also lead to further work associated with personal hygiene.

- Before moving on to the next section, which deals with breakfast food, ask the pupils to write lists of food they could eat for breakfast. Introduce an element of fun:

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

You could allocate a specific time limit, e.g.

Dwy funud (Two minutes. - North Wales) / **Dau funud** (Two minutes. - South Wales)

After they have finished, ask:

Sawl un? (How many?)

and ask them to give you the number in Welsh.

You could revise words they have used to discuss **amser snac** (snack time), **amser cinio** (lunch / dinner time), **amser swper** (supper time), **picnic** etc. in the past so that they can choose appropriate words for **amser brechwast** (breakfast time). They could also play bingo, using images of food.

- Play the next clip, where Dyfs lists the food that is in the bag and decides what to eat – up to the point where the phone rings again.
- Compare the food on the film with the pupils' lists.

You could ask the pupils to express their opinions about specific food, e.g.

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

Ydw, dw i'n hoffi Mae'n flasus. (Yes, I like ... It's delicious.)

etc.

Nac ydw, dw i ddim yn hoffi ... Mae'n ofnadwy. (No, I don't like ... It's awful.)

etc.

Pupils could then draw graphs to show which foods they like / dislike and these could be explained simply, e.g.

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

etc.

- Reinforce the information, the vocabulary and the patterns in a quiz activity where pupils try to score points. You could ask pupils questions based on the clip, or pupils could ask each other, e.g.

Beth sy yn y bag? (What's in the bag?)

Beth mae Dyfs eisiau i frechwast? (What does Dyfs want for breakfast?)

Pa liw ydy'r bag? (What colour is the bag?)

Pa liw ydy'r plât? (What colour is the plate?)

Pa liw ydy'r flanced? (What colour is the blanket?)

Beth sy ar y flanced? (What's on the blanket?)

Ble mae'r flanced? (Where's the blanket?)

Ble mae Dyfs? (Where's Dyfs?)

etc.

Ask them to guess who's phoning at the end of this section:

Pwy sy'n ffonio? Dyfalwch. (Who's phoning? Guess.)

Pwy sy ar y ffôn? (Who's on the phone?)

Gawn ni weld. (We'll see.)

- Begin playing the next section but pause after Dyfs has explained who's phoning – his mother.

Ask the pupils to guess what she could possibly want now.

Listen to their suggestions and then tell them that she is about to give him some more instructions. Ask them what these could be – draw attention to the word **Rhaid** (Must) again.

After discussing their ideas, play the remainder of the clip – up to the point where the photographs explaining the instructions are shown. Ask the pupils to listen out for the commands:

Rhaid gwisgo pants glân. (Must wear clean pants.)

Rhaid gwisgo sanau glân. (Must wear clean socks.)

- Ask the pupils to tell you the new instructions – in addition to the three previously introduced.

- In pairs, pupils should read the scenario on **Cerdyn Siarad 1** (Discussion Card 1):

A: Rwy'ti'n aros dros nos gyda ffrindiau. (You're spending the night with friends.)

Mae Mam yn ffonio yn y bore. (Mum phones in the morning.)

B: Mam wyt ti. (You're Mum.)

Siaradwch. (Talk.)

Draw attention to the questions and patterns listed on the card and tell the pupils that they are going to role-play this situation. Before starting, however, revise words they could use to answer the question:

Beth wyt ti'n wneud? (What are you doing?)

e.g.

chwarae gêm (playing a game)

chwarae pêl (playing ball)

chwarae yn yr ardd (playing in the garden)

neidio ar y trampolîn (jumping on the trampoline)

sgipio (skipping)

gwyllo'r teledu (watching the television)

gwyllo ffilm (watching a film)

darllen (reading)

bwyta (eating)

bwyta brecwast (eating breakfast)

- Before playing the last section, ask the pupils to list as many words associated with clothes as possible. Introduce an element of fun:

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

You could allocate a specific time limit, e.g.

Dwy fund (Two minutes. – South Wales) / **Dau funud** (Two minutes – North Wales.)

After they have finished, ask:

Sawl un? (How many?)

and ask them to give you the number in Welsh.

Ask whether they can remember what Dyfs is wearing:

Beth mae Dyfs yn wisgo? (What is Dyfs wearing?)

Pyjamas. (Pyjamas.)

Pa liw? (What colour?)

Glas. (Blue.)

Ask them whether there are any other clothes in the woods.

Oes dillad eraill yn y goedwig? (Are there any other clothes in the woods?)

Oes. (Yes.)

Ble? (Where?); **Ble mae'r dillad?** (Where are the clothes?)

Ar y goeden. (On the tree.)

Beth sy ar y goeden? (What's on the tree?)

Crys T a jins. (A T-shirt and jeans)

- Play the last section. Ask them:

Pa ddillad sy yn y goedwig? (What clothes are in the woods.)

Crys T a jins. (A T-shirt and jeans)

Sanau. (Socks.)

Pants. (Pants.)

- Ask the pupils to try to remember what Dyfs has taken with him to the woods. They could list the food / clothes items he has taken with him, in addition to things like:

pabell (a tent)

sosban (a saucepan)

etc.

If pupils do not know the Welsh words, accept the English. If possible, provide the Welsh word.

- In pairs, pupils should read the scenario on **Cerdyn Siarad 2** (Discussion Card 2):
Rydych chi'n mynd i wersylla yn y goedwig. Beth ydych chi'n pacio yn y bag? (You're going to camp in the woods. What do you pack in the bag?)

Using the words listed above and patterns listed on the card, pupils should discuss ideas.

Pupils could then compare their ideas with those of other groups:

Rydyn ni eisiau ... (We want ...)

Ydych chi eisiau ...? (Do you want ...?)

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

or

Beth sy yn y bag? (What's in the bag?)

Yn y bag, mae ... (In the bag, there's ... / there are ...)

- The book entitled **Yn y Goedwig yn y Nos** (In the Woods at Night) should be introduced and read.

Specific activities are suggested at the back of the book. In addition, the end of the story should be discussed - what could be making the noise outside the tent? What is the shadow on the tent? Ask:

Beth ydy hwn? (What's this? - pointing to the shadow)

or

Pwy ydy hwn? (Who's this? - pointing to the shadow)

or

Beth ydy'r cysgod? (What's the shadow?)

Invite the pupils to offer their own suggestions - in English or Welsh as appropriate.

Here are some possible suggestions:

Steff / Ffrind. (Steff / a friend.)

Mae Steff yn chwarae tric. (Steff is playing a trick.)

Bwystfil / Bwystfil mawr. (A monster / beast; A big monster / beast.)

Mae bwystfil mawr yn y goedwig. (There's a big monster / beast in the woods.)

Anifail. (An animal.)

Mae anifail mawr (coch a du) yn y goedwig. (There's a large (red and black) animal in the woods - ask them to use as many describing words as possible.)

Cath fawr, fawr. (A big, big cat.) (Please note: the adjective **mawr** mutates after the noun **cath** as it is a feminine singular noun.)

Ci mawr, mawr. (A big, big dog.)

Aliwns. (Aliens)

Mae aliwns yn y goedwig. (There are aliens in the woods.)

They could also think of a possible ending to the story – in Welsh or English. They could then draw images depict their ending which could include speech bubbles, e.g.

Oooo, dw i'n ofnus! (Oh, I'm frightened.)

Help! (Help!)

Beth ydy hwn? O, na! (What's this? Oh, no!)

Alternatively, they could draw one large image and write a few sentences to accompany it, e.g.
Mae Dyfs yn cuddio o dan y gwely / sach gysgu. (Dyfs hides under the bed / the sleeping bag.)

Mae Dyfs yn cau'r zip. (Dyfs closes the zip.)

Mae Dyfs yn rhedeg. (Dyfs runs (away).)

Mae Dyfs yn ffonio Mam. (Dyfs phones Mam.)

Pupils could also act out the story, incorporating their own endings.

- Ask the pupils for their opinions about the book, e.g.

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.)

Dw i'n hoffi'r llyfr achos dw i'n hoffi'r lluniau. (I like the book because I like the pictures.)

Dw i'n hoffi'r llyfr achos dw i'n hoffi cartwnau. (I like the book because I like cartoons.)

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 / lluniau / cartwnau. (I don't like the book because I don't like the story / pictures / cartoons.)

- Play the first section of the film again – up to the point where the phone rings, but this time ask the pupils to close their eyes, listen carefully and then list what they can hear:

Beth ydych chi'n gallu clywed? (What can you hear?)

Adar. (Birds)

Dyfs (yn siarad). (Dyfs (speaking).)

Cloc. (A clock)

Miwsig / Cerddoriaeth. (Music.)

Zip. (A zip.)

Ffôn (yn canu). (A phone (ringing).)

Accept English words where necessary, e.g.

A yawn.

Play the first section again and ask the pupils to listen carefully to the background music, which is a recording of *Morning* from the *Peer Gynt Suite* by Grieg.

You could then play another recording of this music, with an orchestra playing the main theme. Ask the pupils to describe how they feel as they hear the music:

Sut ydych chi'n teimlo? (How do you (pl.) feel?)

Sut wyt ti'n teimlo? (How do you (sing.) feel?)

Dw i'n teimlo'n hapus. (I feel happy.)

drist (sad)

gyffrous (excited)

fywiog (lively)

Pupils could also express opinions about the music.

Tell the pupils the title of the piece and ask them to listen again carefully as they are going to discuss what the music makes them think of.

Discuss their ideas - in Welsh or English as appropriate. Pupils could also draw images to accompany the piece, showing what it makes them think of.

Discuss why the music is appropriate at the beginning of the DVD.

- This unit could be linked to a camping experience where pupils camp on the school ground, or in a woodland setting for a day. Pupils would then be able to undertake various activities associated with camping, e.g. preparing food and eating in the open air, listening to / acting out stories (the one mentioned above, possibly), singing Welsh songs, undertaking activities in an open air context, e.g. measuring, fieldwork etc. Further suggestions relating to fieldwork are to be seen in Part 2.

Unit 1: Part 2 – Yn y goedwig

Aims:

- To introduce and revise vocabulary and patterns that can be used whilst undertaking fieldwork
- To continue expressing opinions, **Mae sbwriel yn ofnadwy**. (Litter / rubbish is terrible.)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
Beth am dynnu lluniau? (What / How about taking photographs?) Cofiwch. (Remember. (pl.))	edrych ar (to study (lit. to look at)) chwyddwydr (magnifying glass) ar y llawr (on the floor) anifeiliaid y goedwig (woodland animals) boncath (buzzard) aderyn, adar (bird, birds) pryfed bach (small insects, aphids) buwch goch gota (ladybird) cwningen (rabbit) llwynog (fox) pridd (soil) logyn, boncyff (log)

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ydych chi'n barod? (Are you (pl.) ready?) Ydych chi'n gallu clywed sŵn? (Can you (pl.) hear a sound / noise?) Ydyn. (Yes, we can.) / Nac ydyn. (No, we can't.) Beth sy yn y goedwig? (What's in the woods?) Beth arall sy yn y goedwig? (What else is in the woods?) Beth nesa? (What next?) Beth am wneud llun? (What about / How about drawing a picture?) Does dim ... (There isn't / aren't ...) Does dim sŵn. (There isn't any noise.)</p> <p>Commands</p> <p>Gwrandewch. (Listen.) Gwrandewch yn ofalus. (Listen carefully.) Edrychwch. (Look.) Edrychwch yn ofalus. (Look carefully.)</p> <p>Rhaid</p> <p>Rhaid cerdded yn dawel. (Must walk quietly.) Rhaid aros yn dawel. (Must wait quietly.) Rhaid rhoi sbwriel yn y bin. (Must put litter in the bin.)</p>	<p>y goedwig (the woods) clipfwrdd (clipboard) papur (paper) pensil (pencil) bwced (bucket) camera (camera) llwy (spoon) plât gwyn (a white plate) coed (trees) dail (leaves) ar y llawr (on the floor) llwybr (path) blodau (flowers) rhoi (to put) rhwbio (to rub) anifeiliaid (animals) sbwriel (litter / rubbish) papur (paper) pecyn (packet) carton (carton) potel (bottle) ofnadwy (awful)</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'n barod? (Are you ready?); **Ydyn.** (Yes, we are.); **Nac ydyn.** (No, we're not.)

Yn gynta ... (Firstly ...)

Beth sy yn y goedwig? (What's in the woods?)

Gwrandewch. (Listen.); **Gwrandewch yn ofalus.** (Listen carefully.)

Sh, dim sŵn. (Shh, not a sound.)

Edrychwch. (Look.); **Edrychwch yn ofalus.** (Look carefully.)

Rhaid cerdded yn dawel! (Must walk quietly!)

Rhaid aros yn dawel! (Must wait quietly!)

Beth nesa? (What next?)

Beth am dynnu llun / wneud llun? (What / How about drawing a picture?); **Beth am dynnu**

lluniau? (What / How about taking photographs?)

Rhaid rhoi sbwriel yn y bin. (Must put litter in the bin.)

Step-by-step suggestions:

- The main aim of this unit is to use Welsh whilst undertaking fieldwork and thus relevant vocabulary and patterns are introduced. These are also reinforced in Part 3. If possible, a visit to a woodland should be arranged, but if this is not possible, pupils could undertake a study of the playground or other appropriate area.

Explain that Dyfs is going to undertake fieldwork in the film entitled **Yn y goedwig** (In the woods) (Unit 1, Part 2).

- Play the first clip – up to the point where Dyfs has packed the various pieces of equipment into his rucksack and the Welsh words for these items are introduced. As the pupils watch, encourage them to respond to Dyfs' questions, e.g.
Sut ydych chi heddiw? (How are you today?)
Ydych chi eisiau edrych ar y goedwig? (Do you want to study (lit. look at) the woods?)
Ydyn. (Yes, we do.); **Nac ydyn.** (No, we don't.)
- Ask the pupils whether they remember the Welsh words for the various pieces of equipment. This could be in the form of a quiz activity and points could be awarded for each piece that is mentioned. 10 points could be awarded for new words, e.g. **chwyddwydr** (magnifying glass).
- Introduce **Cerdyn Siarad 3** (Discussion Card 3), which reinforces the language used on **Cerdyn Siarad 2** (Discussion Card 2) and revises the words listed above:
Rydych chi'n mynd i edrych ar y goedwig neu'r iard. Beth ydych chi'n pacio yn y bag? (You are going to study (lit. to look at) the woods or the school yard. What do you pack in the bag?)

Using the patterns listed on the card, pupils should discuss ideas. They could also include food / clothing items if appropriate. Pupils could then compare their ideas with those of other groups:

Rydyn ni eisiau ... (We want ...)

Ydych chi eisiau ...? (Do you want ...?)

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

Beth sy yn y bag? (What's in the bag?)

Yn y bag, mae ... (In the bag, there's ... / there are ...)

- Before playing the next section, ask the pupils for the Welsh words for:
Listen. - **Gwrandewch.**
Look. - **Edrychwch.**
Must walk. **Rhaid cerdded.**
Must wait. **Rhaid aros.**
You could then introduce / revise:
yn ofalus (carefully): **Gwrandewch yn ofalus.** (Listen carefully.)
Edrychwch yn ofalus. (Look carefully.)

yn dawel (quietly): **Rhaid cerdded yn dawel.** (Must walk quietly.)
Rhaid aros yn dawel. (Must wait quietly.)

These expressions can be widely used in a school context and can be used also whilst undertaking fieldwork.

Play **Mae Simon yn dweud** (Simon says) to practise these commands if appropriate. Before starting, agree with the pupils how they will convey the above.

- Play the next section, where Dyfs undertakes a study of the woods – up to the point where the photographs are shown. Focus again on the commands.
- The reading sheet entitled **Yn y Goedwig** (In the Woods) could be introduced at this point as it refers to the same animals that Dyfs mentions on the film.
- Write the names of the animals and birds on the white board.
Ask the pupils to draw and label these animals and birds and ask them to write a short description beneath each one, e.g.
Enw: (Name:) **Llwynog.** (Fox.)
Lliw: (Colour:) **Brown.** (Brown.)
Byw: (Lives:) **Mewn twll yn y goedwig.** (In a hole in the woods.)
Bwyta: (Eats:) **Cwningen. / Cwningod.** (Rabbit. / Rabbits.)
or
Dyma'r llwynog. Mae e'n / o'n frown. Mae e'n / o'n byw mewn twll yn y goedwig. Mae e'n / o'n bwyta cwningen / cwningod.
(This is the fox. It is brown. It lives in a hole in the woods. It eats rabbit. / rabbits.)

- Reinforce the information, vocabulary and patterns in a quiz activity where pupils try to score points, e.g.
Pa liw ydy'r boncath? (What colour is the buzzard?)
Pa liw ydy'r fuwch goch gota? (What colour is the ladybird?)
Ble mae'r boncath yn byw? (Where does the buzzard live?)
Ble mae'r fuwch goch gota'n byw? (Where does the ladybird live?)
Beth mae'r boncath yn fwyta? (What does the buzzard eat?)
Beth mae'r fuwch goch gota'n fwyta? (What does the ladybird eat?)
Sawl marc / pwynt? (How many marks / points?)
Pwy sy wedi ennill? (Who's won?)

The food chain can then be worked out, using the animals and birds referred to on the card.

Mae'r pryfed bach yn bwyta'r dail. (The aphids / small insects eat the leaves.)

Mae'r fuwch goch gota'n bwyta'r pryfed bach. (The ladybird eats the aphids / small insects.)

Mae'r aderyn yn bwyta'r fuwch goch gota. (The bird eats the ladybird.)

Mae'r boncath yn bwyta'r aderyn. (The buzzard eats the bird.)

etc.

Pupils could draw similar woodland scenes and could include other animals that feature in food chains. They could then discuss the food chains in groups.

- Ask the pupils what else they would expect to see in the woods – in Welsh or English, as appropriate. List animals, birds etc.
- The vocabulary and expressions that have been introduced / revised above can now be used as pupils undertake fieldwork, e.g.

Ask the pupils to listen and to look carefully at the surroundings in order to draw what they see:

Beth sy yn y goedwig? (What's in the woods?)
Beth sy ar y buarth / ar yr iard? (What's on the playground / school yard?)
Gwrandewch yn ofalus. (Listen carefully.)
Edrychwch yn ofalus. (Look carefully.)
Tynnwch luniau. (Draw pictures/take photos.)

You could prepare grids before hand, e.g.

Dw i'n gallu clywed ...	Ble:

Dw i'n gallu gweld ...	Ble:

Dw i'n gallu clywed	I can hear
Dw i'n gallu gweld	I can see

- Pupils could also create pieces of artwork in the woods, e.g. leaf rubbings, etc. and they could make plaster moulds of tracks they see. After returning to the classroom, they could search for information regarding which animals made these tracks.

- If appropriate, they could also work out the age of trees:
Faint ydy oed y goeden? (How old is the tree?)

To begin with, they could estimate, e.g.

chwe deg oed (sixty years old)
wyth deg pump oed (eighty five years old)
cant oed (a hundred years old)
cant tri deg oed (a hundred and thirty years old)

They could then calculate the age of the tree. In pairs, they should place a tape measure around the girth of a tree approximately 1.5 metres from the ground:

Rhowch y tâp mesur rownd y goeden - tua un pwynt pum metr o'r llawr.
 (Place the tape measure around the tree - about one point five metres from the ground.)

They should then measure:

Mesurwch. (Measure.)

Sawl centimetr? (How many centimetres?)

They should then divide by 2.5:

Rhannwch â dau pwynt pump. (Divide by two point five.)

Faint ydy oed y goeden? (How old is the tree?)

... oed. (... years old.)

- This work could lead to research in the classroom as pupils could be asked to search for further information about what they have seen, e.g. what type of leaves they have collected, further information about the animals / minibeasts they have seen. Simple information could be recorded, e.g.

Enw: (Name:)

Lliw: (Colour:)

Byw: (Lives:)

Bwyta: (Eats:)

Sawl coes: (How many legs:)

Sawl llygad: (How many eyes:)

- Pupils could create a colourful display or they could undertake a range of design and technology activities in relation to this work. As they work, 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 ...)

They should also be encouraged to evaluate each other's work:

- Mae'n hyfryd!** (It's lovely!)
- Mae'r lliwiau'n dda iawn.** (The colours are very good.)
- Dw i'n hoffi'r gwyrdd tywyll.** (I like the dark green.)
- 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 revised:

- 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.)

- Play the next section of the film – up to the point where Dyfs throws the litter into the bin.
 Ask the pupils to list what litter is to be found in the woods.

Sbwriel	
Beth:	Ble:

Introduce **Cerdyn Siarad 4** (Discussion Card 4):

Rydych chi'n cerdded yn y goedwig neu ar yr iard. Rydych chi'n gweld sbwriel. Siaradwch am hyn.

(You are walking in the woods or on the playground. You see some litter. Talk about this.)

Using the patterns listed on the card and any other expressions they may know, pupils should role-play the situation, e.g. they are walking / playing in the woods, enjoying themselves, when they see some litter. They ask each other what various items are. They decide that litter is terrible and talk about what should be done:

Rhaid rhoi sbwriel yn y bin (Must put litter in the bin).

They could, of course, develop the conversation as they wish.

- Show the last section of the film.

Ask the pupils to list what Dyfs does in the woods. Ask them what they like doing in the woods or what activities they enjoy when they play outside:

Beth wyt ti'n hoffi wneud yn y goedwig? (What do you like to do in the woods?)

Beth wyt ti'n hoffi wneud tu allan? (What do you like to do outside?)

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

Dw i'n hoffi ... yn fawr. (I like ... very much.)

Ask them to list possible activities.

Then, ask them to devise questionnaires to find out what outdoor activities other members of the group like.

Revise vocabulary:

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

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

Pupils could draw graphs based on their findings and these could then be explained in Welsh, e.g.

Mae tri yn hoffi neidio. (Three like jumping.)

Mae dau yn hoffi beicio. (Two like cycling.)

Mae un yn hoffi chwarae pêl-droed. (One likes playing football.)

You may need to introduce a new pattern:

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

- Pupils could write simply about their fieldwork, using patterns previously introduced in P-aC₁ and possibly in the Foundation Phase. These patterns are also revised in Part 5 of this unit.
Es i i'r goedwig. (I went to the woods.)
Es i gyda ffrindiau. (I went with friends.)
Roedd e'n / o'n wych. (It was great.)
Roedd e'n / o'n grêt. (It was great.)
Roedd e'n / o'n ffantastig. (It was fantastic.)
Gwelais / Gweles i'r coed. (I saw the trees.)
Gwelais / Gweles i'r anifeiliaid. (I saw the animals.)
Gwelais / Gweles i'r dail (coch / melyn/ brown) (I saw the (red / yellow / brown) leaves.)
Gwelais / Gweles i'r blodau pinc / glas. (I saw the pink / blue flowers.)

They could include images of leaves, photographs etc. with their written work. These could be explained simply, e.g.

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

Dyma'r ... yn y goedwig. (This is the ... / These are the ... in the woods.)

Dyma'r ... o dan y coed yn y goedwig. (This is the ... / These are the ... beneath the trees in the woods.)

Dyma'r ... ar y llawr o dan y coed yn y goedwig. (This is the ... / These are the ... on the ground beneath the trees in the woods.)

Pupils could also film the fieldwork and write a script which could be edited in as a voiceover.

- Replay a section of film and 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 mynd i'r goedwig. (I like the DVD because I like going to the woods.)
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 edrych ar y goedwig. (I don't like the DVD because I don't like studying (lit. looking at) the woods.)

Unit 1: Part 3 – Ar y traeth

Aims:

- To revise and develop vocabulary and patterns that can be used whilst undertaking fieldwork and transfer them to a different situation - **ar y traeth** (on the beach)
- To revise expressing opinions, e.g. **Mae'n wych.** (It's great.); **Mae'n grêt.** (It's great.); **Mae'n ffantastig.** (It's fantastic.)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
	pwll (pool) cerrig bach (pebbles, lit. small stones) cerrig mawr (large stones)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ydych chi eisiau clywed? (Do you (pl.) want to hear?) Ydych chi eisiau edrych ar y traeth? (Do you (pl.) want to study (lit. look at) the beach?) Beth wyt ti'n wneud? (What are you (sing.) doing?) Beth sy ar y traeth? (What's on the beach?) Ble mae'r bin? (Where's the bin?) Hoffi (to like) Dw i'n hoffi mynd i'r traeth. (I like going to the beach.) Does dim ... (There isn't ... / aren't ...) Does dim sŵn. (There's no noise.) Commands Esgusodwch fi. (Excuse me.) Dewch. (Come (on).) Dewch i weld y lluniau. (Come and see the pictures.) Gwrandewch. (Listen.) Gwrandewch yn ofalus. (Listen carefully.) Edrychwch. (Look.) Edrychwch yn ofalus. (Look carefully.) Rhaid Rhaid cerdded yn dawel. (Must walk quietly.) Rhaid aros yn dawel. (Must wait quietly.) Rhaid rhoi sbwriel yn y bin. (Must put litter in the bin.)	traeth (beach) cerdded (to walk) rhedeg (to run) darllen (to read) cael picnic (to have a picnic) padlo (to paddle) sblasio (to splash) clipfwrdd (clipboard) papur (paper) pensil (pencil) bwced (bucket) ffôn (phone) chwyddwydr (magnifying glass) rhaw (spade) rhwyd (net) rhoi (to put, to place) cragen, cregyn (shell, shells) patrwm (pattern) hanner cylch (semicircle) cylch (circle) y môr (the sea) adar (birds) tywod (sand) castell tywod (sandcastle) sbwriel (litter / rubbish) papur (paper) pecyn (packet) carton (carton) potel (bottle) ofnadwy (awful)

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.

Pardwn? (Pardon?)

Edrychwch. (Look. (pl.))

Esgusodwch fi. (Excuse me.); **Edrychwch yn ofalus.** (Look carefully.)

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 ...)]

Gwrandewch. (Listen.); **Gwrandewch yn ofalus.** (Listen carefully.)

Sh, dim sŵn. (Shh, not a sound.)

Beth sy ar y (traeth)? (What's on the (beach))?

Beth arall? (What else?)

Ydych chi'n gallu clywed ...? (Can you hear ...?)

Rhaid rhoi sbwriel yn y bin. (Must put litter in the bin.)

Step-by-step suggestions:

- The main aims of this unit are to reinforce the language patterns introduced in Part 2 and to use Welsh whilst undertaking fieldwork. In this unit, Izzy studies a beach but other appropriate areas may also be chosen.
- Show the film entitled **Ar y traeth** (On the beach) (Unit 1, Part 3) in its entirety. Encourage pupils to respond as appropriate to Izzy's questions, e.g.
Sut ydych chi? (How are you?)
Ydych chi eisiau clywed? (Do you want to hear?)
Ydych chi eisiau edrych ar y traeth gyda fi? (Do you want to study (lit. look at) the beach with me?)
Ydyn. (Yes (we do).); **Nac ydyn** (No (we don't).)
- 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 gweld y traeth. (I like the DVD because I like seeing the beach.)
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.)
- Play the first section again, where Izzy talks about what she likes to do on the beach, ending with the photographs of Izzy undertaking different activities on the beach. Ask the pupils to list what she likes to do there. You could show the photographs again if you wish:
Gwnewch restr. (Make a list.)
cerdded (to walk)
rhedeg (to run)
darllen (to read)
cael picnic (to have a picnic)
padlo (to paddle)
sblasio (to splash)
- Introduce the reading card entitled **Ar y Traeth** (On the Beach). Concentrate on the verbs and ask the pupils, in turn, to mime them so that other members of the class can guess what they are.

Then, ask the pupils to think of another location where they could undertake similar activities, e.g.

Yn y parc (In the park)

Yn y goedwig (In the woods)

Yn yr ardd (In the garden)

Discuss what else pupils could do in these locations. This could be followed by a competition where pupils draw up lists of relevant vocabulary associated with activities. They could use words introduced on the DVD and any other words they may be familiar with. Introduce an element of fun by issuing a challenge:

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

You could allocate a specific time limit, e.g.

Dwy funud. (Two minutes. - South Wales) / **Dau funud.** (Two minutes. - North Wales)

After they have finished, ask:

Sawl un? (How many?)

and ask them to give you the number in Welsh.

Here are some words which they may already know:

neidio (to jump)

beicio (to cycle)

sgipio (to skip)

cicio pêl (to kick a ball)

dringo (to climb)

darllen (to read)

bwyta hufen iâ (to eat an ice cream)

taflu'r dail (to throw the leaves)

cicio'r dail (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)

chwarae pêl-droed (to play football)

Ask them to write similar poems associated with different localities. They will need to change the last line in each verse, so that it is relevant to the new location.

- As Izzy refers to eating a picnic, pupils could decide what sort of healthy food they could include in a picnic:

Pa fwyd? (What food?)

Pa ffrwythau? (What fruit?)

Pa lysiau? (What vegetables?)

Pa frechdanau? (What sandwiches?)

They could design posters, leaflets, menus to illustrate their ideas and then compare ideas, e.g.

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

Dw i ddim eisiau ... dw i eisiau ... (I don't want ... I want ...)

- Play the next section, where the phone rings – up to the point where Izzy loses the signal and puts the phone back into her pocket. Revise the patterns previously introduced in Part 1:

Sut wyt ti? (How are you?)

Ble wyt ti? (Where are you?)

Beth wyt ti'n wneud? (What are you doing?)

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

Introduce **Cerdyn Siarad 5** (Discussion Card 5)

A: **Rwyt ti'n ffonio Izzy ar y traeth.** (You phone Izzy on the beach.)

B: **Izzy wyt ti. Rwyt ti ar y traeth.** (You're Izzy. You're on the beach.)

Siaradwch. (Speak.)

Using familiar Welsh vocabulary and patterns, including those listed on the card, they should act out the situation.

- Play the next section, where Izzy asks:

Ydych chi eisiau edrych ar y traeth gyda fi? (Do you want to study (lit. look at) the beach with me?)

Pupils should reply:

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

Pause the film after she has said:

Dewch! (Come on!)

and ask the pupils to think back to Dyfs' study of the woods and to try to remember which pieces of equipment he took with him when he studied the woods. Ask:

Beth mae Izzy eisiau / angen? (What does Izzy need?)

Pupils should then list the items she needs to undertake the field study.

- Play the next section – up to the point where the photographs are shown.

Compare the equipment on the film with the items the pupils have listed. Has anyone listed exactly the same items as Izzy has?

If a visit to the beach can be arranged, you could use the language patterns that are used in this section of film, adapting the vocabulary as necessary. Pupils could record what they hear and see as Izzy does on the film:

Dw i'n gallu clywed ... (I can hear ...)

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

- Further work could be undertaken in relation to the small animals usually found in rock pools e.g. **cranc** (crab), **pysgod bach** (small fish).
- After discussing what they are likely to find in rock pools - in English or Welsh as appropriate - pupils could search for information and write simply about the animals etc. This would revise work undertaken in Part 2, e.g.
Enw: (Name:) **Cranc.** (Crab.)
Lliw: (Colour:) **Oren.** (Orange.)
Byw: (Lives:) **Mewn pwll dŵr.** (In a rock pool.)
Bwyta: (Eats:) **Anifeiliaid bach yn y dŵr.** (Small animals in the water.)
or
Dyma'r cranc. Mae e'n / o'n oren. Mae e'n / o'n byw mewn pwll dŵr. Mae e'n / o'n bwyta anifeiliaid bach yn y dŵr.
(This is the crab. It is orange. It lives in a rock pool the woods. It eats small animals in the water.)

They could also draw up food chains in relation to animals / birds found on the beach:

Mae ... yn bwyta ... (... eats / eat ...)

- Using materials of their choice, pupils could make collages or 3D models to depict the seaside. They could also use pebbles to create pieces of artwork.

This would provide a good opportunity to discuss what they are doing and what they are using:

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 ...)

They should also be encouraged to evaluate each other's work:

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 revised:

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.)

Labelling the collage would provide opportunities to reinforce the words introduced in the unit:

y môr (the sea)

adar (birds)

tywod (sand)

castell tywod (sandcastle)

cregyn (shells)

cranc (crab)

pysgod bach (small fish)

- Pupils could also use shells or pebbles to make mathematical shapes, e.g.
hanner cylch (semicircle)
cylch (circle)
triangl (triangle)
sgwâr (square)
petryal (rectangle)
pentagon (pentagon)
octagon (octagon)

- Play the last section.

Introduce **Cerdyn Siarad 4** (Discussion Card 4) again:

Rydych chi'n cerdded yn y goedwig neu ar yr iard. Rydych chi'n gweld sbwriel.

Siaradwch am hyn.

(You are walking in the woods or on the playground and you see litter. Talk about this.)

This time, adapt it to a seaside context.

Rydych chi'n cerdded ar y traeth. Rydych chi'n gweld sbwriel. Siaradwch am hyn.

(You are walking on the beach and you see litter. Talk about this.)

Using the patterns listed on the card, pupils should role-play a situation where they are walking / playing on the beach, enjoying themselves and they see some litter. They ask each other what various items are. They decide that litter is terrible and talk about what should be done:

Rhaid rhoi sbwriel yn y bin. (Must put rubbish / litter in the bin.) They could, of course, develop the conversation as they wish.

They could now make posters, leaflets or prepare a presentation for a school assembly explaining that rubbish is awful and it should be placed in a bin.

Their work could show:

examples of litter - labelled or explained in Welsh

the statement: **Mae sbwriel yn ofnadwy!** (Litter is awful!)

the command: **Rhaid rhoi sbwriel yn y bin.** (Must put litter in the bin.)

- Pupils could write simply about their fieldwork, using patterns previously introduced in P-aC₁ and possibly during the Foundation Phase. These patterns are also revised in Part 5, e.g.
Es i i'r traeth. (I went to the beach.)
Es i gyda ffrindiau. (I went with friends.)
Roedd e'n / o'n wych. (It was great.)
Roedd e'n / o'n grêt. (It was great.)
Roedd e'n / o'n ffantastig. (It was fantastic.)
Gwelais / Gweles i'r môr. (I saw the sea.)
Gwelais / Gweles i'r anifeiliaid bach. (I saw the small animals.)
etc.

They could include images of shells, photographs they took etc. with their written work. These could be explained simply, e.g.

Dyma'r cregyn glas. (These are the blue shells.)

Dyma'r cregyn glas ar y traeth. (These are the blue shells on the beach.)

Dyma'r cregyn glas wrth y môr ar y traeth. (These are the blue shells by the sea on the beach.)

Pupils could also film the fieldwork and write a script which could be edited in as a voiceover.

- Play the last section again.

As Izzy shows the photos she has taken - and Dyfs also showed his photographs in Part 2 - pupils could bring in photographs of a place they have visited. They could then discuss these:

Dyma'r ffair. (This is the fair. / Here's the fair.)

Dyma fi. (This is me. / Here I am.)

Dyma Dad. (This is Dad. / Here's Dad.)

Dyma Jake. (This is Jake. / Here's Jake.)

They could give more details, e.g.

Dyma'r ffair yn ... (This is the fair in ...)

Dw i'n hoffi'r ffair. Dw i'n hoffi'r ... (I like the fair. I like the ...)

The following patterns should be revised so that the group that is looking at the photographs can ask relevant questions:

Pwy? (Who?)

Pwy ydy hwn? (Who's this (masc.)?)

Pwy ydy hon? (Who's this (fem.)? This may be a new.)

Beth ydy hwn? (What's this?)

Ble? (Where?)

Ble mae'r ffair? (Where's the fair?)

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

- The Welsh folk song **Ar Lan y Môr** (At the Seaside) could be introduced and learnt:

Ar lan y môr, mae rhosys cochion, (There are red roses at the seaside,)

Ar lan y môr, mae liliis gwynion, (There are white lilies at the seaside,)

Ar lan y môr, mae 'nghariad inne, (My love is at the seaside,)

Yn cysgu'r nos a chodi'r bore. (Sleeping each night and getting up in the morning.)

They could draw images to accompany this song which would help them remember the meaning of the Welsh words.

Unit 1: Part 4 – Y Pod-antur Cymraeg

Aims:

- To introduce the Pod-antur Cymraeg along with relevant vocabulary, e.g. **antur** (adventure); **hwyl a sbri** (fun); **teithio** (to travel, travelling); **teithio drwy amser** (to travel / travelling through time)
- To revise getting to know someone
- To revise the question **Beth wyt ti'n gallu gweld?** (What can you see?)
- To revise past tense forms introduced in P-aC₁ and possibly in the Foundation Phase e.g. **Es i i ...** (I went to ...); **Roedd e'n / o'n anhygoel.** (It was incredible.)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
Croeso i'r Pod-antur Cymraeg. (Welcome to the Pod-antur Cymraeg.) Edrychwch o gwmpas. (Look around.) Wyt ti'n iawn? (Are you alright?) Roedd e'n anhygoel. (It was incredible.)	antur (adventure) llawer o (+ soft mutation) (a lot of, many) pobl (people) Awstralia (Australia) teithio drwy amser (to travel through time) dinosor, dinosoriaid (dinosaur, dinosaurs) dim eto (not yet) peryglus, yn beryglus (dangerous) anhygoel (incredible)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Pwy wyt ti? (Who are you?) Wyt ti'n teithio? (Are you travelling?) Ydych chi'n gallu clywed sŵn? (Can you hear a noise / sound?) Ydw. (Yes (I can).) / Nac ydw. (No (I can't).) Ble? (Where?) Ble ydyn ni? (Where are we?) Dw i ddim yn gwybod. (I don't know.) Ble wyt ti? (Where are you?) Ble wyt ti'n teithio? (Where are you travelling?) Ble mae Izzy? (Where's Izzy?) Beth? (What?) Beth ydy hwn? (What's this?) Dw i ddim yn gwybod. (I don't know.) Beth wyt ti'n gallu gweld? (What can you see?) Dw i'n gallu gweld ... (I can see ...) Beth ydy'r sŵn? (What's the noise / sound?) Ga i ...? (May I ...?) Ga i deithio eto? (May I travel again?) Cei. (Yes, you (sing.) may). / Na chei. (No, you (sing.) may not.) Commands Byddwch yn ofalus. (Be careful. (pl.)) Helpa Izzy. (Help Izzy. (sing.)) Other Bobl bach! (Good heavens!) Mawredd mawr! (Good heavens!) Nefi wen! (Good heavens!)	hwyl (fun) hwyl a sbri (fun) teithio (to travel) adar (birds) môr (sea) tywod (sand) coed (trees) dail (leaves) llwybr (path) pabell (tent) tywyll (dark) yn bell (far) dod 'nôl (to come back)

O, Mam fach! (Good heavens!) Mae'n oer. (It's cold.) Es i i ... (I went to ...) Roedd e'n / o'n ... (It was ...)	
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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.

Ydych chi'n gallu clywed ... ? (Can you hear ...?); **Ydyn.** (Yes, we can.); **Nac ydyn.** (No, we can't.)

Beth ydy hwn? (What's this?)

Beth ydy'r sŵn? (What's the noise / sound?)

Dw i ddim yn gwybod. (I don't know.)

Edrychwch o gwmpas. (Look around.)

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

Byddwch yn ofalus. (Be careful.)

Edrycha ar y ... (Look (sing.) at the ...)

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

Dere / Tyrd i weld ... (Come (sing.) and see ...)

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

Mae ... yn beryglus. (... is / are dangerous.)

Wyt ti eisiau help? (Do you (sing.) want some help?); **Ydw, os gwelwch yn dda.** (Yes, please.);

Nac ydw, dim diolch. (No, thank you.)

Wyt ti'n iawn? (Are you (sing.) alright?); **Ydw, diolch.** (Yes, thank you.); **Nac ydw.** (No.)

Anhygoel! (Incredible! / Awesome!)

Step-by-step suggestions:

- Show the clip entitled **Y Pod-antur Cymraeg** (Unit 1, Part 4) up to the point where Sgrin repeats **Croeso i'r Pod-antur Cymraeg** (Welcome to the Pod-antur Cymraeg).

Ask the pupils to respond each time Dyfs asks:

Beth ydy hwn? (What's this?)

They can either name the object or say

Dw i ddim yn gwybod. (I don't know.)

as Izzy does.

Draw attention to the question words that are used:

Pwy? (Who?)

Beth? (What?)

Ble? (Where?)

and ensure that the pupils understand these words. Revise also:

Tu ôl i chi. (Behind you (pl.))

Tu ôl i ni. (Behind us.)

Introduce **Cerdyn Siarad 6** (Discussion Card 6):

A: **Dyfs wyt ti ac rwy'ti'n gweld Izzy.** (You're Dyfs and you see Izzy.)

B: **Izzy wyt ti ac rwy'ti'n gweld Dyfs.** (You're Izzy and you see Dyfs.)

Siaradwch. (Speak.)

Pupils should imagine that they have just landed in the Pod-antur Cymraeg. They meet each other and get to know each other. Encourage them to use as much Welsh as possible and to ask each other as many questions as possible - some are listed on the **Cerdyn Siarad**. They should use information provided in Parts 1-3 to answer each other's questions, e.g.

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

Dw i'n hoffi gwerysyla / sblasio yn y môr. (I like camping / splashing in the sea.)

etc.

- Introduce **Cerdyn Siarad 7** (Discussion Card 7), which is very similar, but which allows pupils to reinforce these patterns and, hopefully, to increase their confidence in speaking Welsh:
A: Sgrin wyt ti. Rwyd ti'n siarad gyda Dyfs. (You're Sgrin. You're talking to Dyfs.)
B: Dyfs wyt ti. (You're Dyfs.)
They could also create a similar dialogue where Sgrin talks to Izzy.
- Play the next section, where Dyfs and Izzy name some of the objects that are to be found in the Pod-antur Cymraeg and where Sgrin explains what the Pod-antur Cymraeg is. Pause the film after Izzy has said
Mae'r Pod-antur Cymraeg yn ffantastig. (The Pod-antur Cymraeg is fantastic.)
Pupils could imagine what the Pod-antur Cymraeg looks like outside and draw pictures to illustrate their ideas. Using materials of their choice, they could also make a Pod-antur Cymraeg and paint it. In order to reinforce the words:
antur (adventure)
hwyl a sbri (fun)
teithio (to travel)
they could write a short piece about the Pod-antur Cymraeg, e.g.
Dyma'r Pod-antur Cymraeg. (This is the Pod-antur Cymraeg.)
Dewch i gael hwyl a sbri. (Come and have some fun.)
Dewch i gael antur. (Come and have an adventure.)
Dewch i deithio. (Come and travel.)
- You could concentrate on the word **teithio** (to travel), to revise work previously undertaken:
Sut mae teithio? (How (do we) travel?)
Ask the pupils to list different ways of travelling in Welsh:
bws (bus)
trên (train)
car (car)
beic (bike)
cwch (boat)
roced (rocket)
cerdded (walk)
rhedeg (run)
etc.
- You could also concentrate on the expression **hwyl a sbri** (fun), e.g.
Wyt ti'n hoffi cael hwyl a sbri? (Do you like having fun?)
Pupils could ask each other these questions and extend their conversations by asking:
Ble? (Where?) / **Ble wyt ti'n cael hwyl a sbri?** (Where do you have fun?)
Pryd? (When?) / **Pryd wyt ti'n cael hwyl a sbri?** (When do you have fun?)
Gyda pwy? (With who?) / **Gyda pwy wyt ti'n cael hwyl a sbri?** (With who do you have fun?)
Pam wyt ti'n hoffi ...? (Why do you like ...?)
Achos ... (Because ...)
- Play the remainder of the film. Pause the film each time Dyfs tries to work out where Izzy is. Consider the clues each time and ask the pupils for their suggestions, e.g.
Ble mae Izzy? (Where's Izzy?)
Ar y traeth. (On the beach.)
Mae hi ar y traeth. (She's on the beach.)

Please note: The following question and answer, which is heard on the DVD, may be transferred from the situations contained on the DVD to any situation where pictures, maps, posters, artwork etc. are discussed:
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 the items they see, they can always use English words within the Welsh pattern.

- Focus again on the section where Izzy describes what she sees in Australia. Ask the pupils to list what she sees:
cangaraŵ (kangaroo)
coala (koala)
traeth (beach)
pobl yn syrffio (people surfing)

Ask the pupils to find Australia on a map of the world / globe. Ask them to search for images associated with the country and to explain to each other what they have found. If they do not know the appropriate Welsh words, they could look in a children's dictionary or use the English words:

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

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

- Encourage the pupils to search for basic information about Australia, e.g. animals, flag, food etc., using appropriate books, the internet etc. They could write simply about what they find.
- The reading book entitled, **Izzy'n Teithio** (Izzy (is) travelling) should then be read and the activities listed inside the back cover could be undertaken.
- References to different periods in history could lead to further study of these periods.
- References to the dinosaurs could lead to further study of dinosaurs. The fact sheet entitled **Dinosoriaid** (Dinosaurs), (Part 5) could be introduced at this point (or at the end of Part 5).

Pupils could make models of dinosaurs, using appropriate language patterns. Please see the document entitled **P-aC₂ Language Patterns**.

- Focus again on the section where Izzy expresses opinions about her recent journey and draw attention to her references to the dinosaurs. As she talks about large and small dinosaurs, pupils could create movements / dance routines to depict these creatures. They could compose slow, heavy music to denote the large, heavy dinosaurs and lighter, brighter music to denote the smaller ones.
- Ask:
Beth mae Izzy'n weld? (What does Izzy see?)
 In order to revise vocabulary, pupils could draw up lists (possibly in groups) of the things Izzy sees on her journey. This work could be set as a competition – the group that records the highest number of words would win, or the group that records 10 words in the fastest time wins.
- At the end of the film, Izzy tells Dyfs where she went and expresses opinions about her journey:
Es i i'r goedwig. (I went to the woods.)
Roedd e'n ffantastig. (It was fantastic.)
Es i i'r traeth. (I went to the beach.)
Roedd e'n wych. (It was great.)
Es i i Awstralia. (I went to Australia.)
Roedd e'n grêt. (It was great.)
Es i i weld y dinosoriaid. (I went to see the dinosaurs.)
Roedd e'n anhygoel. (It was incredible.)
Mawredd mawr! Nefi wen! Bobl bach! Roedd e'n ffantastig. (Good heavens! Good grief! Good gracious! It was fantastic!)

These patterns have been introduced in P-aC₁. Now is a good time to revise them.

Pupils could show their photos (discussed at the end of Part 3) once again – to a different group this time possibly – but this time they should use the past tense in addition to the language patterns used in Part 3 as they discuss them.

- To recap on the content of the DVD, pupils could create a Pod-antur Cymraeg in a corner of the room. This would allow them 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)
dwy gadair (two chairs)
- In groups of three, they could act out a situation where one of them (Izzy) travels and provides clues regarding her whereabouts, one of them (Dyfs) tries to work out where she is, and one of them (Sgrin) provides information and offers help at the end. They could act out the situation as it is on the DVD or change the places she visits.
- Replay a section of film 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.)
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. 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.)
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.)

Unit 1: Part 5 – Ydych chi'n cofio?

Aim:

- To revise words and patterns previously introduced

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Pwy wyt ti? (Who are you (sing.)?) ... ydw i. (I'm ...)</p> <p>Ble wyt ti'n byw? (Where do you (sing.) live?) Dw i'n byw yng Nghymru. (I live in Wales.)</p> <p>Beth wyt ti'n hoffi wneud? (What do you (sing.) like to do?) Dw i'n hoffi ... (I like ..)</p> <p>Beth am drïo eto? (What / How about trying again?) Syniad da. (Good idea.)</p> <p>Other</p> <p>Rhaid ymolchi. (Must wash.) Rhaid brwsio gwallt. (Must brush (your / my) hair.) Rhaid gwisgo sanau glân. (Must wear clean socks.) Es i i ... (I went to ...) Roedd e'n / o'n anhygoel. (It was incredible.) Mawredd mawr! / Nefi wen! / Bobl bach! (Good heavens!)</p>	<p>traeth (beach) ardderchog (excellent) nofio (to swim) chwarae pêl-droed (to play football) darllen (to read) rhedeg (to run) cerdded (to walk) neidio (to jump) dringo (to climb) gwersylla (to camp, go camping) y goedwig (the woods) antur (adventure) hwyl (fun) hwyl a sbri (fun)</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.

Da! (Good!); **Da iawn!** (Very good!); **Ardderchog!** (Excellent!)

Ti sy nesa. (You're next.)

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

Beth am chwarae gêm? (What / How about playing a game?)

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 purpose of this part of the DVD is to revise. Explain that pupils will have the opportunity to watch Dyfs and Izzy and Sgrin taking part in different activities and that they will have to help them at times.
- Show the clip entitled **Ydych chi'n cofio?** (Do you remember?) (Unit 1, Part 5) in stages, as suggested below.

Section 1

- Focus on the first section.
Encourage the pupils to ask questions according to the cue that is shown on screen.
- If appropriate, explain that the question **Beth wyt ti'n hoffi?** (What do you like?) can be developed by changing or adding to the end of the question, e.g.
Beth wyt ti'n hoffi wneud / gwneud? (What do you like to do?)
Dawnsio. (Dancing.) / **Dw i'n hoffi dawnso.** (I like to dance / dancing.)

Beth wyt ti'n hoffi fwyta / bwyta? (What do you like to eat?)

Salad. (Salad.) / **Dw i'n hoffi salad.** (I like salad.)

Beth wyt ti'n hoffi wisgo / gwisgo? (What do you like to wear?)

Jîns a siwmpwr. (Jeans and a jumper.) / **Dw i'n hoffi gwisgo jîns a siwmpwr.** (I like to wear jeans and a jumper.)

Practise these patterns.

Then, introduce **Cerdyn Siarad 8** (Discussion Card 8):

Y Gadair Goch: Gofynnwch gwestiynau i'r athro / athrawes.

(The Hot Seat: Ask the teacher some questions.)

To begin with, you should sit in the hot seat and answer in Welsh any questions the pupils may ask. This work could then be undertaken in groups.

Section 2

This section is intended to encourage pupils to say as much as possible about themselves without the aid of questions.

- Watch Sgrin's three attempts to talk about himself as many times as required. Draw attention to the fact that the thermometer stops at **Da** (Good) after his first attempt, at **Da iawn** (Very good) after his second attempt and at **Ardderchog** (Excellent) after his third attempt.

Ask the pupils to discuss why the second and third attempts are better than the first - this discussion may take place in English or Welsh as appropriate.

Play the section again and draw attention to how he improves his answers.

- Play Izzy's first attempt and stop before the thermometer has time to respond. Ask the pupils whether she merits **Da**, **Da iawn** or **Ardderchog**. Take a vote and count in Welsh. Play the remainder of Izzy's performance to show how the second attempt improves on the first.
- Play Dyfs' attempt and ask whether his merits **Da**, **Da iawn** or **Ardderchog**. Take a vote and count in Welsh.
- Play this section again and ask the pupils to concentrate on what he says. You could list the main points on the whiteboard.
- Continue with the DVD – the section entitled **Eich tro chi nawr** (Your turn now). In groups, ask them to say as much as possible about themselves in Welsh - to try to reach **Ardderchog**. Other members of the group can vote after each 'performance' to show whether the pupil who has spoken deserves a **Da**, **Da iawn** or **Ardderchog** rating, giving reasons to support their opinions in Welsh or English as appropriate.

Pupils could use **Cerdyn Siarad 9** (Discussion Card 9) to help them.

Pwy wyt ti? Ble wyt ti'n byw? Beth wyt ti'n hoffi wneud? Siarada ... siarada ... siarada

...

(Who are you? Where do you live? What do you like to do? Speak ... speak ... speak ...)

Section 3

This is a variation of Section 1 but here pupils are expected to answer the questions without the aid of cues.

- Play the conversation between Dyfs and his mother and then tell the pupils that they are going to help Dyfs answer. Pause the film each time the Pause icon appears on screen to allow pupils time to answer.

After answering the questions, pupils could then create their own telephone conversations. **Cerdyn Siarad 5** (Discussion Card 5), which contains the necessary cues, could be used to prompt them:

A: Rwyf ti'n ffonio Izzy ar y traeth. (You phone Izzy (who is) on the beach.)

B: Izzy wyt ti. Rwyf ti ar y traeth. (You're Izzy. You're on the beach.)

Section 4

This section revises the command forms associated with personal hygiene introduced in Part 1. Pupils are expected to give the appropriate commands. Pause the film as required in order to give pupils enough time to think of the appropriate command.

Section 5

This section revises the past tense which has been introduced in P-aC₁ and possibly during the Foundation Phase.

- Play the last section where Izzy explains where she went:
Es i i'r goedwig. (I went to the woods.)
Roedd e'n ffantastig. (It was fantastic.)
Es i i'r traeth. (I went to the beach.)
Roedd e'n wych. (It was great.)
Es i i Awstralia. (I went to Australia.)
Roedd e'n grêt. (It was great.)
Es i i weld y dinosoriaid. (I went to see the dinosaurs.)
Roedd e'n anhygoel. (It was incredible.)
Mawredd mawr! Nefi wen! Bobl bach! Roedd e'n ffantastig. (Good heavens! Good grief! Good gracious! It was fantastic!)

Cue cards containing words associated with places or events could be introduced, e.g.

parti (party)

pwll nofio (swimming pool)

cae pêl-droed (football field)

ysgol (school)

coedwig (woods)

traeth (beach)

parc (park)

Pupils could then mime an activity associated with the different places so that the group has to guess where that place is. When a pupil guesses correctly, the pupil who has just mimed says:

Es i i'r ... Roedd e'n / o'n ... (I went to the ... It was ...)

Pupils could also write simple diary entries about a visit.

- The reading material entitled **Dinosoriaid** (Dinosaurs) should be introduced. Pupils could then search for further information about dinosaurs and write simply about them. They could also make models of specific dinosaurs, using Welsh patterns to describe what they are doing and using - please see the document entitled **P-aC₂ Language Patterns**.

Unit 2

The work in this unit focuses on teaching Welsh as a second language. However, the curriculum and other related areas have also been targeted. Examples of cross-curricular elements are provided below, but for more details, please refer to the relevant Programmes of Study and frameworks.

Welsh Second Language

Pupils are encouraged to respond appropriately in a variety of circumstances by expressing opinions, asking for and giving information, talking about themselves - giving as many details as possible - discussing their area and participating in role-play and in hot-seating activities.

There are opportunities to view and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **cywir** (correct) and some of which could be **anghywir** (incorrect). They would then be asked to listen to the film carefully in order to spot the inaccuracies and correct them.

Grids based on specific clips of the film could be provided and pupils could be asked to fill in the necessary information. Pupils could also respond to questions based on the film, e.g. in quiz activities. They could write about specific sections of the film.

They are encouraged to respond to various reading materials, such as a map, an e-mail, story books and a factual book. General questions which they could ask each other or which the teacher could ask them are listed in the document entitled **P-aC₂ Language Patterns**, and a list of specific questions relevant to each book is to be found at the back of the books.

Pupils are provided with opportunities to write for a variety of purposes, for different audiences, using a variety of forms, e.g. factual pieces to convey information about the continents and their area, personal profiles, lists, text for tickets, information for an events calendar / diary, information sheets, leaflets, a story board, a script for a video clip, a cartoon illustrating good hygiene practices, an invitation, e-mails, a story and a diary entry.

English

There are opportunities to search for information about the continents, the origins of the Christmas carol *Stille Nacht* (**Dawel Nos** / Silent Night), Mozart, Austria and Russia. Much of this will entail reading and recording in English.

Mathematics

There are opportunities to design and use questionnaires, e.g. when talking about hobbies or where pupils live or when pupils celebrate their birthday. 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 ...)
dod o ...	come from ...
cael pen-blwydd ym mis ...	have a birthday in ...

There are opportunities to talk about the date, to revise money and to count in fives. In addition, there are opportunities to add items on a bill and to give change - **newid** - as appropriate.

The factual book entitled **Hwyl y Nadolig** (Christmas Fun) refers to winter temperatures in Austria: **Mae hi'n minws deg gradd Celsius weithiau. Mae hi'n minws dau ddeg gradd Celsius weithiau.** (It's minus ten degrees Celsius sometimes. It's minus twenty degrees Celsius sometimes.)

This could lead to further work associated with winter temperatures, comparing summer and winter temperatures, which could in turn, lead to drawing temperature graphs etc.

Science

There are references to healthy food when Dyfs and Izzy buy a breakfast at a café.

Geography

At the beginning of Part 1, entitled **Teithio** (Travelling), Izzy says that she would like to travel to Australia, Africa and America. Pupils could look for the location of these continents on a globe, atlas etc. and further work could be undertaken regarding the continents of the world.

There are opportunities to undertake a study of the local area as pupils list what is to be found in the area, write descriptive passages and make posters, leaflets etc. to portray the area. They are also given opportunities to identify and discuss in Welsh symbols on Ordnance Survey maps.

Pupils could look for the location of Salzburg, Austria and Russia on a globe / atlas etc. as appropriate.

Art and design

Using different techniques, pupils could create pieces of artwork to depict **Hwyl y Gaeaf** (the Winter Wonderland). After completing the work, they should be given the opportunity to evaluate their own work and that of their fellow pupils. Please see the document entitled **P-aC₂ Language Patterns** for appropriate vocabulary and language patterns.

They could also draw a story board and design images or cartoons to depict **rhy fach** (too small) **rhy fawr** (too big).

Design and technology

There are opportunities to design and print tickets to an event held at school or in the local area. Pupils could also design posters and leaflets to promote their area and **Hwyl y Gaeaf** (the Winter Wonderland) or invitations to this event. They could also design breakfast menus.

In Part 4, Dyfs makes a Christmas decoration using a log, holly, glitter etc. Pupils could also make similar Christmas logs and other types of Christmas decorations, including a Christingle. This would involve designing, making and evaluating.

They could also prepare healthy food which could be eaten at a Christmas party, e.g. sandwiches, cakes, biscuits etc.

Physical education

In Part 1, entitled **Teithio** (Travelling), Izzy imitates the heavy strides of a huge dinosaur and the more nimble steps of a smaller dinosaur. Similarly, pupils could create a "dinosaur dance" to incorporate the movements of different types of dinosaurs. This could involve studying images of dinosaurs and trying to work out how these would move.

Music

Pupils could compose music to portray the movements of different types of dinosaurs which could be used to accompany the "dinosaur dance" referred to above. This would involve different tempo, dynamics etc.

Following the references to *Stille Nacht* (**Dawel Nos** / Silent Night), pupils could listen to and learn the Welsh carol which they could sing during a school assembly or perform at a Christmas show or service. Following the reference to Mozart in the book entitled **Hwyl y Nadolig** (Christmas Fun), pupils could listen to a piece of music by Mozart and then appraise this piece simply. Please see the section entitled **Cerddoriaeth / Music** in the document entitled **P-aC₂ Language Patterns** for appropriate patterns and vocabulary. This could lead to a discussion about orchestras and the different instruments associated with orchestras. Pupils who are learning to play instruments could be invited to show their musical instruments and to perform.

Reading **Baboushka** could provide opportunities to compose music to portray the kings' journey and pupils could also listen to Russian music.

ICT

There are opportunities to design and print tickets to an event held at school or in the local area and pupils could prepare a PowerPoint presentation or video clip to describe their area or to provide basic personal hygiene information. They could also use appropriate software packages to design breakfast menus.

Religious education

Following the references to Goliath, the dog in Part 1, the story of David and Goliath could be introduced and discussed - in English or Welsh as appropriate.

The book entitled **Hwyl y Nadolig** (Christmas Fun), contains an image of Mary, Joseph and the baby Jesus, which could lead pupils to further work associated with the nativity. There are also references to the three kings and baby Jesus in the book entitled **Baboushka**.

Education for Sustainable Development and Global Citizenship

Pupils are encouraged to search for images and information about the continents and discussing Christmas traditions in another country offers an opportunity to target Education for Sustainable Development and Global Citizenship.

Curriculum Cymreig

Pupils could search for information about Winter Wonderlands, Christmas markets that are held in Wales and about the Cardiff Devils, after reading the book entitled **Hwyl y Gaeaf yn y Nos** (The Winter Wonderland at Night).

There are also opportunities to look for and learn about the location of specific Welsh places.

PSE

Pupils are reminded of basic personal hygiene practices and there are references to the dangers of skating on lakes, ponds or pools.

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 and 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 relation to music, art and design and design and technology activities).

They are asked to discuss arrangements for going on an outing, e.g. what should the characters on the DVD take with them, what clothes would be suitable, how much money would be needed.

Developing Communication

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

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.

Developing ICT

Pupils are encouraged to search for information using the internet and to present it in an appropriate format, making use of appropriate software packages. They are encouraged to use technology for various purposes.

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 formats.

Unit 2: Part 1 - Teithio

Aims:

- To revise asking for and giving personal details such as **Ble wyt ti'n byw?** (Where do you (sing.) live?); **Dw i'n byw yn ...** (I live in ...); **Beth wyt ti'n hoffi wneud?** (What do you (sing.) like to do?); **Dw i'n hoffi ...** (I like ...) and if appropriate, develop conversations using **Pryd?** (When?); **Ble?** (Where?); **Pam?** (Why?)
- To introduce / revise the points of the compass in Welsh: **dwyrain** (east); **gorllewin** (west); **gogledd** (north); **de** (south)
- To identify, discuss and write about what is to be found in different areas: **Beth sy yn ...?** (What's in ...?); **Oes ... yn ...?** (Is there / Are there ... in ...?); **Oes.** (Yes.); **Nac oes.** (No.); **Mae ... yn ...** (There's a / There are ... in ...); **Yn ..., mae ...** (In ..., there's a / there are ...) and to express opinions as appropriate, e.g. **Mae'n ...** (It's ...); **Mae ... yn ...** (... is / are ...); **Mae'r ... yn ...** (The ... is / are ...)
- To revise and use in meaningful contexts words and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
Mae'r Drenewydd yn y dwyrain. (Newtown is in the east.) Dwedwch ... (Say ... (pl.)) Arhosa. (Stay. (sing.)) Agora'r amlen. (Open the envelope. (sing.)) Rhaid gofyn i ... ((I / We / You) must ask ...)	Y Drenewydd (Newtown) Dwyrain Cymru (East Wales) tocyn, tocynnau (ticket, tickets) theatr (theatre) nôl (to fetch) cartref (home) Stryd y Dŵr (Water Street) amlen (envelope) Hwyl y Gaeaf (Winter Wonderland)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Beth wyt ti'n hoffi wneud? (What do you (sing.) like to do?) Dw i'n hoffi ... (I like ...) Beth am fynd i'r Drenewydd? (What / How about going to Newtown?) Beth sy yn y Drenewydd? (What's in Newtown?) Beth ydy'r broblem? (What's the problem?) Beth ydy Hwyl y Gaeaf? (What's Winter Wonderland?) Dw i ddim yn gwybod. (I don't know.) Wyt ti'n barod? (Are you (sing.) ready?) Ydw, dw i'n barod. (Yes, I'm ready.) / Nac ydw, dw i ddim yn barod. (No, I'm not ready.) Wyt ti'n siwr? (Are you sure?) Ga i deithio eto? (May I travel again?) Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.) Ble wyt ti'n byw? (Where do you (sing.) live?) Ble mae'r tocyn? (Where's the ticket?) Ydy'r tocyn yn y drôr? (Is the ticket in the drawer?) Ydy Sgrin yn iawn? (Is Screen right?) Ydy Goliath yn hoffi pobl? (Does Goliath like people?)	cyflym (fast, quick) chwarae pêl-droed (to play football) nofio (to swim) gwersylla (to camp, camping) pwll nofio (swimming pool) sinema (cinema) siop, siopau (shop, shops) afon (river) cae pêl-droed (football pitch) y goedwig (the woods) y traeth (the beach) dinosor, dinosoriaid (dinosaur, dinosaurs) cangarŵ (kangaroo) syrpreis (surprise) mynd adre (to go home) cylch coch (red circle) dau ddeg dau (twenty two) ci (dog) ystafell (room)

<p>Ydy Goliath yn yr ystafell? (Is Goliath in the room?) Ydy. (Yes (he / she / it is).) / Nac ydy. (No (he / she / it isn't).)</p> <p>Commands Sefwch. (Stand (pl.)) Sh! Dim sŵn. (Shh! No noise. / Not a sound.) Tyrd i mewn. (Come in. (sing.) – North Wales); Dere i mewn. (Come in. (sing.) – South Wales) Dewch i ... (Come to ... (pl.))</p> <p>Other Mawredd mawr! (Good heavens!) Pardwn? (Pardon?) Dw i eisiau teithio eto. (I want to travel again.) Dw i ddim eisiau mynd i'r Drenewydd. (I don't want to go to Newtown.) Dw i'n teimlo'n ofnus. (I feel frightened.) Un ... dan ... tri ac i ffwrdd â ni. (One ... two ... three and away we go.) Tri ... dau ... un a 'nôl â ni. (Three ... two ... one and back we go.)</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.

Ga i ...? (May I ...? / May I have ...?); **Cei.** (Yes, you (sing.) may. / Yes, you (sing.) may have.); **Na chei.** (No, you (sing.) may not. / No, you (sing.) may not have.)

Dw i eisiau gweld y ... (I want to see the ...)

Ydy ... yn iawn? (Is ... right?); **Ydy.** (Yes (he / she is).); **Nac ydy.** (No (he / she isn't).)

Beth sy yn ... ? (What's in ...?)

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.)]

Dwedwch ... (Say ... (pl.))

Sefwch. (Stand. (pl.))

Rhaid bod yn dawel. (Must be quiet. (pl.))

Sh! Dim sŵn! (Shh! No noise!; Not a sound!)

Dim problem! (No problem!)

Oes ... yn y ... / ar y ... / o dan y ... / o flaen y ... / tu ôl i'r ...? (Is there / Are there ... in the ... / on the ... / under the ... / in front of the ... / behind the ...?) **Oes.** (Yes (there is / are).); **Nac oes.** (No (there isn't / aren't).)

Ydy'r ... yn y ... / ar y ... / o dan y ... / o flaen y ... / tu ôl i'r ...? (Is the ... in the ... / on the ... / under the ... / in front of the ... / behind the ...?) **Ydy.** (Yes (it is).); **Nac ydy.** (No (it isn't).)

Dw i ddim yn gwybod. (I don't know.)

Rhaid gofyn i ... (I / We / You must ask ...)

Step-by-step suggestions:

- Show the film entitled **Teithio** (Travelling) (Unit 2, Part 1). Focus on the beginning - up to the point where Dyfs says that he lives **yn y Drenewydd** (in Newtown).

- Ask:
Ble mae Izzy eisiau mynd? (Where does Izzy want to go?)
Awstralia, Affrica, America (Australia, Africa, America)

Ask the pupils to find these places on a globe / map.

Using a map, explain, in English or Welsh as appropriate, that Africa and America are continents:

Cyfandir ydy Affrica. (Africa is a continent.)

Cyfandir ydy Gogledd America. (North America is a continent.)

Cyfandir ydy De America. (South America is a continent.)

Ask them to find out how many continents there are and to find them on a map:

Sawl cyfandir sy? (How many continents are there?)

Beth ydyn nhw? (What are they?)

Ble maen nhw ar y map? (Where are they on the map?)

Explain in Welsh and / or English:

Mae saith cyfandir. (There are seven continents.)

Beth ydyn nhw? (What are they?)

Accept the English names if necessary and offer the Welsh names:

Awstraliasia (Australasia)

Affrica (Africa)

De America (South America)

Gogledd America (North America)

Ewrop (Europe)

Asia (Asia)

Antarctica (Antarctica)

As you can see, the Welsh names are very similar to the English ones and pupils will already have come across **gogledd** (north) and **de** (south) in Pack 1, as Crad came from the north and Ffion came from the south.

On empty maps, ask them to write / stick the names of the continents in Welsh.

- Further work could be undertaken in relation to the continents, if appropriate, e.g. you could show images depicting aspects of life on one of the continents and ask pupils to describe what they see, e.g.

Image of the *Mardi Gras* festival in Rio de Janeiro + map:

Dyma'r carnifal yn Rio de Janeiro, De America. (This is the carnival in Rio de Janeiro, South America.)

Edrychwch ar y bobl. (Look at the people.)

Edrychwch ar y dillad. (Look at the clothes.)

Pa liw ydy'r ...? (What colour is / are the ...?)

Beth ydy hwn? (What's this?)

Beth sy'n digwydd? (What's happening?)

Image of Brazilian Football team + map of South America:

Dyma Brazil, De America. (Here's Brazil, South America.)

Dyma dîm pêl-droed Brazil. (This is / Here is the Brazilian football team.)

Maen nhw'n gwisgo dillad melyn a glas. (They're wearing yellow and blue clothes.)

Maen nhw'n dda iawn. (They're very good.)

Pupils could then search for an image depicting a specific aspect relating to one of the continents and write and talk about it in Welsh, e.g.

Dyma eliffant. (This is an elephant.)

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

Mae'r eliffant yn bwyta ... (The elephant eats ...)

Mae'r eliffant yn hoffi ... (The elephant likes ...)

- References to the dinosaurs at the beginning of the film could lead on to a physical education activity, where pupils devise and perform a dinosaur dance - if this work has not previously been undertaken in Unit 1.
- Play the next section, where Sgrin displays information about Dyfs, and Izzy asks him questions. Freeze the film the second time we see the information about Dyfs i.e.

Enw: Dyfan Jones

Name: Dyfan Jones

Byw: Y Drenewydd

Lives: Newtown

Hoffi: chwarae pêl-droed

Likes: playing football

nofio
gwerysilla

swimming
camping

Pupils could write similar notes about themselves or their friends. They could then ask each other questions, possibly in order to complete a form or grid which has been prepared before hand:

- Pwy wyt ti?** (Who are you?)
- Beth ydy dy enw di?** (What's your name?)
- Ble wyt ti'n byw?** (Where do you live?)
- Beth wyt ti'n hoffi wneud?** (What do you like to do?)

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

- Ble?** (Where?)
- Ble wyt ti'n ...?** (Where do you?)
- Yn ... / Yn y ...** (In ... / In the ...)
- Pryd?** (When?)
- 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)
- Bob dydd Sadwrn.** (Every Saturday.)

- Ar ddydd Sul** (On Sunday)
- Ar ddydd Llun** (On Monday)
- Ar ddydd Mawrth** (On Tuesday)
- Ar ddydd Mercher** (On Wednesday)
- Ar ddydd Iau** (On Thursday)
- Ar ddydd Gwener** (On Friday)
- Ar ddydd Sadwrn** (On Saturday)

In order to reinforce these patterns, pupils could design questionnaires which they could then use as they ask other members of the class for their personal details, e.g.

Enw:
Byw:
Hobi:
Ble:
Pryd:
Enw:
Byw:
Hobi:
Ble:
Pryd:
Enw:
Byw:
Hobi:
Ble:
Pryd:

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 ...)

Mae deg yn byw yn ... (Ten live in ...)
Mae chwech yn byw yn ... (Six live in ...)

- You could also revise expressing opinions in relation to hobbies by adding **Pam?** to the questionnaire, e.g.

Enw:
Byw:
Hobi:
Ble:
Pryd:
Pam?	Achos

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.)

- Pupils could write a simple profile about themselves, e.g.
 - who they are
 - where they live – and their opinion of the area
 - what they like doing, giving as many details as possible.

They could also include appropriate images and photographs.

- Pupils could play a language game which would involve writing and reading aloud: They should write about themselves anonymously on pieces of paper, giving as many details as possible. They should then fold the pieces of paper and place them in the centre of a table. In turn, each pupil should pick up one of the pieces of paper and read what has been written. Other members of the group should try to identify the person who wrote the piece.

- They could then introduce each other, e.g.

Dyma ... (This is ...)

Mae e'n/o'n / hi'n byw yn ... (He / she lives in ...)

Mae e'n/o'n / hi'n hoffi ... (He / she likes ...)

Mae e'n/o'n / hi'n hoffi ... yn y parc ... (He / she likes ... in the park ...)

Mae e'n/o'n / hi'n hoffi ... yn y parc dydd Sadwrn / ar ddydd Sadwrn / bob dydd Sadwrn ...

(He / she likes ... in the park on Saturday / every Saturday ...)

Mae e'n/o'n / hi'n hoffi ... yn y parc dydd Sadwrn / ar ddydd Sadwrn / bob dydd Sadwrn achos ...

(He / she likes ... in the park on Saturday / every Saturday because ...)

- Show the information about Dyfs again. Then, in pairs, pupils should read the scenario on

Cerdyn Siarad 10 (Discussion Card 10):

A: **Dyfs wyt ti.** (You're Dyfs.)

B: **Rhaid i ti ofyn cwestiynau i Dyfs.** (You must ask Dyfs some questions.)

Using the words listed on the card and any other relevant vocabulary and patterns they may know, **Partner B** should ask **Partner A** questions to try to find out as much as possible about him / her. As they may not possess the necessary information to answer all the questions, they should use their imagination to form appropriate responses.

They could then introduce Dyfs, using the language patterns listed above.

They could also write a profile of Dyfs and include a suitable image.

- Focus on the next section of film, which provides information about **Y Drenewydd** (Newtown) which is **yn y dwyrain** (in the east). Stop the film as Sgrin closes down - after Izzy has moved out of view and Dyfs has repeated **i'r Drenewydd** (to Newtown).

Please note: the Welsh name for Newtown is **Y Drenewydd**. However, when this name is used after **Mae**, or **i** (to) or **o** (from) the **Y** becomes **`r**:

Mae`r Drenewydd ... (Newtown is ...)

i`r Drenewydd (to Newtown)

o`r Drenewydd (from Newtown)

To reinforce the points of the compass, pupils could design and make compasses and label the points:

gogledd (north)

de (south)

gorllewin (west)

dwyrain (east)

Using appropriate maps of Wales, pupils could ask each other to find the location of various places, e.g.

Ble mae Llandudno? (Where's Llandudno?)

Yn y gogledd. (In the north.)

Ble mae Llanelli? (Where's Llanelli?)

Yn y de. (In the south.)

etc.

- Play the section again and ask them to concentrate on what is to be found in **Y Drenewydd** (Newtown). Then ask:
Beth sy yn y Drenewydd? (What's in Newtown?)

Ask them to write lists:

pwll nofio (swimming pool)

sinema (cinema)

siopau (shops)

afon (river)

cae pêl-droed (football pitch)

- Ask them to draw up lists of what's in their area. In addition to the vocabulary listed above, you could introduce / revise words that are relevant to the area, e.g.

castell	(castle)	coedwig	(woods)
parc	(park)	capel	(chapel)
pedwar parc*	(four parks)	eglwys	(church)
golff	(golf)	theatr	(theatre)
caffi	(café)	ysgol	(school)
wyth caffi*	(eight cafés)	canolfan hamdden	(leisure centre)
traeth	(beach)	gorsaf	(station)

* Remember to use a singular noun with a number.

If appropriate, pupils could write a piece about their area, using the following patterns:

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

Yn ... mae ... / Mae ... yn ... (In ..., there is / are ... / There is / are ... in ...)

Dw i'n hoffi byw yn ... achos ... (I like living in ... because ...)

Mae'n wych. Mae'n ffantastig. (It's great. It's fantastic.)

Dw i'n hoffi chwarae pêl-droed yn y parc bob dydd Sadwrn. Mae'n grêt. Dw i'n hoffi ... hefyd achos ...

(I like playing football in the park every Saturday. It's great. I like ... too because ...)

They could also make posters / leaflets / a Powerpoint presentation / a piece of artwork etc. to portray their area, e.g.

Mae ... yn ffantastig. (... is fantastic.)

Mae ... yn wych. (... is great.)

Mae ... yn anhygoel achos mae ... yma. (... is incredible because there is / are ... here.)

Dewch i ... achos mae'n anhygoel ... (Come to ... because it's incredible / awesome.)

Please note: Similar work may have been undertaken in Parts 1 and 6 in Unit 1 and this could be revised, if appropriate.

- Focus on Izzy's questions:

Oes sinema yn y Drenewydd? (Is there a cinema in Newtown?)

Oes. (Yes, there is.) / **Nac oes.** (No, there isn't.)

Pupils will be familiar with this pattern as they will have come across it many times during the Foundation Phase and in Pack 1. However, the pattern has been transferred to a new context here - talking about what's in the area. Pupils could therefore use these questions to ask each other about what there is in their area.

- Move on to **Cerdyn Siarad 11** (Discussion Card 11). Before you give the card to the pupils, write the name of the town / village in the spaces (...)

A: **Rwy'ti'n byw yn ...** (You live in ... (name of the town / village).)

B: **Rwy'ti yn America. Rwy'ti'n ffonio. Rwy'ti eisiau gwybod beth sy yn ... Siaradwch.**

(You're in America. You phone. You want to know what's in ...)

Explain that **Partner B** is a tourist from America who is considering visiting the area but before he / she comes, he / she wants to know what's in the area and so he / she is phoning **Partner A** for information.

Using the patterns listed on the card, and any other familiar patterns or vocabulary, **Partner B** should introduce himself / herself and ask for information, e.g.

Oes parc yn ...? (Is there a park in ...?)

Oes cae pêl-droed yn ...? (Is there a football pitch in ...?)

etc.

Partner A should answer, giving as much detail as possible, e.g.

Oes. (Yes.)

Oes, mae parc yn ... (Yes, there's a park in ...)

Oes mae pedwar parc yn ... (Yes, there are four parks in ...)

Oes mae pedwar parc da iawn yn ... (Yes, there are four very good parks in ...)

- This work could be developed further by transferring the patterns to a different context - looking at maps / Ordnance Survey maps.

In order to introduce the symbols and Welsh terms, the map found on the reading card entitled **Llan** could be introduced. Explain the symbols, revise the words. Then, in pairs or as a group, one of the pupils should look at the map, making sure that other pupils cannot see what's on it. They should then ask:

Oes ... ar y map? (Is / Are there a ... on the map?)

The pupil holding the map should reply:

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

The work could be developed further as pupils look at the map and ask each other questions, e.g.

Ble mae'r ...? (Where's ...?)

Yn sgwâr ... (In square ...)

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

Beth sy yn Llan? (What's in Llan?)

You could then introduce similar activities in relation to relevant Ordnance Survey maps.

- Play the next section, where Dyfs lists where he would like to go – up to the point where they both agree to go to **Y Drenewydd** (Newtown).

Pupils could imagine where they would like to go if they were in the Pod-antur Cymraeg, e.g. somewhere in the area, somewhere they may have visited etc., e.g.

Dw i eisiau mynd i ... (I want to go to ...)

Dw i eisiau mynd i ... achos mae'n ... (I want to go to ... because it's ...)

dw i'n hoffi ...

I like ...

dw i eisiau gweld y ...

I want to see the ...

dw i eisiau dringo ...

I want to climb ...

- Before you play the next clip, explain that Dyfs and Izzy must look for something special when they arrive at Newtown. Ask them to listen carefully and to pick out the key word.

Ask them also to try to identify where exactly in Newtown Dyfs and Izzy will be going.

- Play the next section – where Dyfs, Izzy and Sgrin discuss what they must find and where they will be going.

Check that the pupils have understood the key word:

tocyn (ticket)

and where Dyfs and Izzy will be going:

tŷ Dyfs (Dyfs' house) / **adre** (home)

- Play the remainder of the film, where they enter Dyfs' house.
- To revise the pattern ... **Ydy'r ... yn y ... / ar y ... / o dan y / ... tu ôl i'r ...?** (Is the ... in the ... / on the ... / under the ... / behind the ...?), one of the pupils could hide a ticket somewhere in the room, while the other pupils close their eyes:
Caewch eich llygaid. (Close your eyes.)
Dim pipo! (No peeping!)

Then, the other pupils should ask questions to try to find out where the ticket has been hidden:

Ydy'r tocyn o dan y llyfr? (Is the ticket under the book?)

Ydy'r tocyn tu ôl i'r bag? (Is the ticket behind the bag?)

Ydy. (Yes (it is).) / **Nac ydy.** (No (it isn't).)

This pattern could also be transferred to a geographical context, e.g. using the map of Llan again, pupils could ask each other,

Ydy'r ... yn sgwâr A1? (Is the ... in square A1?)

etc.

- Replay this last section of the DVD to recap and 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. (Yes. I like the DVD.)
Dw i'n hoffi'r DVD. Mae'n dda. (I like the DVD. It's good.)
Dw i'n hoffi'r DVD achos dw i'n hoffi'r Pod-antur Cymraeg. Mae'n cŵl. (I like the DVD because I like the Pod-antur Cymraeg. It's cool.)
Dw i'n hoffi'r DVD achos mae Goliath yn ciwt. (I like the DVD because Goliath is cute.)
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 iawn. (I don't like the DVD because it's very boring.)
Dw i ddim yn hoffi'r DVD achos mae Dyfs yn / Izzy'n wirion / dwp. (I don't like the DVD because Dyfs / Izzy is silly.)

Unit 2: Part 2 - Paratoi

Aims:

- To discuss **Hwyl y Gaeaf** (the Winter Wonderland) through the medium of Welsh: **Beth ydy Hwyl y Gaeaf?** (What is Winter Wonderland); **Beth sy yn Hwyl y Gaeaf?** (What's in the Winter Wonderland?); **Yn Hwyl y Gaeaf, mae ...** (In the Winter Wonderland, there's / there are ...); **Mae ... yno.** (There's / There are ... there.)
- To prepare for an outing in Welsh – **Rhaid paratoi ...** (Must prepare ...); **Pa ddillad?** (What clothes?); **Faint o arian / bres?** (How much money?)
- To revise counting money and counting in fives in Welsh: **Pump ... deg ... un deg pump ... dau ddeg ... dau ddeg punt.** (Five ... ten ... fifteen ... twenty ... twenty pounds.)
- To talk about feelings: **Dw i'n hapus.** (I'm happy.); **Dw i wedi blino.** (I'm tired.); **Dw i'n teimlo'n gyffrous.** (I feel excited.)
- To revise and use in meaningful contexts words and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
Gawn ni sglefrio ar y rhew? (May we skate on the ice?) Cewch. (Yes you (pl.) may.) / Na chewch. (No, you (pl.) may not.)	paratoi (to prepare) candi fflos (candy floss)
Beth ydy'r dyddiad (heddiw)? (What's the date (today?)) Tachwedd un deg chwech. (November 16.) Tachwedd un deg saith. (November 17.)	sglefrio (to skate) marchnad Nadolig (Christmas market) felly (so, therefore) mwy (more) dim mwy (no more)
Rhaid paratoi. (I / We / You must prepare.)	llawer (a lot, many, much)
Beth ydyn ni eisiau? (What do we want / need?)	yna (then) prynu (to buy)

Y dyddiad (The date)		
mis (month)	rhif (number)	
Ionawr	tri	January 3
Chwefror	pump	February 5
Mawrth	naw	March 9
Ebrill	deg	April 10
Mai	+ un deg dau	May 12
Mehefin	un deg wyth	June 18
Gorffennaf	un deg naw	July 19
Awst	dau ddeg	August 20
Medi	dau ddeg dau	September 22
Hydref	dau ddeg naw	October 29
Tachwedd	tri deg	November 30
Rhagfyr	tri deg un	December 31

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Beth ydy Hwyl y Gaeaf? (What is Winter Wonderland?) Gawn ni fynd? (May we go?) Dim eto. (Not yet.) Beth am brynu bwyd? (What / How about buying some food?) Beth am fynd i gysgu nawr / rŵan? (What / How about going to sleep now?)	hwyl a sbri (fun) antur (adventure) gaeaf (winter) ardderchog (excellent) rhew (ice) marchnad (market) Nadolig (Christmas) standin (stall) addurniadau (decorations)

<p>Syniad da. (Good idea.) Faint? (How much? / How many?) Faint o arian / bres? (How much money?) Dwy bunt. (Two pounds.); Tair punt. (Three pounds.); Pedair punt. (Four pounds.); Pum punt. (Five pounds.) Wyt ti'n siwr? (Are you (sing.) sure?) Ydw. (Yes, I am.) / Nac ydw. (No, I'm not.) Beth sy yn y bag? (What's in the bag?) Camera a ffôn. (A camera and a phone.) Oes bwyd yn y Pod-antur Cymraeg? (Is there any food in the Pod-antur Cymraeg?) Oes. (Yes, there is.) / Nac oes. (No, there isn't.)</p> <p>Commands Edrychwch. (Look. (pl.)) Edrychwch yn ofalus. (Look (pl.) carefully.)</p> <p>Other Dyma'r tocyn. (Here's / This is the ticket.) Dw i ddim yn hoffi siopa. (I don't like shopping.) Mae'n oer tu allan. (It's cold outside.) Mae'n flin 'da fi. / Mae'n ddrwg gen i. (I'm sorry.) Nos da. (Good night.)</p>	<p>ffrwythau (fruit) camera (camera) ffôn (phone) arian / pres (money) siorts (shorts) crys T (T-shirt) het haul (sun hat) cot (coat) menig (gloves) sgarff (scarf) cap (cap) punt (pound (£)) rhannu (to share) cyfrifiadur (computer) e-bost (e-mail) neis iawn (very nice) heddiw (today) yfory (tomorrow)</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.

Beth ydy ...? (What is / are...?); **Beth ydy'r ...?** (What is / are the ...?)

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

Darlenna'r ... (Read (sing.) the ...)

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

Ardderchog. (Excellent.)

Beth ydy'r dyddiad heddiw? (What's the date today?)

Beth ydy'r dyddiad yfory? (What's the date tomorrow?)

Beth am rannu? (What / How about sharing?); **Iawn.** (O.K.); **Syniad da.** (Good idea.)

Oes ... yn y ...? (Is / Are there ... in the ...?)

Beth sy yn y bag? (What's in the bag?)

Dim problem. (No problem.)

Step-by-step suggestions:

- Begin by revising the content of the previous unit, in particular the details regarding **Hwyl y Gaeaf** (Winter Wonderland).
Ble mae Hwyl y Gaeaf? (Where's the Winter Wonderland?)
Pryd mae Hwyl y Gaeaf? (When is the Winter Wonderland?)
- Play the film entitled **Paratoi** (Preparing) (Unit 2, Part 2). Focus on the first part, where Dyfs, Izzy and Sgrin discuss the Winter Wonderland. Stop the film as they decide to go to the **Hwyl y Gaeaf**, after Izzy has said **O, iawn.** (Oh, fine.).

In the section, where the **ffair** (fair) is discussed, vocabulary associated with the fair, introduced in Pack 1, Unit 1, Part 1 is revised and the book entitled **Y Ffair** could be read again if appropriate. Other work could also be revised, if relevant, e.g. moving like fairground rides etc.

Ask the pupils if they remember what is to be found in the Winter Wonderland (in Welsh or English as appropriate) and list the words on the white board:

Pwy sy'n cofio? Beth sy yn Hwyl y Gaeaf? (Who remembers? What's in the Winter Wonderland?)

If necessary, play the film again and stop at appropriate times to highlight words and images:

ffair (fair)
rhew (ice)
sglefrïo (to skate)
marchnad Nadolig (Christmas market)
stondin (stall) **stondinau** (stalls)
stondin addurniadau (decorations stall)
stondin ffrwythau (fruit stall)

- Introduce **Cerdyn Siarad 12** (Discussion Card 12), which reinforces the language used on **Cerdyn Siarad 11** (Discussion Card 11).
A: Rwyf ti'n gweithio yn Hwyl y Gaeaf. (You work at the Winter Wonderland.)
B: Rwyf ti'n ffonio. Rwyf ti eisiau gwybod beth sy yn Hwyl y Gaeaf. (You phone. You want to know what's in the Winter Wonderland.)
Siaradwch.

Explain that **Partner A** works at the Winter Wonderland and is answering telephone enquiries. **Partner B** is a member of the public who is undecided whether he / she wants to go to the Winter Wonderland and so he / she is phoning for information.

Using the patterns listed on the card, and any other familiar patterns, the pupils should role-play this situation:

Oes ffair / stondinau yn Hwyl y Gaeaf? (Is there a fair / Are there stalls in the Winter Wonderland?)
Oes. (Yes.) / **Nac oes.** (No, there isn't.)
Oes, mae stondinau yn Hwyl y Gaeaf. (Yes, there are stalls in the Winter Wonderland.)
Oes, mae stondinau ffrwythau yn Hwyl y Gaeaf. (Yes, there are fruit stalls in the Winter Wonderland.)
Beth sy yn y ffair? (What's in the fair?)
Pa stondinau? (What stalls?)

- Play the next section, which introduces / reinforces dates. End when Dyfs repeats the word **Paratoi** (To prepare).

Draw attention to the dates:

Tachwedd un deg chwech (November 16)
Tachwedd un deg saith (November 17)

This could lead to a quick-fire round where pupils ask each other for Welsh translations of dates in **Tachwedd** (November). You could then introduce / revise the word **Rhagfyr** (December) and undertake another quick-fire round.

This could lead to a discussion of events that are to be held in December, e.g. pupils could complete 'events calendars / diaries' to include details of different events that are to be held on specific dates, e.g. **Sioe Nadolig** (Christmas show) – **Rhagfyr 10** (December 10), **parti Nadolig** (Christmas party) – **Rhagfyr 13** (December 13) etc. Allow the pupils to use English words if they do not know the relevant Welsh words - what is important in this context is that they are learning / revising how to form the date in Welsh.

Alternatively, working in pairs, **Partner A** could look at an 'events calendar' similar to the one overleaf:

Partner A:

Rhagfyr	
Rhagfyr 5	Parti Nadolig
Rhagfyr 7	Trip i'r pantomeim
Rhagfyr 10	Sioe
Rhagfyr 11	Sioe (eto)
Rhagfyr 17	Cinio Nadolig yn yr ysgol
Rhagfyr 18	Prynhawn o gemau
Rhagfyr 19	Gwasanaeth arbennig Yr ysgol yn cau

Partner B: would have a similar calendar, but without the events, which he / she should complete by asking his / her partner to tell him / her when the following events are to be held:

Pryd mae'r ...? (When is the ...?).

Cinio Nadolig yn yr ysgol **Prynhawn o gemau** **Gwasanaeth arbennig**
Trip i'r pantomeim **Sioe Parti Nadolig** **Sioe (eto)**
Yr ysgol yn cau

e.g.

B: **Pryd mae'r cinio Nadolig yn yr ysgol?** (When is the Christmas dinner at school?)

A: **Rhagfyr 17.** (December 17.)

Partner B should write the information in the appropriate spaces in his / her calendar:

Rhagfyr	
Rhagfyr 5	
Rhagfyr 7	
Rhagfyr 10	
Rhagfyr 11	
Rhagfyr 17	
Rhagfyr 18	
Rhagfyr 19	

- Focus once again on the word **tocyn** (ticket):
Show examples of various tickets - in Welsh if possible, e.g. concert tickets etc. and discuss various details, e.g.
Ble mae'r ...? (Where's the ...?)
Pryd mae'r ...? (When is the ...?)
Beth ydy'r ...? (What's the ...?)
Beth sy yn ...? (What's in ...?)
Beth sy'n digwydd yn y ...? (What is happening in the ...?)

Ask the pupils whether they remember the details on the ticket on the DVD:

Ble mae Hwyl y Gaeaf? (Where's the Winter Wonderland?)

Pryd mae Hwyl y Gaeaf? (When is the Winter Wonderland?)

Beth ydy Hwyl y Gaeaf? (What is Winter Wonderland?)

HWYL Y GAEAF	
Ble:	Caerdydd
Pryd:	Tachwedd 17
Beth:	Hwyl a sbri!
Dewch i gael hwyl a sbri yn	
HWYL Y GAEAF	

Ask them to design tickets for other events, possibly events to be held at school. They should include appropriate images:

SIOE
Ble: Yn yr ysgol Pryd: Rhagfyr 10 Beth: Hwyl a sbri!
Dewch i gael hwyl a sbri yn
Y SIOE

PARTI
Ble: Yn yr ysgol Pryd: Rhagfyr 15 Beth: Hwyl a sbri!
Dewch i gael hwyl a sbri yn
Y PARTI

Pupils could then invite each other to the events, using patterns already introduced in the Foundation Phase and Pack 1:

Written invitation:

SIOE	
Wyt ti eisiau dod i'r sioe?	
Pryd:	
Ble:	
Beth:	
Ateb (✓): Ydw, dw i eisiau dod. /	Ateb (*): Mae'n ddrwg gen i, dw i ddim yn gallu dod. Mae'n flin `da fi, dw i ddim yn gallu dod.

E-mail:

Oddi wrth: At: Pwnc:
Annwyl ... Wyt ti eisiau dod i sioe yn ... ar ...? Cofion

Telephone call:

- A: **Wyt ti eisiau dod i'r sioe?** (Do you want to come to the show?)
- B: **O, ydw os gwelwch yn dda. Ble mae'r sioe?** (Oh, yes please. Where's the show?)
- A: **Yn yr ysgol.** (At school.)
- B: **Pryd?** (When?)
- A: **Rhagfyr deg.** (December the tenth.)

- Play the section again to revise, ending with Dyfs repeating the word **Paratoi** (to prepare).

Ask **Sut mae paratoi?** (How to prepare?)

Ask the pupils to imagine that they are going to **Hwyl y Gaeaf** and therefore, they must prepare what they are going to take with them:

Rydych chi'n mynd i Hwyl y Gaeaf, rhaid cael ... (You're going to the Winter Wonderland, you must have ...)

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

Dw i eisiau ... (I want / need ...)

arian / pres (money)

dillad cynnes (warm clothes)

bwyd (food)

camera (camera)

y tocyn (the ticket)

ffôn (phone)

Syniad da. (Good idea.)

Na, dw i ddim yn meddwl. (No, I don't think so.)

- Focus on the next section of the film, where the characters show what they intend to take with them, ending with Dyfs asking **Rhaid paratoi dillad – pa ddillad?** (Must prepare clothes – what clothes?) and Izzy saying **Beth am ...?** (What about ...?) as she moves out of view.

Compare the items shown with the items the pupils have listed.

- Ask the pupils to list what clothes Dyfs and Izzy should wear to the Winter Wonderland: **Pa ddillad?** (What clothes?).

After an appropriate period of time, ask them for their suggestions and then play the section of film where Izzy and Dyfs decide on the clothes they should wear.

After seeing what Izzy suggests, you could ask;

Ydy Izzy'n iawn? (Is Izzy right?)

which could remind the pupils of Izzy's question:

Ydy Sgrin yn iawn? (Is Sgrin right?)

earlier in the film.

You could then use this pattern as pupils undertake different activities etc.

Compare the pupils' suggestions with Dyfs' and Izzy's.

- Before moving on to the next section, revise the expression:
Faint o arian? (How much money? - South Wales)
Faint o bres? (How much money? - North Wales)

Revise the word **punt*** (pound):

punt (a pound)

dwy bunt (two pounds)

tair punt (three pounds)

pedair punt (four pounds)

pum punt (five pounds)

* Remember: the word **punt** (pound) is feminine so **dwy** (two), **tair** (three) and **pedair** (four) are used with this word.

Ask the pupils to guess what the following are in Welsh:

ten pounds – **deg punt**

fifteen pounds – **un deg pum punt**

twenty pounds – **dau ddeg punt**

To revise, one pupil could write a sum of money on a piece of paper, making sure that other members of the group cannot see the sum. The other pupils should then try to guess the sum, e.g.

- A: **Faint o arian? / Faint o bres?** (How much money?)
B: **Pum punt?** (Five pounds?)
A: **Na.** (No.)
B: **Saith punt?** (Seven pounds?)
A: **Na.** (No.)
B: **Deg punt?** (Ten pounds?)
A: **Deg punt.** (Ten pounds.)

The words **mwyy** (more) and **llai** (less) could be introduced to help pupils guess the sum.

- A: **Faint o arian? / Faint o bres?** (How much money?)
B: **Pum punt?** (Five pounds?)
A: **Mwyy.** (More.)
B: **Deg punt?** (Ten pounds?)
A: **Llai.** (Less.)
B: **Wyth punt?** (Eight pounds?)
A: **Wyth punt.** (Eight pounds.)

- Play the next section that deals with money - up to the point where they share the money.

Draw attention to the fact that Dyfs and Izzy count in fives - practise this with the pupils. You could develop this further by counting beyond 20.

You could then introduce various mathematical activities associated with money.

- Play the last section of film, where they look for food in the Pod-antur Cymraeg.

You could hide a food item / a number of food items in the classroom so that pupils have to ask questions to try to find them:

Oes bwyd yn y ...? (Is there any food in the ...?)
ar y ... on the ...

etc.

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

- Ask the pupils to list ten items of food and drink they think that Dyfs and Izzy will buy when they go to the **Hwyl y Gaeaf**.

Then, in groups, ask them to compare notes. If they have noted food items / drink that no other member of the group has noted, they should award themselves two marks. Then ask:

Sawl marc? (How many marks?)

Pwy sy wedi ennill? (Who has won?)

Beth sy ar y rhestr? (What's on the list?)

Tell the pupils to keep these notes in a safe place as they will need them in the next part of the unit.

- Revise feelings. Ask the pupils how Izzy feels:
Dw i wedi blino. (I'm tired.) / **Mae hi wedi blino.** (She's tired.)

Ask them how Dyfs feels:

Dw i ddim wedi blino. (I'm not tired.) / **Dydy e / o ddim wedi blino.** (He's not tired.)

Dw i'n teimlo'n gyffrous. (I feel excited.) / **Mae e'n / o'n teimlo'n gyffrous.** (He feels excited.)

Revise other feelings:

Dw i'n hapus. (I'm happy.); **Dw i'n teimlo'n hapus.** (I feel happy.)

Dw i'n drist. (I'm sad.); **Dw i'n teimlo'n drist.** (I feel sad.)

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

Invite them to come out to the front of the class and to mime how they feel. Other members of the class should try to guess.

- Introduce **Cerdyn Siarad 13** (Discussion Card 13):
Sut wyt ti? (How are you?); **Sut wyt ti'n teimlo?** (How do you feel? / How are you feeling?)
Pam? (Why?)
Siaradwch. (Speak.)

In pairs / groups, they should ask each other how they are or how they feel, using one of the above questions. They could answer by stating how they feel, which could lead to the question **Pam?** (Why)

Achos ... (Because)

or they could give a full answer:

Dw i'n teimlo'n hapus achos dw i'n hoffi'r Pod-antur Cymraeg. (I'm happy because I like the Pod-antur Cymraeg.)

- Introduce the reading card entitled **E-bost** (E-mail) that contains the e-mail that Dyfs has written to his mother.
Read it as a group.

A quiz could then be held. Divide the pupils into groups and ask them to find specific expressions and sentences. Give them a point each time they answer correctly, e.g.

Beth ydy ...? (What is ...?)

How are you? - **Sut wyt ti?**

I'm travelling in the Pod-antur Cymraeg. - **Dw i'n teithio yn y Pod-antur Cymraeg.**

It's great. - **Mae'n wych.**

to travel - **teithio**

tomorrow - **yfory**

to go - **mynd**

Winter Wonderland - **Hwyl y Gaeaf**

November 17 - **Tachwedd un deg saith**

ice - **rhew**

market - **marchnad**

to skate - **sglefrio**

Christmas presents - **anrhegion Nadolig**

Good bye. - **Hwyl fawr.**

adventure - **antur**

fantastic - **ffantastig**

fun - **hwyl a sbri**

We're going to buy ... - **Rydyn ni'n mynd i brynu ...**

We're going to buy Christmas presents. - **Rydyn ni'n mynd i brynu anrhegion Nadolig.**

If any of the expressions are causing problems, come back to them time after time until the pupils have learnt them.

For extra points (e.g. 10 or 20 each), ask them what they themselves could include in an e-mail to Steff, Dyfs' friend. This would entail repeating many of the above words / expressions in meaningful sentences.

Ask the pupils to write an e-mail to Steff on Dyfs' behalf.

Unit 2: Part 3 - Hwyl y Gaeaf

Aims:

- To revise feelings, **Dw i'n teimlo'n hapus.** (I feel happy.); **Dw i'n teimlo'n nerfus.** (I feel nervous.)
- To revise asking for things in Welsh, e.g. ordering a breakfast in Welsh, buying things at the Christmas market
- To discuss size: **bach** (small); **canolig** (medium); **mawr** (large); **rhy fach** (too small); **rhy fawr** (too big)
- To revise expressing opinions, e.g. **Mae'n wych.** (It's great.); **Mae'n ffantastig.** (It's fantastic.); **Mae'n anhygoel.** (It's incredible / awesome.)
- To learn about Christmas markets in Austria through the medium of Welsh
- To revise words and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
Mae'n anhygoel! (It's amazing / awesome / incredible!)	y fwydlen (the menu)
Pa faint? (What size?)	grawnfwyd (cereal)
Bach? Canolig? Mawr? (Small? Medium? Large?)	wy ar dost (egg on toast)
Maint pump. (Size five.)	ffa ar dost (beans on toast)
Maint naw. (Size nine.)	coffi (coffee)
rhy fawr (too big)	te (tea)
rhy fach (too small)	helmed (helmet)
Rhaid talu gynta. (I / We / You must pay first.)	padiâu (pads)
Ble gynta? (Where first?)	esgidiau sglefrio (skates)
	y farchnad Nadolig (the Christmas market)
	losin (sweets - South Wales) / fferins (sweets - North Wales)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers	bwyd (food)
Wyt ti'n barod? (Are you (sing.) ready?)	brecwast (breakfast)
Ydw. (Yes I am.) / Nac ydw. (No, I'm not.)	(yn) gynta (first)
Ydych chi'n barod? (Are you (pl.) ready?)	tost (toast)
Ydyn. (Yes we are.) / Nac ydyn. (No, we're not.)	wy (egg)
Beth am fynd i sglefrio? (What / How about going to skate?)	sudd oren (orange juice)
Dim eto. (Not yet.)	sudd afal (apple juice)
Beth am esgidiau? (What about shoes?)	sosejis (sausages)
Beth wyt ti'n wisgo? (What are you (sing.) wearing?)	diod (drink)
Dw i'n gwisgo helmed. (I'm wearing a helmet.)	blasus (delicious, tasty)
Ydych chi eisiau brecwast? (Do you (pl.) want breakfast?)	newid (change)
Ydyn, os gwelwch yn dda. (Yes (we do) please.)	anhygoel (incredible, awesome, amazing)
Nac ydyn, dim diolch. (No (we don't) thank you.)	esgidiau (shoes)
Beth sy ar y fwydlen? (What's on the menu?)	stondin, stondinau (stall, stalls)
Sawl un? (How many?)	seren (star)
Chwech os gwelwch yn dda. (Six please.)	coeden Nadolig (Christmas tree)
Y rhain? (These?)	dillad (clothes)
Beth sy yn y bag? (What's in the bag?)	anrheg (present)
Oes fferins / losin yn y bag? (Are there sweets in	sglefrio (to skate)
	addurniadau (decorations)

<p>the bag?) Oes. (Yes (there are).) / Nac oes. (No (there aren't).) Ga i weld? (May I see?) Commands Esgusodwch fi. (Excuse me. (pl.)) Ewch at y cylch coch. (Go (pl.) to the red circle.) Bydda'n ofalus. (Be careful. (sing.)) Rhaid Rhaid brwsio dannedd. (Must brush (my) teeth.) Rhaid brwsio gwallt. (Must brush (my) hair.) Rhaid ymolchi. (Must wash.) Rhaid gwisgo pants / dillad glân. (Must wear clean pants / clothes.) Other Dw i'n teimlo'n hapus. (I feel happy.) Dw i eisiau mynd. (I want to go.) Dw i eisiau wy ar dost. (I want egg on toast.) Dw i ddim eisiau wy ar dost. (I don't want egg on toast.) Dwy bunt o newid. (Two pounds change.) Mae'n ffantastig. (It's fantastic.) Un funud. (One minute – South Wales.) / Un munud. (One minute – North Wales.)</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.

Barod? (Ready?); **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.)

Dyna ni. (There we are.)

Esgusodwch fi. (Excuse me.)

Rhaid gwisgo sgarff a menig. (Must wear a scarf and gloves.)

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

Mae'n anhygoel! (It's incredible / awesome / amazing.)

Faint? (How many? / How much?)

Bydda'n ofalus. (Be careful. (sing.)); **Byddwch yn ofalus.** (Be careful. (pl.))

Bach? Canolig? Mawr? (Small? Medium? Large?)

Rhy fach. (Too small.); **Rhy fawr.** (Too big.)

Step-by-step suggestions:

- Play the film entitled **Hwyl y Gaeaf** (the Winter Wonderland) (Unit 2, Part 3) - up to the point where Dyfs says that he is not ready to go yet and Izzy asks **Pam?** (Why?).

Tell the pupils:

Mae'n fore. Rhaid ... (It's morning. Must ...)

Ask them for their ideas. If necessary, remind them of Unit 1, when Dyfs was camping in the woods:

Rhaid brwsio dannedd. (Must brush (my / your) teeth.)

Rhaid brwsio gwallt. (Must brush (my / your) hair.)

Rhaid ymolchi. (Must wash.)

Rhaid gwisgo pants / dillad glân. (Must wear clean pants / clothes.)

- Play the next section, where Dyfs explains why he is not ready, ending with Izzy repeating the above instructions and leaving the room.

If they have not already done so, pupils could create information sheets, leaflets, a video clip, a PowerPoint presentation, a cartoon etc. to explain basic personal hygiene practices, which could be distributed / shown to other classes, e.g.

Yn y bore, rhaid brwsio dannedd ... (In the morning, (you) must brush (your) teeth.)
etc.

- Play the next section, up to the point where they leave the café. Draw attention to the clothes:
Beth mae Dyfs yn wisgo? (What is Dyfs wearing?)
Beth mae Izzy'n wisgo? (What is Izzy wearing?)

Draw attention to the weather:

Sut mae'r tywydd? (What's the weather like?)

Mae'n oer. (It's cold.)

Mae'n rhewi. (It's freezing.)

You could hold a quick fire-round of **Sut mae'r tywydd?** (What's the weather like?), using cue cards, images etc. as appropriate, in order to revise.

They could then imagine that they are going to **Hwyl y Gaeaf**. They could draw an image to show what they are wearing and why they are wearing these clothes. They could also describe the weather in their image:

Dw i'n gwisgo ... achos mae'n ... (I'm wearing ... because it's ...
dw i'n hoffi ... I like ...)

- Play this section again and move on to the next section (in the café) again - up to the point where they leave the café. This time, ask the pupils to consult the lists they created at the end of the previous part to see how many of them guessed what food Dyfs and Izzy would eat.

Ask the pupils to list the food words that are heard on the DVD:

Beth sy ar y fwydlen? (What's on the menu?)

Ask:

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

<p>Y Fwydlen (The Menu)</p> <p>Brecwast: (Breakfast)</p> <p>Grawnfwyd (Cereal) Tost gwyn / Tost brown (White toast / Brown toast) Wy ar dost (Egg on toast) Ffa ar dost (Beans on toast) Sosejis ac wy (Sausages and eggs)</p> <p>Sudd oren (Orange juice) Sudd afal (Apple juice) Te (Tea) Coffi (Coffee)</p>

Compare lists and write the food words on the white board. You could then play the section again to check that you have included all the food words.

Ask the pupils to create a breakfast menu - they could use these words and any other relevant words they know.

Play the section again and revise these patterns:

Dw i eisiau ... os gwelwch yn dda. (I want ... please.)

Ydych chi eisiau ...? (Do you want ...?)

Ydw, os gwelwch yn dda. (Yes, please.)
Nac ydw, dim diolch. (No, thank you.)
Sawl un? (How many?)
Sawl wy? (How many eggs?)
Sawl sosej? (How many sausages?)

Introduce the expressions:

Pa faint? (What size?)
Mawr? (Large?)
Bach? (Small?)

In pairs, they should now use their menu to role-play asking for breakfast in a café. They should do this twice so that they have an opportunity to role-play the diner and the waiter / waitress. Encourage them to use the expressions listed above.

- Ask pupils to add a price to each meal / drink on their menus. Revise money before they do this.

Now, ask them to role-play the situation again - this time they must add up the bill.

- Replay the section where the characters on the film pay:
Rhaid talu. (I / We / You must pay.)

Ask them whether they remember the Welsh word for change - **newid**.

Now, they should role-play paying for their meal:

Dyma chi ... punt. (Here you are ... pounds.)
Diolch. Dyma chi - y newid. (Thank you. Here you are - the change.)
Hwyl fawr. (Thank you.)

- You could replay the whole section to recap. This time, you could ask them to listen for examples of food that is good for you:
Pa fwyd sy'n dda i chi? (What food is good for you?)
Mae bara brown yn dda i chi. (Brown bread is good for you.)
- Focus on the next section of film that features the Christmas market, followed by Dyfs and Izzy hiring some skates. Stop after the words and expressions have been explained on screen.

Explain that on the DVD Dyfs is given a ticket to show that he has paid £5, which is a deposit that will be returned once the skates have been returned.

Draw attention to the following patterns:

Pa faint? (What size?)
Maint (pump). (Size (five).)
Rhy fawr. (Too big.)
Rhy fach. (Too small.)

In pairs /groups, and using shoes of different sizes, pupils could act out situations where they ask for shoes of a particular size, are given a pair, only to find that they are too big or too small, e.g.

Dw i eisiau esgidiau os gwelwch yn dda. (I want some shoes, please.)
Pa faint? (What size?)
Maint pump os gwelwch yn dda. (Size five please.)
Dyma chi. (Here you are.)
O, diar – rhy fach. (Oh, dear – too small.)
O, diar – rhy fawr. (Oh, dear – too big.)

They could also draw images / cartoons to depict **rhy fach** (too small) and **rhy fawr** (too big).

- Introduce **Cerdyn Siarad 14** (Discussion Card 14)
A: **Rwyt ti'n mynd i'r stondin i ofyn am esgidiau sglefrio.** (You go to the stall to ask for skates.)
B: **Rwyt ti'n gweithio ar y stondin.** (You work at the stall.)
Siaradwch. (Speak.)

Using the language patterns listed on the card, pupils should role-play this situation.

They could also use other familiar language patterns, e.g.

Ga i esgidiau sglefrio os gwelwch yn dda? (May I have some skates please?)

Cei. (Yes, you (sing.) may.) / **Cewch.** (Yes, you (pl.) may.)

Mae'n ddrwg gen i, does dim esgidiau sglefrio maint ... (I'm sorry, there are no size ... skates.)

Mae'n flin 'da fi i, does dim esgidiau sglefrio maint ... (I'm sorry, there are no size ... skates.)

They could develop the conversation - as on the film. They could pretend to try on the skates, only to find that they are:

rhy fach (too small)

rhy fawr (too big)

They could then ask for a larger / smaller size by repeating **maint** (size) with a different number:

Maint chwech os gwelwch yn dda. (Size six please.)

- Show the next section of film, where they skate – up to the point where it is suggested that Izzy has some sort of accident. Ask:
Beth mae Izzy'n wisgo? (What is Izzy wearing?)
Mae hi'n gwisgo ... (She's wearing ...)
helmed (helmet)
padiu (pads)
menig (gloves)
cot (coat)
- Revise feelings - how do the characters feel?
Dw i'n teimlo'n nerfus. (I feel nervous.)
Dw i'n hapus iawn, iawn. (I'm very, very happy.)
- You could ask questions based on the clip, e.g.
Pa liw ydy'r helmed / esgidiau sglefrio? (What colour is the helmet? / are the skates?)
You could also divide the pupils into groups and ask each group to think of 2-3 questions – which they could ask other groups in a quiz activity.
- Draw attention to the section that suggests that Izzy has had some kind of accident. Ask the pupils to imagine what's happening:
Beth sy'n digwydd? (What's happening?)
Mae Izzy'n syrthio. (Izzy is falling.)
Accept English words, if necessary.

Ask:

Beth ydy 'Be careful' yn Gymraeg? - **Bydda'n ofalus.**

Pupils could then produce posters, leaflets etc. emphasising the need to be careful whilst ice-skating, e.g. they could draw an image of someone wearing the clothing Izzy wears on screen and include suitable instructions, e.g.

Bydda'n ofalus ar y rhew. (Be careful on the ice.)

Rhaid gwisgo dillad cynnes. (Must wear warm clothes.)

Rhaid gwisgo padiau. (Must wear pads.)

Dim chwarae o gwmpas. (No playing around.)

Mae sgleftrio'n hwyl, ond ... (Skating is fun, but ... (include one of the above instructions))

You could extend the safety aspect and emphasize that pupils should never skate on ponds, pools, lakes etc. They should only skate on specially designed, supervised ice rinks:

Dim sgleftrio ar y llyn - byth! (No skating on the lake - ever!)

Dim sgleftrio ar y pwll - byth! (No, skating on the pool - ever!)

Paid sgleftrio ar y llyn - byth! (Don't (sing.) skate on the lake - ever!)

Paid sgleftrio ar y pwll - byth! (Don't (sing.) skate on the pond - ever!)

Peidiwch sgleftrio ar y llyn - byth! (Don't (pl.) skate on the lake - ever!)

Peidiwch sgleftrio ar y pwll - byth! (Don't (pl.) skate on the pond - ever!)

- Play the next section, up to the point up to the point where they return the skates.

Pupils could then role-play a similar situation where they return the skates and ask for their own shoes:

Gawn ni'r esgidiau, os gwelwch yn dda? (May we have the shoes, please?)

Pa faint? (What size?)

Maint ... (Size ...)

Y rhain? (These?)

Diolch. (Thanks.)

Dyma chi. (Here you are.)

Dyma chi - pum punt. (Here you are - five pounds.)

Diolch. (Thank you.)

- Play the next section, up to the point where Dyfs gives Izzy some gloves.

- Draw attention to the following patterns:

Pa faint? (What size?)

Bach? Canolig? Mawr? (Small? Medium? Large?)

Explain to the pupils that they already know **bach** (small) and **mawr** (large) and introduce **canolig** (medium).

As we do not see Dyfs actually buying the gloves, ask them to role-play this situation, e.g.

Dw i eisiau menig os gwelwch yn dda. (I want some gloves please.)

Ga i fenig os gwelwch yn dda? (May I have some gloves please?)

Pa faint? Bach? Canolig? Mawr? (Small? Medium? Large?)

Bach, os gwelwch yn dda. (Small, please.)

Pa liw? (What colour?)

Menig pinc os gwelwch yn dda. (Pink gloves please.)

Dyma chi - menig bach, pinc. (Here you are - some small, pink gloves.)

Diolch. (Thank you.)

Explain that these language patterns can be transferred to other situations, e.g.

Dw i eisiau sanau / cap / cot / trowsus / esgidiau os gwelwch yn dda. (I want some socks / a cap / a coat / some trousers / some shoes please.)

Ga i sanau / fenig / gap / got / drowsus / esgidiau os gwelwch yn dda? (May I have some socks / a cap / a coat / some trousers / some shoes please?)

Pa faint? (What size?)

Bach? Canolig? Mawr? (Small? Medium? Large?)

... os gwelwch yn dda. (... please.)

Pa liw? (What colour?)

... os gwelwch yn dda. (... please.)

... punt os gwelwch yn dda. (... pounds please.) [But note: **Dwy bunt.** (Two pounds.)]

Dyma chi - ... punt. (Here you are - ... pounds.) [But note: **Dwy bunt.** (Two pounds.)]

Dyma chi - ... punt o newid. (Here you are - ... pounds change.) [But note: **Dwy bunt.** (Two pounds.)]

- Introduce **Cerdyn Siarad 15** (Discussion Card 15) and ask the pupils to adapt these patterns to the following situation:
A: Rwyd ti eisiau sanau newydd. (You need some new socks.)
B: Y siopwr wyt ti. (You're the shopkeeper.)
Siaradwch. (Talk.)

- Play the last section of the film, where Izzy says
Dw i eisiau un os gwelwch yn dda? (I want one please.)

The item is then presented to her in a bag and she pays for it.

Pupils should try to guess what the item is:
Beth sy yn y bag? (What's in the bag?)

Using a gift bag which contains a small gift, pupils could then play
Oes ... yn y bag? (Is there / Are there ... in the bag?)
They should try to guess what's in the bag, by adapting the question.

- Replay a section of the film 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. (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 Hwyl y Gaeaf. (I like the DVD because I like the Winter Wonderland.)
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 siopa. (I don't like the DVD because I don't like shopping.)

- Using various techniques, pupils could design and create pieces of artwork related to **Hwyl y Gaeaf** (the Winter Wonderland). As they undertake this work, they should describe in Welsh what they are doing. They should also evaluate their own work and that of their fellow pupils. Please refer to the document entitled **P-aC₂ Language Patterns** for suggestions regarding relevant vocabulary and patterns.

- Introduce the book entitled **Hwyl y Nadolig** (Christmas Fun), paying particular attention to the photographs of the Christmas market which you could discuss, using patterns listed in the document entitled **P-aC₂ Language Patterns**, e.g.
Edrychwch ar y llun. (Look at the photograph / picture.)
Ble mae'r ...? (Where's the ...?)
Pa liw ydy'r ...? (What colour is the ...?)
Beth ydy hwn? (What's this?)
Beth sy'n digwydd yn y llun? (What's happening in the photograph / picture?)
Mae ... (... is / are ...)
Sawl ... sy yn y ... llun? (How many ... are there in the photograph / picture?)
Oes ... yn y llun? (Is / Are there ... in the photograph / picture?)
Oes. / Nac oes. (Yes. / No.)
Beth ydy'r rhain? (What are these?)

Unit 2: Part 4 - Anrhegion

Aims:

- To use Welsh in a design and technology activity: **Rhaid peintio ...** (Must paint ...); **Rhaid gludo ...** (Must glue ...)
- To revise evaluating work through the medium of Welsh: **Mae'n hardd.** (It's beautiful.); **Mae'n effeithiol iawn.** (It's very effective.); **Mae'n ardderchog.** (It's excellent.); **Mae angen mwy o liw yma.** (It needs more colour here.)
- To introduce the story of Baboushka through the medium of Welsh and use this to inspire oral and written work
- To revise and use in meaningful contexts words and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae'n rhy boeth. (It's too hot.) Tynna dy got. (Take off your (sing.) coat.) Tynna dy sgarff. (Take off your (sing.) scarf.) Tynna dy fenig. (Take off your (sing.) gloves.) fel eira (like snow) Mae'r gliter yn sgleinio fel eira. (The glitter is sparkling like snow.) Mae'n well nawr / rwan. (It's better now.) Nadolig Llawn. (Happy Christmas.)</p>	<p>addurn, addurniadau (decoration, decorations) kannwyll goch (red candle) clai (clay) gwlan (wool) sgleinio (to shine, sparkle)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers Beth sy'n bod? (What's the matter?) Does dim anrheg i Sgrin. (There's no present for Sgrin.) Beth am wneud anrheg? (How / What about making a present?) Beth wyt ti'n ddefnyddio? (What are you using?) Dw i'n defnyddio ... (I'm using ...) Beth ydy'r stori? (What's the story?) Pwy ydy Baboushka? (Who's Baboushka?) Merch ydy Baboushka. (Baboushka is a woman.)</p> <p>Other Bobl bach! (Good heavens!) Mae'n boeth. (It's hot.) Mae'r ... yn effeithiol iawn. (... is very effective.) Mae'r ... yn hyfryd. (... is lovely.)</p> <p>Commands Rhaid peintio. (Must paint.) Rhaid rhoi clai ar y logyn. (Must put some clay on the log.) Rhaid rhoi kannwyll ar y clai. (Must put a candle on the clay.) Rhaid rhoi gwlan cotwm ar y logyn. (Must put some cotton wool on the log.) Rhaid rhoi glud ar y gwlan cotwm. (Must put some glue on the cotton wool.) Rhaid rhoi gliter ar y gwlan cotwm. (Must put some glitter on the cotton wool.)</p>	<p>anrheg, anrhegion (present, presents) logyn / boncyff (log) glud (glue) paint (paint) lliw (colour) eira (snow)</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 rhy boeth. (It's too hot.)

Tynna dy got. (Take off your (sing.) coat.); [Also: **Tynnwch eich cotiau.** (Take off your (pl.) coats.)]

Dyna ni. (There we are.)

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

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

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 ...)]

Rhaid peintio ... (Must paint ...)

Rhaid gludo ... (Must glue ...)

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

Mae'n effeithiol iawn. (It's very effective.)

Mae'n ardderchog. (It's excellent.)

Mae angen mwy o liw yma. (More colour is needed here.)

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

Mae'n well nawr / rŵan. (It's better now.)

Step-by-step suggestions:

- Show the film entitled **Anrhegion** (Presents) (Unit 2, Part 4). Focus on the beginning, up to the point where Izzy realizes that she doesn't have a present for Sgrin and Dyfs says:

Dim problem. Beth am wneud anrheg i Sgrin? Dw i'n gwneud anrheg Nadolig i Sgrin.

(No problem. What about making a present for Sgrin? I'm making a Christmas present for Sgrin.)

Focus again on the beginning and show that a language pattern introduced / revised in the previous unit is used in a different context. Give the pupils a clue – **rhy** (too) – and ask them to spot the pattern:

Mae'n rhy boeth. (It's too hot.)

Ask one of the pupils to wear several layers of outdoor clothing, e.g. scarves, caps, hats etc. Then ask him / her to come to the front of the class and say

Mae'n rhy boeth. (It's too hot.)

The remainder of the class should tell him / her to remove an item of clothing:

Tynna dy ... (Take off your ...)

You could use this expression as pupils walk into the school during the winter. If you wanted to address the class as a whole or a group of pupils, you would use:

Tynnwch eich capiau / hetiau. (Take off your (pl.) caps / hats.)

Tynnwch eich cotiau. (Take off your (pl.) coats.)

Tynnwch eich sgarffiau. (Take off your (pl.) scarves.)

Tynnwch eich menig. (Take off your (pl.) gloves.)

Tynnwch eich esgidiau. (Take off your (pl.) shoes.)

Tynnwch eich bŵts. (Take off your (pl.) boots.)

- Focus on the next section, where Dyfs makes a Christmas decoration – up to the point where he shows us the decoration. Pupils should name the materials he is using as he repeats the Welsh words.
- Then ask the pupils:
Ydych chi eisiau gwneud addurn Nadolig? (Do you want to make a Christmas decoration?)
Ydyn. (Yes, we do.) / **Nac ydyn.** (No, we don't.)

Show different materials and introduce / revise appropriate vocabulary in Welsh - please see the document entitled **P-aC₂ Language Patterns**.

Using materials of their choice, pupils should design and make the decoration. They should give instructions or describe in Welsh what they are doing:

Rhaid ... (Must ...)

Dw i'n ... (I'm ...)

They could ask each other questions:

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 ...)

- Show the next clip, where Izzy enters and comments on the decoration, ending with Dyfs saying:
Diolch, Izzy. (Thank you Izzy.)

Ask:

Beth mae Izzy'n ddweud? (What does Izzy say?)

Play this section again and ask the pupils to listen out for her comments:

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

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

Mae'r coch a'r gwyrdd yn effeithiol iawn. (The red and green are very effective.)

Mae'r gwllân cotwm fel eira. (The cotton wool is like snow.)

Mae'r gliter yn sgleinio - fel eira. (The glitter is sparkling / glistening - like snow.)

Ond ... mae angen mwy o liw yma. (But ... more colour is needed here.)

Beth am ... dail? (What about ... leaves?)

Mae'n well. (It's better.)

Using some of these patterns, pupils could comment on each other's work. They could also use other words and patterns they have learnt previously:

Mae'r ... yn wych / ardderchog. (The ... is great / excellent.)

Mae'r ... yn effeithiol. (The ... is effective.)

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

They could also combine patterns they have learnt previously with the patterns listed above, e.g.

Dw i'n hoffi'r ... achos ... (I like the ... because ...)

Dw i'n hoffi'r addurn / anrheg achos mae'r coch a'r gwyrdd yn effeithiol iawn. (I like the decoration / present because the red and green are very effective.)

Dw i'n hoffi'r addurn / anrheg achos mae'r gliter yn sgleinio fel eira. (I like the decoration / present because the glitter is sparkling / glistening like snow.)

Like Izzy, they could suggest how to improve it:

Mae eisiau mwy o liw / gliter / gwllân cotwm. (More colour / glitter / cotton wool is needed. / It needs more colour / glitter / cotton wool.)

Mae'n well nawr / rwan. (It's better now.)

- Play the next section of the film, where Sgrin says that he is going to give them a present - a story. Ask:
Ydych chi eisiau stori? (Do you (pl.) want a story?)
Ydyn. (Yes, we do.) / **Nac ydyn.** (No, we don't.)

Introduce the book entitled **Baboushka**.

Pupils could look for the location of Russia on a globe / map etc. and could also search for information and images associated with the country. You could also revise work introduced in Pack 1, i.e.

Mae'n oer iawn, iawn yn Rwsia yn y gaef. (It's very, very cold in Russia in the winter.)

Mae hi'n minws ... gradd Celsius. (It's minus ... degrees Celsius.)

- Using methods advocated by Pie Corbett¹, help the pupils learn the story:
 - Make a story map.
 - Use this 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 proficient, 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 role-play specific scenes, e.g. using **Cerdyn Siarad 16** (Discussion Card 16):

A: Baboushka wyt ti. (You're Baboushka.)
B: Un o'r brenhinoedd wyt ti. (You're one of the kings.)
Siaradwch. (Talk.)
 and /or **Cerdyn Siarad 17** (Discussion Card 17):
A: Baboushka wyt ti. Rwyd ti'n chwilio am y brenhinoedd. (You're Baboushka. You're looking for the kings (i.e. at the end of the story.))
B: Rwyd ti'n gweld Baboushka ar y ffordd. (You see Baboushka on the road (i.e. at the end of the story).)
Siaradwch. (Talk.)
 - Pupils 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?)
Baboushka ydw i. (I'm Baboushka.)
Ble wyt ti'n byw? (Where do you live?)
Yn Rwsia. (In Russia.) / **Dw i'n byw yn Rwsia.** (I live in Russia.)
Wyt ti'n hoffi tacluso? (Do you like clearing up?)
Ydw. (Yes, I do.)
Beth sy yn y cwpwrdd? (What's in the cupboard?)
Teganau. (Toys.)
Sut wyt ti? (How are you?)
Sut wyt ti'n teimlo? (How are you feeling? / How do you feel?)
Dw i'n drist. (I'm sad.) / **Dw i'n teimlo'n drist.** (I feel sad.)
Pam? (Why?)
Dw i eisiau ffeindio'r brenhinoedd. (I want to find the kings.)
Dw i eisiau gweld y babi. (I want to see the baby.)
Ble mae'r babi? (Where is the baby?)
Dw i ddim yn gwybod. (I don't know.)
- After the pupils have learnt and presented the story, play the clip which shows a group of school pupils telling the story. Compare the pupils' presentation with that of the pupils in the film.

¹ For further information on Pie Corbett's methods, see: 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

- 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.
- They could also make a story board which would involve using ICT skills.
- They could compose music to convey the kings' journey. They could also listen to and appraise Russian music.
- Pupils could act out this story as part of a Christmas show / service.
- When pupils have a firm grasp of the story, they could adapt it, e.g. they could change
 - the names of characters
 - the character who knock at the door
 - the person / thing that is sought
 - the end of the story - the main character could find what he / she is seeking.
- 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.
- Pupils should write and illustrate their work appropriately. These new stories could then be distributed amongst members of the class so that they read each other's work.

Unit 2: Part 5 – Ydych chi'n cofio?

Aim:

- To revise words and patterns previously introduced.

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers Beth ydy'r dyddiad? (What's the date?) Tachwedd un deg chwech (November 16) Beth sy yn y bag? (What's in the bag?) Ga i helpu? (May I help?) Cewch. Diolch. (Yes, you may. Thank you.) Pa faint? (What size?) Bach? Canolig? Mawr? (Small? Medium? Large?) Dyma chi. (Here you (pl.) are.)</p> <p>Commands Rhaid peintio. (Must paint.) Rhaid rhoi clai ar y pren. (Must put some clay on the wood.) Rhaid rhoi'r gannwyll ar y clai. (Must put the candle on the clay.) Rhaid rhoi gwlan cotwm ar y logyn. (Must put some cotton wool on the log.) Rhaid rhoi glud ar y gwlan cotwm. (Must put some glue on the cotton wool.) Rhaid rhoi gliter ar y gwlan cotwm. (Must put some glitter on the cotton wool.)</p> <p>Other Dyfalwch. (Guess. (pl.)) Es i i ... (I went to ...) Roedd e'n / o'n ... (It was ...) Dw i wedi blino. (I'm tired.)</p>	<p>logyn / boncyff (log) glud (glue) kannwyll (candle) paint (paint) seren (star) dwy bunt o newid (two pounds change) sglefrio (to skate) y farchnad Nadolig (the Christmas market) dyddiadur (diary)</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'r dyddiad (heddiw)? (What's the date (today)?)

Beth ydy hwn? (What's this?)

Rhaid peintio. (Must paint.)

Rhaid rhoi ... (Must put ...)

Beth sy yn y ...? (What's in the ...?)

Dyfalwch. (Guess. (pl.)); [Also: **Dyfala** (Guess. (sing.))]

Pa faint? (What size?); **Bach?** (Small?); **Canolig?** (Medium?); **Mawr?** (Large?)

Da! (Good!); **Da iawn!** (Very good!); **Ardderchog!** (Excellent!)

Step-by-step suggestions:

- Explain that the purpose of this part of the DVD is to revise.
- Show the film entitled **Ydych chi'n cofio?** (Do you remember?) (Unit 2, Part 5) in stages, as suggested below.

Section 1

- Revise numbers up to 31 in Welsh.
- Focus on the first clip of film.

Pupils should say the date in Welsh.

You could extend this activity by referring to different months of the year and you could ask for the dates of key events, e.g.

Pryd mae'r Nadolig? (When is Christmas?)

Pryd mae Noson Tân Gwyllt? (When is Bonfire Night?)

Pryd mae dy ben-blwydd di? (When is your birthday?)

Pupils could devise questionnaires to ask each other for the dates of their birthdays, which could lead to forming graphs and explaining them orally and in written form, e.g.

Mae wyth yn cael pen-blwydd ym mis Ionawr. (Eight have their birthday in January.)

Section 2

- Show the next section, which revises words previously introduced. This will help the pupils with the activity in Section 3 below.

Pupils must name the items that are shown on screen.

Section 3

- Watch the clip where Dyfs makes a Christmas decoration again (Unit 4, Part 2). Revise appropriate words, e.g. the Welsh words for the materials he uses, how to instruct in Welsh, e.g.
Rhaid rhoi ... (Must put / place ...)
- Show the next section of the film (Part 5) and ask the pupils to describe how to make the Christmas decoration.

Section 4

- Watch the next section of the film, which shows Izzy shopping in the Christmas market. Pause the film when she has bought a present.

In pairs, pupils should devise a similar situation - i.e. they ask for something without naming it, they discuss the size and the price. Then, they should act out the situation in front of the group / class who should try to guess what is being bought. Pupils could start the conversation with:

Dw i eisiau un (+ colour) **os gwelwch yn dda.** (I want a (colour) one please.)

Introducing **Cerdyn Siarad 18** (Discussion Card 18) could offer assistance to any pupils who need support:

A: Rwy't ti'n prynu anrheg i ffrind. (You're buying a present for a friend.)

B: Y siopwr wyt ti. (You're the shopkeeper.)

Siaradwch. (Talk.)

Section 5

This section revises the past tense which has been introduced in P-aC₁ and possibly in the Foundation Phase.

- Play the last section where Dyfs writes in his **dyddiadur** (diary). He records where he went, gives some details and expresses opinions:
Tachwedd un deg saith (17 November)
Es i i'r caffi. Mmm! Brecwast blasus. (I went to the café. Mmm! A delicious breakfast.)
Es i i Hwyl y Gaeaf. Roedd o'n wych. (I went to the Winter Wonderland. It was great.)
Es i i sglefrio. Roedd o'n hwyl. (I went skating. It was fun.)
Es i i'r farchnad Nadolig. Roedd o'n ffantastig. (I went to the Christmas market, It was fantastic.)
Dw i wedi blino rwan - nos da. (I'm tired now - good night.)

Pupils could write their own diary entries but the following should be revised before they begin:

Es i i ... (I went to ...)

Roedd e'n / o'n grêt/wych / ffantastig / anhygoel / hwyl. (It was great / fantastic / incredible / fun.)

Ces i ... (I had ...), e.g.

Ces i sosej ac wy. (I had sausage and egg.)

Ces i amser da. (I had a good time.)

Gwelais i ... / Gweles i ...(I saw ...)

Gwelais i / Gweles i John. (I saw John.)

Gwelais i / Gweles i John yn y parc. (I saw John in the park.)

Gwelais i'r / Gweles i'r ffair. (I saw the fair.)

- The story book entitled **Hwyl y Gaeaf yn y Nos** (The Winter Wonderland at Night) could then be read and the activities suggested at the back of the book could be undertaken.

Unit 3

The work in this unit focuses on teaching Welsh as a second language. However, the curriculum and other related areas have also been targeted. Examples of cross-curricular elements are provided below, but for more details, please refer to the relevant Programmes of Study and frameworks.

Welsh Second Language

Pupils are encouraged to respond appropriately in a variety of circumstances - in pair and group work. They are also provided with opportunities to talk about themselves, giving as many details as possible, to discuss their local area, to discuss photographs, to ask for and give information, to participate in role-play and hot-seating activities and to express opinions.

There are opportunities to view and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **cywir** (correct) and some of which could be **anghywir** (incorrect). They would then be asked to listen to the film carefully in order to spot the inaccuracies and correct them.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information. Pupils could also respond to questions based on the film, e.g. in quiz activities. They could write about specific sections of the film.

Pupils are encouraged to respond to various reading materials, such as maps, story books, a factual book and reading cards. General questions which they could ask each other or which the teacher could ask them are listed in the document entitled **P-aC₂ Language Patterns**, and a list of specific questions relevant to each book is to be found at the back of the books.

There are opportunities to read aloud and to search for information using a Welsh reference book written for Welsh learners, i.e. **Lesotho** (Sioned V. Hughes, CAA, 2010).

Pupils are provided with opportunities to write notes, lists, leaflets, letters, e-mails, factual pieces, a script for a video clip, text for posters, an account of their daily life and paragraphs which could contain text and symbols / a code. In addition, there is an opportunity to address matters associated with punctuation as naming the bins **Bin Glas** (Blue Bin) and **Bin Pinc** (Pink Bin) in Part 1 provides an opportunity to introduce / revise the use of capital letters for proper nouns. These names could be compared to **bin glas** and **bin pinc**, which are common nouns. There are opportunities to write using a persuasive style as pupils are asked to create materials that could persuade people to visit their area.

English

There is an opportunity to introduce / revise the use of capital letters - please see above.

Pupils are encouraged to produce a class exhibition displaying information about Lesotho, which would entail searching for information on English websites and in English books and then discussing this information in groups.

Mathematics

Part 1, which deals with various symbols, could lead to a discussion about mathematical symbols.

Pupils could be given an opportunity to make a 'compass', using card and a pin. They would therefore need to draw a circle and include an 'arrow' (the needle of the compass) which is slightly shorter than the radius (**radiws**) of the circle. This would entail measuring the radius and the word **radiws** could be introduced.

Pupils could also undertake mathematical work associated with time, as daily routines are discussed. They could also undertake calculations associated with time, e.g.

Pryd wyt ti'n mynd i'r ysgol yn y bore? (When do you go to school in the morning?)

Pryd wyt ti'n mynd adre yn y prynhawn? (When do you go home in the afternoon?)

Sawl awr? (How many hours?)

Pupils could design and use questionnaires, e.g. when talking about hobbies, and they could present their findings in the form of graphs, which could, in turn, be explained simply in Welsh. If appropriate, pupils could also calculate the percentage of pupils who like specific activities:

y cant (per cent)

deg y cant (ten per cent)

Science

Part 1 deals with recycling, a theme which could be developed further.

The characters state:

Mae ysmegu'n ddrwg i chi! (Smoking is bad for you.)

This could lead to a discussion about the dangers of smoking and its effects on the body, if appropriate.

Geography

All four points of the compass are introduced and revised in this unit. Pupils are given the opportunity to look for places on a map of Wales and to record whether they are **yn y gogledd** (in the north), **yn y de** (in the south), **yn y gorllewin** (in the west) or **yn y dwyrain** (in the east). Further work is undertaken in this context in the weather bulletin in Part 2, e.g. strong winds approach Wales from the west, bringing wet weather.

Pupils are encouraged to write weather bulletins and there are opportunities to compare weather conditions in different parts of the world, e.g. **Cymru** (Wales) and **Awstralia** (Australia), which could lead to a discussion about the seasons:

Mae hi'n / Mae'n haf yn Awstralia nawr / rŵan. (It's summer in Australia now.)

Mae hi'n / Mae'n aeaf yng Nghymru nawr / rŵan. (It's winter in Wales now.)

Map symbols are introduced in relation to Aberystwyth, where Izzy lives, and pupils could be given an opportunity to look at Ordnance Survey maps depicting their areas, paying particular attention to the symbols. They are encouraged to visit the Welsh and English Ordnance Survey websites to discover the meaning of various symbols.

They could then list what is to be found in their area and relevant aspects could be introduced, in English or Welsh as appropriate, e.g. high ground, different kinds of roads etc.

Pupils could then write and talk about the features that are to be found in their local area. 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 work 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.)

They could also discuss how similar / dissimilar their area is to Aberystwyth, e.g.

Mae ... yn Aberystwyth ac mae ... yn ... hefyd. (There's / There are ... in Aberystwyth, and there's / there are ... in ... also.)

Mae ... yn Aberystwyth ond does dim ... yn (There's / There are ... in Aberystwyth, but there isn't a / there aren't ... in ...)

There are opportunities to use simple co-ordinates on a map, as pupils undertake work associated with the reading card entitled **Aberystwyth - mae'n grêt!** (Aberystwyth - it's great!)

Information about life in Lesotho is provided in the book entitled **Karabo**. After reading the work, pupils could undertake further research in order to create a class exhibition.

Art and design

Using clean recyclable materials, e.g. buttons, different kinds of paper, off-cuts of material, spare wool, plastic, etc. pupils could design and make a piece of artwork.

They could design symbols and signs to convey health and safety messages which could be shown around the school.

As they prepare their class exhibition about Lesotho, pupils could undertake research in relation to African art and could then produce pieces of "African artwork" which they could include in the exhibition.

Please see the document entitled **P-aC₂ Language Patterns** for language patterns which they could use as they undertake art work and as they evaluate their own and each other's work.

Design and technology

Using different techniques, pupils could create leaflets or posters to encourage people to recycle.

There are opportunities to make compasses which could then be used in a geographical context.

Physical education

Following references to a leisure centre, pupils could possibly visit a leisure centre and learn about the facilities and activities that are offered there. They may be able to take part in some of these activities.

In Parts 3 and 4, there are opportunities to take part in various gymnastic activities through the medium of Welsh.

Music

The discussion of symbols in Part 1 could lead to a discussion about music symbols.

ICT

Pupils are provided with opportunities to design and print symbols (which could be placed in various locations around the school) as well as posters (e.g. in relation to acting responsibly in physical education lessons), leaflets (e.g. in relation to the local area) etc. They could scan appropriate images to include in their work.

There are also opportunities to prepare PowerPoint presentations which could be given during a school assembly. Pupils could also film the area and upload information about the area onto the school website.

There are numerous opportunities to search for information, e.g. in relation to symbols, Ordnance Survey symbols, the weather in different parts of the world and Lesotho.

Religious education

The discussion of symbols in Part 1 could lead to a discussion about religious symbols.

Education for Sustainable Development and Global Citizenship

In Part 1, emphasis is placed on recycling. This could lead to further discussion and appropriate activities - in English or Welsh as appropriate.

The book entitled **Karabo** provides an account of the life of Karabo, a young girl who lives in Lesotho. Pupils could compare and contrast aspects of their lives with her life, e.g.

- what they eat
- what games they play

- from where they get water
- daily routine.

Curriculum Cymreig

Pupils are encouraged to visit the Welsh and English Ordnance Survey websites in order to discover the meaning of various symbols, thus fostering an awareness of the importance of the Welsh language in the media.

There are also opportunities to learn about the location of some of the major towns in Wales.

PSE

This unit introduces a No Smoking symbol / sign, which could lead to a discussion, in Welsh or English, about the dangers of smoking. The characters also emphasize the dangers of smoking.

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 and to respond to their own work and to that of others, to evaluate success and to consider how work may be improved e.g. as they present weather bulletins and in the revision unit.

They are encouraged to consider what kind of posters would be appropriate in a leisure centre and to compare and contrast their life with that of Karabo in Lesotho.

Developing Communication

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

The main aim of the unit is to develop pupils' communication skills. They are therefore given numerous opportunities to listen to and to 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.

Other forms of communication are also introduced, e.g. the use of symbols to convey meaning.

Developing ICT

Pupils are encouraged to search for information using the internet and to present it in an appropriate format, making use of appropriate software packages. They are encouraged to use technology for various purposes, e.g. filming weather bulletins etc.

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 formats.

Unit 3: Part 1 - Symbolau

Aims:

- To discuss symbols through the medium of Welsh
- To discuss aspects of **ailgylchu** (recycling) through the medium of Welsh
- To revise negative commands e.g. **Dim taflu sbwriel!** (No throwing litter!)
- To introduce **yn y gorllewin** and to revise **yn y dwyrain** (in the east) which was introduced in Unit 2. **Gogledd** (north) and **de** (south) were introduced in Pack 1 and are revised in this unit.
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Wedi gorffen? (Finished?) Wedi gorffen. (Finished.) Beth ydy'r symbol? (What's the symbol?) Dw i'n gwybod beth ydy'r symbol yma. (I know what this symbol is.) Dim ysmegu! (No smoking!) Mae ysmegu'n ddrwg iawn i chi. (Smoking is very bad for you.) Dyna fi! (That's me. / There I am.)</p>	<p>symbol (symbol) ailgylchu (to recycle, recycling) gwydr (glass) potel (bottle); y botel (the bottle) ffôn arall (another phone) cylch coch (red circle) llinell goch (red line) sigarét, sigaréts (cigarette, cigarettes) neges (message) oddi wrth (from) yn y gorllewin (in the west)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers Beth ydy hwn? (What's this?) Bin ydy hwn. (This is a bin.) Dw i ddim yn gwybod. (I don't know.) Dw i'n gwybod ... (I know ...) Ga i agor y bin? (May I open the bin?) Cei, wrth gwrs. (Yes, of course you (sing.) may.) / Na chei. (No, you (sing.) may not.) Gawn ni roi'r symbolau yn y Pod-antur? (May we put the symbols in the Pod-antur?) Cewch, wrth gwrs. (Yes, of course you (pl.) may.) / Na chewch. (No, you (pl.) may not.) Ga i bapur os gwelwch yn dda? (May I have some paper please?) Cei. (Yes, you (sing.) may.) Dyma ti. (Here you (sing.) are.) Beth am chwilio? (What / How about searching / looking?) Syniad da. (Good idea.) Pardwn? (Pardon?) Wyt ti eisiau brechdan? (Do you want a sandwich?) Ydw, os gwelwch yn dda. (Yes, please.) / Nac ydw, dim diolch. (No, thank you.) Ydy Sgrin yn iawn? (Is Sgrin right?) Ydy. (Yes (he is).) / Nac ydy. (No (he isn't).) Ble wyt ti'n byw? (Where do you live?) Ble mae Aberystwyth? (Where's Aberystwyth?) Ble mae'r toiledau? (Where are the toilets?)</p>	<p>llun (picture) ... arall (another ...) sbwriel (rubbish, litter) papur (paper) bwyd (food) mwy o ... (+ soft mutation) (more ...) brechdan (sandwich) bachgen (boy) merch (girl) toiledau (toilets) dyn (man) taflu (to throw)</p> <p>ar (on) o dan (under) o flaen (in front of) tu ôl i (behind) yn y dwyrain (in the east) yn y de (in the south) yn y gogledd (in the north)</p>

<p>Beth ydych chi'n wneud? (What are you (pl.) doing?) Rydyn ni'n edrych ar y symbolau. (We're looking at the symbols.)</p> <p>Commands Esgusodwch fi. (Excuse me.) Edrycha ar y symbol. (Look at the symbol.) Agora'r bin. (Open the bin.) Rhaid mynd i'r dde. (Must go to the right.) Dim taflu sbwriel. (No throwing litter.)</p> <p>Other Ffantastig! (Fantastic!) Gwych! (Great!) Ardderchog! (Excellent!) Bobl bach! / Mawredd mawr! (Good heavens!)</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.

Esgusodwch fi. (Excuse me.)

Wedi gorffen? (Finished?); **Wedi gorffen.** (Finished.)

Pardwn? (Pardon?)

Beth ydy'r symbol? (What's the symbol?); **Beth ydy'r symbol yma?** (What's this symbol?)

Ga i ...? (May I ... / May I have ...?), e.g.

Ga i fynd i'r toiled os gwelwch yn dda? (May I go to the toilet, please?)

Ga i bapur? (May I have some paper?)

Cei. (Yes, you (sing.) may.); **Na chei.** (No, you (sing.) may not.)

Beth ydy hwn? (What's this?)

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.) [Also: **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 taflu sbwriel! (No throwing litter!)

Ydy ... yn iawn? (Is ... right?)

Step-by-step suggestions:

- Show the film entitled **Symbolau** (Symbols) (Unit 3, Part 1). Focus on the beginning, where Izzy and Dyfs encounter the four bins - up to the point where they place waste food into the bin and the bin says **Diolch yn fawr** (Thank you very much). Izzy then says **Da iawn** (Very good).

Ask the pupils for the Welsh expressions for:

Excuse me. - **Esgusodwch fi.**

Finished. - **Wedi gorffen.**

Use these as much as possible during the day. Encourage the pupils to use them also.

- Pupils could play the part of the speaking bins. Using various clean containers and a selection of clean materials which can be recycled, they could act out a situation similar to the one seen on the film, where they ask for and receive the recyclable materials:

Ailgylchu ... gwydr os gwelwch yn dda ... gwydr ... diolch yn fawr.

(Recycling ... glass please ... glass ... thank you very much.)

Ailgylchu ... papur os gwelwch yn dda ... papur ... diolch yn fawr.

(Recycling ... paper please ... paper ... thank you very much.)

Ailgylchu ... plastig os gwelwch yn dda ... plastig ... diolch yn fawr.

(Recycling ... plastic please ... plastic ... thank you very much.)

Ailgylchu ... bwyd os gwelwch yn dda ... bwyd ... diolch yn fawr.

(Recycling ... food please ... food ... thank you very much.)

- As these bins / containers are able to speak, pupils could role-play a situation where they speak to each other / to the characters on the film, e.g.
Helo, pwyt wyt ti? (Hello, who are you?)
Bin Glas ydw i. Pwyt wyt ti? (I'm Blue Bin. Who are you?)
Bin Pinc ydw i. (I'm Pink Bin.)
Sut wyt ti? (How are you?)
Dw i'n dda iawn, diolch. Sut wyt ti? (I'm very well, thank you. How are you?)
Dw i'n dda iawn, iawn, diolch. (I'm very, very well, thank you.)
Ble wyt ti'n byw? (Where do you live?)
Dw i'n byw yn yr ysgol. Ble wyt ti'n byw? (I live at school. Where do you live?)
Dw i'n byw ar yr iard/y buarth. (I live on the playground.)
Beth wyt ti eisiau? (What do you want?)
Dw i eisiau papur. Dw i'n hoffi papur. Beth wyt ti eisiau? (I want some paper. I like paper. What do you want?)
Dw i eisiau gwydr. Dw i'n hoffi gwydr. (I want glass. I like glass.)
Mae ailgylchu'n dda. (Recycling is good.)

Similar dialogues could be presented during school assemblies to show how important recycling is:

Mae ailgylchu'n bwysig. (Recycling is important.)

- Naming the bins **Bin Glas** (Blue Bin) and **Bin Pinc** (Pink Bin) could provide an opportunity to introduce / revise the use of capital letters for proper names. These names could be compared to **bin glas** (blue bin) and **bin pinc** (pink bin); thus illustrating when to use capital letters.
- Pupils could design posters and leaflets, which could be distributed throughout the school, requesting pupils to recycle as appropriate, e.g.
Bin Pinc ydw i. (I'm Pink Bin - accompanied by an appropriate image)
Dw i'n byw yn y neuadd / ar y buarth/iard / yn Ystafell Mr Hughes. (I live in the hall / on the yard / in Mr Hughes' room.)
Dw i eisiau papur os gwelwch yn dda. (I want paper, please.)
Papur. (Paper – accompanied by an image of paper being dropped into the bin.)
Mae ailgylchu'n bwysig. (Recycling is important.)
Diolch yn fawr. (Thank you.)
- Pupils could use recyclable materials to design and make a piece of artwork. Please see the document entitled **P-aC₂ Language Patterns**, for language patterns and vocabulary that could be used while pupils produce the artwork and for evaluation purposes.
- Play the next section, where **mwy o symbolau** (more symbols) are introduced. Pause the film as Izzy explains:
Mae ysmygu'n ddrwg iawn, iawn, iawn i chi. (Smoking is very, very, very bad for you.)

As the characters try to work out the meaning of the symbols, you could pause the film and ask the pupils whether they know the meaning of each one, in English or Welsh as appropriate:

Beth ydy'r symbol? (What's the symbol?)

Ffôn (Phone)

Toiledau (Toilets)

Dim taflu sbwriel (No throwing litter)

Dim ysmygu (No smoking)

Revise the words **cylch** (circle) and **llinell** (line).

- Concentrate on the section that shows the phone symbol.
Using a sign depicting a phone symbol and an actual mobile phone, one of the pupils could hide the phone, while other pupils close their eyes:
Caewch eich llygaid. (Close your eyes.)
Dim pipo. (No peeping.)

Then, they could try to guess where the phone has been hidden. Once they have guessed correctly, they could place the sign containing the symbol in that place:

Oes ffôn ar y bwrdd? (Is there a phone on the table?)	
o dan y bwrdd	under the table
tu ôl i'r bwrdd	behind the table
o flaen y bwrdd	in front of the table
yn y cwpwrdd	in the cupboard
ar y silff	on the shelf

- You could also show images of signs / actual signs that contain symbols that are to be found around the school and ask the pupils to state where the sign is usually seen, e.g.

Ble mae'r symbol? (Where's the symbol?)

Yn y neuadd. (In the hall.)

Ar y buarth. / Ar yr iard. (On the playground.)

Yn ystafell ... (In room)

Ar y wal. (On the wall.)

Yn y toiledau (In the toilets.)

etc.

You may need to provide some of the vocabulary needed to answer the question in advance.

- Other symbols, possibly associated with other areas of the curriculum, could also be introduced e.g. symbols associated with mathematics, music, religious education etc. You could ask:

Beth ydy'r symbol? (What's the symbol?)

Pupils could then answer in Welsh or English as appropriate.

- Focus on the next symbol on the DVD - **toiledau** (toilets) and the questions:

Ble mae'r toiledau? (Where are the toilets?)

Revise:

Rhaid mynd i'r dde. (Must go to the right.)

Rhaid mynd i'r chwith. (Must go to the left.)

Pupils could act out a situation where a new member of class asks for permission and directions to go to the toilet:

Ga i fynd i'r toiled os gwelwch yn dda? (May I go to the toilet please?)

Cei, wrth gwrs. (Yes, of course.)

Ble mae'r toiled? (Where is the toilet?)

Rhaid mynd i'r dde ... i'r chwith ... syth ymlaen. (You must go to the right ... to the left ... straight on.)

- Focus on the next symbols that have a **cylch coch** (red circle) and a **llinell goch** (red line). Ask the pupils for the meaning of the symbols on the DVD. Then, show other symbols that have a red circle and a diagonal red line and ask what kind of message do symbols with red circles and red lines convey. These can be discussed in Welsh or English as appropriate.

Introduce **Cerdyn Siarad 19 (Discussion Card 19)**.

Disgrifiwch y lluniau. Beth ydy'r symbolau? Beth ydy'r neges?

(Describe the images. What are the symbols? What's the message?)

Using the patterns included on the card and any other patterns they may know, pupils should describe the images and work out the meaning of the symbols / the message.

- The reading card entitled **Symbolau** (Symbols) could then be introduced. Cut out the images and the commands. Pupils should match the commands and the images.

These cards could then be used to play a game:

- They should be placed face down on the table.

- In turn, pupils should pick up a card and mime the command.

- 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.

- The reference on the film to:
Dim ysmysgu. (No smoking.)
Mae ysmysgu'n ddrwg iawn, iawn, iawn i chi. (Smoking is very, very, very bad for you.) could lead to a discussion about the dangers of smoking and its effects on the body, if appropriate.
- Play the next section of film, where Dyfs and Izzy hang the symbols, up to the point where Izzy explains that she has received a text message from her parents.

Pupils could now design signs which could include symbols and Welsh text, which they could place in appropriate areas of the school, e.g.

Dim rhedeg yn y coridor. (No running in the corridor.)
Dim chwarae yn y neuadd. (No playing in the hall.)
Dim bwyta yn yr ystafell. (No eating in the room.)
 etc.

They could describe these symbols to each other, as Dyfs describes the symbols on the film:
Cylch coch, llinell goch, plant yn rhedeg. (A red circle, a red line, pupils running.)
Dim rhedeg yn y coridor. (No running in the corridor.)

- Play the last section of film, which provides information about Izzy:

Enw: Izzy Evans	Name: Izzy Evans
Byw: Aberystwyth	Lives: Aberystwyth
Hoffi: <i>symbols to denote:</i>	Likes: <i>symbols to denote:</i>
cerdded	walking
rhedeg	running
nofio	swimming
gymnasteg	gymnastics
neidio ar y trampolîn	trampolining

Ask the pupils for the meaning of the symbols that denote Izzy's hobbies.

- They could then write similar notes about themselves, using symbols to depict their hobbies.
- Revise questions associated with asking for personal details and ask them to ask each other for the information they have recorded above:
Pwy wyt ti? (Who are you?)
Beth ydy dy enw di? (What's your name?)
Ble wyt ti'n byw? (Where do you live?)
Beth wyt ti'n hoffi wneud? (What do you like doing?)

- Focus on the reference to
yn y gorllewin (in the west)

Ask the pupils whether they remember the Welsh words for:

in the east - **yn y dwyrain**
 in the north - **yn y gogledd**
 in the south - **yn y de**

Pupils could now make a "compass", using Welsh patterns to describe what they are doing. They will need:

cerdyn (card)
pensil (pencil)
riwler / pren mesur (ruler)
pin (pin, i.e. a paper fastener)
siswrn (scissors)

Using the card, pencil and either a mathematical compass or a circular item that can be traced, pupils should draw a circle:

Dw i'n gwneud cylch. (I'm drawing a circle.)

They should write the following at appropriate points of the card:

gogledd (north)

de (south)

gorllewin (west)

dwyrain (east).

They should then draw and cut out an arrow which measures a little shorter than the radius, **radiws**, of the circle. This should be attached to the centre of the circle, using the pin. It should then be possible to swivel the finger to different directions of the compass.

Pupils could then move the finger to different points of the compass and ask other members of the group for the Welsh and English terms. The compasses will be used again in Part 2.

- Introduce **Cerdyn Siarad 20** (Discussion Card 20).
Ble mae ...? (Where's ...)

In turn, pupils should ask each other where the various towns shown on the map are to be found. They should look at the map and answer, using the language patterns listed on the card and any other words or patterns they may know.

- They could then be given a map of Wales and a list of place-names found in different parts of the country. Using the map, they should find these places and write whether they are in the north, south, west or east:
Mae ... yn y gogledd. (... is in the north.)
Mae ... yn y de. (... is in the south.)
Mae ... yn y gorllewin. (... is in the west.)
Mae ... yn y dwyrain. (... is in the east.)

- The unit ends with a map showing **Aberystwyth** on screen and the instruction:
Edrychwch ar y symbolau ar y map. (Look at the symbols on the map.) This map is also shown on the reading card entitled **Aberystwyth – mae'n grêt!** (Aberystwyth – it's great!).

Pupils should look closely at the map and see if there are any symbols which they recognize.

They could then tell each other what is to be found in Aberystwyth:

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

Yn Aberystwyth mae ... (In Aberystwyth there's a ... / there are)

Further work will be undertaken in Part 2.

- Play the film in its entirety again, or play a section again, to recap and 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. (Yes, I like the DVD.)
Dw i'n hoffi'r DVD. Mae'n ddiddorol. (I like the DVD. It's interesting.)
Dw i'n hoffi'r DVD achos dw i'n hoffi dysgu am symbolau. Mae'n ddiddorol (I like the DVD because I like learning about symbols. It's interesting.)

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 iawn. (I don't like the DVD because it's very boring.)

Unit 3: Part 2 - Mapiau

Aims:

- To introduce aspects of map reading through the medium of Welsh
- To revise talking about the weather in Welsh and to introduce the future tense **bydd hi'n ...** (it will be ...) in relation to the weather
- To revise and use in a meaningful context the points of the compass in Welsh
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Wyt ti'n gwybod beth ydy'r gair Cymraeg am ...? (Do you know what the Welsh word for ... is?)</p> <p>Rwyd ti'n iawn. (You're right.)</p> <p>mewn un funud ... (in a minute – South Wales) / mewn un munud ... (in a minute – North Wales)</p> <p>Beth am edrych ar y tywydd? (What about looking at the weather?)</p> <p>Heddiw, mae'n / mae hi'n ... (Today, it's ...)</p> <p>Yfory, bydd hi'n bwrw glaw. (Tomorrow, it will rain / will be raining.)</p> <p>Bydd hi'n wyntog. (It will be windy.)</p> <p>Bydd hi'n bwrw eira. (It will snow / It will be snowing.)</p> <p>Bydd hi'n braf. (It will be fine.)</p>	<p>parcio (to park, parking)</p> <p>maes parcio (car park)</p> <p>hen, hen gastell (an old, old castle)</p> <p>canolfan hamdden (leisure centre)</p> <p>heini (fit)</p> <p>cadw'n heini (to keep fit)</p> <p>gymnasteg (gymnastics)</p> <p>gwneud gymnasteg (to do gymnastics)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth sy yn Aberystwyth? (What's in Aberystwyth?)</p> <p>Beth wyt ti'n gallu gweld? (What can you see?) Dw i'n gallu gweld symbol. (I can see a symbol.)</p> <p>Beth arall wyt ti'n gallu gweld? (What else can you see?)</p> <p>Beth ydy'r symbol? (What's the symbol?) Dw i'n gwybod beth ydy'r symbol. (I know what the symbol is.)</p> <p>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.)</p> <p>Sawl un? (How many?)</p> <p>Ga i fynd i Aberystwyth? (May I go to Aberystwyth?) Cei. (Yes (you (sing.) may).) / Na chei. (No (you (sing.) may not).)</p> <p>Dim heddiw. (Not today.)</p> <p>Beth am yfory? (What about tomorrow?)</p> <p>Pardwn? (Pardon?)</p> <p>Beth ydych chi'n wneud? (What are you (pl.) doing?) Rydyn ni'n edrych ar y tywydd. (We're looking at the weather.)</p>	<p>heddiw (today)</p> <p>yfory (tomorrow)</p> <p>siglen (swing)</p> <p>parc (park)</p> <p>llwybr (path)</p> <p>beic (bike)</p> <p>beicio (to cycle, cycling)</p> <p>cwch (boat)</p> <p>castell (castle)</p> <p>traeth (beach)</p> <p>pwll nofio (swimming pool)</p> <p>afon (river)</p> <p>caffi, caffis (café, cafés)</p> <p>siop, siopau (shop, shops)</p> <p>neidio (to jump)</p> <p>yn y parc (in the park)</p> <p>yn yr ysgol (in the school)</p> <p>yn yr ardd (in the garden)</p> <p>yn y gorllewin (in the west)</p> <p>yn y dwyrain (in the east)</p> <p>yn y de (in the south)</p> <p>yn y gogledd (in the north)</p> <p>yn yr haf (in the summer)</p>

<p>Commands Edrycha ar y map. (Look (sing.) at the map.) Edrychwch ar y gwynt cryf yn dod o'r gorllewin. (Look (pl.) at the strong wind coming from the west.)</p> <p>Other Dyna ni. (There we are.) Mae'n / Mae hi'n oer. (It's cold.) Mae'n / Mae hi'n bwrw glaw. (It's raining.) Mae'n / Mae hi'n wyntog. (It's windy.) Mae'n / Mae hi'n sych. (It's dry.) Mae'n / Mae hi'n ddiflas iawn. (It's very miserable.)</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.

Beth sy yn ...? (What's in...?)

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

Beth wyt ti'n gallu gweld (ar y map)? (What can you see (on the map)?); **Dw i'n gallu gweld ...** (I can see ...); **Beth arall wyt ti'n gallu gweld (ar y map)?** (What else can you see (on the map)?);

Rwyt ti'n iawn. (You're right.)

Beth ydy'r symbol? (What's the symbol?)

Wyt ti eisiau chwarae gêm? (Do you (sing.) want to play a game?); [Also: **Ydych chi eisiau chwarae gêm?** (Do you (pl.) want to play a game?)]

Un funud (One minute. – South Wales) / **Un munud.** (One minute. – North Wales)

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

Dim heddiw. (Not today.)

Mae'n ... / Mae hi'n ... (It's ... (the weather))

Bydd hi'n ... (It will ... / will be ... (the weather))

Ydych chi eisiau gweld ffotograffau o ...? (Do you want to see photographs of ...?)

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

Step-by-step suggestions:

- Play the film entitled **Mapiau** (Maps) (Unit 3, Part 2). Focus on the first part where Dyfs, Izzy and Sgrin discuss Aberystwyth - up to the break, just after the point where the word **canolfan hamdden** (leisure centre) is repeated.

As the pupils watch the section, ask them to list what is to be found in Aberystwyth, i.e.

maes parcio (car park)

toiledau (toilets)

siglen (swing i.e. park symbol)

llwybr a beic i.e. **llwybr beicio** (path and a bike, i.e. cycle path)

môr (sea)

traeth (beach)

cwch (boat); **(mynd allan mewn cwch ar y môr** (to go out in a boat on the sea)

castell (castle); **hen, hen gastell** (a very old castle)

canolfan hamdden (leisure centre)

- The reading card entitled **Aberystwyth – mae'n grêt!** (Aberystwyth – 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 castell? (Where's the castle?)

Ble mae'r ganolfan hamdden? (Where's the leisure centre?)

They 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 Aberystwyth? Ble? (Is there a ... / Are there any ... in Aberystwyth? Where?)

Pupils could then write a factual piece, a leaflet, an e-mail or a letter to a friend who is considering going to Aberystwyth in order to describe what is to be found there.

- Show an Ordnance Survey map - or other appropriate map - of your area and ask pupils to use the key to describe what is to be found in the area - in English or Welsh as appropriate.

If appropriate, draw attention to some of the specific features of your area, e.g. the following may be located in your area:

gwersyll (camping site) (remind the pupils of the word **gwersylla** (camping, to camp) that was introduced in Unit 1)

maes carafanau (caravan site)

parc thema (theme park)

cwrs golff (golf course)

gorsaf (station)

gorsaf dân (fire station)

ysbyty (hospital)

swyddfa'r post (post office)

as well as **ysgol** (school), of course.

You could concentrate on other more appropriate features. You could also refer pupils to the Ordnance Survey website - in English and Welsh - so that they discover for themselves the Welsh and English terminology.

- Using the language patterns featured on the DVD, pupils could then discuss what they can see on the map, e.g.

Beth wyt ti'n gallu gweld (ar y map)? (What can you see (on the map)?)

Dw i'n gallu gweld symbol (ar y map). (I can see a symbol (on the map).)

Beth ydy'r symbol? (What's the symbol?)

Canolfan hamdden. (Leisure centre.)

- Based on this map work, pupils could produce materials to promote their 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 ...)

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

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

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.)

They could also upload information about their area onto the school website.

- Pupils could discuss how similar / dissimilar their area is to Aberystwyth, e.g.
Mae ... yn Aberystwyth ac mae ... yn ... hefyd. (There's / There are ... in Aberystwyth, and there's / there are ... in ... also.)
Mae ... yn Aberystwyth ond does dim ... yn (There's / There are ... in Aberystwyth, but there isn't a / there aren't any ... in ...)

- Play the next section of film, up to the point where Izzy leaves.

As Dyfs is required to list the features seen in Aberystwyth within one minute, pupils could use a stopwatch to see if they can list more features than he does. They could also time members of the group listing what is to be found in their own area.

- Pupils could design posters, leaflets, an advertisement, a PowerPoint presentation to try to attract visitors to the area. In addition to listing what is to be found there, they could express simple opinions in order to try to persuade, e.g.

Mae'n hwyl! (It's fun!)

Mae'n wych / grêt! (It's great!)

Mae'n hyfryd! (It's lovely!)

Mae'n hardd! (It's beautiful!)

Bendigedig. (Wonderful!)

They could also include some command forms and questions they already know, e.g.

Dewch i ... Mae'n hwyl! (Come to ... It's fun!)

Ydych chi'n hoffi (chwarae golff a nofio)? (Do you (pl.) like (playing golf and swimming)?)

Wel, dewch i ... (Well, come to ...)

Mae'n ... (It's ...!)

Wyt ti'n hoffi (mynd i'r traeth)? (Do you (sing.) like (going to the beach)?)

Wel, tyrd i ... (Well, come to ...) (North Wales).

Wel, dere i ... (Well, come to ...) (South Wales).

Mae'n ... (It's ...!)

- Perhaps you could arrange a visit to a local leisure centre so that pupils can learn about its facilities and the activities that are offered. They could take photographs and write simply about their visit, e.g. posters, leaflets, an advertisement, etc., e.g.

Dyma'r (ganolfan hamdden). (This is the (leisure centre).)

Mae pobl yn (cadw'n heini) yma. (People (keep fit) here)

cerdded walk

rhedeg run

nofio swim

Mae'n hwyl! (It's fun!)

- Play the next section of the film, where Dyfs asks whether he may go to Aberystwyth, up to the end of the first weather bulletin.

Ask the pupils whether they have recognised any expressions associated with the weather.

List these on the white board, e.g.

Mae hi'n oer. (It's cold.)

Bydd hi'n bwrw glaw. (It will rain.)

Using appropriate images, revise the weather with the pupils.

- Play this clip again but this time, ask the pupils to listen out for the Welsh expressions for the points of the compass. They could raise a hand as they hear these expressions.

Ask pupils to say these expressions in Welsh and play the next section where the points of the compass are repeated:

yn y gorllewin (in the west)

yn y dwyrain (in the east)

yn y gogledd (in the north)

yn y de (in the south)

- **Cerdyn Siarad 20** (Discussion Card 20) could be introduced again in order to revise these expressions:

Ble mae ...? (Where is ...?)

In turn, they should ask each other where the various towns shown on the map are:

Ble mae Aberystwyth? (Where's Aberystwyth?)

Yn y gorllewin. (In the west.) / **Mae Aberystwyth yn y gorllewin.** (Aberystwyth is in the west.)

- Play the next section of film where Dyfs asks:
Sut mae'r tywydd yn y Drenewydd heddiw – yn y dwyrain? (What's the weather like in Newtown today – in the east?)
up to the point where he concludes
Mae'n ddiflas iawn heddiw. (It's very miserable today.)
Pause before he asks:
Ond, beth am yfory? (What about tomorrow.)

Focus on the weather and the points of the compass, e.g. one pupil could place the compass made in Part 1 on a map of Wales, point the arrow in a particular direction and ask:

Sut mae'r tywydd (yn y gorllewin)? (What's the weather like (in the west)?)

His / her partner would answer:

Mae'n / Mae hi'n braf yn y gorllewin. (It's fine in the west.)

Mae'n / Mae hi'n bwrw glaw yn y gorllewin. (It's raining in the west.)

- Introduce **Cerdyn Siarad 21** (Discussion Card 21):
Sut mae'r tywydd? Siaradwch am hyn.
(What's the weather like? Talk about this.)

Using the patterns listed on the card, and any other words or expressions they may know, pupils should describe what the weather is like in various parts of Wales today - **heddiw**.

This activity could be filmed, using a larger map of Wales, so that pupils role-play a weather presenter on the television. Other pupils could evaluate the performances, e.g.

Mae ... yn dda iawn. (... is very good.)

Mae ... yn ardderchog. (... is excellent.)

Mae ... yn wych. (... is great.)

They could also suggest ways of improving performance, in English or Welsh as appropriate.

Mae ... yn ardderchog ond rhaid edrych ar y camera / ar y map. (... is excellent but (he / she) must look at the camera / map.)

Mae ... yn ardderchog ond rhaid pwyntio at y map. (... is excellent but (he / she) must point at the map.)

Mae ... yn ardderchog ond rhaid siarad yn araf ac yn uchel. (... is excellent but (he / she) must speak slowly and loudly.)

- Play the next section of film, up to the point where Izzy comes in. Pause the film.
Pupils could take part in a quiz activity, based on the clip. They could write the questions which they could ask the opposing team(s), e.g.
Sut bydd y tywydd yn y gogledd yfory? (What will the weather be like in the north tomorrow?)
Sut bydd y tywydd yn y de yfory? (What will the weather be like in the south tomorrow?)
Sut bydd y tywydd yn y gorllewin yfory? (What will the weather be like in the west tomorrow?)
Sut bydd y tywydd yn y dwyrain yfory? (What will the weather be like in the east tomorrow?)
- Play the next section – up to the point where Dyfs agrees to go to Aberystwyth in the summer.
- Introduce **Cerdyn Siarad 22** (Discussion Card 22):
Sut bydd y tywydd? Siaradwch am hyn.
(What will the weather be like? Talk about this.)
Please note: the following question would also be acceptable:
Sut fydd y tywydd yfory? (What will the weather be like tomorrow?)

Using the patterns listed on the card, and any other words or expressions they may know, pupils should describe what the weather will be like in various parts of Wales tomorrow - **yfory**.

As before, this activity could be filmed and pupils could evaluate each other's performance.

- Pupils should be given the opportunity to discuss the weather on a daily basis - not only what the weather is like in the morning, but they could also try to forecast what the weather will be like in the afternoon / during the night - especially in the winter, when snow / frost / ice are possible.
- They could also compare the weather in two different parts of the world, e.g. **Cymru** (Wales) and **Awstralia** (Australia), using the internet:
Mae'n oer yng Nghymru heddiw ond mae'n boeth yn Awstralia. (It's cold in Wales today, but it's hot in Australia.)
Mae'n ... gradd Celsius yng Nghymru ond mae'n ... gradd Celsius yn Awstralia. (It's ... degrees Celsius in Wales, but it's ... degrees Celsius in Australia.)
If appropriate, further work could be undertaken in relation to the seasons, e.g.
Mae'n haf yn Awstralia. (It's summer in Australia.)
Mae'n aeaf yng Nghymru. (It's winter in Wales.)
- Play the last clip – where Izzy shows photographs of Aberystwyth. Ask the pupils to listen out for the key expression she uses as she shows the photographs:
Dyma ... (This is ... / Here is ... / These are ... / Here are ...)
Dyma'r ... (This is the ... / Here is the ... / These are the ... / Here are the ...)

Pupils could show each other images (photographs or other pictures) depicting various areas in their the locality. They could talk about these simply in a group:

Beth ydy hwn? (What's this?)

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

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

Ble mae ...? (Where is / are ...?)

Yn ... (In ...)

Tu allan i ... (Outside ...)

Yn agos i ... (Near)

Dw i'n hoffi mynd i'r ... achos ... (I like going to the ... because ...)

Wyt ti'n hoffi mynd i'r ...? Pam? (Do you like going to the ... ? Why?)

Mae ... yn y ... (There is / are ... in the ...)

They could use these photographs in factual written work, e.g. as they design leaflets, posters, a PowerPoint presentation, short pieces about their own area.

They could also include their opinions, where appropriate, e.g.

... (the name of the area / a local amenity) - **mae'n ffantastig!** (... - it's fantastic.)

... - **mae'n wych.** (... - it's great.)

... - **mae'n anhygoel.** (... - it's incredible.)

Mae ... yn ffantastig. (... is fantastic.)

Mae ... yn wych. (... is great.)

Mae ... yn anhygoel. (... is incredible.)

Dewch i ... (Come to ...)

They could also write a short personal paragraph to accompany the work, e.g.

Dw i'n byw yn ... Yn ..., mae ... (I live in ...; In ..., there is / are ...)

Dw i'n hoffi byw yn ... achos dw i'n hoffi ... yn y ... bob ..., (I like living in ... because I like ... in the ... every ...) [e.g. **Dw i'n hoffi chwarae pêl-droed yn y parc bob dydd Sadwrn.** (I like playing football in the park every Saturday.)]

Mae'n wych. Mae'n ffantastig. (It's great. It's fantastic.)

Dw i'n hoffi ... hefyd achos ... (I like ... also / too because ...)

Unit 3: Part 3 - Dydd Sadwrn

Aims:

- To revise talking about pastimes, e.g. **cerdded** (to walk), **rhedeg** (to run), **nofio** (to swim), **gymnasteg** (gymnastics), **neidio** (to jump) through the medium of Welsh
- To introduce language patterns and vocabulary that can be used in physical education activities so that Welsh can become a natural means of communication within these activities
- To enable pupils to talk about what they do **ar ddydd Sadwrn** (on Saturday)
- To introduce / revise the time in Welsh: **am ...** (at ...)
- To revise size: **bach** (small); **mawr** (large); **hir** (long); **byr** (short)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
Am saith o'r gloch, dw i'n codi.* (At seven o'clock, I get up.) Am hanner awr wedi saith, dw i'n cael brecwast.* [* Also: Dw i'n codi am saith o'r gloch. Dw i'n cael brecwast am hanner awr wedi saith.] Ffeindiwch le gwag. (Find (pl.) an empty space.) bartner a partner Gwnewch siâp mawr. (Make (pl.) a big shape.) bach small hir long byr short pont bridge Daliwch y siâp. (Hold (pl.) the shape.) Newidiwch y siâp yn araf (Change (pl.) the shape slowly.) yn gyflym quickly	codi (to get up) gwyllo'r teledu (to watch the television) trampolîn (trampoline) neidio ar y trampolîn (to jump on the trampoline) wedyn (afterwards) prysur (busy)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Beth ydy'r symbol yma? (What's this symbol?) Wyt ti eisiau gweld Izzy'n cerdded? (Do you want to see Izzy walking?) Gawn ni ddringo? (May we climb?) Cewch wrth gwrs. (Yes, of course you (pl.) may.) Commands Edrycha ar y symbolau. (Look (sing.) at the symbols.) Dringwch yn ofalus. (Climb (pl.) carefully.) Gwych! (Great!) Other Dyma fi. (Here I am. / It's me.) Dw i'n hoffi ... (I like ...) Mae hi'n hoffi ... (She likes ...) Ardderchog! (Excellent!) Da iawn! (Very good!) Mae'n hwyl! (It's fun!)	cadw'n heini (to keep fit) ymolchi (to wash) brwsio gwallt (to brush (my / your) hair) brwsio dannedd (to brush (my / your) teeth) gwisgo (to wear) dillad (clothes) glân (clean) brecwast (breakfast) tost (toast) grawnfwyd (cereal) pasta a saws (pasta and sauce) ffrwythau (fruit) salad (salad) cerdded (to walk) rhedeg (to run) gymnasteg (gymnastics) nofio (to swim) neidio (to jump)

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 symbolau. (Look (sing.) at the symbols.)

Beth ydy'r symbol yma? (What's this symbol?)

Wyt ti eisiau gweld ...? (Do you (sing.) want to see ...?)

Ffeindiwch le gwag. (Find (pl.) an empty space.)

Ffeindiwch bartner. (Find (pl.) a partner.)

Gwnewch siâp mawr. (Make (pl.) a big shape.)

Gwnewch siâp bach. (Make (pl.) a small shape.)

Gwnewch siâp hir. (Make (pl.) a long shape.)

Gwnewch siâp byr. (Make (pl.) a short shape.)

Gwnewch siâp pont. (Make (pl.) the shape of a bridge.)

[Also: **Gwnewch siâp cwpan / soser / seren.** (Make (pl.) the shape of a cup / saucer / star.)]

Daliwch y siâp. (Hold (pl.) the shape.)

Newidiwch y siâp. (Change (pl.) the shape.)

Newidiwch y siâp yn araf. (Change (pl.) the shape slowly.)

Newidiwch y siâp yn gyflym. (Change (pl.) the shape quickly.)

Rwy't ti'n brysur iawn. (You're (sing.) very busy.)

Step-by-step suggestions:

- Play the film entitled **Dydd Sadwrn** (Saturday) (Unit 3, Part 3) - up to the point where Izzy says that she likes **neidio ar y trampolîn yn yr ardd** (jumping on the trampoline in the garden).

As each symbol is highlighted, pause the film and ask the pupils whether they recognize the symbol, i.e. what does it mean?

Beth ydy'r symbol? (What's the symbol?)

Cerdded. (Walking.)

- Using the vocabulary revised on the DVD, ask the pupils whether they like the activities depicted on screen:

Wyt ti'n hoffi cerdded? (Do you like walking?)

Wyt ti'n hoffi rhedeg? (Do you like running?)

Wyt ti'n hoffi nofio? (Do you like swimming?)

Wyt ti'n hoffi gymnasteg? (Do you like gymnastics?)

Wyt ti'n hoffi neidio ar y trampolîn? (Do you like jumping on the trampoline?)

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

Ask pupils to ask each other these questions. They could draw on language patterns and vocabulary they have previously learnt to extend their conversations, e.g.

Pryd? (When?)

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)

Bob dydd Sadwrn. (Every Saturday.)

Ble? (Where?)

Ble wyt ti'n ...? (Where do you?)

Yn ... / Yn y ... (In ... / In the ...)

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

- Play the next section of film where Izzy describes what she does at various times during Saturday morning – pause at the beginning of her gymnastics session with the pupils.

Revise the time in Welsh. If you wish, you could play:

Faint o'r gloch ydy hi, Mistar Blaidd? (What time is it, Mr Wolf?)

Mae hi'n ... (It's ...)

After doing so, however, you should draw attention to the word:

am (at) e.g. **am saith o'r gloch** (at seven o'clock)

am ddeg o'r gloch (at ten o'clock)

Play the section again and ask the pupils to listen carefully to what Izzy does at specific times:

Gwrandewch yn ofalus. (Listen carefully.)

Explain that they are then going to answer questions in a quiz activity.

Ask **Pwy sy'n cofio?** (Who remembers?), e.g.

Beth mae Izzy'n wneud am saith o'r gloch? (What does Izzy do at seven o'clock?)

Beth mae Izzy'n wneud am hanner awr wedi saith? (What does Izzy do at half past seven?)

Award points for correct answers.

The pupils could then form questions to ask opposing teams, e.g.

Beth mae Izzy'n wneud am wyth o'r gloch? (What does Izzy do at eight o'clock?)

Beth mae Izzy'n wneud am hanner awr wedi naw? (What does Izzy do at half past nine?)

Ble mae Izzy am ...? (Where's Izzy at ...?)

- Revise verbs that pupils could use to talk about what they do at specific times during the day:

cysgu (to sleep)

deffro (to wake up - North Wales) / **dihuno** (to wake up - South Wales)

codi (to get up)

gwyllo'r teledu (to watch the television)

gwisgo (to get dressed)

bwyta brechwast (to eat breakfast)

etc. and words associated with hobbies.

- Ask the pupils to talk about what they do at the following times on Saturday morning:

Beth wyt ti'n wneud am ...? (What do you (sing.) do at ...?)

Beth ydych chi'n wneud am ...? (What do you (pl.) do at ...?)

Am saith o'r gloch ... (At seven o'clock ...)

Am hanner awr wedi saith ... (At half past seven ...)

Am wyth o'r gloch ... (At eight o'clock ...)

Am hanner awr wedi naw ... (At half past nine ...)

- Introduce **Cerdyn Siarad 24** (Discussion Card 24):

Beth ydych chi'n wneud ar fore Sadwrn? (What do you do on Saturday morning?)

Siaradwch am hyn. (Talk about this.)

Using the patterns listed on the card and any other patterns they may know, ask the pupils to talk about Saturday morning with a different partner. If possible, they should try to extend the conversations by saying where they undertake specific activities and by expressing opinions.

- If appropriate, they could then tell members of another group about what their partner does on Saturday morning:

Mae ... yn (mynd i ...) (... (goes to) ...)

- Play the next section of film that refers to Saturday lunchtime, afternoon and evening up to the point where Izzy refers to going to bed. Draw attention to the following times:

Am un ar ddeg o'r gloch ... (At eleven o'clock ...)
Am ddeuddeg o'r gloch ... (At twelve o'clock ...)
Am ddau o'r gloch ... (At two o'clock ...)
Am bedwar o'r gloch ... (At four o'clock ...)
Am chwech o'r gloch ... (At six o'clock ...)
Am saith o'r gloch ... (At seven o'clock ...)
Am naw o'r gloch ... (At nine o'clock ...)

Ask them to listen out for these forms as they watch the film again. They could possibly raise a hand as they hear them.

- Play the clip again and ask the pupils to pay particular attention to what Izzy does at specific times during the afternoon as they are going to answer questions in another quiz activity. [Explain that you will come back to look at the gymnastics section in greater detail after the quiz.]

Ask **Pwy sy'n cofio?** (Who remembers?). Ask the following questions and award marks for correct answers:

Beth mae Izzy'n wneud am un ar ddeg o'r gloch? (What does Izzy do at eleven o'clock?)
Beth mae Izzy'n wneud am ddeuddeg o'r gloch? (What does Izzy do at twelve o'clock?)
Beth mae Izzy'n wneud am ddau o'r gloch? (What does Izzy do at two o'clock?)
Beth mae Izzy'n wneud am bedwar o'r gloch? (What does Izzy do at four o'clock?)
Beth mae Izzy'n wneud am chwech o'r gloch? (What does Izzy do at six o'clock?)
Beth mae Izzy'n wneud am saith o'r gloch? (What does Izzy do at seven o'clock?)
Beth mae Izzy'n wneud am naw o'r gloch? (What does Izzy do at nine o'clock?)
Ble mae Izzy am ...? (Where's Izzy at ...?)

Pupils could then ask each other questions and you could award points for correct questions and correct answers.

- Introduce the story book, **Dydd Sadwrn** (Saturday). Various activities are suggested at the back of the book which pupils could undertake.
- Pupils could write a similar story to describe what they usually do on Saturday. After drafting and re-drafting, they could draw images or include images to accompany the work.
- Ask them to record in a grid what they do at specific times on a particular day:

DYDD LLUN		
	Fi	Fy mhartner i
9.00		
10.00		
12.00		
2.00		
3.00		

Ask the pupils to write a short piece describing what they do at these times. Encourage them to write as much as possible, e.g. where they undertake the activity and their opinion of the activity, e.g.

Dydd Llun, am naw o'r gloch, dw i'n mynd i'r dosbarth. Dw i'n dysgu ... Mae'n hwyl. Dw i'n hoffi ... yn fawr.

(Monday, at nine o'clock, I go to class. I learn ... It's fun. I like ... very much.)

Dydd Llun, am hanner awr wedi deg, dw i'n bwyta snac. Dw i'n cael ... Wedyn, dw i'n mynd allan i'r iard i chwarae gyda ffrindiau. Dw i'n chwarae ...

(Monday, at half past ten, I eat a snack. I have ... Then, I go out to the yard to play with friends. I play ...)

- Then, ask them to ask their partner what he / she does at these times:

- A: **Beth wyt ti'n wneud am naw o'r gloch?** (What do you do at nine o'clock?)
 B: **Dw i'n mynd i'r dosbarth.** (I go to (the) class.)
 A: **Beth wyt ti'n wneud am hanner awr wedi deg?** (What do you do at half past ten?)
 B: **Dw i'n bwyta snack.** (I eat a snack.)

This information should also be recorded in the grid – in the third column.

- If appropriate, they could then tell another person about their partner, e.g.
Dydd Llun, am naw o'r gloch, ... (Monday, at nine o'clock, ...)
Mae ... yn mynd i'r dosbarth. (... goes to (the) class.)
Dydd Llun, am hanner awr wedi deg, ... (Monday at half past ten, ...)
Mae ... yn bwyta snack. (... eats a snack.)

- Play the clip that shows Izzy helping out in a gymnastics activity again.

Take the pupils to an appropriate area of the school and use the patterns seen on the film in a gymnastics session. **Choose the patterns you wish to introduce** and move **gradually** from pattern to pattern, exemplifying the meaning as you introduce them:

- Ffeindiwch le gwag.** (Find an empty space.)
Ffeindiwch bartner. (Find a partner.)
Gwnewch siâp mawr. (Make a big shape.)
Gwnewch siâp bach. (Make a small shape.)
Gwnewch siâp hir. (Make a long shape.)
Gwnewch siâp byr. (Make a short shape.)
Gwnewch siâp pont. (Make the shape of a bridge.)
Daliwch y siâp. (Hold the shape.)
Newidiwch y siâp. (Change the shape.)
Newidiwch y siâp yn araf. (Change the shape slowly.)
Newidiwch y siâp yn gyflym. (Change the shape quickly.)

Ask members of the group to take your place so that they can instruct the class / a group of pupils.

Revise these patterns in subsequent lessons, and gradually introduce more and more, so that pupils become familiar with them and so that Welsh becomes an integral part of the curriculum.

- Various sections of film could also be used to revise work previously undertaken, e.g. references to food at lunch and supper time could lead to a variety of activities associated with food. The reference to reading could lead to discussing books etc. in Welsh. Please see the document entitled **P-aC₂ Language Patterns** (the section entitled **Darllen** / Reading) for vocabulary and patterns that can be used.
- Play the last clip and ask the pupils to try to remember the verbs or doing words that are listed. Ask **Pwy sy'n cofio?** (Who remembers?) and ask them to list these words.

Unit 3: Part 4 - Help!

Aims:

- To revise language patterns associated with physical education activities and use them in meaningful contexts
- To use Welsh as a means of communicating messages associated with health and safety within the context of a leisure centre / gymnasium / school hall / physical education activities
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
Rydyn ni eisiau help os gwelwch yn dda. (We want some help please.) Cofiwch ... (Remember ...) Cofiwch roi symbolau ar y posteri. (Remember to include symbols on the posters.)	

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Pa fath o bosteri? (What kind of posters?) Dw i ddim yn gwybod. (I don't know.) Beth am fynd i'r ganolfan hamdden i weld? (What / How about going to the leisure centre to see?) Syniad da. (Good idea!) Ydych chi'n barod? (Are you (pl.) ready?) Ydyn. (Yes (we are).) / Nac ydyn. (No (we're not).) Wyt ti'n barod? (Are you (sing.) ready?) Ydw. (Yes (I am).) / Nac ydw. (No (I'm not).)	neges (message) poster, posteri (poster, posters) rhoi (to put, to place) wal (wall) y ganolfan hamdden (the leisure centre) diddorol (interesting)
Commands Ffeindiwch le gwag. (Find (pl.) an empty space.) bartner a partner Gwnewch siâp mawr. (Make (pl.) a large shape.) bach small hir long byr short pont bridge Daliwch y siâp. (Hold (pl.) the shape.) Newidiwch y siâp yn araf. (Change (pl.) the shape slowly.) yn gyflym quickly Rhaid gwneud posteri. (Must make posters.) Rhaid gwisgo dillad chwaraeon. (Must wear sports clothes.) Dim bwyta. (No eating.) Dim yfed pop. (No drinking pop.) Dim gweiddi. (No shouting.)	
Other: Mae'n flin 'da fi. / Mae'n ddrwg gen i. (I'm sorry.) Es i i'r ganolfan hamdden. (I went to the leisure centre.) Roedd e'n / o'n ddiddorol. (It was interesting.)	

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.

Rydyn ni eisiau help os gwelwch yn dda. (We want some help, please.)

Ga i help os gwelwch yn dda? (May I have some help, please?)

Pa fath? (What kind?)

Ffeindiwch le gwag. (Find an empty space.)

Ffeindiwch bartner. (Find a partner.)

Gwnewch siâp mawr. (Make a big shape.)

Gwnewch siâp bach. (Make a small shape.)

Gwnewch siâp hir. (Make a long shape.)

Gwnewch siâp byr. (Make a short shape.)

Gwnewch siâp pont. (Make the shape of a bridge.)

Daliwch y siâp. (Hold the shape.)

Newidiwch y siâp. (Change the shape.)

Newidiwch y siâp yn araf. (Change the shape slowly.)

Newidiwch y siâp yn gyflym. (Change the shape quickly.)

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

Dim bwyta! (No eating!)

Dim yfed pop! Rhaid yfed dŵr. (No drinking pop! Must drink water.)

Rhaid gwisgo dillad chwaraeon. (Must wear sports clothes.)

Rhaid gwisgo esgidiau chwaraeon. (Must wear sports shoes.)

Rhaid gwarando. (Must listen!)

Dim gweiddi! (No shouting!)

Step-by-step suggestions:

- In order to revise relevant vocabulary, introduce the reading card entitled **Izzy**. Pupils should 'break the code', i.e. identify the meaning of the symbols, and read the card aloud. They could then write similar pieces about themselves, using text and symbols. These passages could be given to a partner who should read the work aloud, identifying the symbols as he / she does so.
- Revise words associated with sports and in particular sports clothes, by introducing **Cerdyn Siarad 25** (Discussion Card 25):
Rydych chi'n mynd i'r ganolfan hamdden ond beth ydych chi'n pacio yn y bag? (You're going to the leisure centre but what do you pack in the bag?)
Siaradwch am hyn. (Talk about this.)

Using the language patterns listed on the card and any other relevant vocabulary and patterns they may know, pupils should discuss what they should pack in the bag.

- Show the film entitled **Help!** (Help!) (Unit 3, Part 4). Focus on the beginning, up to the point where Dyfs and Izzy leave the **Pod-antur Cymraeg**.

Check that pupils have understood what is happening, i.e. Sgrin has received a message from the leisure centre to ask for help in making posters. Dyfs and Izzy leave for the leisure centre where they hope to find out what kind of posters are required.

Ask the pupils to suggest what kind of posters would be appropriate for a leisure centre. In order to provide them with ideas, you could replay the film showing Crad and Ffion at the swimming pool in Pack 1 (Uned 5, Part 4), paying particular attention to the commands that are given. You could also show the reading card entitled **Symbolau** (Symbols) (Unit, 3, Part 1) and choose any appropriate ideas included on that card:

Pa fath o bosteri? (What kind of posters?)

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

Syniad da. (Good idea.)

- Focus on the next section of film, which revises language patterns introduced in Part 3 and which includes examples of inappropriate behaviour or inappropriate clothing. As they are watching, ask the pupils to record examples of these.

Then, discuss the examples:

Mae bachgen yn gwisgo siwmpwr a het / cap. (A boy is wearing a jumper and a hat / cap.)

Mae plentyn yn gwisgo siwmpwr a myffiau clustiau. (A child is wearing a jumper and ear muffs)

Mae plant yn bwyta. (There are pupils eating.)

Mae plant yn yfed pop. (There are pupils drinking pop.)

Mae merch yn gwisgo fflip fflops. (A girl is wearing flip flops.)

Mae merched yn siarad. (There are girls talking.)

Ask the pupils to think of commands which they could give these pupils:

Rhaid gwisgo ... (Must wear ...)

Rhaid gwrando. (Must listen.)

Dim ...! (No ...!)

- Play the next section of film, where Dyfs writes the relevant commands. Pause the film after Dyfs has written:

Rhaid gwrando. (Must listen.)

Check whether the pupils have thought of the same commands as Dyfs.

- Use the commands used on the DVD in a gymnastics session. Then, in turn, ask pupils to instruct the group.
- Play the remainder of the clip.

Discuss the types of posters that need to be made and ask the pupils to design and make posters suitable for a **canolfan hamdden** (leisure centre). Ask them to include symbols and other images. As they work, they should use as many Welsh patterns as possible, e.g.

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 ...)

Introducing **Cerdyn Siarad 26** (Discussion Card 26) could assist them with this activity:
Rydych chi'n gwneud poster. Pa fath? Sut? (You're making posters. What kind? How?)

They could then evaluate their own work and that of the fellow pupils, e.g.

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

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

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

Mae'r (llun) yma'n ardderchog. (This (picture) 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 used:

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.)

They could suggest how these posters could be improved, using **angen / eisiau** (to need):

Mae angen print mawr yma. (Large print is needed here.)

Mae eisiau print mawr yma. (Large print is needed here)

- Replay a clip from this section and ask pupils for their opinion, 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.)

Dw i'n hoffi'r DVD. Mae'n ddoniol. (I like the DVD. It's funny.)

Dw i'n hoffi'r DVD achos dw i'n hoffi edrych ar y plant. Mae'n hwyl. (I like the DVD because I like watching the pupils. It's fun.)

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 iawn. (I don't like the DVD because it's very boring.)

Unit 3: Part 5 – Ydych chi'n cofio?

Aim:

- To revise words and patterns introduced previously.

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth ydy'r symbol? (What's the symbol?)</p> <p>Beth sy yn Aberystwyth? (What's in Aberystwyth?)</p> <p>Beth arall sy yn Aberystwyth? (What else is in Aberystwyth?)</p> <p>Beth sy yn eich ardal chi? (What's in your area?)</p> <p>Commands</p> <p>Dim ...! (No ...!)</p> <p>Chwiliwch am symbolau. (Look for symbols.)</p> <p>Other</p> <p>Dw i'n codi am ... (I get up at ...)</p> <p>Dw i'n cael brecwast am ... (I have breakfast at ...)</p> <p>Dw i'n mynd i'r ysgol am ... (I go to school at ...)</p> <p>Eich tro chi nawr / rŵan. (Your turn now.)</p>	<p>cylch coch (red circle)</p> <p>llinell goch (red line)</p> <p>sbwriel (rubbish, litter)</p> <p>yfed (to drink)</p> <p>codi (to get up)</p> <p>maes parcio (car park)</p> <p>coed (trees)</p> <p>marchnad (market)</p> <p>canolfan hamdden (leisure centre)</p> <p>pwll nofio (swimming pool)</p> <p>tywod (sand)</p> <p>traeth (beach)</p> <p>afon (river)</p> <p>codi (to get up)</p> <p>ymolchi (to wash)</p> <p>brwsio gwallt (to brush (my /your) hair)</p> <p>brwsio dannedd (to brush (my /your) teeth)</p> <p>cael brecwast (to have breakfast)</p> <p>chwarae (to play)</p> <p>bwyta (to eat)</p> <p>gwylio'r teledu (to watch the television)</p> <p>cael swper (to have supper)</p> <p>darllen (to read)</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'r symbol? (What's the symbol?)

Dyma ti ... (Here you (sing.) are ...)

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

Beth sy yn ... ? (What's in ...?)

Step-by-step suggestions:

- Explain that the purpose of this part of the DVD is to revise.
- Show the film entitled **Ydych chi'n cofio?** (Do you remember?) (Unit 3, Part 5) in stages, as suggested below.

Section 1

- Focus on the first section, where Dyfs and Sgrin play a game: **Beth ydy'r symbol?** (What's the symbol?)

Pause the film at relevant stages and ask the pupils to explain the meaning of the symbol.

Pupils could then undertake a similar activity. They should find appropriate symbols, describe them and ask their partner:

Beth ydy'r symbol? (What's the symbol?)

Section 2

- Show the next section of the film, which revises words associated with Aberystwyth:
Beth sy yn Aberystwyth? (What's in Aberystwyth?)
Beth arall sy yn Aberystwyth? (What else is in Aberystwyth?)

Pause the DVD at appropriate times for the pupils to say the Welsh words.

Encourage the pupils to respond to Izzy's questions and at the end of the clip they should answer the question:

Beth sy yn eich ardal chi, blant? (What's in your area, children?)

They could list features, describe photographs, write short descriptions and role play a phone conversation where a tourist telephones to request information about the area.

Section 3

- This section revises daily routine and the book entitled **Dydd Sadwrn** may be re-introduced.

Ask one of the pupils to assume the identity of Izzy and to sit in the hot seat.

The other pupils should ask him / her what he / she does at specific times in the day, e.g.

Beth wyt ti'n wneud am saith o'r gloch? (What do you do at seven o'clock?)

am wyth o'r gloch at eight o'clock

am hanner awr wedi naw at half past nine

etc.

Pupils could then sit in the hot seat to answer questions about their normal Saturday / Sunday.

They could also write accounts of what they do on a particular day.

- Introduce **Cerdyn Siarad 27** (Discussion Card 27):
Beth ydych chi'n wneud ar fore Llun? Siaradwch am hyn.
(What do you do on Monday morning? Talk about this.)

Using the patterns listed on the card and any other patterns they may know, pupils should discuss what they usually do on Monday mornings. After they have done this, they could swap partners and tell their new partner what their previous partner usually does on Monday mornings, e.g.

Ar fore Llun, mae Sam yn ... (On Monday morning, Sam ...)

- Introduce **Cerdyn Siarad 28** (Discussion Card 28) and follow the same process:
Beth ydych chi'n wneud ar brynhawn Gwener? Siaradwch am hyn.
(What do you do on Friday afternoon? Talk about this.)

- Introduce the book entitled **Karabo**.

After reading it, pupils could undertake the activities suggested at the back of the book.

They could also imagine that they are one of Karabo's friends and that they live a similar life. They could therefore write an account of their life in Lesotho.

Pupils could also use the information contained in the book to write a factual piece about Karabo. They would therefore need to use the third person forms of the verb (**Mae hi'n ...** (She ...)) instead of first person forms of the verb (**Dw i'n ...** (I ...)), e.g.

1st person: personal

Dw i'n byw yn Lesotho, yn Affrica. I live in Lesotho, in Africa.

Dw i'n cario dŵr ... I carry water ...

3rd person: factual

Mae Karabo'n / hi'n byw yn Lesotho, yn Affrica. Karabo / She lives in Lesotho, in Africa.

Mae hi'n cario dŵr ... She carries water ...

Pupils could also search for further information about Lesotho, and create a class exhibition to depict the country. In addition to searching on the internet and in English books, pupils could read parts of the book entitled **Lesotho**, by Sioned V. Hughes (CAA, 2010).

They could also write a postcard from Lesotho, imagining that they are spending some time at Karabo's home.

Unit 4

The work in this unit focuses on teaching Welsh as a second language. However, the curriculum and other related areas have also been targeted. Examples of cross-curricular elements are provided below, but for more details, please refer to the relevant Programmes of Study and frameworks.

Welsh Second Language

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 variations in the ways of speaking, e.g. the use of **nain** (grandmother) in North Wales and **mam-gu** (grandmother) in South Wales and **llefrith** (milk) in North Wales and **llaeth** (milk) in South Wales.

There are opportunities to respond appropriately in a variety of circumstances, including hot-seating activities, to express opinions and to convey personal and imaginative experiences and to role-play situations, e.g. meeting Jac (i.e. Jack from *Jack and the Beanstalk*) and **Hugan Fach Goch** (Little Red Riding Hood) in the woods.

There are opportunities to view and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **cywir** (correct) and some of which could be **anghywir** (incorrect). They would then be asked to listen to the film carefully in order to spot the inaccuracies and correct them.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information. Pupils could also respond to questions based on the film, e.g. in quiz activities. They could write about specific sections of film.

Pupils are encouraged to respond to the reading materials that have been written to accompany the unit, i.e. story books, a recipe and a posters sheet. They could also refer to children's recipe books, e.g. **Bwyta'n Iach – hwyl wrth goginio!** (Atebol, 2008)

There are opportunities to write "for a variety of purposes" as pupils write lists, an invitation, a description, an e-mail or text message, recipes, a poster, a leaflet and a dialogue. They should be encouraged to choose and use appropriate forms as they undertake these tasks.

There are opportunities to write creatively also as they are given the opportunity to create a new story based on the fable *The Boy Who Cried Wolf*.

Pupils could also write a simple book review, after they have discussed what kind of stories / books they like to read in Part 1, and there are opportunities in Part 2 to introduce / reinforce the use of speech marks.

English

Pupils are encouraged to search for information as they create a leaflet, a poster or a PowerPoint presentation explaining the importance of eating fruit. They could also dress up as characters from English books which would provide opportunities for them to describe in detail their appearance, traits, character etc. There are opportunities to discuss English story books through the medium of Welsh.

Science

The contents of **Hugan Fach Goch's** (Little Red Riding Hood's) picnic basket are discussed in Part 2 and pupils are asked to think of healthy food they would pack in a picnic basket. There are opportunities to make healthy sandwiches. In addition, the importance of fruit as a source of vitamins and fibre is introduced in Part 4 and further work could be undertaken to show why these are important in a balanced diet - either in Welsh or English as appropriate. Attention is drawn to the fact that porridge contains vitamins and fibre and the characters on screen try to make their porridge even healthier by adding fruit.

In the book entitled **Y Bachgen a'r Blaidd** (The Boy and the Wolf), it is stated that wolves eat sheep. This is another aspect of food chains, previously introduced in Unit 1 and further work could be undertaken to establish this food chain, if appropriate.

Mathematics

There are opportunities to weigh ingredients as pupils prepare dishes in Part 4. Also, as Dyfs and Izzy weigh the ingredients for making **uwd** (porridge), there is reference to **pum deg** (fifty) and **tri chan(t)** (three hundred). This could provide an opportunity to introduce / revise large numbers in Welsh.

Art and design

In Part 2, Dyfs and Izzy are transported to a wooded area where Dyfs meets Jac (from Jack and the Beanstalk) and **Hugan Fach Goch** (Little Red Riding Hood). Pupils could create a piece of artwork to depict the woods, including different colour tones and shades, and different materials could be used to give texture. These pieces should then be evaluated. Specific vocabulary and language patterns that can be used in art and design sessions can be revised - please see the document entitled **P-aC₂ Language Patterns** for suggestions.

Design and technology

Pupils could design and make a hat for Aladdin (Part 2), which could then be worn in role-play activities.

They could also make a model of a **blaidd** (wolf), **dafad** (sheep), **arth** (bear) - or other fictional character - and these could then be used in role-play activities. Similarly, they could make finger / stick puppets which could also be used in role-play. They could make a chair for the baby bear in *Goldilocks and the Three Bears*.

There are opportunities to prepare healthy sandwiches, fruit kebabs and porridge - or indeed any other dish associated with a book or fictional character - and pupils could design posters, leaflets etc. to show why eating fruit is important in a balanced diet.

Physical education

Pupils are encouraged to move like different animals in Part 1 and this could be developed in Part 2, where they could be asked to imitate the movements of **Jac**, the **Cawr Mawr** (Big Giant), **Hugan Fach Goch** (Little Red Riding Hood), **blaidd** (wolf), **yr eirth** (the bears).

They could devise dance sequences to portray the events in the woods, i.e. the appearance of Jac, who is trying frantically to run away from the **Cawr Mawr** (Big Giant), his fear as he hears the giant approaching; the appearance of **Hugan Fach Goch** (Little Red Riding Hood), who then retreats in terror as she hears the wolf approaching, etc.

A similar dance sequence could be created to portray the events and atmosphere of the book entitled **Yr Haul a'r Gwynt** (The Sun and the Wind) in Part 5.

Music

Part 2 is set in a wooded area, where various characters are seen. Jac runs frantically around the area, trying to escape from the **Cawr Mawr** (the Big Giant); the **Cawr Mawr** walks heavily in the background; **Hugan Fach Goch** (Little Red Riding Hood) skips around lightly and happily; the howling of a wolf is heard and its sly, careful movement can be imagined. Pupils could compose music to convey the different movements and moods.

Pupils could be given the opportunity to listen to *Peter and the Wolf*. After you have explained the relevance of the different musical **themes**, you could ask **Pwy ydy hwn?** (Who's this?) as the music is playing.

Pupils could also appraise this piece of music and their own compositions:

Gwrandewch ar y miwsig. (Listen to the music.)
Ydych chi'n hoffi'r miwsig? (Do you like the music?)

Mae'n hyfryd. (It's lovely.)
Mae'n wych! (It's great.)
Mae'n grêt! (It's great.)
Mae'n ffantastig! (It's fantastic.)
Mae'r miwsig yn rhy dawel. (The music is too quiet.)
Mae'r miwsig yn rhy gryf. (The music is too strong / loud.)
Mae'r miwsig yn rhy araf. (The music is too slow.)
Mae'r miwsig yn rhy gyflym. (The music is too fast.)

Geography

The story **Y Bachgen a'r Blaidd** (The Boy and the Wolf) is set in ancient Greece. Pupils could look for the location of Greece on a map / in an atlas.

They could also study woodland areas.

History

Pupils could choose to dress up as a character from a history book during **Diwrnod y Llyfr** ((World) Book Day).

ICT

Pupils could design and make a **Brysiwch Wella** (Get Well) card for **Hugan Fach Goch's** (Little Red Riding Hood's) grandmother, using appropriate software.

They are asked to discuss the design of two posters, e.g. the font, the size of the print, the colours etc. and then to design their own poster, using design techniques that will ensure that it is as striking as possible.

Pupils could make a story board based on the tale of **Y Bachgen a'r Blaidd** (The Boy and the Wolf) or their new tale and they could film themselves telling these tales. They could create cartoon characters which could be animated and used to re-tell the tales.

Various activities could be filmed, e.g. preparing food and other activities associated with **Diwrnod y Llyfr** ((World) Book Day).

PSE

In Part 2, there is an opportunity to discuss personal safety - by drawing attention to the fact that pupils should never speak to strangers. There are opportunities to make posters, leaflets etc. to convey this message.

In Part 2, also, Dyfs meets Jack, from the tale *Jack and the Beanstalk*, in the woods. In the original tale, Jack steals money and a hen from the giant. Although there is no direct reference to this in the film, some coins and a hen are shown. This could provide an opportunity to write a letter of apology to the giant, stating that stealing is wrong:

Mae dwyn yn ofnadwy. (Stealing is awful.)

Relevant language patterns and vocabulary would need to be introduced before the pupils could undertake this work, however, e.g.

Annwyl ... (Dear ...)

Jac ydw i. (I'm Jac.)

Dw i'n byw yn y goedwig. (I live in the woods.)

Mae'n ddrwg gen i am ddwyn y pres. (I'm sorry for stealing the money - North Wales)

Mae'n flin 'da fi am ddwyn yr arian. (I'm sorry for stealing the money - South Wales)

Mae dwyn yn ofnadwy. (Stealing is awful.)

Dw i eisiau rhoi'r arian/ pres / yr iâr 'nôl i chi. (I want to return the money / the hen.)

Yn gywir (Yours sincerely)

Developing thinking

Pupils are given opportunities throughout the unit to build upon prior knowledge by undertaking a variety of activities.

They are encouraged to plan and, if appropriate, organize events to celebrate **Diwrnod y Llyfr** ((World) Book Day). As part of the planning process, they could record their thoughts on a mind map. They could also discuss and choose the best options.

They are encouraged to compare and contrast two posters, express opinions and then to decide which poster is the better of the two. They could then formulate a set of criteria which they themselves should apply as they design their own posters.

In addition, pupils are encouraged to consider clues on the DVD in order to identify characters.

There are numerous opportunities to consider ideas, express opinions and to respond. Pupils also use language creatively and evaluate success.

Developing communication

This unit builds upon language skills, patterns and vocabulary previously introduced.

The main aim of the unit is to develop communication skills. Consequently there are many opportunities to develop oral, reading and writing skills in addition to wider communication skills. Pupils learn how to communicate effectively for a range of purposes and with a range of audiences.

Developing ICT

Pupils are encouraged to develop, create and present information, e.g. by creating a leaflet or a poster or a PowerPoint presentation explaining the importance of eating fruit. This work could also encourage 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 the computer for written work and to draft and re-draft their work.

Developing number

Pupils are provided with opportunities to use mathematical information and to use numbers in a variety of ways.

Unit 4: Part 1 - Dathlu

Aims:

- To discuss reading in general and to introduce appropriate vocabulary, e.g. **cymeriad** (character)
- To encourage pupils to express opinions in Welsh about listening to and reading stories
- To enable pupils to plan for **Diwrnod y Llyfr** ((World) Book Day) through the medium of Welsh
- To revise inviting and explain what will happen during a specific event
- To revise and use in meaningful contexts vocabulary and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
Diwrnod y Llyfr ((World) Book Day) Rhaid gwisgo fel cymeriad o lyfr. (Must dress up like a character from a book) (Mae) popeth yn iawn. (Everything's fine / alright.) Pa gymeriad? (What / Which character?)	cymeriad (character) buwch (cow) gwisgo fel buwch (to dress up like a cow) pen-ôl (backside) dim byd (nothing)

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Sut ydych chi heddiw? (How are you today?) Dw i'n teimlo'n hapus. (I'm feeling / I feel happy.)</p> <p>Ble wyt ti? (Where are you?) Ble mae Izzy? (Where's Izzy?) Ble mae e / o? (Where is he?)</p> <p>Ydych chi'n gallu clywed sŵn? (Can you (pl.) hear a sound / noise?) Beth ydy'r sŵn? (What's the sound / noise?)</p> <p>Oes ... yn y Pod-antur Cymraeg? (Is there a / an ... / Are there any ... in the Pod-antur Cymraeg?) Oes. / Oes, mae ... yn y Pod-antur Cymraeg. (Yes. / Yes, there is a/an ... / there are ... in the Pod-antur Cymraeg.) Nac oes. / Nac oes, does dim ... yn y Pod-antur Cymraeg. (No. / No, there is no ... / are no ... in the Pod-antur Cymraeg.)</p> <p>Pwy wyt ti? (Who are you?) ... ydw i. (I'm ...)</p> <p>Beth wyt ti'n wneud? (What are you doing?) Dw i'n ... (I'm ...)</p> <p>Beth ydy'r broblem? (What's the problem?) Wyt ti eisiau ...? (Do you (sing.) want ...?) Ydw, os gwelwch yn dda. (Yes, please.) Nac ydw, dim diolch. (No, thank you.)</p> <p>Beth am symud? (How / What about moving?) Syniad da. (Good idea.) Na, dw i ddim yn meddwl. (No, I don't think so.)</p> <p>Beth sy yn y boc? (What's in the box?) Beth arall sy yn y boc? (What else is in the box?) Beth sy'n bod? (What's the matter?) Dw i'n meddwl. (I'm thinking.)</p> <p>Pa (+ soft mutation)? (What? / Which?) Pa lyfr? (What book?)</p>	<p>Pardwn? (Pardon?) neu (or) dathlu (to celebrate) fel (like a) tu ôl i (behind) o dan (under) yn (in) gwisgo (to wear, to dress (up)) Mawrth (March) troed (foot) braich (arm) pen (head) wedi syrthio (has / have fallen) dim problem (no problem) cylch coch (red circle)</p>

Commands Edrychwch. (Look. (pl.)) Edrycha. (Look. (sing.)) Other Mawredd mawr! / Bobl bach! / Nefi wen! (Good heavens!) Dyma hwyl a sbri! (What fun!) I ffwrdd â ni! (Away we 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.

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

Pardwn? (Pardon?)

Ydych ch'n gallu clywed sŵn? (Can you (pl.) hear a sound / noise?)

Beth ydy'r sŵn? (What's the sound / noise?)

Ble mae ...? (Where is / are ...?)

Pryd mae ...? (When is / are ...?)

Wyt ti eisiau ...? (Do you (sing.) want ...?); [Also: **Ydych chi eisiau ...?** (Do you (pl.) want ...?)]

Popeth yn iawn? ((Is) everything alright?); (**Mae**) **popeth yn iawn.** (Everything (is) fine / alright / All's well.)

Wedi syrthio. ((I've / You've) fallen.)

Wyt ti'n iawn? (Are you (sing.) alright?)

Beth sy yn y (bocs)? (What's in the (box)?)

Beth sy'n bod? (What's the matter?); **Dim byd.** (Nothing.)

Dw i'n meddwl. (I'm thinking / I think (so).); **Dw i ddim yn meddwl.** (I don't think (so).); **Rhaid meddwl.** (Must think.)

Dim problem. (No problem.)

I ffwrdd â ti. (Away you (sing.) go!); [Also: **I ffwrdd â chi.** (Away you (pl.) go!)]

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 gwranddo 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 gwranddo 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 / What story?) [Also: **Pa stori ydych chi'n hoffi?** (What story do you (pl.) like?)]; **Pa stori wyt ti'n hoffi?** (What story do you (sing.) like?)
Dw i'n hoffi ... (yn fawr). (I like ... (very) much.)
- In groups, pupils should undertake the activity on **Cerdyn Siarad 29** (Discussion Card 29): **Siaradwch am lyfr.** (Talk about a book.)

 Pupils should bring 2-3 books, preferably ones with pictures in them, to school and, in pairs, they should talk about them, e.g.
Dyma ... (title of the book / name of a character). (This is ...)
Yn y llyfr, mae ... yn ... (gweld / bwyta / mynd i ...) (In the book, ... (name of a character) ... sees / eats / goes to ...)
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!)
Mae'n ddiddorol. (It's interesting!)
Mae'n ddoniol. (It's funny!)
- Introduce the word **cymeriad** (character) and ask:

Pwy ydy'r cymeriad yma? (Who's this character?)

Pupils could then ask this question in pairs, pointing to various characters in the books.

- They could then write a simple book review using the patterns above, in addition to any other patterns and vocabulary they may know, e.g.
Teitl y llyfr ydy ... (The title of the book is ...)
Awdur y llyfr ydy ... (The author of the book is ...)
Yn y llyfr, mae ... (In the book, there is / are ...)
Mae (pedwar) cymeriad - ... (There are (four) characters - ...)
Mae ... yn ... (The name of the character ... verb / description)
Dw i'n hoffi'r llyfr achos ... (I like the book because ...)
- Move on to the DVD. Explain that the section the pupils are going to watch refers to a special celebration and introduce / revise the following:
dathlu (to celebrate)
Diwrnod y Llyfr ((World) Book Day)
cymeriad o lyfr (a character from a book)
Rhaid gwisgo fel cymeriad o lyfr. (Must dress up as a character from a book.)
- Show the film entitled **Dathlu** (To celebrate) (Unit 4, Part 1) up to the point where the Welsh book - **Llyfr am anifeiliaid Cymru** – is introduced and Dyfs says:
Da iawn, Izzy. (Very good, Izzy.)
- As the pupils watch, encourage them to answer Dyfs' questions, e.g.
Ydych chi'n gallu clywed sŵn? (Can you hear a noise / sound?)
Ydyn. (Yes (we can).) / **Nac ydyn.** (No (we can't).)
Oes buwch yn y Pod-antur Cymraeg? (Is there a cow in the Pod-antur Cymraeg?)
Oes buwch o dan y bwrdd? (Is there a cow under the table?)
Oes. (Yes, there is.) / **Nac oes.** (No, there isn't.)
- Ask the pupils for their opinions:
Ydych chi'n hoffi'r DVD? / 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'r fuwch yn edrych yn ddoniol. (I like the DVD because the cow looks 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 wirion. (I don't like the DVD. It's silly.)
Dw i ddim yn hoffi'r DVD achos mae'n ddiflas. (I don't like the DVD because it's boring.)
Using the same expressions, ask about the cow on the DVD:
Ydych chi'n hoffi'r fuwch? (Do you (pl.) like the cow? / **Wyt ti'n hoffi'r fuwch?** (Do you (sing.) like the cow?)
Ydw. (Yes, I do.)
Dw i'n hoffi'r fuwch. Mae'n hyfryd. (I like the cow. It's lovely.)
Dw i'n hoffi'r fuwch achos mae'n ddoniol. (I like the cow because it's funny.)
Nac ydw. (No, I don't.)
Dw i ddim yn hoffi'r fuwch. (I don't like the cow.)
Dw i ddim yn hoffi'r fuwch. Mae'n wirion. (I don't like the cow. It's silly.)
Dw i ddim yn hoffi'r fuwch achos mae'n wirion. (I don't like the cow because it's silly.)
- To ensure that pupils have understood, play the section again and ask questions in a quiz activity, where groups try to score points, e.g.
Ble mae Izzy? (Where's Izzy?)

Ble mae Dyfs? (Where's Dyfs?)
Beth ydy Book Day yn Gymraeg? (What is (World) Book Day in Welsh?)
Ble mae Diwrnod y Llyfr? (Where is (World) Book Day?)
Pryd mae Diwrnod y Llyfr? (When is (World) Book Day?)
Beth ydy Izzy - pa gymeriad? (What is Izzy - what character?)
Pa liw? (Which colour?)
Wyt ti'n hoffi'r fuwch? (Do you (sing.) like the cow?)
Ble mae Izzy'n cuddio? (Where does Izzy hide?)

- Pupils could discuss what characters they would like to dress up as if they were going to the **Diwrnod y Llyfr** ((World) Book Day). They could refer to **Cerdyn Siarad 30** (Discussion Card 30):
Rydych chi'n dathlu Diwrnod y Llyfr yn yr ysgol. Rhaid gwisgo fel cymeriad o lyfr - ond pwy?
Siaradwch am hyn.
 (You're celebrating (World) Book Day in school. You must dress up as a character from a book - but who?
 Talk about this.)

If appropriate, revise the Welsh expressions for clothing as pupils refer to what they are going to wear.

- Play the next section of film, where Dyfs wears the back end of the cow costume - up to the point where they decide to look in the box of clothes. Draw attention to the new word:
pen-ôl (backside, rear end)
Wyt ti eisiau gwisgo fel pen-ôl buwch? (Do you want to dress up as a cow's backside?)
- Draw attention to the expressions:
Beth am symud? (What / How about moving?)
Beth am gerdded fel buwch? (What / How about walking like a cow?)
Beth am redeg fel buwch? (What / How about running like a cow?)

Pupils could now take part in a movement / dance activity, where they have to **symud fel buwch** (move like a cow). They could do this individually by moving over the floor on hands and feet, e.g.

Symudwch fel buwch. (Move (pl.) like a cow.)
Cerddwch fel buwch. (Walk (pl.) like a cow.)
Cerddwch yn araf fel buwch. (Walk (pl.) slowly like a cow.)
Rhedwch fel buwch. (Run (pl.) like a cow.)
Rhedwch yn gyflym fel buwch. (Run (pl.) quickly like a cow.)

or they could move in pairs, with one pupil at the front and the other at the rear. They would then have to work together in order to keep their balance.

They could also move like other animals, e.g.

Symudwch fel asyn. (Move (pl.) like a donkey.)
Symudwch fel cwningen. (Move (pl.) like a rabbit.)
Symudwch fel eliffant. (Move (pl.) like an elephant.)
Symudwch fel crwban. (Move (pl.) like a tortoise.)
 (**Crwban** is probably a new word.)

This work will be developed in Part 2.

- They could also imitate Dyfs' and Izzy's movements on the DVD, where they begin by walking, then run and fall over. They should console each other at this point, using one of the expressions listed below:
Awtsh! wedi syrthio! (Ouch! (I've) fallen.)
Dim problem! (No problem!)
Popeth yn iawn. (Everything's fine. / All's well.)
Wyt ti'n iawn? (Are you alright?)

These expressions could then be used as appropriate in the school context, e.g. when pupils fall or have a mishap.

- At the end of the section, Dyfs asks:

Pwy? (Who?)

Pa gymeriad? (What character?)

and they decide that they should look in the clothes box.

Revise the Welsh words for items of clothing, possibly by playing clothes bingo, or using a box of clothes, you could ask:

Beth sy yn y bocs? (What's in the box?)

Remove items of clothing one by one, asking this question each time. Pupils should reply, giving as many details as possible, e.g.

crys mawr coch (a large red shirt)

crys glas tywyll (a dark blue shirt)

menig gwyrdd (green gloves)

etc.

- Alternatively, you could ask:

Beth sy yn y bocs? (What's in the box?)

and the other pupils could try to guess the contents of the box, e.g.

Oes het goch yn y bocs? (Is there a red hat in the box?)

Oes sanau yn y bocs? (Are there socks in the box?)

Oes. (Yes.)

Oes, mae ... yn y bocs. (Yes, there is / are ... in the box.)

Nac oes. (No.)

Nac oes, does dim ... yn y bocs. (No, there isn't / aren't ... in the box.)

- Pupils could then guess what clothes Dyfs will choose to wear and draw an image to portray him in these clothes, e.g.

Beth mae Dyfs yn mynd i wisgo? (What is Dyfs going to wear?)

Mae Dyfs yn mynd i wisgo trowsus du, crys coch a het goch – fel (Jac y Jwc) yn y llyfr

...

(Dyfs is going to wear black trousers, a red shirt and a red hat – like (Jac y Jwc) in the book (entitled) ...)

They should then talk about the images with a partner, e.g.

Ga i weld dy lun di? (May I see your picture?)

Cei, wrth gwrs. (Yes, of course.)

Dyma Dyfs. (This is Dyfs.)

Mae e'n / o'n gwisgo ... – fel ... yn y llyfr ... (He's wearing ... (clothes) ... like ... (character) ... in the book ... (entitled ...))

Wyt ti'n hoffi'r dillad? (Do you like the clothes?)

Ydw, dw i'n hoffi'r dillad achos maen nhw'n ... (Yes, I like the clothes because they're ...)

Nac ydw, dw i ddim yn hoffi'r dillad achos maen nhw'n ... (No, I don't like the clothes because they're ...)

- Play the remaining section, where the characters look in the clothes box and are finally transported from the **Pod-antur Cymraeg**, after Sgrin has asked them:
Ydych chi eisiau mynd i weld cymeriadau o lyfrau? (Do you want to go to see some characters from books?)

As Izzy suggests various items of clothing, Dyfs responds by saying:

Na, dw i ddim yn meddwl. (No, I don't think so.)

You / the pupils could now use this expression in school as appropriate.

As Izzy takes out the various clothes, you could pause the film each time to allow the pupils to describe the item before Izzy does. Again, points could be allocated to different teams for correct descriptions.

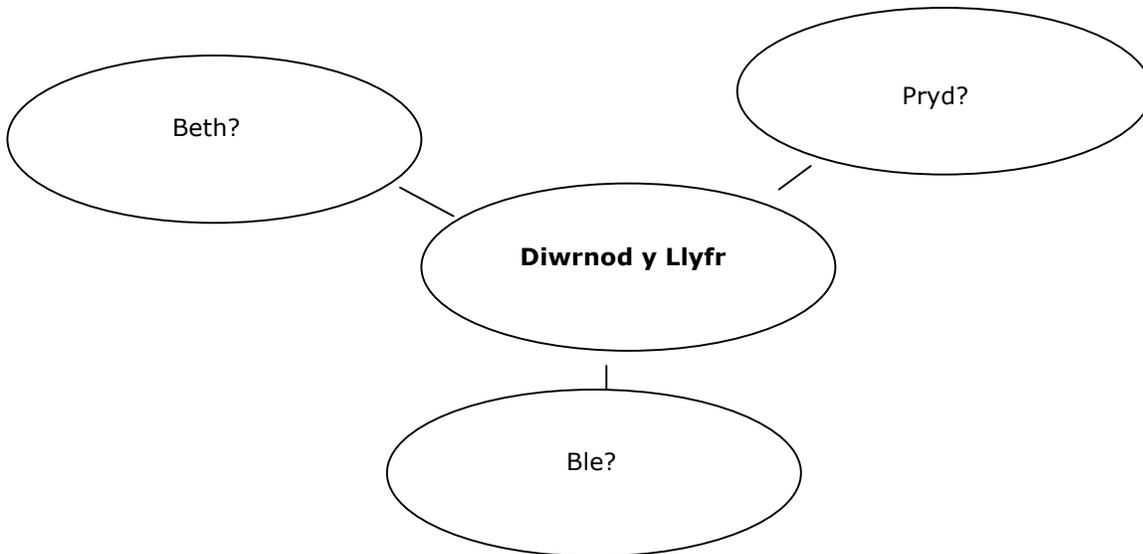
- Pupils could now think of what character they would like to dress up as, draw the character, label what he / she is wearing and write a brief description, e.g.
 Labelling: **trowsus oren** (orange trousers)
 het clown (a clown's hat)

- Describing: **Dyma ... o ...** (name of book). (This is ... from ...)
 Mae ... yn gwisgo ... (... is wearing ...)

- If possible, encourage them to write more about the character, e.g.
Yn y llyfr, mae ... yn ... (In the book, ...)
Mae ... yn ddoniol / wych / hyfryd / hapus. (... is funny / great / lovely / happy.)

- They could then assume the identity of this character and if possible dress up as him / her. They could sit **yn y gadair goch** (in the hot seat) to answer questions, e.g.
Pwy wyt ti? (Who are you?)
Ble wyt ti'n byw? (Where do you live?)
Pa lyfr? (Which book?)
Wyt ti'n hoffi ...? (Do you (sing.) like...?)
Wyt ti'n ...? (Do you (sing.) / Are you (sing.) ...?)
Beth wyt ti'n wneud yn y llyfr? (What do you (sing.) do in the book?)

- Pupils could then plan and organize a celebration for **Diwrnod y Llyfr** ((World) Book Day). They could discuss the following aspects:



- Pryd mae Diwrnod y Llyfr?** (When is (World Book Day?)
Mawrth ... (March ...)
Dydd (Mercher), Mawrth ... ((Wednesday) March ...)
- Ble mae Diwrnod y Llyfr?** (Where's (World Book Day?)
Yn yr ysgol. (In school.)
Yn y llyfrgell. (In the library.)
- Beth sy'n digwydd?** (What's happening?)
Beth am wisgo fel cymeriad o lyfr? (What about dressing up as a character from a book?)
Beth am wneud bwyd arbennig? (What about making special food?)
Beth am ddarllen stori Gymraeg? (What about reading a Welsh book?)
Syniad da. (Good idea.)
Na, dw i ddim yn meddwl. (No, I don't think so.)

- They could then
 - write invitations to the event, e.g.

DIWRNOD Y LLYFR	
Wyt ti eisiau dod i Ddiwrnod y Llyfr?	
Pryd:	
Ble:	
Beth: Rydyn ni'n mynd i	
Mae Diwrnod y Llyfr yn hwyl / wych / ddiddorol.	
Ateb (✓): Ydw, dw i eisiau dod. /	Ateb (*): Mae'n ddrwg gen i, dw i ddim yn gallu dod. Mae'n flin 'da fi, dw i ddim yn gallu dod.

- write an e-mail, e.g.

Oddi wrth: At: Dyddiad: Pwnc:
Annwyl ... Wyt ti eisiau dod i'r ... yn ... ar ...? Rydyn ni'n mynd i ... Beth am ...? Mae Diwrnod y Llyfr yn hwyl / wych / ddiddorol. Cofion

- script a phone call, e.g.

A: **Wyt ti eisiau dod i Ddiwrnod y Llyfr?** (Do you want to come to (World) Book Day?)
 B: **O, ydw os gwelwch yn dda. Ble?** (Oh, yes, please. Where?)
 A: **Yn yr ysgol.** (In school.)
 B: **Pryd?** (When?)
 A: **Mawrth ... - am naw o'r gloch.** (March ... - at nine o'clock.)
 B: **Beth sy'n digwydd?** (What's happening?)
 A: **Rydyn ni'n mynd i ...** (We're going to ...)
 B: **Bobl bach! Dyna hwyl a sbri!** (Good heavens! What fun!)
 A: **Wyt ti eisiau dod?** (Do you want to come?)
 B: **O ydw, os gwelwch yn dda.** (Oh, yes please.)
 A: **Gwych. Wela i di.** (Great. I'll see you.)
 B: **Wela i di yn Diwrnod y Llyfr.** (I'll see you in (World) Book Day.)

- The reading resource entitled **Diwrnod y Llyfr** ((World) Book Day) could then be introduced. Explain that the sheet contains two posters – one refers to the **Diwrnod y Llyfr** ((World) Book Day) that Dyfs and Izzy intend to attend, the other refers to another **Diwrnod y Llyfr** ((World) Book Day) that is being organized in a leisure centre.

Pupils should read the posters and talk about the events in both locations.

Beth sy'n digwydd yn yr ysgol? (What's happening in the school?)

Beth sy'n digwydd yn y ganolfan hamdden? (What's happening in the leisure centre?)

You could prepare a grid for them to record their answers, e.g.

	Poster 1	Poster 2
Ble?		
Pryd?		
Beth?		

Pupils could also discuss which poster is the better of the two 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 ... on Poster 2).

Pupils could discuss design requirements for creating posters, e.g.

Rhaid cael ...

(Must have ...

- | | |
|----------------------------------|-------------------------------|
| • print mawr | • large print |
| • print mawr a print bach | • large print and small print |
| • lliwiau | • colours |
| • lluniau | • pictures |
| • dyddiad | • a date |
| • amser | • a time) |

Using the set of criteria they have established, they could then design posters to advertise the event they have thought of. The posters could be displayed in an appropriate area.

Please note: It has not been possible to include a definite date for the **Diwrnod y Llyfr**

((World) Book Day) on the poster on the DVD as this will change from year to year. However, pupils should focus on a definite date.

Unit 4: Part 2 – Pwy ydy pwy?

Aims:

- To enjoy and act out in Welsh scenes from traditional children's tales
- To reinforce and use, in meaningful contexts, vocabulary and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
Dyna enw od! (That's a strange name! / What a strange name!)	iâr (hen) Hugan Fach Goch (Little Red Riding Hood) clogyn (cloak) mam-gu (grandmother - South Wales) / nain (grandmother - North Wales) blaidd (wolf) uwd (porridge) arth (bear)

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ble ydyn ni? (Where are we?) Ble wyt ti? (Where are you (sing.)?) Ble wyt ti'n mynd? (Where are you (sing.) going?) Ble mae ...? (Where is / are ...?) Dw i ddim yn gwybod. (I don't know.) Pwy wyt ti? (Who are you (sing.)?) ... ydw i. (I'm ...) Pwy ydy Jac? (Who's Jac?) Beth wyt ti'n wneud? (What are you (sing.) doing?) Dw i'n ... (I'm ...) Pam? (Why?) Pam wyt ti'n ...? (Why are you (sing.) ...?) Beth sy'n bod? (What's the matter?) Wyt ti'n hoffi'r ...? (Do you (sing.) like the ...?) Beth sy yn y fasged? (What's in the basket?) Beth ydy'r sŵn? (What's the sound / noise?) Beth ydy hwn? (What's this?)</p> <p>Commands</p> <p>Dere. (Come. (sing.) – South Wales) / Tyrd. (Come. (sing.) – North Wales) Edrycha. (Look. (sing.)) Gwranda. (Listen. (sing.)) Rhaid cuddio. (Must hide.)</p> <p>Other</p> <p>Dyma hwyl a sbri! (This is fun! / What fun!) Bobl bach! / Mawredd mawr! / Nefi wen! (Good heavens!) Dw i'n teimlo'n ofnus. (I'm feeling frightened.) Dw i'n ofnus. (I'm frightened.) Mae popeth yn iawn. (Everything is fine. / All's well.)</p>	<p>y goedwig (the forest) cuddio (to hide) cawr mawr (big giant) arian / pres (money) sâl (ill) afalau (apples) bara (bread) menyn (butter) llaeth / llefrith (milk) cacennau bach (little cakes) chwarae jôc (to play a joke) plât (plate) mwg (mug) bach (small) canolig (medium) mawr (large)</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.

Dw i ddim yn gwybod. (I don't know.)

Dw i ddim yn siwr. (I'm not sure.)

Stopia! (Stop!)

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

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

Rhaid ... (... must...)

Wyt ti'n hoffi'r ...? (Do you (sing.) like the ...?); **Ydw.** (Yes, I do.); **Nac ydw.** (No, I don't.); [Also: **Ydych chi'n hoffi'r ...?** (Do you (pl.) like the ...?); **Ydyn.** (Yes, we do.); **Nac ydyn.** (No, we don't.)]

Beth wyt ti'n wneud? (What are you (sing.) doing?); [Also: **Beth ydych chi'n wneud?** (What are you (pl.) doing?)]

Pam wyt ti'n ...? (Why are you ...?); **Achos ...** (Because ...)

Beth sy yn y (fasged)? (What's in the (basket?))

Beth ydy'r sŵn? (What's the sound / noise?)

Gwranda. (Listen. (sing.)); [Also: **Gwrandewch.** (Listen. (pl.))]

Beth ydy hwn? (What's this?)

Step-by-step suggestions:

Please note: In Part 2, Dyfs meets different fictional characters in the woods. You should emphasize that he knows who these characters are - that he is not speaking to strangers and that the pupils should never speak to strangers.

They could make posters to convey this message - in Welsh, e.g.

Pwy ydy e? / Pwy ydy o? (Who is he?)

Pwy ydy hi? (Who is she?)

Ddim yn gwybod? (Don't know?)

Peidiwch siarad! (Don't talk!)

- Explain that Dyfs and Izzy are searching for ideas about what they could wear for **Diwrnod y Llyfr** ((World) Book Day). They land in the woods and meet different fictional characters. As each character is seen, ask the pupils to describe what he / she is wearing and ask for their opinions:

Beth mae ... yn wisgo? (What is ... wearing?)

Wyt ti'n hoffi'r dillad? (Do you like the clothes?)

You could also ask whether they would like to dress up as the characters:

Wyt ti eisiau gwisgo fel ...? (Do you want to dress up as ...?)

- Play the film entitled **Pwy ydy pwy?** (Who's who?) (Unit 4, Part 2). Concentrate on the first section, up to the point where Dyfs hides from the **Cawr Mawr** (Big Giant) and says: **Dw i'n ofnus iawn, iawn.** (I'm very, very frightened.)

Ask the pupils whether they know who Jac is:

Pwy ydy Jac? (Who's Jac?) (Answer: Jack from *Jack and the Beanstalk*)

Draw attention to the clues:

Edrychwch: (Look:)

arian / pres (money)

iâr (hen)

Cawr Mawr (Big Giant)

Mae Jac yn rhedeg oddi wrth y Cawr Mawr. (Jac is running from the Big Giant.)

- Play the section again. As a group, discuss what happens and what Dyfs / Jac say:

Stopia! (Stop!)

Pwy wyt ti? (Who are you?)

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

Ble mae'r Drenewydd? (Where's Newtown?)

Yng Nghymru. (In Wales.)

Beth wyt ti'n wneud? (What are you (sing.) doing?)

Dw i'n rhedeg. Dw i eisiau cuddio. (I'm running. I want to hide.)

Pam? (Why?)

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

Mae'r Cawr Mawr yn dod. (Cawr Mawr is coming.)

Pam? (Why?)

Mae'r Cawr Mawr eisiau'r arian. / Mae'r Cawr Mawr eisiau'r pres. Mae'r Cawr mawr eisiau'r iâr. (Cawr Mawr wants the money. Cawr Mawr wants the hen.)

Write these patterns on the white board.

Introduce **Cerdyn Siarad 31** (Discussion Card 31):

Yn y goedwig: (In the woods)

A: Jac wyt ti. (You're Jac.)

B: Dyfs wyt ti. (You're Dyfs.)

Siaradwch. (Speak.)

Using the patterns listed on the card, and any other patterns they know, pupils should act out the scene where Dyfs meets Jac in the woods.

They could then adapt this dialogue to other situations, e.g. they could meet in another location, one of them could be running away from another character, etc.

- This section – or indeed any of the sections included in Part 2 – could be used to introduce / reinforce the use of speech marks. You could, for example, write a short piece and ask the pupils to include speech marks as appropriate, e.g.

Mae Dyfs yn y goedwig. Yn sydyn, mae e'n gweld Jac. Mae e'n gweiddi Hei ... stopia.

Jac ... Jac ... Jac ... stopia.

Mae Jac yn gofyn Pwy wyt ti?

Dyfs ydw i, mae Dyfs yn ateb. Dyfan Jones ydw i. Dw i'n byw yn y Drenewydd.

Mae Dyfs yn gofyn i Jac Beth wyt ti'n wneud?

Dw i'n rhedeg. Dw i eisiau cuddio, mae Jac yn ateb.

(Dyfs is in the woods. Suddenly, he sees Jac. He shouts Hi ... stop.

Jac ... Jac ... Jac ... stop.

Jac asks Who are you?

I'm Dyfs, Dyfs replies. I'm Dyfan Jones. I live in Newtown.

Dyfs asks Jac Jac What are you doing?

I'm running. I want to hide, Jac replies.)

However, the following words should be introduced before undertaking this work:

gweiddi (to shout)

gofyn (to ask)

ateb (to answer, reply)

- You could draw attention to the hen and the coins on the DVD and ask why these are shown on the film. Remind the pupils that in the original tale, Jack stole a hen and some money from the giant. You could discuss this and emphasize **Mae dwyn yn ofnadwy.** (Stealing is awful.) The pupils could then write a letter on behalf of Jac apologizing for stealing. Here are some ideas:

Tŷ Jac a'i fam Y Goedwig Mawrth ...	
Annwyl Cawr Mawr, ... ydw i a dw i'n byw yn ... Dw i wedi dwyn ... a ... o'r castell. Mae'n ddrwg gen i am ddwyn y pres a'r iâr. (Gogledd Cymru) Mae'n flin 'da fi am ddwyn yr arian a'r iâr. (De Cymru) Mae dwyn yn ofnadwy. Dw i eisiau rhoi'r arian/ pres / iâr 'nôl i chi. Ga i ddod i'r castell i roi'r arian/ pres / iâr 'nôl i chi os gwelwch yn dda? Hwyl fawr, ...	
Annwyl ... Dw i wedi dwyn ... Mae'n ddrwg gen i (am) ... Mae'n flin 'da fi (am) ... rhoi'r ... 'nôl Hwyl fawr.	Dear ... I have stolen ... I'm sorry (for) ... I'm sorry (for) ... to give the ... back Bye.

- Play the next section - Dyfs' encounter with **Hugan Fach Goch** (Little Red Riding Hood) - up to the point where they both run away.

Ask the pupils whether they've recognised **Hugan Fach Goch** (Little Red Riding Hood):
 Pwy ydy **Hugan Fach Goch?** (Who is **Hugan Fach Goch?**)

Play the section again. As a group, discuss what happens and what Dyfs / Hugan Fach Goch say:

Sut wyt ti? (How are you (sing.)?)

Wyt ti'n hoffi'r dillad? (Do you like the clothes?)

Ydw. (Yes.)

Beth wyt ti'n wneud? (What are you (sing.) doing?)

Dw i'n cerdded yn y goedwig. (I'm walking in the woods.)

Pam? (Why?)

Dw i'n mynd i weld Mam-gu / Nain. (I'm going to see Granny.)

Pam? (Why?)

Mae hi'n sâl. (She's ill.) **Mae hi'n sâl iawn.** (She's very ill.)

Beth sy yn y fased? (What's in the basket?)

Afalau ... bara ... menyn ... llaeth ... cacennau. (Apples ... bread ... butter ... milk ... cakes.)

Write these patterns and words on the white board.

- Introduce **Cerdyn Siarad 32** (Discussion Card 32):
Yn y goedwig: (In the woods)
A: **Hugan Fach Goch wyt ti.** (You're Little Red Riding Hood.)
B: **Dyfs wyt ti.** (You're Dyfs.)
Siaradwch. (Speak.)

Using the patterns listed on the card, and any other patterns they know, pupils should act out the scene where Dyfs meets Hugan Fach Goch in the woods.

- Introduce **Cerdyn Siarad 33** (Discussion Card 33):
Dyma fased Hugan Fach Goch. (This is Little Red Riding Hood's basket.)

Rhaid pacio'r fased. (Must pack the basket.)

Using the patterns listed on the card, and any other patterns they know, pupils should decide what they would pack in the picnic basket for **Hugan Fach Goch's** grandmother. You could ask the pupils to ensure that the food is **iach** (healthy):

Rhaid pacio bwyd iach. (Must pack healthy food.)

They could write and compare lists of appropriate food.

Pupils could also be asked to think of **brechdanau iach** (healthy sandwiches) which could be packed, e.g.

Rhaid defnyddio bara brown. (Must use brown bread.)

Rhaid rhoi tomato / salad / tiwna yn y brechdanau. (Must put tomato / salad / tuna in the sandwiches.)

Pupils could be given the opportunity to make these sandwiches in Welsh:

Beth wyt ti'n wneud? (What are you (sing.) doing?)

Dw i'n gwneud brechdanau. (I'm making sandwiches.)

Beth wyt ti'n ddefnyddio? (What are you (sing.) using?)

Dw i'n defnyddio ... (I'm using ...)

Beth wyt ti'n wneud? (What are you (sing.) doing?)

Dw i'n rhoi menyn ar y bara. (I'm putting butter on the bread.)

Dw i'n rhoi tomato ar y bara. (I'm putting tomato on the bread.)

Dw i'n rhoi ciwcymbr ar y tomato. (I'm putting cucumber on the tomato.)

Dw i'n rhoi bara ar y cicwymbr. (I'm putting bread on the cucumber.)

They could film themselves preparing these sandwiches.

- They could also write the recipe in Welsh, possibly following one of these formats:

<i>Title</i>
Rhaid cael: (Must have ...) <i>[List of ingredients]</i>
Dull (Method) <i>followed by the instructions</i>
1. 2. 3.

<i>Title</i>
Mae angen: (... are needed) or Cynhwysion: (Ingredients) <i>[List of ingredients]</i>
Dull (Method) <i>followed by the instructions</i>
1. 2. 3.

- Pupils could make a **Brysiwch Wella** (Get well) card for **Nain / Mam-gu** (Granny) and include an appropriate greeting, e.g.
I Nain / Mam-gu (To Granny)
Brysiwch wella! (Get well soon!)
Oddi wrth ... (From ...)
- The word **blaidd** (wolf) should be explained and pupils could then be given the opportunity to listen to the classical piece *Peter and the Wolf* by Prokofiev.

After you have explained the relevance of the different musical themes, you could ask **Pwy ydy hwn?** (Who's this?) as the music is playing.

Pupils could also appraise this piece of music:

Gwrandewch ar y miwsig. (Listen to the music.)

Ydych chi'n hoffi'r miwsig? (Do you like the music?)

Mae'n hyfryd. (It's lovely.)
Mae'n wych! (It's great.)
Mae'n grêt! (It's great.)
Mae'n ffantastig! (It's fantastic.)
Mae'n gyffrous. (It's exciting.)
Dw i'n hoffi'r stori. (I like the story.)
Dw i ddim yn hoffi'r miwsig. (I don't like the music.)
Dw i ddim yn hoffi'r stori. (I don't like the story.)

- Play the next section, where Izzy reappears - up to the point where Dyfs and Aladdin run away to hide.

Encourage the pupils to answer Izzy's questions as they watch:

Oes blaidd yn y goedwig? (Is there a wolf in the woods?)
Oes sŵn yn y goedwig? (Is there a noise / sound in the woods?)
Oes. (Yes, there is.) / **Nac oes.** (No, there isn't.)

While Dyfs tries to remember Aladdin's name, ask the pupils to guess who the character is:
Pwy ydy hwn? (Who's this?)

- The story book entitled **Dyfs ac Aladin** (Dyfs and Aladdin) could then be introduced. Activities which pupils could undertake are suggested at the back of the book.
- Show the last section of film. Draw attention to the words, previously introduced in Unit 2:
bach (small)
canolig (medium)
mawr (large)

Introduce the new words:

arth (bear) **eirth** (bears)
and ask the pupils whether they recognise the story associated with the picnic, the plates, the mugs and the chairs, i.e. the story of **Elen Benfelen** (Goldilocks).

Ask the pupils to draw attention to small, medium and large items in the classroom.

- Ask the pupils to set up a similar scene in class (picnic blanket with plates, mugs etc. of different sizes) and ask them to act out the scene where Dyfs and Izzy come across these in the woods. They should draw attention to the different sizes.

They could then role-play a situation where Izzy and Dyfs meet the three bears:

Pwy ydych chi? (Who are you (pl.)?)
Ble ydych chi'n byw? (Where do you (pl.) live?)
Dw i'n byw yn ... (I live in ...)
Beth ydy hwn? (What's this?)
Ydych chi'n hoffi ...? (Do you (pl.) like ...?)
Beth ydych chi'n hoffi ...? (What do you (pl.) like ...?)

They may also know the pattern:

Pwy biau'r ...? (Whose is the / Who owns the ...?)
Pwy biau'r plat mawr? (Whose is the large plate?)
Pwy biau'r mwg bach? (Whose is the small mug?)

- Pupils could create a piece of artwork to depict the woods, including different colour tones and shades, and different kinds of materials could be used to give texture. These pieces should then be evaluated. Please see the document entitled **P-aC₂ Language Patterns** for appropriate language patterns and vocabulary.
- Pupils could make a model or a puppet of a **blaidd** (wolf) or **arth** (bear) - or another character from a book - and these could be used in role-play.

- Pupils are encouraged to move like different animals in Part 1. This could now be developed further in Part 2, where they could be asked to imitate the movements of **Jac**, **Hugan Fach Goch** (Little Red Riding Hood), the **Cawr Mawr** (Big Giant), **blaidd** (wolf), **arth bach** (small bear), **arth canolig** (medium bear), **arth mawr** (large bear).
- Pupils could create a piece of music and a dance to depict what has happened in this part of the unit, e.g. Jac running frantically in the woods, trying to escape from the **Cawr Mawr** (the Big Giant); the **Cawr Mawr** walking heavily in the background; **Hugan Fach Goch** (Little Red Riding Hood) skipping around lightly and happily; the howling of a wolf and its sly, careful movement; the bears; also, possibly, Izzy and Dyfs' departure from the woods, back to the **Pod-antur Cymraeg**.
- Ask the pupils:
Ydych chi'n cofio? (Do you remember?)
and then ask questions as a quiz activity – or pupils could form and ask their own questions, e.g.
Beth mae ... yn wisgo? (What is ... wearing?)
Mae Jac yn gwisgo ... (Jac is wearing ...)
Pa liw ydy trowsus Aladin? (What colour are Aladdin's trousers?)
etc.
- You could end by asking:
Beth mae Dyfs yn mynd i wisgo i Ddiwrnod y Llyfr? (What's Dyfs going to wear to (World) Book Day?)

Although they have discussed this in Part 1, they may wish to change their minds, having seen what some fictional characters wear in the film. Compare ideas and explain that all will be revealed in Part 4:

Gawn ni weld. (We'll see.)

Unit 4: Part 3 – Y bachgen a’r blaidd

Aim:

- To introduce one of Aesop’s fablest through the medium of Welsh
- To use this fable as a basis for oral and written work and specifically to encourage pupils to write their own tales
- To revise and use vocabulary and patterns previously introduced in meaningful contexts.

New patterns and vocabulary

Patterns	Main vocabulary
Clywais i / Clywes i sŵn. (I heard a noise / sound.) Pa fath o sŵn? (What kind of noise / sound?) Sŵn blaidd. (The sound of a wolf)	defaid (sheep) y ... yma (this ...) y drôr yma (this drawer) y llyfr yma (this book)

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth sy’n bod? (What’s the matter?) Pwy ydy ...? (Who is / are ...?) Ydych chi eisiau clywed stori? (Do you (pl.) want to hear a story?) Ydyn, os gwelwch yn dda. (Yes (we do) please.) / Nac ydyn, dim diolch. (No (we don’t) thank you.) Oes llyfrau yn y Pod-antur? (Are there books in the Pod-antur?) Oes. / Oes, mae llyfrau yn y Pod-antur Cymraeg. (Yes. / Yes, there are books in the Pod-antur Cymraeg. / Nac oes. / Nac oes, does dim llyfrau yn y Pod-antur Cymraeg. / No. / No, there aren’t any books in the Pod-antur Cymraeg.) Ble mae’r llyfrau? (Where are the books?) Beth am roi’r llyfrau ar y silff? (How about putting the books on the shelf?) Wyt ti eisiau gwisgo fel ...? (Do you want to dress up as ...?) Ydw. (Yes (I do).) / Nac ydw. (No (I don’t).)</p> <p>Commands</p> <p>Chwiliwch. (Search. (pl.)) Edrycha. (Look. (sing.))</p> <p>Past tense</p> <p>Es i i’r ... (I went to the ...)</p> <p>Other</p> <p>Bobl bach! / Mawredd mawr! / Nefi wen! (Good gracious!)</p>	<p>Jac a’r Goeden Ffa (Jack and the Beanstalk) Hugan Fach Goch (Little Red Riding Hood) sŵn (sound / noise) bachgen (boy) blaidd (wolf) cymeriad (character) Diwrnod y Llyfr ((World) Book Day) dathlu (to celebrate)</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’n bod? (What’s the matter?)

Pwy ydy (hwn)? (Who’s (this)?)

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

Ydych chi eisiau clywed stori? (Do you want to hear a story?); **Ydyn, os gwelwch yn dda.** (Yes (we do) please.); **Nac ydyn, dim diolch.** (No (we don’t) thank you.)

Beth ydy’r stori? (What’s the story?)

Dw i ddim yn hoffi'r stori. (I don't like the story.)

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

Mae'n ddiflas. (It's boring.)

Dw i ddim yn hoffi'r stori achos mae'n ddiflas. (I don't like the story because it's boring.)

Dw i ddim yn hoffi'r stori achos mae Dimitri'n wirion. (I don't like the story because Dimitri is silly.)

- Using methods advocated by Pie Corbett*, help the pupils to learn the story in the book, e.g.
 - Make a story map
 - 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 out specific scenes, e.g. using **Cerdyn Siarad 34** (Discussion Card 34):
 - A: Dimitri wyt ti.** (You're Dimitri.)
 - B: Rwyd ti'n clywed Dimitri'n gweiddi. Rwyd ti'n grac.** (You hear Dimitri shouting. You're angry.)
 - Siaradwch.** (Speak.)They could act out this particular scene, using patterns listed on the card.
 - They could act out the whole 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 **y gadair goch** (the hot seat) and other pupils could ask questions:
 - Pwy wyt ti?** (Who are you?)
 - Dimitri ydw i.** (I'm Dimitri.)
 - Sut wyt ti?** (How are you?) / **Sut wyt ti'n teimlo?** (How do you feel?)
 - Dw i'n drist.** (I'm sad.) / **Dw i'n teimlo'n drist.** (I feel sad.)
 - Pam?** (Why?)
 - Dw i eisiau chwarae gyda ffrindiau.** (I want to play with friends.)
 - Beth wyt ti eisiau chwarae?** (What do you want play?)
 - Dw i eisiau chwarae (pêl-droed).** (I want to play (football).)
 - Pam wyt ti'n gweiddi?** (Why are you shouting?)
 - Achos dw i eisiau cael hwy!** (Because I want to have some fun.)
 - Ble mae'r defaid? / Ble mae'r blaidd?** (Where are the sheep? / Where's the wolf?)
 - Yn y cae.** (In the field.)
 - Wyt ti'n hoffi'r blaidd?** (Do you like the wolf?)
 - Nac ydw.** (No, I don't.)
 - Sut wyt ti'n teimlo?** (How do you feel?)
 - Dw i'n teimlo'n ofnus.** (I feel frightened.)
 - Wyt ti'n hapus nawr / rwan?** (Are you happy now?)
 - Ydw.** (Yes (I am).) / **Nac ydw.** (No (I am not).)
- 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.
- Ask the pupils for their opinions:

* For further information on Pie Corbett's methods, please see: 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

Ydych chi'n hoffi'r stori? (Do you (pl.) like the story?)

Wyt ti'n hoffi'r stori? (Do you (sing.) like the story?)

Ydw. (Yes, I do.)

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

Mae'r plant yn wych. (The children are great.)

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

Dw i ddim yn hoffi'r stori. (I don't like the story.)

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

Dw i ddim yn hoffi'r stori achos mae'n ddiflas iawn. (I don't like the story because it's very boring.)

- Pupils could discuss the moral of the tale, either in Welsh or English as appropriate.
- They 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.

- 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 animals.
- 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.
- Pupils should write and illustrate their work appropriately.
- Show the remainder of the film, where Dyfs and Izzy search for books and arrange them tidily on a shelf.

Pupils could take part in a similar activity in class, e.g.

Oes llyfr yn y ...? (Is there a book in the ...?)

ar y	on the
o dan y	under the
uwchben y	above the
tu ôl i'r	behind the
o flaen y	in front of the
yn y drôr yma	in this drawer
yn y cwpwrdd yma	in this cupboard

- As part of World Book Day celebrations, pupils could choose and arrange books neatly to create an exhibition. They could use the language patterns that Dyfs and Izzy use on the DVD:
 - Beth am roi'r llyfrau ar y bwrdd / silff?** (What about putting the books on the table / shelf?)
 - Dyma ni ...** (Here we are ...)
 - Dyma ...** (This is ...)
 - Beth ydy teitl y llyfr yma?** (What's the title of this book?)
 - ... (title of book) **ar y bwrdd / silff.** (... title of book ... on the table / shelf.)

Unit 4: Part 4 – Diwrnod y Llyfr

Aims:

- To enable pupils to use Welsh as they celebrate **Diwrnod y Llyfr** ((World) Book Day)
- To use Welsh as a means of communication whilst preparing food
- To discuss through the medium of Welsh the benefits of eating fruit
- To revise and use in meaningful contexts vocabulary and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae fitaminau mewn ffrwythau. (There are vitamins in fruit.)</p> <p>Mae ffeibr mewn ffrwythau. (There is fibre in fruit.)</p> <p>Wyt ti'n cofio'r ...? (Do you remember the ...?)</p> <p>Rhaid pwysu'r uwd. (Must weigh the porridge.)</p> <p>Rhaid troi'r uwd. (Must stir the porridge.)</p>	<p>ffon, ffyn (stick, sticks)</p> <p>fitamin, fitaminau (vitamin, vitamins)</p> <p>ffeibr (fibre)</p> <p>mililitr (millilitre)</p> <p>microdon (microwave); y ficrodon (the microwave)</p> <p>pum deg gram (fifty grams)</p> <p>tri chan miliilr o lefrith / laeth (three hundred millilitres of milk)</p> <p>am bedwar munud (North Wales) / am bedair munud (South Wales) (for four minutes)</p> <p>troi (to stir; also to turn)</p> <p>melys (sweet)</p> <p>syltana, syltanas (sultana, sultanas)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers:</p> <p>Pwy wyt ti? (Who are you (sing.)?)</p> <p>... ydw i. (I'm ...)</p> <p>Wyt ti'n hoffi darllen? (Do you (sing.) like reading?)</p> <p>Ydw, dw i'n hoffi darllen yn fawr. (Yes, I like reading very much.)</p> <p>Mae darllen yn hwyl. (Reading is fun.)</p> <p>Pwy ydy hwn? (Who's this?)</p> <p>Beth ydy hwn? (What's this?)</p> <p>Ble wyt ti'n byw? (Where do you (sing.) live?)</p> <p>Beth wyt ti'n wneud? (What are you (sing.) doing?)</p> <p>Dw i'n ... (I'm ...)</p> <p>Beth ydych chi'n wneud? (What are you (pl.) doing?)</p> <p>Rydyn ni'n ... (We're ...)</p> <p>Beth ydych chi'n ddefnyddio? (What are you (pl.) using?)</p> <p>Beth sy yn y bowlen? (What's in the bowl?)</p> <p>Beth am wneud mwy o uwd? (How / What about making more porridge?)</p> <p>Beth am roi mêl yn yr uwd? (How / What about putting honey in the porridge?)</p> <p>Syniad da. (Good idea.)</p> <p>Rydyn ni'n defnyddio ... (We're using ...)</p> <p>Ga i ofyn cwestiwn? (May I ask a question?)</p> <p>Ga i salad ffrwythau? (May I have a fruit salad?)</p> <p>Cei. / Cewch. (Yes, (you may).) / Na chei. / Na chewch. (No, (you may not).)</p> <p>Pam ydych chi'n ...? (Why are you (pl.) ...?)</p>	<p>dathlu (to celebrate)</p> <p>cymeriad (character)</p> <p>poeth (hot)</p> <p>pen-ôl (backside, back end, rear)</p> <p>dathlu (to celebrate)</p> <p>Diwrnod y Llyfr (World Book Day)</p> <p>mefus (strawberries)</p> <p>afal, afalau (apple, apples)</p> <p>banana, bananas (banana, bananas)</p> <p>blasus (tasty, delicious)</p> <p>bwrdd picnic (picnic table)</p> <p>uwd (porridge)</p> <p>gram (gram)</p> <p>menig (gloves)</p> <p>aros (to wait)</p> <p>mêl (honey)</p> <p>arth (bear)</p>

<p>Achos ... (Because ...)</p> <p>Pa? (What ...? Which ...?)</p> <p>Pa lyfr? (What book?)</p> <p>Commands:</p> <p>Esgusodwch fi. (Excuse me.)</p> <p>Rhaid golchi'r ffrwythau. (Must wash the fruit.)</p> <p>Rhaid torri'r ffrwythau. (Must cut / slice the fruit.)</p> <p>Rhaid plicio'r / pilio'r orennau. (Must peel the oranges.)</p> <p>Rhaid rhoi'r ffrwythau yn y bowlen. (Must put the fruit in the bowl.)</p> <p>Byddwch yn ofalus. (Be careful. (pl.))</p> <p>Other:</p> <p>Bobl bach! / Mawredd mawr! / Nefi wen! / Nefi bliw! (Good heavens!)</p> <p>Mae ffrwythau'n dda i ti / i chi. (Fruit is good for you.)</p> <p>Roedd e'n / o'n ffantastig. (It was fantastic.)</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.

Wyt ti'n hoffi darllen? (Do you like reading?); **Ydw. / Ydw, dw i'n hoffi darllen.** (Yes. / Yes, I like reading.); [Also: **Ydych chi'n hoffi darllen?** (Do you (pl.) like reading?); **Ydyn. / Ydyn, rydyn ni'n hoffi darllen.** (Yes. / Yes, we like reading.)]

Mae darllen yn hwyl. (Reading is fun.)

Dw i'n hoffi'r stori yma. (I like this story.)

Pwy ydy hwn? (Who's this?)

Beth ydy hwn? (What's this?)

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 ydych chi'n ddefnyddio? (What are you (pl.) using?); **Rydyn ni'n defnyddio ...** (We're using ...)

Pam ydych chi'n ...? (Why are you (pl.) ...?)

Esgusodwch fi. (Excuse me.)

Ga i ofyn cwestiwn? (May I ask a question?); **Cei.** (Yes, (you (sing.) may).); **Na chei.** (No, (you (sing.) may not).); **Cewch.** (Yes, (you (pl.) may).); **Na chewch.** (No, (you (pl.) may not).)

Beth sy yn y (bowlen)? (What's in the (bowl)?)

Beth am roi (mêl yn yr uwd)? (What about putting (some honey in the porridge)?); **Syniad da.** (Good idea.); [Also: **Na, dw i ddim yn meddwl.** (No, I don't think so.)]

Mae (ffrwythau / uwd) yn dda i ti / chi. ((Fruit / porridge) is good for you.)

Mae fitaminau mewn ffrwythau. (There are vitamins in fruit.)

Mae ffeibr mewn ffrwythau. (There's fibre in fruit.)

Wyt ti'n cofio ...? (Do you (sing.) remember ...?); **Wyt ti'n cofio'r ...?** (Do you (sing.) remember the ...?)

Rhaid cael ... (Must have ...)

Rhaid pwyso ... (Must weigh ...)

Rhaid mesur ... (Must measure ...)

Rhaid rhoi ... yn y ficrodon. (Must put ... in the microwave.)

Step-by-step suggestions:

This part of the unit shows pupils taking part in (World) Book Day celebrations in a school. It therefore contains vocabulary and language patterns which your pupils could use in their own World Book Day celebrations.

- Play the film entitled **Diwrnod y Llyfr** ((World) Book Day) (Unit 4, Part 4). Focus on the beginning of the clip – the section where the pupils, dressed as characters from books, talk to each other, and the following section, where the cow lands - up to the point where Dyfs is revealed and says:

Dw i ddim yn hoffi gwisgo fel pen-ôl buwch. (I don't like dressing up like a cow's backside.)

Encourage the pupils to dress up as characters from books and to ask each other questions, e.g.

Pwy wyt ti? (Who are you?)

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

Pa lyfr? (What book?)

... (the name of the book)

Sut wyt ti? (How are you?)

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

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

Beth wyt ti'n wneud yn y llyfr? (What do you do in the book?)

Dw i'n ... (I ...)

Dw i'n hoffi ... (name of book). (I like ...); **Wyt ti'n hoffi ...** (name of book)? (Do you like ...?)

Dw i'n hoffi'r dillad. (I like the clothes.)

Cerdyn Siarad 35 (Discussion Card 35) could offer assistance to those who require additional support:

Rydych chi'n dathlu Diwrnod y Llyfr. (You're celebrating (World) Book Day.)

Siaradwch. (Talk (about this).)

- Draw attention to the patterns that are used as the cow lands:

Pwy ydy hwn? (Who's this?)

Beth ydy hwn? (What's this?)

Drill these patterns and then use them to discuss a book, e.g. point to different characters / objects and ask the questions. Pupils could give one word answers, e.g.

Jac. (Jack.)

Blaidd. (A wolf.)

or they could answer in full sentences.

Jac ydy hwn. (This is Jack.)

Blaidd ydy hwn. (This is a wolf.)

Use these patterns wherever possible, e.g. when discussing images, objects, books etc.

However, if you are pointing to something that you know is feminine or to a girl, use

Beth ydy hon? (Who's this?)

- Play the next section, where the pupils make **ffyn ffrwythau** (fruit sticks / fruit kebabs) – up to the natural break in the film. Draw attention to the words **ffon** (stick) and **ffyn** (sticks).

Pupils could then prepare some **ffyn ffrwythau** (fruit sticks / fruit kebabs).

As the pupils on the film use fruit that have already been washed / peeled they use one basic pattern:

Rhaid rhoi'r ... ar y ffon. (Must place the ... on the stick.)

However, your pupils may need to use the following also:

Rhaid golchi'r ... (Must wash the ...)

Rhaid torri'r ... (Must cut the ...)

Rhaid plicio'r / pilio'r ... (Must peel the ...)

Rhaid rhoi'r ... (Must put the ...)

Pupils could also make a fruit salad and **Cerdyn Siarad 36** (Discussion Card 36) could be introduced to assist them:

Sut ydych chi'n gwneud salad ffrwythau? (How do you make a fruit salad?)

The dish could then be shared:

Wyt ti eisiau ...? (Do you (sing.) want ...?)

- Draw attention to Dyfs' question:
Wyt ti'n cofio ...? (Do you (sing.) remember?)
Wyt ti'n cofio'r bwrdd picnic yn y goedwig a'r uwd? (Do you (sing.) remember the picnic table in the woods and the porridge?)

You will probably have been using **cofio** in a plural context – with more than one pupil:

Ydych chi'n cofio? (Do you (pl.) remember?)

Here it is used in a singular context with the word **ti**.

You could drill this by asking pupils:

Wyt ti'n cofio'r picnic yn y goedwig? (Do you (sing.) remember the picnic in the woods?)

Wyt ti'n cofio Hujan Fach Goch yn y goedwig? (Do you (sing.) remember Little Red Riding Hood in the woods?) etc.

The answers will be:

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

- Introduce the reading material, the recipe entitled **Uwd** (Porridge) and read through it.
- Then ask the pupils to follow the instructions as they prepare some **uwd** (porridge) themselves. Emphasize before hand that they should take great care as the porridge will be very hot:
Gofalus! (Careful!)
Byddwch yn ofalus. (Be careful.)
Rhaid bod yn ofalus iawn (iawn). (Must be very (very) careful.)
Mae'r uwd yn boeth iawn (iawn). (The porridge is very (very) hot.)
Defnyddiwch fenig. (Use gloves.)
Gofynnwch am help. (Ask for help.)

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

To begin with, they will need to weigh the ingredients:

Rhaid pwyso'r uwd – pum deg gram. (Must weigh the porridge - fifty grams.)

Rhaid mesur y llaeth – tri chan millilitr. (Must measure the milk - three hundred millilitres.)

As they prepare the dish, ask them to describe in Welsh what they are doing:

Dw i'n pwyso'r ... (I'm weighing the ...)

Dw i'n cymysgu'r ... (I'm mixing the ...)

or they could instruct someone else:

Rhaid pwyso'r ... ((You) must weigh the ...)

Rhaid cymysgu'r ... ((You) must mix the ...)

Various fruits could be added to the porridge to make it healthier and these could be discussed, e.g.

Beth am roi ffrwythau yn yr uwd? (How / What about including (lit. putting) some fruit in the porridge?)

Pa ffrwythau? (What fruit?)

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

Syniad da. (Good idea.)

Na, dw i ddim yn meddwl - beth am ...? (No, I don't think so - what about ...?)

If you prefer, pupils could make muesli instead of porridge, using porridge oats along with a variety of fruit and possibly fruit juice.

- As part of their World Book Day celebrations, pupils could prepare dishes associated with books they have read, or they could use ingredients associated with specific characters to prepare various dishes. They could also refer to children's recipe books in Welsh, e.g. **Bwyta'n Iach – hwyl wrth goginio!** (Atebol, 2008).

They could also write recipes in Welsh, using **Rhaid** (Must). They could follow the “template” seen on the reading material entitled **Uwd**, e.g.

<i>Title</i>
Rhaid cael: (Must have ...) <i>followed by a list of ingredients</i> <i>followed by the instructions</i>
1. Rhaid ... 2. 3.

or they could follow a similar “template”:

<i>Title</i>
Mae angen: (... are needed) or Cynhwysion: (Ingredients) <i>followed by a list of ingredients</i>
Dull (Method) <i>followed by the instructions</i>
1. Rhaid ... 2. 3.

They could then arrange a display of recipes and other relevant images. They could also film the process of preparing the various dishes.

- Sharing and tasting the food could lead once again to expressing opinions:
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 angen mwy o ... (It needs more ...)
Mae angen llai o ... (It needs less ...)
- If appropriate, you could play the section that shows Izzy and Dyfs weighing the ingredients again, along with the recipe sheet entitled **Uwd** (Porridge) and ask the pupils to identify in Welsh the amounts that are referred to:
pum deg gram (fifty grams)
tri chan mililitr (three hundred millilitres).

You could take this opportunity to revise / introduce the following numbers and undertake relevant mathematical activities in relation to tens and hundreds:

10+		100+	
deg	10	cant	100
dau ddeg	20	dau gant	200
tri deg	30	tri chant	300
pedwar deg	40	pedwar cant	400
pum deg	50	pum cant	500
chwe deg	60	chwe chant	600
saith deg	70	saith cant	700
wyth deg	80	wyth cant	800
naw deg	90	naw cant	900
		mil	1,000

Unit 4: Part 5 - Ydych chi'n cofio?

Aim:

- To revise and use in meaningful contexts vocabulary and patterns previously introduced

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ble? (Where?) Ble mae ...? (Where is ...?) Ble wyt ti'n ...? (Where do you (sing.) ...?)</p> <p>Pryd? (When?) Pryd mae ...? (When is / are ...?) Pryd wyt ti'n ...? (When do you (sing.) ...?)</p> <p>Beth? (What) Beth sy yn y bocs dillad? (What's in the clothes box?) Beth ydy hwn? (What's this?) Beth ydy'r sŵn? (What's the sound / noise?) Beth wyt ti'n wneud? (What are you (sing.) doing?) Dw i'n ... (I'm)</p> <p>Pa? (What? / Which?) Pa liw? (What colour?) Pa fath? (What type?) Pa ffrwythau? (What fruit?) Pa lyfr? (Which book?)</p> <p>Pam? (Why?) Pam wyt ti'n ...? (Why are you (sing.) ...?) Pam ydych chi'n ...? (Why are you (pl.) ...?) Achos ... Ydych chi'n hoffi darllen? (Do you (pl.) like reading?) Ydyn. / Nac ydyn. (Yes. / No.)</p> <p>Commands Rhaid gwneud cwestiynau. (Must form (lit. to make) questions.) Dechreuwch. (Begin. / Start. (pl.)) Edrycha. (Look. (sing.))</p> <p>Other Eich tro chi nawr. (Your (pl.) turn now.)</p>	<p>trowsus (trousers) het (hat) crys T (T-shirt) crys (shirt) mam-gu / nain (grandmother) sâl (ill) plât (plate) mwg (mug) bach (small) canolig (medium) mawr (large) blaidd (wolf) buwch (cow)</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.

Rhaid gwneud cwestiynau. (Must form of (lit. make) questions.)

Barod? (Ready?)

Dechreuwch. (Begin. (pl.))

Ble mae ...? (Where's / Where are ...?)

Beth sy yn (y bocs)? (What's in (the box)?)

Beth ydy hwn? (What's this?)

Beth ydy'r sŵn? (What's the sound / noise?)

Pa ...? (Which); **Pa liw?** (What colour?); **Pa fath?** (What kind?); **Pa ffrwythau?** (What fruit?); **Pa lyfr?** (What book?)

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 ...)]

Step-by-step suggestions:

- Explain that the purpose of this part of the DVD is to revise.
- Show the film entitled **Ydych chi'n cofio?** (Do you remember?) (Unit 4, Part 5) in stages, as suggested below.

Section 1

- Focus on the first section and pause the film when Sgrin says **Ble?** (Where) and the word appears on screen.

In teams, pupils should think of as many questions as possible using the word **Ble?** (Where?). 5 points could be awarded for each question and the team with the greatest number of points would win.

- Play the next clip of film as far as the break.

In teams, pupils should think of as many questions as possible using the word **Pryd?** (When?). 5 points could be awarded for each question and the team with the greatest number of points would win.

Please note: If pupils ask why there are no question marks on the poster – after **Ble** and **Pryd** – explain that these words are not used as questions on the poster – they are there to explain where and when the event will be held. You could explain that *when* and *where* are not always question words in English either.

Section 2

- Play the second section, where Dyfs asks pupils:
Beth sy yn y bocs? (What's in the box?)
Pause the DVD as indicated in order to give pupils time to answer the questions:
Beth ydy hwn? (What's this?)
Pa liw? (What colour?)
- You could introduce **Cerdyn Siarad 37** (Discussion Card 37) after revising these items of clothing:
A: **Meddylia am gymeriad o lyfr.** (Think (sing.) of a character from a book.)
B: **Gofynna gwestiynau i A.** (Ask A some questions.)

One of the pupils should assume the identity of a character from a book and role-play that character. Using the patterns listed on the card, and any other patterns he / she may know **Partner B** should ask **Partner A** as many questions as possible. In order to revise clothing, it would be better if **Partner A** decided to play the part of a person rather than an animal / robot etc. so that questions regarding clothing could be asked, e.g.

Beth wyt ti'n wisgo? (What are you wearing?)

Pupils should then swap roles so that they are given the opportunity to play both roles (**Partner A** and **Partner B**).

Pupils could then tell other groups the identity of their partner, e.g.

Dyma ... (This is ...)

Mae e/o / hi wedi gwisgo fel ... o'r llyfr ... (He / she **has** dressed up as ... from the book ...)

Mae e'n/o'n / hi'n gwisgo ... (He / she is wearing ...)

Mae e'n/o'n / hi'n hoffi ... achos ... (He / she likes (name of the character) ... because ...)

Section 3

- Play the section where Dyfs meets **Hugan Fach Goch** (Little Red Riding Hood) in the woods.

Play the next section. Each time a question mark appears on screen, pupils should try to remember the missing word.

Section 4

- In this section, **bach** (small), **canolig** (medium) and **mawr** (large) are revised.
- Pupils could point to various objects in the classroom and ask **Bach?** (Small?), **Canolig?** (Medium?), **Mawr?** (Large?).
- They could role-play a situation involving the three bears, e.g. a picnic blanket with chairs, bowls etc. of different sizes could be placed in the classroom / on the yard. The three bears could then ask each other questions and should answer, depending on which character they are playing (e.g. baby bear - **bach**; mother bear - **canolig**; father bear - **mawr**):
Pa un wyt ti eisiau? (Which one do you want?)
Un bach os gwelwch yn dda. (A small one please.)
Un canolig os gwelwch yn dda. (A medium-sized one please.)
Un mawr os gwelwch yn dda. (A large one please.)

They could also write this dialogue.

Section 5

- Play the next section, which gives pupils an opportunity to listen to and identify sound effects, which in turn, revises the pattern:
Beth ydy'r sŵn? (What's the sound / noise?)
Pause the DVD when the Pause icon appears on screen.

You could also play a similar game in class.

Section 6

- Play the last section, which revises the use of **Pa?** (What? / Which?)
- The end of this section refers to the story book entitled **Yr Haul a'r Gwynt** (The Sun and the Wind) which is another of Aesop's fables. This book could then be introduced.

Various activities are suggested at the back of the book and pupils could undertake these after they have read the story.

- **Cerdyn Siarad 38** (Discussion Card 38) could then be introduced:
A: **Yr haul wyt ti.** (You're the sun.)
B: **Y gwynt wyt ti.** (You're the wind.)
C: **Y bachgen wyt ti.** (You're the boy.)
Siaradwch. (Speak.)

In groups of three, pupils could act out the story.

UNIT 5

The work in this unit focuses on teaching Welsh as a second language. However, the curriculum and other related areas have also been targeted. Examples of cross-curricular elements are provided below, but for more details, please refer to the relevant Programmes of Study and frameworks.

Welsh Second Language

Pupils are given the opportunity to listen to a variety of people speaking Welsh and are made aware of some linguistic variations, e.g. **arian** (money – South Wales), **pres** (money – North Wales), **yn frwnt** (dirty – South Wales), **yn fudr** (dirty – North Wales). They are encouraged to respond appropriately in a variety of circumstances, including hot-seating activities and to convey personal and imaginative experiences and to role-play situations, e.g. meeting a **lleidr pen-ffordd** (highwayman). They are also given opportunities to invite, to describe pictures and to express opinions, e.g. about music, Tudor clothes and a play. There are opportunities to convey factual information also, e.g. in relation to the Tudor period.

There are opportunities to view and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **cywir** (correct) and some of which could be **anghywir** (incorrect). They would then be asked to listen to the film carefully in order to spot the inaccuracies and correct them.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information. Pupils could also respond to questions based on the film, e.g. in quiz activities. They could write about specific sections of the film, e.g. information about the Tudors, Dyfs and Izzy's visit to the Tudor house etc.

Pupils are encouraged to respond to the reading materials that have been written to accompany the unit, i.e. a song, factual books, a play and fact files. Various activities are included at the back of each book. They could also read materials that other pupils have written, e.g. dance instructions, which they would have to understand before being able to perform the actual dance. There are opportunities to read aloud, e.g. in relation to the play and the messages written on 'parchment'.

The play entitled **Twm Siôn Cati** may be a new genre and therefore attention is drawn to various features such as the characters, the character list, the scenes etc. Pupils are asked to act the play and to adapt it.

There are opportunities to write "for a variety of purposes" as pupils write lists, record their opinions about pieces of music, write paragraphs to describe what the Tudors wore, what the Tudors ate, what the pupils eat etc. There are also opportunities to write an invitation using different forms, to design and write menus, to write messages and to complete grids. Pupils are encouraged to write a Welsh rap and there are opportunities in Part 4 to revise / reinforce the use of speech marks. They could also write instructions for a dance they have created and could also write their own play after reading about Twm Siôn Cati. This could possibly be based on another legend associated with that character.

English

Pupils could search for other tales associated with Twm Siôn Cati which they could then tell each other. In addition, much of the research into the Tudor period will be undertaken through the medium of English but pupils will then be required to deal with much of this material through the medium of Welsh.

The poem **The Highwayman** (Alfred Noyes) could be introduced after reading the play entitled **Twm Siôn Cati**.

Mathematics

There are opportunities to measure as pupils undertake design and technology activities.

Pupils could also design and use questionnaires to find out how many pupils are able to / are learning to play a musical instrument and in relation to feelings. The results could be presented in graph form which could then be explained orally and in written form.

Art and design

Pupils could draw various aspects associated with the Tudor period, e.g. Tudor costume, Tudor houses etc. They could also make a collage or other pieces of artwork based on the play **Twm Siôn Cati** (Part 4) or even a backdrop for their performance of the play. As they work, they should be encouraged to use Welsh vocabulary and patterns to describe what they are doing or to instruct someone else. They should also be given the opportunity to evaluate the work through the medium of Welsh. Please see the document entitled **P-aC₂ Language Patterns** for suggestions.

Design and technology

Pupils could design attractive menus to depict Tudor food and could also prepare Tudor dishes.

In Part 3, various Tudor wooden toys are introduced. Pupils could design and make similar toys which could then be used. They could make parchment which could be used for writing a message (Part 3). They could also design a Tudor house.

Pupils could also make puppets to depict a highwayman / traveller / horse which could then be used to role-play.

Physical education

There are opportunities to devise movements associated with a rap and to learn and perform a "Tudor" Dance. Pupils are also encouraged to create their own elegant courtly dance. They could also take part in a traditional Welsh folk dance.

Music

In Part 1, the Welsh folk song **Sosban Fach** (Little Saucepan) is introduced, which, in turn, provides an opportunity to introduce expressions that can be used in singing and music sessions, e.g.

ar ôl tri (after three)

gyda'n gilydd (together)

There are opportunities to introduce / revise the concept of dynamics and pace through the medium of Welsh e.g.

canu'n araf (to sing slowly)

canu'n gyflym (to sing quickly)

canu'n dawel (to sing quietly)

canu'n gryf (to sing loudly / strongly)

Pupils are encouraged to perform a Welsh rap and to compose and perform their own rap in Welsh.

Music from the Tudor era is introduced in the form of *Greensleeves*, and pupils are again asked to discuss the dynamics. They are also asked to try to identify the musical instruments in the piece:

Pa offerynnau ydych chi'n gallu clywed? (What instruments can you hear?)

There are opportunities to introduce the following instruments: **piano** (piano), **drwm** (drum), **ffidil** (violin), **triongl** (triangle) and **recorder** (recorder). This could lead to a discussion about which instruments the pupils are learning to play and to actual performances by the pupils, e.g.

Wyt ti'n chwarae'r ...? (Do you play the ...?)

Beth wyt ti'n chwarae? (What do you play?)

Wyt ti eisiau chwarae'r ...? (Do you want to play the ...?)

Ydych chi eisiau clywed ... yn chwarae'r ...? (Do you (pl.) want to hear ... playing the ...?)

[Please note: the traditional expression for playing an instrument is **canu** ..., e.g. **canu'r piano** (to play the piano). However **chwarae** (to play) is also acceptable and can be used with a wider selection of instruments.]

Pupils could also be taught to play and to perform *Greensleeves* on the recorder.

In addition to composing and performing a Welsh rap, pupils could compose a completely contrasting piece of music - an elegant piece, appropriate to the Tudor Age possibly - which could then be used when creating the dance already referred to above.

Pupils could also appraise music, e.g. their own compositions, *Greensleeves* and other pieces of music:

Gwrandewch ar y miwsig. (Listen to the music.)
Ydych chi'n hoffi'r miwsig? (Do you like the music?)
Mae'n hyfryd. (It's lovely.)
Mae'n wych! (It's great.)
Mae'n grêt! (It's great.)
Mae'n ffantastig! (It's fantastic.)
Mae'n rhy araf. (It's too slow.)
Mae'n rhy dawel. (It's too quiet.)

Geography

There are references in Part 2 to ships transporting goods to Wales. Pupils could undertake research to find out what goods were imported and from which countries these came. They could then look for these places on a map of the world.

History

Much of the work featured in this unit concentrates on **y Tuduriaid** (the Tudors), e.g. Tudor dress, Tudor music, Tudor food, Tudor pastimes, the poor and the rich in Tudor times and Dyfs and Izzy visit a Tudor Merchant's House in Tenby. A visit to this house could possibly be arranged for your pupils. Similarly, pupils in North Wales could possibly visit Plas Mawr, Conwy, a townhouse that belonged to the gentry during the Elizabethan period.

In addition to the activities suggested in the unit, you could prepare a script which could contain 5 factual mistakes. Pupils could then draw on the information contained on the DVD and their own knowledge of the subject to highlight the mistakes, e.g.

Roedd y Tuduriaid yn byw mewn fflatiau. (The Tudors lived in flats.) - **Anghywir.** (Incorrect.)
Roedd rhai Tuduriaid yn hoffi gemwaith. (Some of the Tudors liked jewellery.) - **Cywir.**

(Correct.)

Roedd y Tuduriaid yn hoffi bwyta tatws. (The Tudors liked to eat potatoes.) - **Anghywir.**
(Incorrect.)

Roedd y Tuduriaid yn bwyta afalau. (The Tudors ate apples.) - **Cywir.** (Correct.)

Roedd plant y Tuduriaid yn chwarae gyda teganau pren. (Tudor children played with wooden toys.) - **Cywir.** (Correct.)
etc.

Pupils are asked to compare their homes with the Tudor Merchant's House seen on the DVD, and the book entitled **Ddoe a Heddiw** (Yesterday and Today) enables pupils to draw comparisons between Tudor and modern life.

ICT

Pupils could undertake research in relation to Tudor clothing and could design information cards similar to the fact file in Part 2. These information cards could then be shown via the interactive white board and the information could be discussed as a group. Pupils could also search on the internet for other tales associated with Twm Siôn Cati, the highwayman.

Pupils could create a story board to depict the tale of Twm Siôn Cati and they could design WANTED posters - **YN EISIAU.**

Various activities could be filmed, e.g. the performance of the play entitled **Twm Siôn Cati.**

Curriculum Cymreig

The popular Welsh folk song **Sosban Fach** (Little Saucepan) is introduced in Part 1 and pupils could perform a traditional folk dance in Part 2.

Information about the Tudor Merchant House in Tenby is included in Part 3 and pupils have an opportunity to learn about Wales during the Tudor period. The legendary highwayman, Twm Siôn Cati, is introduced in Part 4.

PSE

Both Dyfs and Izzy comment that stealing is wrong and this could lead to further discussion in class – in Welsh or English, as appropriate. Pupils are encouraged to write a letter of apology on behalf of a highwayman.

Developing thinking

Pupils are given opportunities throughout the unit to build upon prior knowledge by undertaking a variety of activities.

They are encouraged to draw comparisons between Tudor and modern life and there are numerous opportunities to consider ideas, express opinions and to respond. They also use language creatively and evaluate success.

Developing communication

This unit builds upon language skills, patterns and vocabulary previously introduced.

There are many opportunities for pupils to develop their skills of oracy, reading and writing in addition to their wider communication skills. They learn how to communicate effectively for a range of purposes and with a range of audiences.

Developing ICT

Pupils are encouraged to develop, create and present information, e.g. by searching for information and images on the internet in order to design information cards..

There are also opportunities to film various activities.

Developing number

Pupils are encouraged to use questionnaires and to record the results in graph form, which, in turn, could be explained in Welsh. There are opportunities to discuss time and dates.

Unit 5: Part 1 – Sosban fach

Aims:

- To introduce a popular Welsh folk song **Sosban Fach**
- To introduce expressions associated with music which can be used in the school situation
- To revise and use in meaningful contexts vocabulary and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae'n dawel. (It's quiet.) Does dim sŵn. (There's no sound.) Amser canu. (Singing time) yn fwy tawel (more quietly) Fel hyn? (Like this?) Beth am ganu gyda fi? (What about singing with me?) Ar ôl tri – un ... dau ... tri. (After three – one ... two... three.) Gyda'n gilydd. (Together.) Edrychwch arna i. (Look (pl.) at me.) Dilynwch fi. (Follow (pl.) me.) yn dawel (softly) yn dawel iawn (very softly) yn gryf (loudly) yn gryf iawn (very loudly) Daliwch y nodyn (Hold the note.)</p> <p>Please note: Many of the above words will be familiar to the pupils; however, they are used in a different context in this part of the unit.</p>	<p>sosban (saucepan) gwas (servant) ddim yn iach (not well) baban (baby) crud (cradle) crio (crying) sgrapo (to scratch) berwi (to boil) tân (fire) llawr (floor)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers Sut ydych chi? (How are you (pl.)?) Iawn, diolch. (Fine, thanks.) Wyt ti'n hoffi canu? (Do you (sing.) like singing?) Ydw. (Yes, I do.) / Nac ydw. (No, I don't.) Beth ydych chi eisiau canu? (What do you (pl.) want to sing?) Beth wyt ti eisiau canu? (What do you (sing.) want to sing?) Dw i ddim yn gwybod. (I don't know.) Beth am ...? (What / How about ...?) Syniad da. (Good idea.)</p> <p>Commands Gwrandewch. (Listen.)</p> <p>Other Mawredd mawr! (Good heavens!) Mae'n flin 'da fi / Mae'n ddrwg gen i. (I'm sorry) Dyna hwy! (What fun!) Dyna hwy! a sbri! (What fun!)</p>	<p>canu (to sing) gwybod (to know) iawn (fine, alright) hyfryd (lovely) yn araf (slowly) yn gyflym (quickly)</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.

Gwrandewch. (Listen (pl.)); [Also: **Gwranda** (Listen (sing.))]

Amser canu. (Singing time.)

Beth ydych chi eisiau canu? (What do you (pl.) want to sing?); **Beth wyt ti eisiau canu?** (What do you (sing.) want to sing?)

yn dawel (softly)

yn fwy tawel (more quietly)

yn gryf (loudly)

yn araf (slowly)

yn gyflym (quickly)

Beth am ganu gyda fi? (How about singing with me?)

Ar ôl tri – un ... dau ... tri. (After three – one ... two ... three.)

Gyda'n gilydd. (Together.)

[Also: **Beth am (ganu / ddarllen / ddweud) gyda'n gilydd ...?** (What / How about singing / reading / saying together ...?)]

Edrychwch arna i. (Look (pl.) at me.); **Edrycha arna i.** (Look (sing.) at me.)

Dyna hwyl! (What fun!); **Dyna hwyl a sbri!** (What fun!)

Step-by-step suggestions:

- Begin by asking the pupils whether they like singing:
Ydych chi'n hoffi canu? (Do you (pl.) like singing?)
Ydyn. (Yes (we do).); **Nac ydyn.** (No (we don't).)
Wyt ti'n hoffi canu? (Do you (sing.) like singing?)
Ydw. (Yes (I do).); **Nac ydw.** (No (I don't).)

You could then extend this, e.g.

Beth wyt ti'n hoffi canu? (What do you like to sing?)

Dw i'n hoffi canu ... (I like singing)

Pam wyt ti'n hoffi canu? (Why do you like singing?)

Achos mae'n hwyl. (Because it's fun.)

Achos mae'n grêt. (Because it's great.)

Achos mae'n gyffrous. (Because it's exciting.)

Achos dw i'n teimlo'n hapus. (Because I feel happy.)

Ble wyt ti'n hoffi canu? (Where do you like to sing?)

Yn yr ysgol. (At school.)

Yn y tŷ. (In the house.)

Yn y car. (In the car.)

Yn y bath. (In the bath.)

Yn y gawod. (In the shower.)

Pryd wyt ti'n hoffi canu? (When do you like singing?)

Yn y bore. (In the morning.)

Yn y prynhawn. (In the afternoon.)

Yn y nos. (In the evening.)

Bob dydd. (Every day.)

Cerdyn Siarad 39 (Discussion Card 39) could then be introduced:

Ydych chi'n hoffi canu? Beth? Pam? Ble? Pryd? (Do you like to sing? What? Why? Where? When?)

Siaradwch. Talk (about this.)

Using the above patterns and the words listed on the card, pupils should discuss the topic.

- Explain:
Heddiw, rydyn ni'n mynd i ganu yn Gymraeg. (Today, we're going to sing in Welsh.)
Rydyn ni'n mynd i ganu am sosban fach ((We're going to sing about a small saucepan (show a small saucepan) **a sosban fawr** (and a large saucepan (show a large saucepan).)
Gwylwch y DVD. (Watch the DVD.) **Gwrandewch.** (Listen)
- Show the film entitled **Sosban fach** (Little saucepan) (Unit 5, Part 1). Pause the DVD after the three characters have managed to sing together – just after Sgrin has said **Da iawn** and Izzy says **Hyfryd** (Lovely).
- Introduce the reading resource, **Sosban Fach** (Little Saucepan) and read through the song, explaining the words. Explain that it is a nonsense song. Play the film again and ask:
Wyt ti'n hoffi Sosban Fach? (Do you like **Sosban Fach**?)
Ydw. (Yes, I do.)
Ydw, dw i'n hoffi Sosban Fach ... (Yes, I like **Sosban Fach ...**)
... **achos mae'n hwyl.** (... because it's fun.)
... **achos mae'n wirion.** (... because it's silly.)
... **achos mae'n ddoniol.** (... because it's funny.)
... **achos mae'n dda.** (... because it's good.)
... **achos mae'n dda iawn.** (... because it's very good.)
... **achos dw i'n teimlo'n hapus.** (... because I feel happy.)

Nac ydw. (No.)
Nac ydw, dw i ddim yn hoffi Sosban Fach ... (No, I don't like **Sosban Fach**...)
... **achos mae'n wirion.** (... because it's silly.)
... **achos mae'n ofnadwy.** (... because it's awful.)
... **achos mae'n sbwriel.** (... because it's rubbish.)

Dw i'n hoffi Sosban Fach achos mae'n ddoniol. (I like **Sosban Fach** because it's funny.)
Dw i ddim yn hoffi Sosban Fach achos mae'n wirion. (I don't like **Sosban Fach** because it's silly.)
- Play the last clip of the above section, where the three characters sing **Sosban Fach** together and invite the pupils to sing also:
Beth am ganu gyda Dyfs, Izzy a Sgrin? (What about singing with Dyfs, Izzy and Sgrin?)
Ydych chi eisiau canu gyda Dyfs, Izzy a Sgrin? (Do you want to sing with Dyfs, Izzy and Sgrin?)
Ydyn. (Yes (we do).) / **Nac ydyn.** (No (we don't).)
- Play the next section, where Dyfs conducts Izzy and Sgrin. Ask the pupils what they think the following words mean:
yn araf (slowly)
yn gyflym (quickly)
Daliwch y nodyn. (Hold the note.)

Please note: the pupils will most probably have come across **yn araf** / **yn gyflym** already and the command form **Daliwch** was introduced in Unit 3 (**Daliwch y siâp.**) (Hold the shape.). Here, these expressions are transferred to a different context.

Use the expressions to vary the way the pupils sing **Sosban Fach**.

Invite one of the pupils to come to the front to conduct the rest of the class, using the expressions introduced on the DVD.
- Play the next section, where Izzy conducts Dyfs and Sgrin. Ask the pupils what they think the following words mean:
yn dawel (softly)
yn dawel iawn (very softly)
yn gryf (strongly / loudly)

yn gryf iawn (very strongly / loudly)

- Use the expressions to vary the way the pupils sing **Sosban Fach**.

Invite one of the pupils to come to the front to conduct the rest of the class, using the expressions introduced on the DVD.

- The following commands and words that refer to pace and dynamics could now be used in singing / music sessions:

Ar ôl tri – un ... dau ... tri. (After three – one ... two ... three.)

Gyda'n gilydd ... (Together...)

Edrychwch arna i. (Look (pl.) at me.)

Dilynwch fi. (Follow (pl.) me.)

Daliwch y nodyn. (Hold (pl.) the note.)

yn araf (slowly)

yn gyflym (quickly)

yn dawel (softly)

yn dawel iawn (very softly)

yn gryf (loudly)

yn gryf iawn (very loudly)

- **Cerdyn Siarad 40** (Discussion card 40) could then be introduced:
Gwrandewch ar fiwsig a gofynnwch gwestiynau i'ch gilydd.
(Listen to some music and ask each other questions.)

Pupils should listen to pieces of music that have been specially chosen as they provide opportunities to use the expressions **yn gryf** (loud) / **yn dawel** (quiet) / **yn gyflym** (fast) / **yn araf** (slow) or because they feature specific instruments, e.g. **y piano** (piano), **y ffliwt** (the flute). Using the patterns listed on the card and any other patterns and vocabulary they may know, pupils should discuss these pieces.

Revising how to describe feelings before undertaking this work would also be a good idea so that pupils could also discuss how the pieces of music make them feel, e.g.

Sut wyt ti'n teimlo? (How do you (sing.) feel?)

Sut ydych chi'n teimlo? (How do you (pl.) feel?)

Dw i'n teimlo'n hapus. (I feel happy.)

hapus iawn. (I feel very happy.)

drist. (I feel sad.)

ofnus. (I feel frightened.)

gyffrous. (I feel excited.)

They could also express opinions about the music, transferring and adapting expressions they have learnt in relation to liking / disliking the DVD to a musical context, e.g.

Dw i'n hoffi'r miwsig achos dw i'n hoffi miwsig cyflym / araf etc. (I like the music because I like slow / fast music etc.)

Dw i'n hoffi'r miwsig achos mae'n hapus. (I like the music because it's happy.)

Dw i'n hoffi'r miwsig achos mae'n gyffrous. (I like the music because it's exciting.)

Dw i'n hoffi'r miwsig – mae'n wych. (I like the music – it's great.)

Dw i ddim yn hoffi'r miwsig achos dw i ddim yn hoffi miwsig cryf / tawel etc. (I don't like the music because I don't like loud / quiet music etc.)

Dw i ddim yn hoffi'r miwsig – mae'n ofnadwy. (I don't like the music – it's awful.)

Dw i ddim yn hoffi'r miwsig – mae'n rhy araf. (I don't like the music – it's too slow.)

Dw i ddim yn hoffi'r miwsig – mae'n rhy drist. (I don't like the music – it's too sad.)

- Pupils could also write their response as different pieces are played, e.g.

Teitl y darn:

Y cyfansoddwr:

Barn:

Teimlo:

teitl y darn – the title of the piece
cyfansoddwr – composer
barn – opinion
teimlo – (to) feel

Unit 5: Part 2 – Miwsig a dawnsio

Aims:

- To discuss and appraise a piece of music through the medium of Welsh
- To undertake activities associated with dance through the medium of Welsh
- To discuss feelings, e.g. **Sut wyt ti'n teimlo?** (How do you (sing.) feel?); **Dw i'n teimlo'n hapus.** (I feel happy.)
- To begin discussing the Tudor era through the medium of Welsh
- To reinforce and use, in meaningful contexts, vocabulary and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Pa fath o fiwsig wyt ti'n hoffi? (What type of music do you (sing.) like?)</p> <p>Mae'n hen. (It's old.)</p> <p>Roedd y Tuduriaid yn hoffi'r miwsig yma. (The Tudors liked this music.)</p> <p>Pa offerynnau wyt ti'n gallu clywed? (What instruments can you (sing.) hear?)</p> <p>Pa offerynnau ydych chi'n gallu clywed? What instruments can you (pl.) hear?)</p> <p>Dw i'n gallu clywed ... (I can hear ...)</p> <p>Wyt ti'n gallu chwarae'r recorder? (Can you play the recorder?)</p> <p>Ydw. / Nac ydw, ond dw i'n gallu chwarae'r ... (Yes. / No, but I can play the ...)</p> <p>Rhwng un pedwar wyth pump ac un chwech dim tri. (Between 1485 and 1603.)</p> <p>Beth am fynd nôl i amser y Tuduriaid? (What / How about going back to the Tudor period?)</p> <p>Syniad bendigedig. (A wonderful idea.)</p>	<p>miwsig / cerddoriaeth (music)</p> <p>hen (old)</p> <p>rap (rap); rapio (to rap)</p> <p>rili cŵl (really cool – slang)</p> <p>recorder, recorders (recorder, recorders)</p> <p>triongl (triangle)</p> <p>y Tuduriaid (the Tudors)</p> <p>Amser y Tuduriaid (the Tudor Period)</p> <p>un pedwar wyth pump (1485)</p> <p>un chwech dim tri (1603)</p> <p>cyfoethog, yn gyfoethog (rich)</p> <p>tlawd, yn dlawd (poor)</p> <p>ffrog (dress)</p> <p>ryff / rwff (ruff)</p> <p>gemwaith (jewellery)</p> <p>ffril, ffriiau (frill, frills)</p> <p>edrych fel (to look like)</p> <p>teits (tights)</p> <p>bonet (bonnet)</p> <p>tiwnig (tunic)</p> <p>ar y top (on the top)</p> <p>y lluniau eraill (the other pictures)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ydy'r miwsig yn araf / yn gyflym? (Is the music fast / slow?)</p> <p>Ydy'r miwsig yn dawel / yn gryf? (Is the music soft / loud?)</p> <p>Wyt ti'n hoffi'r miwsig? (Do you (sing.) like the music?)</p> <p>Ydw. (Yes (I do).) / Nac ydw. (No (I don't).)</p> <p>Ydych chi'n hoffi'r miwsig? (Do you (pl.) like the music?)</p> <p>Ydyn. (Yes (we do).) / Nac ydyn. (No (we don't).)</p> <p>Sut wyt ti'n teimlo? (How do you (sing.) feel?)</p> <p>Dw i'n teimlo'n ... (I feel ...)</p> <p>Oes (recorder) yn y drôr? (Is there a (recorder) in the drawer?)</p>	<p>ardderchog (excellent)</p> <p>amser maith yn ôl (a long time ago)</p> <p>rhwng (between)</p> <p>yn y ... (in the ...)</p> <p>o dan y ... (under the ...)</p> <p>tu ôl i'r ... (behind the ...)</p> <p>dillad (clothes)</p> <p>hardd (beautiful)</p> <p>crys (shirt)</p> <p>siaced (jacket)</p> <p>ffedog (apron)</p> <p>hir (long)</p> <p>trowsus (trousers)</p> <p>arian / pres (money)</p> <p>lliwiau (colours)</p>

<p>Oes. (Yes (there is).) / Nac oes. (No (there isn't).) Beth am fynd i ...? (What / How about going to ...?) Syniad da. (Good idea.) Ga i weld y lluniau eto os gwelwch yn dda? (May I see the pictures again please?) Cei. (Yes (you (sing.) may).) / Na chei. (No (you may not).) Commands Eisteddwch ar y sofa a gwrandewch. (Sit on the sofa and listen) Edrychwch ar y dillad. (Look (pl.) at the clothes.) Dere yma. / Tyrd yma. (Come here. (sing.)) Rhaid gwisgo trowsus. (Must wear trousers.) Ewch at y cylch coch. (Go to the red circle.) Other Mae'n hyfryd. (It's lovely.) Mae ... yn hyfryd. (... is lovely.) Maen nhw'n hyfryd. (They're lovely.)</p>	<p>glas golau (light blue)</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.

Pa fath o fiwsig wyt ti'n hoffi? (What type of music do you (sing.) like?) [Also: **Pa fath o fiwsig ydych chi'n hoffi?** (What type of music do you (pl.) like?)]

Ardderchog. (Excellent.)

Eisteddwch a gwrandewch. (Sit and listen.)

Pa offerynnau wyt ti'n gallu clywed? (What instruments can you (sing.) hear?) [Also: **Pa offerynnau ydych chi'n gallu clywed?** (What instruments can you (pl.) hear?)]

Gwrandewch yn ofalus. (Listen carefully.)

Gwrandewch eto. (Listen again.)

Beth ydy'r miwsig yma? (What's this music?)

Roedd y Tuduriaid yn ... (byw ... / gwisgo ... / hoffi ... / bwyta ... / yfed ... / teithio ...) (The Tudors ... (lived ... / wore ... / liked ... / ate ... / drank ... / travelled ...))

Roedd rhai pobl yn ... (byw ... / gwisgo ... / hoffi ... / bwyta ... / yfed ... / teithio ...) (Some people ... (lived ... / wore ... / liked ... / ate ... / drank ... / travelled ...))

Roedd rhai merched yn ... (byw ... / gwisgo ... / hoffi ... / bwyta ... / yfed ... / teithio ...) (Some women ... (lived ... / wore ... / liked ... / ate ... / drank ... / travelled ...))

Roedd rhai dynion yn ... (byw ... / gwisgo ... / hoffi ... / bwyta ... / yfed ... / teithio ...) (Some men ... (lived ... / wore ... / liked ... / ate ... / drank ... / travelled ...))

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

Oes ... yn y ... / o dan y ... / tu ôl i'r ...? Oes. / Nac oes. (Is / Are there ... in the ... / under the ... / behind the ...? Yes. / No.)

Beth am fynd i ...? (What / How about going to ...?)

Syniad da. (Good idea.)

Arhoswch. Un funud. (Wait. One minute. – South Wales); [Also: **Arhoswch. Un munud.** (Wait. One minute. - North Wales)]

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

Edrychwch yn y boc. (Look in the box.)

Beth sy yn y boc? (What's in the box?)

Ga i weld y ... ? (May I see the ...?); **Cei.** (Yes, you (sing.) may.); **Na chei.** (No, you (sing.) may not.); **Cewch.** (Yes, you (polite and pl.) may.); **Na chewch.** (No, you (polite and pl.) may not.)

Ydych chi'n barod i ... (+ soft mutation)? (Are you ready to ...?) e.g.

Ydych chi'n barod i fynd i ...? (Are you ready to go to ...?)

Ydych chi'n barod i ganu? (Are you ready to sing?)

Ydych chi'n barod i ddarllen? (Are you ready to read?)

Ydych chi'n barod i wyllo? (Are you ready to watch?)

Ydych chi'n barod i dynnu llun? (Are you ready to draw a picture?)

Ydyn. (Yes, we are.) / **Nac ydyn.** (No, we are not.)

Step-by-step suggestions:

- You could begin with a class / group discussion about music. Introduce **Cerdyn Siarad 41** (Discussion Card 41):
Ydych chi'n hoffi miwsig? (Do you like music?)
Pa fath o fiwsig ydych chi'n hoffi? (What type of music do you like?)
Siaradwch am hyn. (Talk about this.)

Using the patterns listed on the card, and any other patterns they may know, pupils could discuss what type of music they like and why. They could also refer to pop groups / bands / singers and state why they like / don't like them.

- Play the film entitled **Miwsig a dawnsio** (Music and Dancing) (Unit 5, Part 2) where Dyfs and Izzy rap.

Listen again to this piece and check that the pupils have understood the words:

Io, ho, ho ... rapio ...	(Yo, ho, ho ... rapping ...)
Io, ho, ho ... rapio ...	Yo, ho, ho ... rapping ...
Io, ho, ho ... cŵl!	Yo, ho, ho ... cool!

Mae rapio'n rîli cŵl	Rapping is really cool
Mae rapio'n hwyl a sbri	Rapping is fun
Dewch, ffrindiau da,	Come, good friends,
I rapio gyda fi.	To rap with us.

Io, ho, ho ... rapio ...	Yo, ho, ho ... rapping ...
Io, ho, ho ... rapio ...	Yo, ho, ho ... rapping ...
Io, ho, ho ... cŵl!	Yo, ho, ho ... cool!

Emphasize that raps generally make use of slang and that is why the expression **rîli cŵl** (really cool) is used.

Ask the pupils to perform the rap and to create movements to accompany it.

They could compose a new rap which they could then perform.

- Play the next section, where Sgrin states that he likes **hen fiwsig** (old music) and the characters discuss the piece entitled *Greens/leaves*. End after Sgrin has said **Syniad da** (Good idea).

You could play the music again and ask the pupils how they feel:

Sut ydych chi'n teimlo? (How do you (pl.) feel?)
Sut wyt ti'n teimlo? (How do you (sing.) feel?)
Dw i'n teimlo'n ... (I feel ...)

- Move on to the next section, where Dyfs and Izzy dance a dance that resembles a Tudor dance. Pause as they move towards Sgrin.

You could teach the pupils the dance that is seen on the DVD, i.e.

Cerddwch i'r dde - wyth cam. (Walk to the right - eight steps.)
Cerddwch i'r chwith - wyth cam. (Walk to the left - eight steps.)
Cerddwch 'nôl - pedwar cam. (Walk backwards - four steps.)
Cerddwch 'mlaen - pedwar cam. (Walk forwards - four steps.)
Cerddwch 'nôl - pedwar cam. (Walk backwards - four steps.)
Cerddwch 'mlaen - pedwar cam. (Walk forwards - four steps.)
Cerddwch mewn cylch i'r dde - wyth cam. (Walk in a circle to the right - eight steps.)
Cerddwch mewn cylch i'r chwith - wyth cam. (Walk in a circle to the left - eight steps.)

Cerddwch 'nôl - pedwar cam. (Walk backwards - four steps.)
Cerddwch 'mlaen - pedwar cam. (Walk forwards - four steps.)
Cerddwch 'nôl - pedwar cam. (Walk backwards - four steps.)
Cerddwch 'mlaen - pedwar cam. (Walk forwards - four steps.)

Pupils could learn and perform this dance, or other similar dance, or they could learn and perform a suitable Welsh folk dance.

They could also create their own "Tudor" dance, based on appropriate Tudor music or a piece of music they have composed. They could then write the instructions for this dance and give them to another group who would need to understand them before they could perform the dance.

- Play the next section, where Sgrin refers to **Y Tuduriaid** (The Tudors) and end with the explanation of how to refer to specific years in Welsh:

un pedwar wyth pump (1485)
un chwech dim tri (1603)

You could practise by referring to other years.

- Before you play the next section, play the music again and ask the pupils:
Pa offerynnau ydych chi'n gallu clywed? (What instruments can you (pl.) hear?)
Pa offerynnau wyt ti'n gallu clywed? (What instruments can you (sing.) hear?)

You could suggest a variety of instruments, if you wish, e.g.

Ydych chi'n gallu clywed piano? (Can you hear a piano?)
Ydych chi'n gallu clywed drwm? (Can you hear a drum?)
Ydych chi'n gallu clywed ffidil? (Can you hear a violin?)
Ydych chi'n gallu clywed triongi? (Can you hear a triangle?)
Ydych chi'n gallu clywed recorder? (Can you hear a recorder?)

- Play the next clip, up to the point where Dyfs produces a triangle.

This section could lead to a discussion regarding which instruments the pupils play. The characters on the film are asked:

Wyt ti'n gallu chwarae'r ...? (Can you play the ...)
and you could also ask the pupils this question.

Pupils could devise questionnaires to see how many are learning to play **y piano** (the piano), **y fflwt** (the flute), **y ffidil** (the violin), **y gitâr** (the guitar) or any other appropriate instrument. They could then draw graphs to explain their findings, which in turn, could be explained in Welsh:

Mae dau yn gallu / dysgu chwarae'r piano. (Two are able / learning to play the piano.)
Mae un yn gallu / dysgu chwarae'r fflwt. (Three are able / learning to play the flute.) etc.

- Pupils could also be taught to play *Greensleeves* on the recorder, and they could perform the piece during a school assembly or a group could perform as another group dances a court dance etc.
- Play the next section, where Dyfs and Izzy look for a recorder, up to the point where they go towards the red circle.

Ask one of the pupils to hide a recorder somewhere in the room, while the other pupils close their eyes:

Caewch eich llygaid. (Close (pl.) your eyes.)
Dim pipo. (No peeping.)

Ask the pupils to try to guess where the recorder is:

Ydy'r recorder yn y ...? (Is the recorder in the ...?)
Ydy'r recorder o dan y ...? (Is the recorder under the ...?)
etc.

- Play the final section, where Dyfs, Izzy and Sgrin discuss Tudor costume. Stop the DVD when Izzy decides to wear the dress.

Ask the pupils:

Pryd oedd y Tuduriaid yn byw? (When did the Tudors live?)

Rhwng un pedwar wyth pump (between 1485) **ac un chwech dim tri.** (and 1603).

Ask the pupils whether they remember what the Tudors wore:

Beth oedd y merched yn wisgo? (What did the women wear?)

Beth oedd y dynion yn wisgo? (What did the men wear?)

You could also introduce and emphasize the words **cyfoethog** (rich) and **tlawd** (poor)

Beth oedd y merched cyfoethog yn wisgo? (What did the rich women wear?)

Beth oedd y dynion tlawd yn wisgo? (What did the poor men wear?)

- Introduce the reading card entitled **Amser y Tuduriaid: Dillad.**

This reading card shows clothes which rich people from the period might have worn. Pupils should read the card and look carefully at the images. They should then discuss the questions found on the card.

They could search for information regarding the clothes poorer people / farming families used to wear at this time and design information cards similar to the reading card.

- **Cerdyn Siarad 42** (Discussion Card 42) could then be introduced:

A: Disgrifia'r ferch i dy bartner di. Paid dangos y cerdyn i dy bartner di.

(Describe the woman to your (sing.) partner. Don't show the card to your (sing.) partner.)

B: Gwranda ar A. Ydy'r ferch yn y llun yn dlawd neu'n gyfoethog? Pam?

(Listen (sing.) to A. Is the woman in the picture poor or rich? Why?)

Using the language patterns contained on the card, **Partner A** should describe the woman in the picture, while the other pupils should listen and try to work out whether she was rich or poor.

Pupils could design similar cards to portray a person from the Tudor era. They should then use vocabulary and patterns listed on **Cerdyn Siarad 42** (Discussion Card 42), together with any other patterns they may know, to describe the character and they should then ask their partner to work out whether the person is rich or poor:

Yn y llun, mae ... (In the picture, ... there is / are ...)

Mae e'n/o'n / hi'n gwisgo ... (He / She is wearing ...)

Ydy'r person yn dlawd neu'n gyfoethog? (Is the person poor or rich?)

The pupil who is listening should ask relevant questions, before answering the question:

Beth arall mae hi'n wisgo? (What else is she wearing?)

Ydy e'n/o'n / hi'n gwisgo ...? (Is he / she wearing ...?)

Pa liw ydy'r ...? (What colour is the ...?)

Mae e'n/o'n / hi'n dlawd / gyfoethog. (He / She is poor / rich.)

Mae'r person yn dlawd. (The person is poor.)

Mae'r person yn gyfoethog. (The person is rich.)

- Play the last clip – where we see Izzy and Dyfs in Tudor costume.

Ask the pupils for their opinions of the clothes:

Wyt ti'n hoffi dillad Izzy / Dyfs? (Do you (sing.) like Izzy's / Dyfs' clothes?)

Ydw. (Yes, I do.)

Ydw, dw i'n hoffi'r dillad. (Yes, I like the clothes.)

Ydw, dw i'n hoffi'r dillad achos maen nhw'n smart. (Yes, I like the clothes because they're smart.)

Ydw, dw i'n hoffi'r dillad achos maen nhw'n lliwgar – dw i'n hoffi'r ... a'r (Yes, I like the clothes because they're colourful – I like the ... and the ...)
Dw i'n hoffi'r steil / lliwiau. (I like the style / colours.)

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

Nac ydw, dw i ddim yn hoffi'r dillad. (No, I don't like the clothes.)

Nac ydw, dw i ddim yn hoffi'r dillad achos maen nhw'n ofnadwy. (No, I don't like the clothes because they're awful.)

Nac ydw, dw i ddim yn hoffi'r dillad achos dw i ddim yn hoffi'r lliwiau – dw i ddim yn hoffi'r ... a'r (No, I don't like the clothes because I don't like the colours – I don't like the ... and the ...)

Dw i ddim yn hoffi'r steil / lliwiau. (I don't like the style / colours.)

- If appropriate, you could also provide them with outline drawings of Tudor costume which they could colour, making sure that no-one else can see their work. Give them another copy of exactly the same costume and in pairs they should describe the colours to each other. As one partner describes, without showing his / her work, the other partner colours, trying to ensure that he / she chooses exactly the same colours.

Mae'r ffrog yn goch tywyll. (The dress is dark red.)

Mae'r ryff yn wyn. (The ruff is white.)

Mae'r gemwaith yn las a gwyn. (The jewellery is blue and white.)

Mae'r siaced yn wyrdd. (The jacket is green.)

etc.

Please note: There is a soft mutation after **yn** when describing except for words beginning with **ll** and **rh**.

They should compare the images at the end.

- Pupils could then design Tudor clothes, label them and write descriptions.
- At the end of the clip, ask
Ble mae Dyfs ac Izzy'n mynd? (Where are Dyfs and Izzy going?)
[Answer: **I Amser y Tuduriaid.**] (Answer: To the Tudor Period.)

Pryd oedd y Tuduriaid yn byw? (When did the Tudors live?)

[Answer: **Rhwng un pedwar wyth pump ac un chwech dim tri.**] (Between 1485 and 1603.)

Unit 5: Part 3 – Y Tuduriaid

Aims:

- To introduce aspects of the Tudor Period through the medium of Welsh
- To use the imperfect tense – **roedd** – extensively when talking about a period in the past
- To revise and use vocabulary and patterns previously introduced in meaningful contexts.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Extensive use of roedd:</p> <p>Roedd y bobl yma'n gwerthu pethau. (These people sold things.)</p> <p>Roedd y llongau'n dod â phethau dros y môr. (Ships brought things from overseas. (lit. across / over the sea))</p> <p>Roedd y bobl yn bwyta cig. (The people ate meat.)</p> <p>Roedd y bobl dlawd yn bwyta uwd. (The poor people ate porridge.)</p> <p>Beth oedd y Tuduriaid yn ...? (What did the Tudors ...?)</p> <p>Beth oedd y Tuduriaid yn fwyta? (What did the Tudors eat?)</p> <p>Roedd y Tuduriaid yn bwyta ... (The Tudors ate ...)</p>	<p>Tŷ'r Tuduriaid (the Tudor house (lit. the Tudors' house))</p> <p>wrth y môr (by the sea)</p> <p>sbeis, sbeisys (spice, spices)</p> <p>gwin (wine)</p> <p>gwerthu (to sell)</p> <p>dod â (to bring)</p> <p>halen (salt)</p> <p>y gegin (the kitchen)</p> <p>tân (fire)</p> <p>coginio (to cook)</p> <p>cig (meat)</p> <p>crochan (cauldron)</p> <p>cwrw (beer)</p> <p>yn frwnt / yn fudr (dirty)</p> <p>cwpwrdd (cupboard)</p> <p>iâr, ieir (hen, hens)</p> <p>gwlân (wool)</p> <p>sychu (to wipe)</p> <p>wal, waliau (wall, walls)</p> <p>Harri Tudur (Henry Tudor)</p> <p>crand (grand)</p> <p>teulu (family)</p> <p>gwydr (glass)</p> <p>Tuduraidd (Tudor)</p> <p>ystafell wely (bedroom)</p> <p>tapestri (tapestry)</p> <p>pren (wood, wooden)</p> <p>ceffyl pren (wooden horse)</p> <p>cwilsyn (quill)</p> <p>inc (ink)</p> <p>neges (message)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ble ydyn ni? (Where are we?)</p> <p>Dw i ddim yn gwybod. (I don't know.)</p> <p>Beth ydy hwn? (What's this?)</p> <p>Beth ydy'r rhain? (What are these?)</p> <p>Wyt ti'n barod? (Are you (sing.) ready?)</p> <p>Ydw. / Ydw, dw i'n barod. (Yes. / Yes, I'm ready.)</p> <p>Nac ydw. / Nac ydw, dw i ddim yn barod. (No. / No, I'm not ready.)</p> <p>Dim eto. (Not yet.)</p>	<p>môr (sea)</p> <p>dŵr (water)</p> <p>rhai (some)</p> <p>uwd (porridge)</p> <p>basged (basket)</p> <p>plât, platiau (plate, plates)</p> <p>cyllell, cylllyll (knife, knives)</p> <p>llwy, llwyau (spoon, spoons)</p> <p>fforc (fork)</p> <p>powlen, powlenni (bowl, bowls)</p> <p>syrpreis (surprise)</p>

<p>Beth sy ar y bwrdd / wal? (What's on the table / wall?)</p> <p>Beth am fynd i'r gegin eto? (What / How about going to the kitchen again?)</p> <p>Commands</p> <p>Edrycha ar y ... (Look at the ... (sing.))</p> <p>Past tense</p> <p>Es i i'r ... (I went to the ...)</p> <p>Other</p> <p>Bobl bach! / Mawredd mawr! / Nefi wen! (Good heavens!)</p>	<p>pen-ôl (backside)</p> <p>Ych a fi! (Ugh!)</p> <p>cofio (to remember)</p> <p>bwrdd (table)</p> <p>cadair (chair)</p> <p>dwylo (hands)</p> <p>llun (picture)</p> <p>gwely (bed)</p> <p>teganau (toys)</p> <p>cwpan (cup)</p> <p>pêl (ball)</p> <p>recorder (recorder)</p>
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Please note:

Although many new words are introduced in this part of the unit, their meaning will be quite obvious as the film will explain their meaning. Pupils will not be expected to use all these words in the activities.

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

Wyt ti'n barod?; (Are you (sing.) ready?); **Ydw.** (Yes.); **Ydw, dw i'n barod.** (Yes, I'm ready); **Nac ydw.** (No.); **Nac ydw, dw i ddim yn barod** (No, I'm not ready.); **Dim eto.** (Not yet.)

Beth ydy hwn? (What's this?); **Beth ydy'r rhain?** (What are these?)

Beth oedd y Tuduriaid yn ...? (What did the Tudors ...?) e.g.

Beth oedd y Tuduriaid yn yfed? (What did the Tudors drink?)

Beth oedd y Tuduriaid yn fwyta? (What did the Tudors eat?)

Beth oedd y Tuduriaid yn hoffi? (What did the Tudors like?)

[Also: **Beth oedd y Tuduriaid yn fwynhau?** (What did the Tudors enjoy?)]

Roedd y Tuduriaid yn ... (The Tudors ...) e.g.

Roedd y Tuduriaid yn yfed ... (The Tudors drank ...)

Roedd y Tuduriaid yn bwyta ... (The Tudors ate ...)

Roedd y Tuduriaid yn hoffi ... (The Tudors liked ...)

[Also: **Roedd y Tuduriaid yn mwynhau ...** (The Tudors enjoyed ...)]

Step-by-step suggestions:

- Explain that Dyfs and Izzy visit a Tudor house in this section. The house is located **wrth y môr** (by the sea) – in **Dinbych-y-pysgod** (Tenby). You could ask the pupils to search for this town on a map of Wales.
- Play the film entitled **Y Tuduriaid** (The Tudors) (Unit 5, Part 3) in its entirety. Explain that many of the words will be new but that the pupils should be able to understand most of them as their meaning is explained in the film.

After watching the film, ask them what they have understood.

Ask them to list some of the Welsh words they have understood.

If necessary, remind them of the various rooms:

Yn y gegin ... (In the kitchen ...)

Yn y toiled ... (In the toilet ...)

Yn yr ystafell fwyta ... (In the dining room ... – a new expression, possibly)

Yn yr ystafell wely ... (In the bedroom ...)

- Replay the beginning, where Dyfs and Izzy land, go into the house and discuss the contents of the first room.

Draw the pupils' attention to the facts that have been given so far:

Dyma Dŷ'r Tuduriaid. (This is the Tudor house.)
Mae'r tŷ wrth y môr. (The house is by the sea.)
Roedd llongau ar y môr yn cario pethau i Gymru. (Ships on the sea carried things to Wales.)
Pa bethau? Gwin a sbeisys. (What things? Wine and spices.)

- Move on to the next section and emphasize the words **y gegin** (the kitchen). Play the section that features the kitchen.

Draw attention to the key words:

tân (fire)
coginio (to cook)
cig (meat)
cwrw (beer)
llysiau (vegetables)
uwd (porridge)
cwpwrdd (cupboard)
basged (basket)
ieir (hens)

Ask the pupils whether they know the Welsh words for items they have seen on the film, e.g.

bwrdd (table)
plât (plate)
powlen / powlenni (bowl, bowls)
llwyau (spoons)
perlysiau (herbs)
fffenest (window)
 etc.

Stop the film and ask the pupils to write a list of what was to be found in the Tudor kitchen.

Pupils could then compare their kitchen to this kitchen, e.g.

<p>Y Tuduriaid: Yn y gegin (The Tudors: In the kitchen)</p> <p>tân (fire) bwrdd (table) cwpwrdd (cupboard)</p>	<p>Ni: Yn y gegin (Us: In the kitchen)</p> <p>stôf / popty (oven) 10 cwpwrdd (10 cupboards) sinc (sink) tap (tap)</p>
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However, before undertaking this work, relevant vocabulary will need to be introduced / revised. Where necessary, pupils could use English words in their grid.

Remind the pupils that Dyfs made **uwd** in Unit 4. If pupils did not make porridge in that unit, they could make it now, using the recipe on the reading sheet entitled **Uwd**.

- A typical Tudor breakfast is described in this section.

Pupils could then compare what they eat for breakfast with what the Tudors ate for breakfast. This would provide a good opportunity to show the difference between the present and imperfect (past) tenses, e.g.

Amser y Tuduriaid: Brecwast (The Tudor Era: Breakfast)
Roedd y Tuduriaid yn bwyta ... (The Tudors ate ...)

Heddiw: Brecwast (Today: Breakfast)
Dw i'n bwyta ... (I eat ...)

- Pupils could also undertake research to find out what the Tudors ate at other mealtimes.

They could then design attractive menus, which could be used in role-play situations.

Pupils could also make a Tudor meal, using Welsh patterns to describe what they are doing, e.g.

Dw i'n ... (I ...)

Rhaid ... (Must ...)

Beth wyt ti'n ddefnyddio? (What do you (sing.) use?)

Dw i'n defnyddio ... (I use ...)

The meal could be shared, e.g.

Wyt ti eisiau ...? (Do you (sing.) want ...?)

Ydych chi eisiau ...? (Do you (pl.) want ...?)

Pupils could express opinions about the food:

Blasus. (Tasty. / Delicious.)

Blasus iawn. (Very tasty.)

Mae'n flasus iawn. (It's very tasty.)

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!)

Mae angen mwy o ... (It needs more ...)

Mae angen llai o ... (It needs less ...)

- Play the next section, where Izzy shows Dyfs the toilet and pause the film when she has thrown water down through the channel in the wall.
- Pupils could draw images to depict the Tudor toilet and a modern toilet and write simply beneath the images, e.g.
Dyma doiled y Tuduriaid.
Roedd y Tuduriaid yn defnyddio gwllân i sychu pen-ôl. Bobl bach!

Dyma doiled heddiw.

Rydyn ni'n / Dw i'n defnyddio papur toiled i sychu pen-ôl.

- Play the next clip, which shows the dining tables and pause when the characters refer to the picture on the wall, before they go upstairs.

Please note: This section has been filmed in the Tudor Merchant's house. The servants would dine with the family – at the same time, in the same place, eating the same food, but using dishes, cutlery and tablecloths that were not as fine as those used by the merchant and his family. In addition, the family felt a duty to feed poorer people who called, and these would sit with the servants at the trestle table.

- Pupils could compare the places set for the family and for the servants / poorer people settings – either in Welsh or English as appropriate.
- Pupils could also design an invitation to come to a banquet at the Tudor Merchant's House. This would entail searching for information about the food that would be served at such an event and what entertainment would be provided, e.g. dancing, singing etc.

Ydych chi eisiau dod i gael cinio gyda ni?

Pryd:

Ble:

Beth:

Bwydlen:

Atebwch os gwelwch yn dda:

Ydw, dw i'n gallu dod.

Nac ydw, dw i ddim yn gallu dod, mae'n ddrwg gen i.

Nac ydw, dw i ddim yn gallu dod, mae'n flin 'da fi.

- Pupils could give their invitations to other members of the class who could ask for further clarification or confirmation, e.g.

A: **Dyma ti – gwahoddiad i ginio.** (Here you are – an invitation to dinner.)

B: **Pryd mae'r cinio?** (When's the dinner?)

A: *(Date)*

B: **Ble mae'r cinio?** (Where's the dinner?)

A: *(Venue)*

B: **Beth sy'n digwydd?** (What's happening?)

A: *(Entertainment)*

B: **Beth sy ar y fwydlen?** (What's on the menu?)

A: *(Details regarding the menu)*

Wyt ti eisiau dod? (Do you want to come?) / **Wyt ti'n gallu dod?** (Can you come?)

Partner B could explain that he / she does not know yet whether he / she can attend:

Dw i ddim yn gwybod. (I don't know.)

After further consideration, he /she could then write a letter to accept / refuse the invitation:

(Address)

(Date)

Annwyl ... (Dear ...)

Diolch am y gwahoddiad i'r cinio yn ... ar ...
(Thank you for the invitation to the dinner in ... on ...)

Dw i'n gallu dod. (I can come.)

Dw i'n edrych ymlaen. (I'm looking forward.)

Cofion (Best wishes. lit. Memories)

(Name)

(Address)

(Date)

Annwyl ... (Dear ...)

Diolch am y gwahoddiad i'r cinio yn ... ar ...
(Thank you for the invitation to the dinner in ... on ...)

Dw i ddim yn gallu dod, (I cannot come.) **mae'n ddrwg gen i / mae'r flin 'da fi** (I'm sorry).

Cofion (Best wishes. lit. Memories)

(Name)

- Draw attention to the image on the wall and discuss it, e.g.
Beth ydy hwn? (What's this?)

Ble mae'r llong? (Where's the ship)
Beth sy'n digwydd? (What's happening?)

Ydych chi'n hoffi'r llun? (Do you (pl.) like the picture?)

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

Pam? (Why?)

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 mae'r bobl yn ddiddorol. (I like the picture because the people are interesting.)

Dw i ddim yn hoffi'r llun achos dw i ddim yn hoffi'r lliwiau. (I don't like the picture because I don't like the colours.)

- Play the next section, where Dyfs and Izzy visit the bedroom.

Ask the pupils to list what they see in the bedroom.

- They could then compare their own bedroom with that in the Tudor Merchant's House. However, relevant words should be introduced / revised, e.g.

gwely (bed)

cwpwrdd (cupboard)

cadair (chair)

bwrdd (table)

desg (desk)

carped (carpet)

mat (mat)

teganau (toys)

tapestri (tapestry)

llun (picture)

Many of these words will be familiar to the pupils as they may have learnt them in different contexts. They now need to transfer these words to this context.

Ask the pupils to draw a grid and to compare both bedrooms, e.g.

Y Tuduriaid – yr ystafell wely	Fy ystafell wely
Dim carped	Carped

They could then write sentences or short paragraphs to record how the rooms are **yn debyg** (similar) or **yn wahanol** (different), e.g.

Yn debyg: (Similar)

Yn ystafell wely'r Tuduriaid, roedd ... ac yn fy ystafell wely i, mae ... hefyd. In the Tudors' bedroom, there was / were ... and in my bedroom, there is / are ... also.)

Roedd y Tuduriaid yn ... a dw i'n ... hefyd. (The Tudors used to ... and I ... too.)

Yn wahanol: (Different)

Yn ystafell wely'r Tuduriaid, roedd ... ond yn fy ystafell wely i, mae ...

(In the Tudors' bedroom, there was / were ... but in my bedroom there is / are ...)

Roedd y Tuduriaid yn ... ond dw i'n ...

(The Tudors used to ... but I ...)

- Play the remainder of the film, where Dyfs and Izzy focus on the toys and then eventually leave the Tudor House.

Draw attention to the word **pren** (wooden).

Replay the section and concentrate on the toys:

ceffyl pren (wooden horse)

cwpan a phêl (cup and ball)

ratl (rattle)

Pupils could then make similar toys and these could be used to play simple games, such as hobby horse races etc. This would provide an opportunity to revise:

yn gynta ... (first)

yn ail ... (second)

yn drydydd ... (third)

- They could also make quills and parchment and try to write using quills and ink, e.g. they could write Dyfs and Izzy a simple note, similar to the note seen on the film.

To make parchment through the medium of Welsh, follow these instructions.

Rhaid cael: (Must have:)

te oer (cold tea)

papur gwyn (white paper)

powlen (a bowl (i.e. a large flat dish for the purpose of this exercise))

Rhaid torri'r papur. (You must cut the paper, i.e. rip around the edges)

Rhaid sgrwnsio'r papur. (You must crumple the paper i.e. into a ball.)

Rhaid agor y papur. (You must open out the paper.)

Rhaid rhoi'r papur yn y bowlen. (You must put the paper in the bowl).

Rhaid rhoi te dros y papur. (You must pour tea over the paper.)

Rhaid aros – pum munud. (You must wait – five minutes.)

Rhaid rhoi'r te yn y sinc. (You must put the tea in the sink, i.e. you must pour the tea into the sink.)

Rhaid sychu'r papur. (You must dry the paper, e.g. hang it up / place it somewhere to dry)

Dyna ni! (There we are!)

They could then write messages on the parchment, roll up the parchment and tie it with ribbon:

Rhaid clymu'r neges gyda rhuban. (Must tie the message with ribbon.)

These could be opened and read aloud at a later date.

- **Cerdyn Siarad 43** (Discussion Card 43) could be used to revise the content of this part of the unit:

Siaradwch am y Tuduriaid. Rhaid i chi ddweud 5 peth.

(Talk about the Tudors. You must say 5 things.)

- The book entitled **Tŷ'r Tuduriaid** (The Tudors' House) should then be introduced, as it summarizes much of the content of the unit. Additional activities are suggested at the back of the book.

Unit 5: Part 4 – Teithio

Aims:

- To continue with the use of the imperfect tense – **roedd** - when talking about a period in the past
- To learn more about the Tudor period, i.e. the dangers of travelling by road during the period
- To perform a play through the medium of Welsh
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
<p>Ble oedd y tŷ? (Where was the house?) Wrth y môr. (Near the sea.) Beth am hwn? (What / How about this?) Na, dw i ddim y meddwl. (No, I don't think so.) Mae dwyn yn ofnadwy. (Stealing is awful.) Unwaith eto. (Once again.) Beth am drïo unwaith eto? (What / How about trying once again?)</p> <p>Roedd: Roedd y Tuduriaid yn hoffi teithio dros y môr. (The Tudors liked travelling across the sea.) Roedd teithio yng Nghymru'n beryglus iawn. (Travelling in Wales was very dangerous.) Roedd llawer o ladron pen-ffordd. (There were many highwaymen.) Roedd y Tuduriaid yn hoffi actio. (The Tudors liked acting.) Pwy oedd Twm Siôn Cati? (Who was Twm Siôn Cati?)</p> <p>Roedden nhw'n ...: Roedden nhw'n hoffi'r ... (They liked ...) Roedden nhw'n chwarae ... (They played ...) Roedden nhw'n gwisgo ... (They wore ...)</p>	<p>peryglus (dangerous) yn beryglus iawn (very dangerous) lleidr pen-ffordd (highwayman) lladron pen-ffordd (highwaymen) mwigwd (mask) clogyn (cloak) actio (to act) drama (drama) dyn neis (a nice man) dyn cas (a nasty man)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers: Ble mae'r recorder? (Where's the recorder?) Beth ydy'r neges? (What's the message?) Beth am chwarae'r recorder / triongl? (What / How about playing the recorder / triangle?) Ydych chi'n barod? (Are you (pl.) ready?) Ydyn. (Yes (we are).) / Nac ydyn. (No (we're not).) Wyt ti'n barod? (Are you (sing.) ready?) Ydw. (Yes, I am.) / Nac ydw. (No, I'm not.) Beth am hwn? (What / How about this?) Gwych! (Great!); Na, dw i ddim yn meddwl. (No, I don't think so.) Fel hyn? (Like this?) Ga i weld y ...? (May I see the ...?) Cei. (Yes (you (sing.) may).) / Na chei. (No (you (sing.) may not).)</p> <p>Commands: Esgusodwch fi. (Excuse me.)</p>	<p>wrth y (near the) anhygoel (incredible) neges (message) dillad (clothes) miwsig (music) tŷ (house) het (hat) traed (feet) coesau (legs) cyfoethog (rich) y Tuduriaid (the Tudors) un funud / un munud (one minute) arian / pres (money) smart (smart) gemwaith (jewellery)</p>

Chwilia am y ... (Look (sing.) for the ...) Chwiliwch am y ... (Look (pl.) for the ...) Stopiwch. (Stop. (pl.)) Rhaid tacluso. (Must tidy up.) Other: Es i i ... (I went to ...) Roedd e'n / o'n ... (It was ...) Roedd llongau'n cario pethau i Gymru. (Ships carried things to Wales.) Dyma'r neges. (Here's the message.) Dyma ni. (Here we are.)	
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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.

Anhygoel! (Incredible!)

Ffantastig! (Fantastic!)

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

Beth am chwarae'r recorder / triongi? (What / How about playing the recorder / triangle?);

Syniad da! (Good idea!)

Ydych chi'n barod? (Are you (pl.) ready?); **Ydyn.** (Yes, we are.); **Nac ydyn.** (No, we're not.); **Wyt**

ti'n barod? (Are you (sing.) ready?); **Ydw.** (Yes, I am.); **Nac ydw.** (No, I'm not.)

Chwilia am y ... (Look (sing.) for the ...); **Chwiliwch am y ...** (Look (pl.) for the ...)

Beth am hwn? (What / How about this?); **Gwych!** (Great!); **Na, dw i ddim yn meddwl.** (No, I don't think so.)

Fel hyn? (Like this?)

Stopiwch. (Stop. (pl.)); **Stopiwch os gwelwch yn dda.** (Please stop. (pl.))

Unwaith eto. (Once again)

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

Step-by-step suggestions:

- Play the film entitled **Teithio** (Travelling) (Unit 5, Part 4). Focus on the beginning, up to the point where Izzy leaves.

In order to revise work previously undertaken, pupils could evaluate the music or Dyfs and Izzy's performance:

Wyt ti'n hoffi'r miwsig? (Do you (sing.) like the music?)

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

Pam? (Why?)

Mae Dyfs ac Izzy'n dda iawn. (Dyfs and Izzy are very good.)

Mae Dyfs ac Izzy'n chwarae'n dda / araf / gyflym. (Dyfs and Izzy play well / slowly / quickly.)

Mae'r miwsig yn gryf / dawel / araf / gyflym. (The music is loud / soft / slow / fast.)

Maen nhw'n ardderchog / ffantastig / wych. (They're excellent / fantastic / great.)

- Ask them for Dyfs and Izzy's opinions of the Tudors:
Dw i'n hoffi miwsig y Tuduriaid. (I like Tudor music.)
Dw i'n hoffi dillad y Tuduriaid. (I like Tudor clothes.)
Dw i'n hoffi Tŷ'r Tuduriaid. (I like the Tudor House.)

Roedd e'n ffantastig. (It (the house) was fantastic.)

Roedd e'n anhygoel. (It (the house) was incredible.)

If appropriate, you could then ask the pupils to expand on Dyfs' and Izzy's comments, e.g.

Siaradwch am y miwsig. (Talk about the music.)

Roedd y Tuduriaid yn hoffi'r recorder / chwarae'r recorder. (The Tudors liked the recorder / played the recorder.)

Roedden nhw'n chwarae'r recorder. (They played the recorder.)

Siaradwch am y dillad. (Talk about the clothes.)
Roedd y Tuduriaid yn gwisgo ... (The Tudors wore ...)
Roedden nhw'n gwisgo ... (They wore ...)

Siaradwch am y tŷ. (Talk about the house.)
Roedd cegin yn y tŷ. (There was a kitchen in the house.)
Roedd ... yn y gegin. (There was / were ... in the kitchen.)
Roedd y bobl yn coginio yn y gegin. (The people cooked in the kitchen.)
etc.

You could ask different teams to compete against each other, e.g. you could give them 2 minutes to prepare what they are going to say and then, after they have spoken, award marks based on what they have said.

- Before you play the next section, explain that travelling was difficult during the Tudor period. Indeed, it was **peryglus** (dangerous). Ask them to imagine what the dangers were.

Introduce the following words:

peryglus / yn beryglus (dangerous)
lleidr pen-ffordd, lladron pen-ffordd (highwayman, highwaymen)
cleddyf (sword)
dwyn (to steal)
arian / pres (money)
gemwaith (jewellery)

- Play the next section, where Dyfs looks for a highwayman's outfit – up to the point where he hides. As he suggests various items – **Beth am hwn?** (What about this?) – ask the pupils to respond by saying one of the following:
Gwych! (Great!)
Syniad da! (Good idea!)
Na, dw i ddim yn meddwl. (No, I don't think so.)
Pause the DVD if necessary. This would also provide an opportunity to discuss the clothing, e.g.
Pa liw? (What colour?)
Pa faint? (What size?)
Beth ydy hwn? (What's this?)
etc.

- They could then draw an image of a highwayman and label the clothes. They could give this highwayman a name and a new identity and speak / write about him, e.g.
Deio ydw i. (I'm Deio.)
Dw i'n byw yn ... (I live in ...)
Dw i'n lleidr pen-ffordd. / Lleidr pen-ffordd ydw i. (I'm a highwayman.)
Dw i'n gwisgo ... (I wear ... / I'm wearing ...)
Dw i'n cario ... (I carry ... / I'm carrying ...)
Dw i'n cuddio (tu ôl i'r ...) (I hide (behind the) ...)
Dw i'n neidio allan ar bobl. (I jump out on people.)
Dw i'n dwyn ... (I steal ...)
Dw i'n hoffi ... (I like ...)

Please note: Most of these words have been introduced before. Here, they have been transferred to a different situation. Pupils may also be able to transfer other words and language patterns they know to this context.

- **Cerdyn Siarad 44** (Discussion Card 44) could then be introduced.
A: Lleidr pen-ffordd wyt ti. (You're a highwayman.)
B: Gofynna gwestiynau i dy bartner di. (Ask your partner some questions.)

Using the patterns listed on the card, and any other patterns they may know, pupils should then find out about each other's new identity.

They could then introduce each other to the group:

Dyma ... (This is ...)

Mae e'n / o'n / hi'n byw yn ... (He / she lives in ...)
etc.

- Play the next section, where Izzy enters – up to the point where she leaves again. Draw attention to the word **actio** (to act).

Ask the pupils:

Wyt ti'n hoffi actio? (Do you (sing.) like acting?)

Ydych chi'n hoffi actio? (Do you (pl.) like acting?)

Wyt ti eisiau actio? (Do you (sing.) want to act?)

Ydych chi eisiau actio? (Do you (pl.) want to act?)

Wyt ti eisiau actio lleidr pen-ffordd? (Do you (sing.) want to act a highwayman?)

Ydych chi eisiau actio lleidr pen-ffordd? (Do you (pl.) want to act a highwayman?)

Tell them that they are going to act out a situation where a highwayman pounces on a person and steals his / her money and jewellery. In groups, ask them to think of words and expressions they could use if they were the highwayman. Here are some possibilities:

Stopiwch. (Stop (pl.))

Stopiwch. Dw i eisiau pres / arian. (Stop (pl.). I want money.)

Dw i eisiau pres rŵan / arian nawr! (I want money now!)

A dw i eisiau'r gemwaith hefyd. (And I want the jewellery too.)

Dw i eisiau'r gemwaith rŵan / nawr! (I want the jewellery now!)

Ha, ha, ha! Dw i'n hoffi pres / arian. Dw i'n hoffi gemwaith. Dw i'n lleidr pen-ffordd.
(Ha! Ha! Ha! I like money. I like jewellery. I'm a highwayman.)

Now ask them to list the patterns a traveller would use if he / she was attacked by a highwayman. Here are some possibilities:

O, bobl bach! O, mawredd mawr! O, nefi bliw! O, nefi wen! (Oh, dear!)

O, na ... na ... na ... (Oh, no ... no ... no ...)

O, diar! O, diar! (Oh, dear! Oh, dear!)

Pwy ydych chi? (Who are you?)

Beth ydych chi eisiau? (What do you want?)

O, iawn – dyma chi. (Oh, ok - here you are.)

Ewch o `ma! (Go away!)

- In the next section of film, Dyfs rehearses his role as a highwayman and the characters act. You could either play the whole section – up to the point where Dyfs says: **“Ha! Ha! Ha! Dw i'n hoffi pres. Dw i'n hoffi gemwaith. Dw i'n lleidr pen-ffordd.”** (“Ha! Ha! Ha! I like money. I like jewellery. I'm a highwayman.”) or you could stop after each attempt at acting, i.e. the characters act the situation three times as there is a problem with the first two attempts:

- The first time, Dyfs is too 'nice' – he gives up and does not steal the money and the jewellery.

- The second time he is alarmed because Izzy has fainted.

If you stop after each attempt, you could ask the pupils:

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

As the characters act, compare the patterns the pupils previously listed with the ones on the film.

- In groups, ask the pupils to role-play a situation where a traveller / travellers are attacked by a highwayman / highwaymen.

You could introduce **Cerdyn Siarad 45** (Discussion Card 45) which could provide assistance to those who are unsure of the patterns:

A: Rwyd ti'n teithio ar hyd y ffordd. (You're travelling along the road.)

B: Rwyd ti'n lleidr pen-ffordd. (You're a highwayman.)

Siaradwch. (Speak.)

- You could also use this section to revise /reinforce the use of speech marks. You could write a short piece and ask the pupils to include speech marks as appropriate, e.g.

Mae Elizabeth yn cerdded ar hyd y ffordd. Yn sydyn, mae lleidr pen-ffordd yn neidio allan ac mae e'n / o'n gweiddi Stopiwch. Dw i eisiau arian.

Mae Elizabeth yn teimlo'n ofnus ac mae hi'n gweiddi O, bobl bach! Mae'r lleidr pen-ffordd yn dweud Dw i eisiau arian a dw i eisiau gemwaith hefyd.

Mae Elizabeth yn dweud O, iawn – dyma chi. Dw i ddim yn hoffi lladron pen-ffordd.

(Elizabeth is walking along the road. Suddenly, a highwayman jumps out and he shouts Stop. I want money.

Elizabeth feels frightened and she shouts Oh, good heavens!

The highwayman says I want money and I want jewellery too.

Elizabeth says Oh, fine – here you are. I don't like highwaymen.)

- Play the section of film where Sgrin refers to Twm Siôn Cati – before the clip showing the pupils acting the play. Stop the film when Sgrin says **Edrychwch** (Look).

Please note: Twm Siôn Cati was a Welsh highwayman who lived during the sixteenth century. He was reputed to be a kind highwayman, stealing from the rich, giving to the poor.

Make sure that the pupils understand who Twm Siôn Cati was:

Pwy oedd Twm Siôn Cati? (Who was Twm Siôn Cati?)

Lleidr pen-ffordd. (A highwayman.)

Ble? (Where?)

Yng Nghymru. (In Wales.)

Pryd? (When?)

Yn Amser y Tuduriaid. (In the Tudor period.)

Oedd e'n neis neu oedd e'n gas? (Was he nice or was he nasty?) (You will need to explain the meaning of **yn gas** – nasty.)

Roedd e'n neis. (He was nice.)

- Explain that the pupils are going to watch other pupils performing a play about Twm Siôn Cati, but before doing so they are going to read the play. Tell the pupils:
Rydyn ni'n mynd i ddarllen drama.

- Introduce the book entitled **Twm Siôn Cati**. Explain that this is a **drama** (play). Draw attention to the following words:
cymeriad, cymeriadau (character, characters) (previously introduced in Unit 4 in relation to World Book Day)
golygfa (scene)

Draw attention to the dialogue and to the fact that the background is described at the beginning of each scene – in italic print.

Ask individual pupils within groups to read different parts. You could do this in sections – they could read a section and then act out that situation.

Then, work towards learning and performing the whole play as a class. Choose individual pupils to play different roles, ensuring that everyone has a part to play. They could make a story board or story map to help them learn the play. They could then perform the play during a school assembly, concert or show etc.

As they prepare for their performance, they could gather appropriate clothing, design and make appropriate props, a suitable backdrop, etc.

They could also undertake a variety of activities in relation to the play, e.g. they could design and make a collage to depict different scenes from the play or puppets, e.g. finger puppets / stick puppets to depict the characters, which could then be used in role-play activities.

They could also design and make a WANTED poster either for Twm Siôn Cati or for Dafydd Ddu. This would be a good opportunity to revise parts of the body / hair colour etc. e.g.

<p>YN EISIAU ...</p> <p><i>(Image of highwayman, as described)</i></p> <p>Gwallt – du / brown / llwyd (grey) / golau (light) / tywyll (dark) Clustiau – mawr / bach Llygaid – brown / glas / gwyrdd Trwyn – mawr / bach / smotiog (spotty) Ceg – fawr / fach Wyneb – smotiog / hardd (beautiful) / doniol (funny) / hyll (ugly)</p> <p>Dillad: mwgwd du, het ddu, clogyn du</p> <p>Gwobr: £50</p>

- After the pupils have learnt and performed the play, play the clip which shows a group of pupils acting the play and compare the pupils' performance with that of the pupils on screen.
- Ask the pupils for their opinions of the play:
Ydych chi'n hoffi'r ddrama? (Do you (pl.) like the play?)
Wyt ti'n hoffi'r ddrama? (Do you (sing.) like the play?)
Ydw. (Yes.)
Pam? (Why?)
Dw i'n hoffi'r ddrama achos dw i'n hoffi'r stori / lleidr pen-ffordd. (I like the play because I like the story / the highwayman.)
Dw i'n hoffi'r ddrama achos dw i'n hoffi Twm. (I like the play because I like Twm.)
Mae'r plant yn wych. (The children are great.)

Nac ydw. (No.)
Pam? (Why?)
Dw i ddim yn hoffi'r ddrama achos dw i ddim yn hoffi'r stori / lleidr pen-ffordd. (I don't like the play because I don't like the story / the highwayman.)
Dw i ddim yn hoffi'r ddrama achos dw i ddim yn hoffi Twm. (I don't like the play because I don't like Twm.)
Dw i ddim yn hoffi'r ddrama achos mae'n ddiflas iawn. (I don't like the play because it's very boring.)

Please note: Pupils will have expressed opinions about the DVD and various books / stories in previous units. Here, they are transferring the language patterns to talk about a play – **drama / y ddrama**.
- Pupils could search on the internet for other stories associated with Twm Siôn Cati, which they could tell other members of the group – in Welsh or English as appropriate. If appropriate, they could write a short play based on one of these tales.
- On the film, Dyfs states that:
... mae dwyn pres yn ofnadwy. (... stealing money is awful.)
a message echoed by Izzy:
Ydy, mae dwyn yn ofnadwy ... (Yes, stealing is awful)
- Assuming their new identity as a highwayman again, or assuming the identity of Twm Siôn Cati, pupils could write a letter apologising for stealing money, e.g.

	Tŷ'r Lleidr pen-ffordd Y Goedwig Powys Cymru
	Mehefin ...
Annwyl ...,	
... ydw i a dw i'n byw yn ... Dw i'n lleidr pen-ffordd / Lleidr pen-ffordd ydw i.	
Mae'n ddrwg gen i am ddwyn yr arian / y pres / y gemwaith. Mae'n flin 'da fi am ddwyn yr arian / y gemwaith.	
Mae dwyn yn ofnadwy, dw i'n gwybod rŵan / nawr.	
Hwyl fawr,	
.....	

	Highwayman's House The woods Powys Wales
	June ...
Dear ...,	
I'm ... and I live in ... I'm a highwayman.	
I'm sorry for stealing the money / jewellery.	
Stealing is awful, I know now.	
Bye,	
.....	

- You could play relevant sections of the DVD again and use the content to introduce other topics associated with the Tudors, e.g.
 - the references to travel at the beginning could lead to further work relating to travel during the Tudor period, in particular the voyages of discovery
 - the play could lead to a discussion of Tudor pastimes, and in particular their fondness for attending plays. This could lead on to work related to Shakespeare.
 - pupils could read the English poem **The Highwayman** (Alfred Noyes) and undertake a range of activities associated with it.

Unit 5: Part 5 – Ydych chi'n cofio?

Aim:

- To revise and use in meaningful contexts vocabulary and patterns previously introduced

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Sut wyt ti'n teimlo? (How do you feel?) Dw i'n teimlo'n ... (I feel ...) Commands Stopiwch. (Stop. (pl.)) Edrychwch. (Look. (pl.)) Gwrandewch. (Listen. (pl.)) Other Bobl bach! Mawredd mawr! (Good heavens!)	yn araf (slowly) yn gyflym (quickly) yn dawel (softly) yn gryf (loudly) arian / pres (money) gemwaith (jewellery) hen (old) modern (modern)

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 ... os gwelwch yn dda? (May I have ... please?) **Cei.** (Yes, you (sing.) may.) / **Na chei.** (No, you (sing.) may not.); **Cewch.** (Yes, you (pl.) may.) / **Na chewch.** (No, you (pl.) may not.)

Sut wyt ti'n teimlo? (How do you (sing.) feel?); **Dw i'n teimlo'n ...** (I feel ...)

Dyma ni. (Here we are.)

Dyma'r ... (Here is / are the ...)

Pardwn? (Pardon?)

Stopiwch. (Stop (pl.))

Sawl ...? (How many ...?)

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

Step-by-step suggestions:

- Explain that the purpose of this part of the DVD is to revise.
- Show the film entitled **Ydych chi'n cofio?** (Do you remember?) (Unit 5, Part 5) in stages, as suggested below.

Section 1

- Focus on the first section **Yn araf neu yn gyflym?** (Slowly or quickly?). Pupils should say **yn araf** or **yn gyflym** as appropriate.

Section 2

- Play the second section, **Yn dawel neu yn gryf?** (Quietly or strongly / loudly?) Pupils should say **yn dawel** or **yn gryf** as appropriate.

Section 3

- Play the next section, where Dyfs and Izzy mime different feelings. Pupils should describe how they are feeling.

You could draw attention to the music that is played in the background which also conveys the different feelings.

- Pupils could then design questionnaires to find out how members of the class are feeling:

Sut wyt ti'n teimlo? (How do you (sing.) feel?)

Wyt ti'n ...? (Are you (sing.) ...?)

hapus (happy)

drist (sad)

ofnus (frightened / afraid)

Wyt ti wedi blino? (Are you tired?)

The information could be presented in the form of a graph which could then be explained:

Mae pump yn teimlo'n hapus. (Five feel happy.)

Does neb wedi blino. (No-one is tired.)

Section 4

In this section, pupils are given an opportunity to watch once again a clip from Part 4.

The second time it is shown, question marks appear on screen as the film is paused and pupils should try to remember the missing words.

Section 5

- Play the fifth section, **Modern neu hen?** Pupils should say **modern** or **hen** as appropriate, as different items are shown.
- The reading book, **Ddoe a Heddiw** (Yesterday and Today) should then be introduced.

Pupils should be encouraged to read the information, to look closely at the images and to answer the questions orally. Then, they could then write a piece to show the differences between life today and life in Tudor times, e.g.

Yn Amser y Tuduriaid, roedd pobl yn ... Heddiw, dw i'n ... / rydyn ni'n ... (In the Tudor period, people ... Today, I ... / we ...)

Yn Amser y Tuduriaid, roedd ... yn y cartref. (In the Tudor period, there was/were ... in the home.)

Heddiw, mae ... yn y cartref. (Today, there is / are ... in the home.)

However, you will need to ensure that pupils have the necessary vocabulary to be able to do this work. You could show them that they can recycle words they have used in other contexts to undertake this work, e.g.

teledu (television)

desg (desk)

bwrdd (table)

cadair (chair)

cwprdd (cupboard)

soffa (sofa)

gwely (bed)

etc.

Section 6

There have been numerous references throughout the unit to the fact that the merchant who lived in the Tudor Merchant House sold goods such as wine and spices. **Cerdyn Siarad 46** provides an opportunity to revise selling and buying in a shop situation, using money, giving change etc.

- Introduce **Cerdyn Siarad 46** (Discussion Card 46).
A: **Rwyt ti mewn siop. Rwyt ti eisiau prynu sawl peth.** (You're in a shop. You want to buy several things.)
B: **Ti ydy'r siopwr.** (You are the shopkeeper.)

Using the patterns listed on the card and any other vocabulary and language patterns they may know pupils should role-play the situation.

UNIT 6

The work in this unit focuses on teaching Welsh as a second language. However, the curriculum and other related areas have also been targeted. Examples of cross-curricular elements are provided below, but for more details, please refer to the relevant Programmes of Study and frameworks.

Welsh Second Language

Pupils are given the opportunity to listen to a variety of people speaking Welsh and are made aware of some linguistic variations, e.g. **nawr** (now – South Wales), **rŵan** (now – North Wales), **roedd e'n** (he was – South Wales), **roedd o'n** (he was – North Wales).

They are encouraged to respond appropriately in a variety of circumstances, including hot-seating activities, to convey personal and imaginative experiences and to role-play situations, e.g. at a party in Cantre'r Gwaelod. There are opportunities to express opinions, e.g. about the DVD and food they dislike and to convey factual information in relation to Aberystwyth.

There are opportunities to view and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **cywir** (correct) and some of which could be **anghywir** (incorrect). They would then be asked to listen to the film carefully in order to spot the inaccuracies and correct them.

Pupils are also encouraged to listen carefully as Dyfs plans his route around Aberystwyth so that they can follow this route on a map.

Grids could be provided based on specific clips of film and pupils could be asked to fill in the necessary information (please see Part 5). Pupils could also listen to specific sections and ask and answer questions based on those sections, possibly in quiz activities. They could also write short passages to describe what is happening on the film or to re-tell or amend the story.

Pupils are encouraged to respond to the reading materials that have been written to accompany the unit, i.e. a Welsh legend, a scrapbook looking back over Dyfs' and Izzy's experiences in the Pod-antur Cymraeg, some promotional material and a poem. Various activities are included at the back of each book and other activities are suggested in these guidelines. There are opportunities to read aloud also, e.g. a message in a bottle, a poem.

There are opportunities to write "for a variety of purposes" as pupils are given opportunities to write a weather bulletin, lists, an invitation, an interpretation of a graph, questions for a quiz, a poem about horrible food, a factual piece about the area, entries in a scrapbook, an extended piece of personal writing. They are also encouraged to write a story.

Pupils are encouraged to write in different forms, using language that is appropriate to those forms, e.g. a poem, a letter, a comic strip and an-email. They are asked to discuss literary techniques associated with a persuasive style of writing (e.g. rhetorical questions, command forms, the use of adjectives and adverbs) and to use these techniques as they write materials to promote the area.

Science

In Part 1, the Welsh legend about Cantre'r Gwaelod, a legendary land beneath the sea in Cardigan Bay, is introduced. This could lead to a study of beaches / sea life and, possibly, a visit to the seaside. This would allow pupils to compare their local environment with a beach environment.

Mathematics

There are opportunities to add sums of money in Welsh and to give change. Pupils could also design and use questionnaires and draw and interpret graphs.

There are opportunities to add / multiply the score in a quiz activity in Part 2.

2-D shapes are revised in this unit and the Welsh words for 3-D shapes are introduced.

Art and design

Pupils could make a collage to depict Cantre'r Gwaelod or they could work collectively to create a mural / backdrop for their performance of the story. They could also draw suitable images to include in a comic-strip and in a scrapbook. Pupils should also be given the opportunity to evaluate their own work along with that of their fellow pupils.

Specific vocabulary and language patterns that can be used whilst undertaking art work are to be found in the document entitled **P-aC₂ Language Patterns**.

Design and technology

Pupils could design and make mobiles or models of creatures that are to be found in the sea. They could design and make a model of Cantre'r Gwaelod, using materials of their choice and could also make puppets, which could then be used in role-play.

Pupils should be encouraged to use Welsh as they undertake this work and as they evaluate their own and fellow pupils' work, and relevant language patterns are provided in the document entitled **P-aC₂ Language Patterns**.

Pupils could also design and make colourful scrapbooks with striking covers.

Physical education

Pupils could compose a dance to convey different scenes associated with the tale of Cantre'r Gwaelod.

Music

Pupils could listen to and appraise *The Hebrides Overture (Fingal's Cave)*, by Mendelssohn, before they themselves compose a piece of music to convey the sea in the tale of Cantre'r Gwaelod. At the beginning, the music could be:

yn dawel (quiet)

yn araf (slow)

but it could become:

yn gryf (strong)

yn gyflym (fast)

as it approaches and engulfs Cantre'r Gwaelod. The music could be quiet and slow at the end again, after the country has been drowned. Bells could be used at the end of the piece to convey the church bells from beneath the waves that are rumoured to ring at times.

Pupils could also listen to and then sing the Welsh folk song **Clychau Aberdyfi** (The Bells of Aberdovey).

Geography

The weather is discussed in this unit. Further work could be undertaken if appropriate and the following books, in the *Dysgu Difyr* series, could be introduced:

O, mae'n oer!

O, mae'n boeth!

O, mae'n sych!

O, mae'n wlyb!

O, mae'n wyntog!

O, mae'n stormus!

(Non ap Emlyn, Awen, 2009; Atebol 2011)

Pupils could look at weather websites and create a weather bulletin.

The points of the compass are revised and the location of Aberystwyth and Newtown are seen on the map. There are also references to Cardigan Bay, where the legendary country, Cantre'r Gwaelod, is supposedly located.

Geographical symbols are revised in Part 2 and this could lead to a study of what is to be found in the local area. Pupils could study Ordnance Survey maps and write factual pieces to describe the area. There are also opportunities to design posters / leaflets to promote the area.

Simple map work is undertaken as Dyfs and Izzy attempt to find the shapes in the woods. Pupils could draw a similar map of the school grounds and plan a similar 'treasure' hunt.

History

There are opportunities to undertake work related to Welsh castles and the great little trains of Wales in Part 2, following Dyfs' visit Aberystwyth. In addition, further information about the Tudor period is provided in the reading material entitled **Rhys**.

ICT

Pupils could make a story board to depict the tale of Cantre'r Gwaelod or a comic strip to depict some of Dyfs' and Izzy's experiences. They are also asked to design a leaflet / poster / PowerPoint presentation about the area which should be visually appealing.

Various activities could be filmed, e.g. a performance of **Cantre'r Gwaelod** or the pupils' new tale.

In Part 5, pupils are asked to talk about themselves, giving as many details as possible. They could therefore use PowerPoint to help them in their presentation.

Curriculum Cymreig

The Welsh legend **Cantre'r Gwaelod** is introduced in this unit and the Welsh folk song **Clychau Aberdyfi** (The Bells of Aberdovey) could be played and performed. Dyfs visits Aberystwyth and further research could be undertaken in relation to this town.

PSE

As Dyfs prepares to go to Aberystwyth, he draws attention to the fact that he must pack a sun hat, sun lotion and water as the weather is hot. This could lead to a discussion about the care needed when going out on hot summer days.

Developing thinking

Pupils are given opportunities throughout the unit to build upon prior knowledge by undertaking a variety of activities.

They could plan and organize a party after reading the book entitled **Cantre'r Gwaelod** and they could also plan what they would take with them or what they would do on a day trip to Aberystwyth.

There are numerous opportunities to consider ideas, express opinions and to respond. Pupils also use language creatively and evaluate success. In Part 3, there are opportunities to discuss how to improve performance in relation to designing and writing a scrapbook.

Pupils are asked to consider the style and the effectiveness of the promotional leaflet **Aberystwyth** and to adopt specific literary techniques as they write similar pieces.

They are asked to compare and contrast the end of the DVD (Unit 5, Part 5) with the beginning (Unit 1, Parts 1-3) and to record subtle differences.

Developing communication

This unit builds upon language skills, patterns and vocabulary previously introduced.

There are many opportunities for pupils to develop their skills of oracy, reading and writing and wider communication skills. They learn how to communicate effectively for a range of purposes and with a range of audiences.

There are references to different forms of communication, e.g. symbols and various messages.

There are opportunities to learn about different styles / registers of writing, as pupils write a factual piece about their area and a persuasive piece designed to promote the area. They are also encouraged to write an extended piece in the last unit, when they provide information about themselves which will be included in a time capsule

Developing ICT

Pupils are encouraged to develop, create and present information, e.g. by searching for information and images on the internet, by designing a front and back cover for their scrapbooks, by designing a poster / leaflet or preparing a PowerPoint presentation about the area. There are also opportunities to film themselves, e.g. during their weather bulletin, as they perform the tale of Cantre'r Gwaelod, etc.

In Part 5, they are asked to talk about themselves, giving as many details as possible. They could therefore use PowerPoint to help them in their presentation.

Developing number

Pupils are provided with opportunities to use mathematical information and use numbers in a variety of ways.

There are opportunities to design and use questionnaires and to create and interpret graphs both orally and in written form.

In this unit, there are opportunities to handle money and talk about time through the medium of Welsh. Pupils could also adapt recipes designed for a specific number of people (e.g. 6 people) so that they are suitable for more / fewer people (e.g. 12 or 3).

Unit 6: Part 1 – O dan y môr

Aims:

- To revise the weather, paying particular attention to the future tense: **Bydd hi'n ...** (It will be ...)
- To introduce a Welsh legend: **Cantre'r Gwaelod** – the legendary land beneath the sea in Cardigan Bay
- To revise money: **punt** (pound), **dwylun** (two pounds) etc.
- To revise and use in meaningful contexts vocabulary and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
Dyma ble dw i'n byw. (This is where I live.) Dyna ble rwyd ti'n byw. (This is where you (sing.) live.) Roedd Cantre'r Gwaelod yma. (Cantre'r Gwaelod was here.) Faint o arian wyt ti eisiau i fynd i Aberystwyth? (How much money do you want to go to Aberystwyth?) Rhaid chwilio am botel las. (Must look for a blue bottle.) Mae neges yn y botel. (There's a message in the bottle.) Mae Dyfs wedi mynd i Aberystwyth. (Dyfs has gone to Aberystwyth.)	bwletin tywydd (weather bulletin) mwy o law (more rain) gwlad (country) gwlad arall (another country) Amhosib! (Impossible!) telesgop (telescope) neges (message) cywir (correct) wedi mynd (has / have gone)

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth sy'n bod? (What's the matter?) Ble mae Cantre'r Gwaelod? (Where's Cantre'r Gwaelod?) Wyt ti eisiau clywed y stori? (Do you (sing.) want to hear the story?) Ydw, os gwelwch yn dda. (Yes, please.) / Nac ydw, dim diolch. (No, thank you.) Wyt ti eisiau gwneud llun? (Do you (sing.) want to draw a picture?) Ydw. (Yes.) / Na, dw i ddim yn meddwl. (No, I don't think so.) Ga i fynd i Aberystwyth? (May I go to Aberystwyth?) Cei. (Yes (you (sing.) may).) / Na chei. (No (you (sing.) may not.)) Ble mae'r pres / arian? (Where's the money?) Yn y drôr. (In the drawer.) Faint o bres / arian? (How much money?) Un deg wyth punt. (Eighteen pounds.)</p> <p>Commands</p> <p>Adiwch. (Add. (pl.)) Rhaid yfed dŵr. (Must drink the water.)</p> <p>Other</p> <p>Bydd hi'n braf. (It will be fine.) Mae'n braf. (It's fine.) Mae'n heulog. (It's sunny.) Mae'n flin 'da fi / Mae'n ddrwg gen i. (I'm sorry.) Dyna stori dda. (That's a good story.)</p>	<p>bwletin (bulletin) y gogledd (the north) y de (the south) y gorllewin (the west) y dwyrain (the east) amser maith yn ôl (a long time ago) môr (sea) o dan (beneath) gwneud llun (to draw / make a picture) peintio (to paint) gludo (to glue) pres / arian (money) punt (pound - £) dwylun (£2) pum punt (£5) eli haul (sun cream) het haul (sun hat) un funud (one minute – South Wales) un munud (one minute – North Wales)</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.

Amhosib! (Impossible!)

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

Wyt ti eisiau clywed y stori? (Do you (sing.) want to hear the story?); [Also: **Ydych chi eisiau clywed y stori?** (Do you (pl.) want to hear the story?)]

Wyt ti eisiau gwneud llun? (Do you (sing.) want to draw / make a picture?) **Ydw, os gwelwch yn dda.** (Yes, please); **Nac ydw, dim diolch.** (No, thank you.)

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

Sut mae'r tywydd yn (Aberystwyth) heddiw? (What's the weather like in (Aberystwyth) today?);

Mae hi'n ... (It's ...)

[Also: **Sut bydd / fydd y tywydd yn (Aberystwyth) yfory?** (What will the weather be like in (Aberystwyth) tomorrow?) **Bydd hi'n ...** (It will be ...)]

Un funud. (One minute. – South Wales); **Un munud.** (One minute. – North Wales)

Rhaid paratoi. (Must prepare.)

Beth arall dw i eisiau? (What else do I want / need?)

Rhaid chwilio am ... (Must look for ...)

Cywir! (Correct!)

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

Step-by-step suggestions:

- Begin by revising the weather:

Sut mae'r tywydd heddiw? (What's the weather like today?)

Mae hi'n ... / Mae'n ... (It's ...)

Sut (r)oedd y tywydd ddoe? (What was the weather like yesterday?)

Roedd hi'n ... (It was ...)

Move on to the future::

Sut bydd y tywydd yfory? (What will the weather be like tomorrow?)

Sut fydd y tywydd yfory? (What will the weather be like tomorrow?)

Bydd hi'n ... (It will be ...)

- Show the film entitled **O dan y môr** (Beneath the sea) (Unit 6, Part 1). Pause after the first weather bulletin and ask the pupils:

Sut bydd / fydd y tywydd yng Nghymru heddiw? [Answer: Bydd hi'n braf.]

Ask the pupils to look on the internet to see what the forecast is for the next few days and then ask them to write and present a weather bulletin as a group:

Bydd hi'n ... yfory. (It will be ... tomorrow.)

Bydd hi'n ... nos yfory. (It will be ... tomorrow evening.)

Bydd hi'n ... dydd ... (It will be ... on ...day.)

- Explain that you are going to listen to a tale associated with the Aberystwyth / Aberdyfi region – the tale is about a land **o dan y môr** (beneath the sea).
- Play the next section, where Izzy refers to the story of **Cantre'r Gwaelod**, and the tale is told.

After the tale has been shown on screen, read the story book entitled **Cantre'r Gwaelod**.

- Using methods advocated by Pie Corbett*, help the pupils learn the story:
 - Make a story map. This should be kept in view for the duration of this work so that pupils can refer to it when necessary.
 - Use this story map the next time you tell the story and make sure that it is displayed in class.

* For further information on Pie Corbett's methods, please see: 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

- 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 proficient, 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 role-play specific scenes, e.g. using **Cerdyn Siarad 47** (Discussion Card 47):
Rydych chi yn y parti yng Nghantre'r Gwaelod. (You're at the party in Cantre'r Gwaelod.)
Siaradwch. (Talk (about this).)
Pupils could imagine that they are at the party in Cantre'r Gwaelod. There, they socialize and talk about the food and the drink that is available at the party.
 - They could act out the story using appropriate props.
 - They could organize a party. This would provide opportunities to design invitations, create bunting and other decorations, prepare food, share and comment on the food and drink etc.
 - 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?)
Seithennyn ydw i. (I'm Seithennyn.)
Ble wyt ti'n byw? (Where do you live?)
Yng Nghantre'r Gwaelod. (In Cantre'r Gwaelod.)
Dw i'n byw yng Nghantre'r Gwaelod. (I live in Cantre'r Gwaelod.)
Wyt ti'n hoffi gofalu am y drws? (Do you like looking after the door?)
Ydw. (Yes, I do.)
Beth sy tu allan i'r wal? (What's outside the wall?)
Y môr. (The sea.)
Sut wyt ti? (How are you?)
Sut wyt ti'n teimlo? (How are you feeling?)
Dw i'n hapus iawn. (I'm very happy.) / **Dw i'n teimlo'n hapus.** (I feel happy.)
Pam? (Why?)
Dw i'n mynd i'r parti. (I'm going to the party.)
or
Dw i'n drist. (I'm sad.)
Pam? (Why?)
Mae Cantre'r Gwaelod o dan y môr. (Cantre'r Gwaelod is beneath the sea.)
O, diar! (Oh, dear!)
- 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.
 - various sea creatures, e.g. jelly fish, crabs, which they could hang from the ceiling, possibly
 - a model of Cantre'r Gwaelod
 - They could also work collectively to create a mural to depict the tale and they could make a story board which would involve using ICT skills.
 - You could introduce *The Hebrides Overture (Fingal's Cave)*, by Mendelssohn and discuss how the sea is portrayed in that piece of music. You could then ask the pupils to compose music to convey different parts of the story, e.g. the party, the calm sea outside the wall, the raging sea that engulfs Cantre'r Gwaelod etc. This would provide an opportunity to revise pace and dynamics:

yn araf (slowly)
yn dawel (quietly)
yn gyflym (quickly)
yn gryf (strongly / loudly)

- Pupils could also listen to the Welsh folk song **Clychau Aberdyfi** (The Bells of Aberdovey).
- Pupils could compose a dance to portray different scenes in the story or the sea.
- When pupils have a firm grasp of the story, they could adapt it, e.g. they could change
 - the location of the country
 - the characters
 - the event that is held
 - the end of the story.
- 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.
- These new stories should be written and illustrated appropriately and they could then be distributed amongst members of the class so that they read each other's work.
- This work could lead to a study of a beach / sea life, and a visit to the seaside could possibly be arranged. This would provide an opportunity to compare two areas - the pupils' own area and the seaside.
- Play the next section, where Izzy leaves and Dyfs decides to go to Aberystwyth – up to the break in the film. In this section, Dyfs realises that he needs to **paratoi** (prepare).
- Using **Cerdyn Siarad 48** (Discussion Card 48), ask the pupils to discuss and list the items he should take with him:
Rhaid paratoi i fynd i Aberystwyth. Helpwch Dyfs i bacio'r bag. (Must prepare to go to Aberystwyth. Help Dyfs to pack his bag.)

Compare ideas.

- Play the next section of film, up to the point where Dyfs unzips the bag.
- Compare the items he chooses with those the pupils have listed.
- Pause the film as Dyfs shows different combinations of money and ask the pupils to add the different sums in Welsh.
Adiwch. (Add.)

The references to money could lead to further mathematical work.

- Play the final section of film and make sure that the pupils have understood what Dyfs is supposed to do in Aberystwyth:
Beth mae Sgrin eisiau o Aberystwyth? (What does Sgrin want from Aberystwyth?)
[Answer: **Potel las.** (A blue bottle.)]
Pam? (Why?)
[Answer: **Achos mae neges yn y botel.** (Because there is a message in the bottle.)]
Mae Dyfs yn mynd i chwilio am botel las. (Dyfs is going to look for a blue bottle.)

You could then ask pupils to write a message in a bottle, e.g. a piece about themselves or about an event that is to be held. It could be an invitation or it could be a message from **Cantre'r Gwaelod.**

The messages could be collected and read aloud and pupils could guess who wrote them.

Unit 6: Part 2 - Aberystwyth

Aims:

- To revise the meaning of some geographical symbols
- To revise 'geographical' vocabulary
- To revise following directions
- To revise writing about the area
- To revise asking for things in Welsh
- To reinforce and use, in meaningful contexts, vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
Ble gynta? (Where (to) first?) Mae'n hen iawn, iawn. (It's very, very old.)	Dim ots. (Never mind.) ac yna (and then)

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ble ydw i? (Where am I?) Dw i ar y prom. (I'm on the prom.)</p> <p>Ble mae Cantre'r Gwaelod? (Where's Cantre'r Gwaelod?) O dan y môr. (Beneath the sea.)</p> <p>Ble nesa? (Where next?)</p> <p>Beth am fynd i'r castell? (Let's go to the castle.)</p> <p>Pa ffordd? (Which way?) Syth ymlaen. (Straight on.) Rhaid troi i'r dde. (Must turn right.) Rhaid troi i'r chwith. (Must turn left.)</p> <p>Oes potel las yma? (Is there a blue bottle here?) Oes. / Nac oes. (Yes (there is). / No (there isn't).)</p> <p>Beth wyt ti'n wneud? (What are you doing?)</p> <p>Ga i bop os gwelwch yn dda? (May I have some pop please?) Cei. (Yes you (sing.) may.) / Na chei. (No you (sing.) may not.); Cewch. (Yes you (pl.) may.) / Na chewch. (No you (pl.) may not.)</p> <p>Punt os gwelwch yn dda. (A pound (£) please.)</p> <p>Ydych chi'n gallu clywed sŵn? (Can you hear a noise / sound?)</p> <p>Beth ydy'r sŵn? (What's the noise / sound?)</p> <p>Pa ffordd? (Which way?)</p> <p>Ydych chi eisiau siocled? (Do you want some chocolate?) Dim diolch. (No, thank you.)</p> <p>Bach? Canolig? Mawr? (Small? Medium? Large?)</p> <p>Dyma'r newid. (Here's the change.)</p> <p>Commands</p> <p>Stopiwch. (Stop.)</p> <p>Other</p> <p>Mae'n braf / boeth. (It's fine / hot.) Mae'n ddrwg gen i. / Mae'n flin 'da fi. (I'm sorry.)</p>	<p>eli haul (sun cream)</p> <p>het haul (sun hat)</p> <p>traeth (beach)</p> <p>map (map)</p> <p>môr (sea)</p> <p>arian / pres (money)</p> <p>telesgop (telescope)</p> <p>castell (castle)</p> <p>gorsaf (station)</p> <p>maes parcio (car park)</p> <p>canolfan hamdden (leisure centre)</p> <p>siopau (shops)</p> <p>o dan y ... (beneath the ...)</p> <p>yn y ... (in the ...)</p> <p>ar y ... (on the ...)</p> <p>bach (small)</p> <p>canolig (medium)</p> <p>mawr (large)</p> <p>chwilio (to look for)</p> <p>potel las (blue bottle)</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 map? (Where's the map?)

Dim ots. (Doesn't matter.)

Oes ... yma? (Is there ... / Are there ... here?); **Oes, mae ... yma.** (Yes, there is / are ... here.); **Nac**

oes, does dim ... yma. (No, there is / are no ... here.)

Beth wyt ti'n wneud? (What are you (sing.) doing); **Dw i'n ...;** (I'm...); **Dim byd.** (Nothing.)

Ga i ...? (May I have ...?); **Cei.** (Yes, you (sing.) may.); **Na chei.** (No, you (sing.) may not.); **Cewch.** (Yes, you (pl.) may.); **Na chewch.** (No, you (pl.) may not.)

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

Step-by-step suggestions:

- Show the film entitled **Aberystwyth** (Unit 6, Part 2) in its entirety. 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. 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 Aberystwyth. (I like the DVD because I like Aberystwyth.)

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 Aberystwyth. (I don't like the DVD because I don't like Aberystwyth.)

- Ask the pupils:

Ydych chi'n cofio? (Do you remember?)

Beth sy yn Aberystwyth? (What's in Aberystwyth?)

Yn Aberystwyth, mae ... (In Aberystwyth there is / are ... ?)

Show the map of Aberystwyth (Unit 3, Part 2) again and ask the pupils to identify where specific features are to be found, e.g.

Ble mae'r castell? (Where's the castle?)

Yn sgwâr ... (In square ...)

etc.

- Replay the section where Dyfs studies the map and finds his way around Aberystwyth. Revise:

Pa ffordd? (Which way?)

Syth ymlaen. (Straight on.)

Rhaid troi i'r dde. (Must turn right.)

Rhaid croesi'r ffordd. (Must cross the road.)

Rhaid troi i'r chwith. (Must turn left.)

Dyma ni ... (Here we are ...)

Encourage the pupils to listen carefully as Dyfs describes his route and encourage them to follow his directions on the map of Aberystwyth. Pause the film as appropriate.

- Using appropriate maps of the area, or a simple map of a town, or a plan of the school, pupils could direct each other from one location to another, without naming the destination. This would mean that pupils would have to listen carefully to each other and understand the directions so that they are able to reach the destination.

Similarly, pupils could write the directions so that they would have to read and understand each other's directions before being able to reach the destination.

- Replay the section where Dyfs buys a bottle of pop:
Ga i bop os gwelwch yn dda? (May I have some pop please?)
Pa liw? (What colour?)
Coch os gwelwch yn dda. (Red, please.)
Dyma chi. Punt os gwelwch yn dda. (Here you are. A pound please.)
Dyma chi. Punt. (Here you are. A pound.)
Diolch yn fawr. (Thank you very much)

Pupils could role-play similar situations, changing the item that is bought, the price of the item, or even asking for more than one item, so that they have to add prices and give change.

Cerdyn Siarad 46 (Discussion Card 46) could be re-introduced at this point:

- A: **Rwyd ti mewn siop. Rwyd ti eisiau prynu sawl peth.** (You're in a shop. You want to buy several things.)
B: **Ti ydy'r siopwr.** (You are the shopkeeper.)

- Replay the next section, where Dyfs sees the little train and then goes back to the prom.

Pupils could now role-play a situation where they buy an ice cream / lollipop, but they should revise the following before they begin:

Pa faint? (What size?)
Bach. (Small.)
Canolig. (Medium.)
Mawr. (Large.)
Ydych chi eisiau hufen iâ bach / canolig / mawr? (Do you (pl.) want a small / medium / large ice cream?)

Although it is not included on the DVD, pupils could also revise the pattern:

Pa flas? (What flavour?)
Hufen iâ fanila. (Vanilla ice cream.)
Hufen iâ siocled. (Chocolate ice cream.)
Hufen iâ mefus. (Strawberry ice cream.)
Hufen iâ banana. (Banana ice cream.)
etc.

This could even lead to an activity where pupils design and use questionnaires to discover the pupils' favourite ice cream flavours:

Pa flas wyt ti'n hoffi? (What flavour do you like?)
Wyt ti'n hoffi ...? (Do you like ...?)

This could lead to designing graphs and then writing short pieces to explain the graphs:

Mae deg yn hoffi ... (Ten like ...)
Mae chwech yn hoffi ... (Six like ...)
Does neb yn hoffi ... (No-one likes ...)
Yr hufen iâ mwya poblogaidd ydy ... (The most popular ice-cream is ...)

- To summarize the content of the second part of the unit, pupils could take part in a quiz activity. They should write five questions based on the DVD which they should then ask members of opposing teams, e.g.
Ble mae Dyfs? (Where's Dyfs?)
Sut mae'r tywydd? (What's the weather like?)
Beth sy yn y bag? (What's in the bag?)
Ydy hi'n braf? (Is it fine?)
Oes potel las yn y ganolfan hamdden? (Is there a blue bottle in the leisure centre?)
Ble mae'r botel las? (Where's the blue bottle?)
etc.

Three marks could be awarded for each correct answer, which would eventually lead to mathematical work as pupils add up the scores, find out who has won etc.

- Introduce the leaflet entitled **Aberystwyth**.
Revise again:
Beth sy yn Aberystwyth? (What's in Aberystwyth?)
Yn Aberystwyth, mae ... (In Aberystwyth there is / are ...)

Ask further questions:
Wyt ti'n hoffi Aberystwyth? (Do you like Aberystwyth?)
Ydw. / Nac ydw. (Yes, I do. / No, I don't.)
Pam? (Why?)
Achos dw i'n hoffi ... (Because I like ...)
Achos mae ... yn Aberystwyth. (Because there is / are ... in Aberystwyth.)
Achos mae'n grêt ... (Because it's great.)
- Read the leaflet again, but this time draw attention to the fact that this sheet has been designed to promote the area. It has therefore been written and designed in a specific style.
Ask the pupils:
Oes cwestiynau? (Are there any questions?)
Oes. (Yes, there are.)
Beth ydy'r cwestiynau? (What are the questions?)

List these on the white board.
Then show how the information sheet tries to persuade someone to go there by using commands and adjectives. Show some examples:
Edrychwch: (Look (pl.))
Mae'n cwl. (It's cool.)
Mae'n hwyl! (It's fun.)

and ask for more examples:
Mwy os gwelwch yn dda. ([Give me] more [examples] please.)
List these on the white board.

Then ask,
Ydy'r daflen yn dda? (Is the sheet / leaflet good?)
Ydy. / Nac ydy. (Yes, it is. / No, it isn't.)
Pam? (Why?)

Mae'r lluniau'n dda. (The pictures are good.)
Mae'r print yn fawr. (The print is big.)
Mae'r print yn lliwgar. (The print is colourful.)
Mae'r cerdyn yn ddiddorol. (The card is interesting.)

Pupils could then create their own information sheets / leaflets / posters / PowerPoint presentation to promote their own area. The focus of this activity should be to promote the area, to try to attract tourists or other visitors. They should therefore use persuasive language and concentrate on positive aspects of the area. Pupils may have undertaken a similar task in Unit 3. If so, they could write in a different form in this unit and make greater use of persuasive techniques.
- You could also introduce **Cerdyn Siarad 49** (Discussion Card 49) and **Cerdyn Siarad 50** (Discussion Card 50):

Cerdyn Siarad 49 (Discussion Card 49)
Rydych chi'n mynd i Aberystwyth ond beth ydych chi'n mynd i wneud?
Siaradwch am hyn.
(You're going to Aberystwyth but what are you going to do? Talk about this.)

Pupils should imagine that they are going to Aberystwyth for the day. They therefore need to plan what they are going to do there.

After they have completed their plans, they could record what they are going to do, using expressions they may have come across previously e.g.

Rydyn ni'n mynd i ... (We're going to ...)

Yna, rydyn ni'n mynd i ... (Then, we're going to ...)

Yn gynta, rydyn ni'n mynd i ... (Firstly, we're going to ...)

Yn ail, rydyn ni'n mynd i ... (Secondly, we're going to ...)

Yn drydydd, rydyn ni'n mynd i ... (Thirdly, we're going to ...)

Yna / Wedyn, rydyn ni'n mynd i ... (Then, we're going to ...)

Each pair could then tell a larger group / the whole class what they are going to do.

Cerdyn Siarad 50 (Discussion Card 50) provides an opportunity to undertake further work on Aberystwyth and to revise patterns previously learnt:

A: Mae ffrind post eisiau dod i Aberystwyth. Mae'n ffonio i ofyn beth sy yn Aberystwyth.

B: Ateba'r cwestiynau. Perswadia dy ffrind post i ddod i Aberystwyth.

(A: A penfriend wants to come to Aberystwyth. He/she phones to ask what's in Aberystwyth.

B: Answer the questions. Persuade your penfriend to come to Aberystwyth.)

Pupils could also write an e-mail / letter to their penfriend confirming what is to be found in Aberystwyth.

Annwyl ... (Dear ...)

Yn Aberystwyth, mae ... (In Aberystwyth, there is / are ...)

Hwyl fawr ... (Good bye)

Unit 6: Part 3 – Neges mewn potel

Aims:

- To revise the past tense: **Es i i ...** (I went to); **Ces i ...**(I had); **Gwelais / Gweles i ...** (I saw)
- To revise expressing opinions using the imperfect tense - **Roedd e'n ... / Roedd o'n ...** (It was)
- To revise 2-D shapes and to introduce some 3-D shapes through the medium of Welsh: **ciwb** (cube), **ciwboid** (cuboid), **sffêr** (sphere), **silindr** (cylinder)
- To revise and use vocabulary and patterns previously introduced in meaningful contexts.

New patterns and vocabulary

Patterns	Main vocabulary
Dw i'n hoffi'r Pod-antur yn fawr iawn. (I like the Pod-antur very much.) fel y rhain (like these) Pob lwc. (Good luck.) Matsiwch. (Match.)	eto (again) siâp 3D (3D shape) siapiau 3D (3D shapes) ciwb (cube) ciwboid (cuboid) sffêr (sphere) silindr (cylinder) siâp arall (another shape) capsiwł (capsule)

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ga i weld ... os gwelwch yn dda? (May I see ... please?) Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.); Cewch. (Yes, you (pl.) may.) / Na chewch. (No, you (pl.) may not.) Gawn ni fynd i'r goedwig? (May we go to the woods?) Cewch. (Yes, you (pl.) may.) / Na chewch. (No, you (pl.) may not.) Ydych chi eisiau mynd adre? (Do you (pl.) want to go home?) Ydyn. (Yes, we do.) / Nac ydyn. (No, we don't.) Beth ydy'r siapiau 3D? (What are the 3D shapes?) Beth ydy'r siâp yma? (What is this shape?) Beth ydy hwn? (What is this?) Sawl ochr? (How many sides?)</p> <p>Commands</p> <p>Edrychwch. (Look.) Edrychwch ar y siapiau. (Look at the shapes.) Edrychwch ar yr enwau. (Look at the names.) Rhaid chwilio am goeden fawr. (Must look for a large tree.) Byddwch yn ofalus. (Be (pl.) careful.) Agorwch y botel a darllenwch y neges. (Open (pl.) the bottle and read (pl.) the message.)</p> <p>Imperfect tense</p> <p>Roedd ... (...was) Roedd Aberystwyth yn grêt. (Aberystwyth was great.) Roedd e'n / o'n flasus / wych / hwyl / ddiddorol. (It was delicious / great / fun / interesting.)</p>	<p>mynd adre (to go home) Tŷ'r Tuduriaid (the Tudor house) traeth (beach) prom (prom) castell (castle) trên bach (little train) hwyl a sbri (fun) teithio (to travel) antur (adventure) hefyd (also) coeden fawr (a large tree) petryal (rectangle) lladron pen-ffordd (highwaymen)</p>

<p>Past tense Es i i Awstralia. (I went to Australia.) Es i i'r caffï. (I went to the café.) Ces i ffa ar dost. (I had beans on toast.) Other Does dim lladron pen-ffordd yng Nghymru heddiw. (There are no highwaymen in Wales today.)</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.

Beth am ...? (What / How about ...?); **Syniad da.** (Good idea.); **Na, dw i ddim yn meddwl.** (No, I don't think so.)

Edrychwch, dyma ... (Look (pl.), here ...)

Beth sy yn (y botel)? (What's in (the bottle)?)

Agorwch (y botel). (Open (the bottle).)

Darllenwch (y neges). (Read (the message).)

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

Gawn ni fynd i ...? (May we go to...?); **Cewch.** (Yes, you (pl.) may.); **Na chewch.** (No, you (pl.) may not.)

Beth ydy'r siâp 3D yma? (What is this 3D shape?); **Beth ydy'r siapiau 3D yma?** (What are these 3D shapes?)

Edrychwch ar y siapiau. (Look at the shapes.)

Beth ydy'r enwau? (What are the names?)

Beth ydy hwn? (What's this?)

Sawl ochr? (How many sides?)

Byddwch yn ofalus. (Be careful.)

Step-by-step suggestions:

- Play the film entitled **Neges mewn potel** (Message in a bottle) (Unit 6, Part 3), up to the point where Sgrin says, **"Iawn, dim problem."** (Fine, no problem.) and both characters repeat **Dim problem?** (No problem?)

Explain that Izzy is beginning to feel homesick and that she wants to go home. However, in this section, she and Dyfs look back fondly over their time in the Pod-antur Cymraeg:

Es i i ... (I went to ...)

Es i i'r ... (I went to the ...)

Ces i ... (I had ...)

Gwelais / Gweles i ... (I saw ...)

Roedd e'n / Roedd o'n ... (It was ...)

All these patterns have been introduced previously, and they may also have been used in the classroom, e.g. when talking about the weekend:

Ble est ti? (Where did you (sing.) go?)

Es i i ... (I went to ...)

Beth gest ti (i ginio)? (What did you (sing.) have (for lunch)?)

Ces i ... (I had ...)

Beth welaist ti / welest ti (ar y teledu / yn y llyfr)? (What did you (sing.) see (on the television / in the book)?)

Gwelais / Gweles i ... (I saw ...)

In pairs, ask the pupils to assume the identity of Dyfs or Izzy and to prepare a piece about the experiences they've had since they landed in the Pod-antur Cymraeg.

Es i i ... (I went to ...)

Es i i'r ... (I went to the ...)

Ces i ... (I had ...)

Gwelais / Gweles i ... (I saw ...)
Clywais / Clywes i ... (I heard ...)
Gwisgais / Gwisges i fel ... (I dressed up as / like ...)
Roedd e'n / Roedd o'n ... (It was ...)

Ask them to tell each other about their experiences. They could also design and write a comic strip to record some of these experiences.

- Introduce **Llyfr Lloffion Dyfs ac Izzy** (Dyfs' and Izzy's scrapbook). Ask the pupils to compare the pieces that Izzy and Dyfs have written. Discuss their opinions and draw attention to the fact that Dyfs not only writes in greater detail but that he also expresses opinions, giving reasons at times. Emphasize that they should follow his example when they write.

Using the patterns noted above, and any other relevant patterns the pupils know, they could then design a scrapbook to record a visit or an event during the year. They should illustrate the book appropriately, include photographs and other suitable mementoes. They could also design a front and back cover for the scrapbook, using appropriate software.

- Other activities are suggested at the back of the book.
- Play the next clip where Dyfs and Izzy open the blue bottle, read the note and learn the Welsh words for some 3D shapes:
ciwb (cube)
ciwboid (cuboid)
sffêr (sphere)
silindr (cylinder)
 Stop the film after the **Beth ydy'r siâp?** (What's the shape?) exercise.

Further mathematical work could be undertaken in relation to 3D shapes at this point, using the Welsh terms, wherever possible.

Pupils could also list examples of these 3D shapes in everyday life and in the classroom, e.g.

ciwb:	bocs	cube: box
ciwboid:	teledu	cuboid: television
	bocs	box
	ffeil bocs	box file
	llyfr	book
sffêr:	pêl-droed	football
	glôb	globe
	pêl tennis	tennis ball
silindr:	tun pop	pop can
	tun ffa	beans tin
	tiwb losin / fferins	sweets tube

- Before you play the last clip, ensure that pupils understand the message:

<p>Annwyl Dyfs ac Izzy,</p> <p>Ydych chi eisiau mynd adre?</p> <p>I fynd adre: Rhaid chwilio am goeden fawr. Rhaid chwilio am siapiau 3D mawr fel y rhain. <i>(Images of cube, cuboid, sphere, cylinder)</i> Rhaid chwilio am siâp arall hefyd.</p> <p>Pob lwc.</p> <p>Oddi wrth</p> <p>Ffrind</p>	<p>Dear Dyfs and Izzy,</p> <p>Do you want to go home?</p> <p>To go home: (You) must look for a large tree. (You) must look for large 3D shapes like these. <i>(Images of cube, cuboid, sphere, cylinder)</i> You must look for another shape also.</p> <p>Good luck.</p> <p>From</p> <p>A friend</p>
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- Play the last clip – where Dyfs and Izzy work out where they should go to find the large tree and the 3D shapes and where Sgrin tells them to be careful because there are **lladron pen-ffordd** (highwaymen) **yn y goedwig** (in the woods). Ask the pupils:
Oes lladron pen-ffordd yng Nghymru? (Are there highwaymen in Wales?)

Ask them to 'vote' – **Oes** (Yes) or **Nac oes** (No).

Count in Welsh. Compare the number of those who have given a positive response with those who have given a negative response and end with:

Gawn ni weld. (We'll see.)

Unit 6: Part 4 – Yn y goedwig

Aims:

- To revise feelings: **Sut wyt ti'n teimlo?** (How do you feel?); **Dw i'n teimlo'n ofnus.** (I feel frightened.); **Dw i'n teimlo'n gyffrous.** (I feel excited.)
- To revise following directions in Welsh
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
fel y rhain (like these)	cas iawn (very nasty) cliw, cliwiau (clue, clues) marc cwestiwn (question mark) capsiw (capsule)

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers: Pwy ydych chi? (Who are you (pl.)?) Sut wyt ti'n teimlo? (How do you (sing.) feel?) Dw i'n teimlo'n ofnus / gyffrous. (I feel afraid / excited.) Oes lladron pen-ffordd yng Nghymru? (Are there highwaymen in Wales?) Oes, mae lladron pen-ffordd yng Nghymru. (Yes, there are highwaymen in Wales.) Nac oes, does dim lladron pen-ffordd yng Nghymru. (No, there are no highwaymen in Wales.) Gawn ni fynd i ...? (May we go to ...?) Wrth gwrs. (Of course.) Beth ydy'r neges? (What's the message?) Pa siapiau 3D? (Which 3D shapes?) Pa siâp ydy hwn? (What shape is this?) Wyt ti'n clywed? (Do you hear?) Wyt ti'n gallu clywed sŵn? (Can you hear a noise / sound?) Beth sy yn y boc? (What's in the box?) Dim byd. (Nothing.)</p> <p>Commands: Stopiwch. (Stop.) Dewch yma. (Come (pl.) here.) Rhaid cerdded ymlaen. (Must walk forward.) Rhaid cerdded igam-ogam. (Must walk zigzag.) Rhaid troi i'r chwith / dde. (Must turn left / right.)</p>	Amhosib! (Impossible!) lleidr pen-ffordd, lladron pen-ffordd (highwayman, highwaymen) yn gyflym (quickly) neges (message) ciwb (cube) ciwboid (cuboid) sffêr (sphere) silindr (cylinder) arian / pres (money) gemwaith (jewellery)

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.)

Sut wyt ti'n teimlo? (How do you (sing.) feel?) [Also: **Sut ydych chi'n teimlo?** (How do you (pl.) feel?)]

Edrycha. (Look (sing.))

Darlleu'r (neges). (Read (sing.) the message.)

Beth ydy'r (neges)? (What's the message?)

Rhaid cerdded ymlaen / igam-ogam. (Must walk forward / zigzag.)

Beth sy yn y boc? Dim byd. (What's in the box? Nothing.)

Pa siâp ydy hwn? (What shape is this?)

Dw i ddim yn siŵr. (I'm not sure.)

Stopiwch. (Stop (pl.).)

Dewch yma. (Come (pl.) here.)

Step-by-step suggestions:

- Play the film entitled **Yn y goedwig** (In the woods) (Unit 6, Part 4) in its entirety. Ask the pupils to respond to questions that are addressed to them, e.g.

Pwy ydych chi? (Who are you?)

Oes lladron pen-ffordd yng Nghymru? (Are there highwaymen in Wales?)

- 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 mae'r lladron pen-ffordd yn wych / yn ddoniol. (I like the DVD because the highwaymen 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 ddiflas. (I don't like the DVD because it's boring.)

Dw i ddim yn hoffi'r DVD achos mae'r lladron pen-ffordd yn ofnadwy / wirion. (I don't like the DVD because the highwaymen are awful / silly.)

- Ask the pupils:

Ydych chi'n cofio? (Do you (pl.) remember?)

Pwy ydy'r lladron pen-ffordd? (Who are the highwaymen?)

Beth ydy enwau'r lladron pen-ffordd? (What are the names of the highwaymen?)

Beth mae'r lladron pen-ffordd yn gwisgo? (What are the highwaymen wearing?)

clogyn du (a black cloak)

het ddu (a black hat)

crys gyda ffriliau (a shirt with frills)

clogyn brown (a brown cloak)

mwgwd (a mask)

You could ask them to imagine and to list what kind of food these highwaymen may eat. You could suggest that the food might be really unpleasant as they spend most of their time out in the countryside. Some of the food may be damp, old or mouldy – **bwyd ych a fi** (yucky food). Ask them to list **bwyd ych a fi**, e.g.

bara llwyd (grey bread)

cig gwyrdd (green meat)

bisgedi gwlyb (wet biscuits)

caws llwyd (mouldy cheese (lit. grey cheese))

- Read the poem **Ych a fi!** (Yuck / Ugh!)

Ask the pupils to write and illustrate similar poems, which could refer either to actual food they dislike or to strange combinations of food.

These poems should be read aloud and displayed in the classroom.

- Ask the pupils what foods they do not like and encourage them to say **Ych a fi!** (Ugh!) at the end.

Pa fwyd dwyt ti ddim yn hoffi? (What food do you (sing.) not like?)

Dw i ddim yn hoffi ... - ych a fi. (I don't like ... ugh.)

Pupils could design and use questionnaires to find out what foods members of the group dislike, using these expressions.

They could then create graphs to show their findings and these could then be interpreted, e.g.

Dydy pump ddim yn hoffi... (Five don't like ...)

Dydy deg ddim yn hoffi... (Ten don't like ...)

This pattern – the negative form of **Mae ...** – may be unfamiliar to them and therefore you will need to drill it.

They could also find out which food is the least popular:

Y bwyd lleia poblogaidd ydy ... (The least popular food is ...)

- Replay the section where Dyfs and Izzy look for and find the capsule. Ask the pupils to list the directions that are given:

Rhaid cerdded ymlaen (pedwar). (Must walk forward (four).)

Rhaid troi i'r chwith. (Must turn left.)

Rhaid troi i'r dde. (Must turn right.)

Rhaid cerdded igam-ogam. (Must walk zigzag.)

Rhaid cicio'r sffêr. (Must kick the sphere.)

Rhaid mynd drwy'r silindr. (Must go through the cylinder.)

- Pupils could then devise their own "capsule hunt". They should hide a "capsule" somewhere on the playground or school grounds and should design a simple map to show where it is. In addition, they should write directions beneath the map showing how to reach it. They could use the patterns listed above or they could use command forms:

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 ...)

Ask the pupils to swap maps so that they can hide the 'treasure' their partner has hidden.

- Play the last section again and ask the pupils what could be in the capsule:

Beth sy yn y capsiwl? (What's in the capsule?)

Arian. / Pres. (Money.)

Losin. (Sweets.)

Cerrig. (Stones.)

Cregyn. (Shells.)

etc.

End by saying:

Gawn ni weld. (We'll see.)

- Replay this film in its entirety to recap.

Unit 6: Part 5 – Y capsawl amser

Aims:

- To provide additional information about the Tudors
- To encourage the pupils to talk and write extensively about themselves
- To revise and use in meaningful contexts vocabulary and patterns previously introduced
- To end Dyfs' and Izzy's adventure in the Pod-antur Cymraeg.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Rydyn ni 'nôl yn y Pod-antur Cymraeg. (We're back in the Pod-antur Cymraeg.)</p> <p>Does dim lladron pen-ffordd yma. (There are no highwaymen here.)</p> <p>Sut oedd ...? (How was ...?)</p> <p>Roedd lladron pen-ffordd yn y goedwig. (There were highwaymen in the woods.)</p> <p>Gwelais i siâp arall. (I saw another shape.)</p> <p>Agora'r capsawl. (Open (sing.) the capsule.)</p> <p>Tro'r top. (Turn (sing.) the top.)</p> <p>Rhaid ysgrifennu neges. (Must write a message.)</p> <p>Rhaid rhoi'r neges yn y capsawl amser. (Must put the message in the time capsule.)</p> <p>Wedi gorffen? (Finished?)</p> <p>Wedi gorffen. (Finished.)</p> <p>Roedd (was / were / used to)</p> <p>Roedd Rhys yn byw yn amser y Tuduriaid. (Rhys lived in Tudor times.)</p> <p>Roedd e'n byw ar fferm gyda Mam a Dad. (He lived on a farm with Mum and Dad.)</p> <p>Roedd e'n byw mewn tŷ ac roedd yr anifeiliaid yn byw yn y tŷ hefyd. (He lived in a house and the animals lived in the house too.)</p> <p>Roedd e'n helpu Dad ar y fferm. (He helped Dad on the farm.)</p>	<p>capsawl amser (time capsule)</p> <p>un pump tri tri (1533)</p> <p>fferm (farm)</p> <p>lladron (thieves)</p> <p>mochyn (pig)</p> <p>buwch (cow)</p> <p>dafad, defaid (sheep)</p> <p>yn yr ardd (in the garden)</p> <p>oddi wrth (from)</p> <p>coffi (coffee)</p> <p>rholio (to roll)</p> <p>dwy neges (two messages)</p> <p>tair neges (three messages)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ga i weld y capsawl os gwelwch yn dda? (May I see the capsule please?)</p> <p>Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.); Cewch. (Yes, you (pl.) may.) / Na chewch. (No, you (pl.) may not.)</p> <p>Beth sy yn y capsawl? (What's in the capsule?)</p> <p>Beth ydy'r neges? (What's the message?)</p> <p>Beth ydy'r cwestiwn yn y neges? (What's the question in the message?)</p> <p>Beth nesa? (What next?)</p> <p>Ydych chi'n barod i fynd adre? (Are you (pl.) ready to go home?)</p> <p>Ydyn. (Yes (we are).) / Nac ydyn (No (we are not).)</p>	<p>'nôl (back)</p> <p>amser y Tuduriaid (Tudor times)</p> <p>dwyn (to steal)</p> <p>gwerthu (to sell)</p> <p>y farchnad (the market)</p> <p>cywir (correct)</p> <p>gymnasteg (gymnastics)</p> <p>y ganolfan hamdden (the leisure centre)</p> <p>rhedeg (to run)</p> <p>cerdded (to walk)</p> <p>neidio ar y trampolîn (to jump on the trampoline)</p> <p>teithio (to travel)</p> <p>cael antur (to have an adventure)</p> <p>nofio (to swim)</p> <p>gwersylla (to go camping)</p> <p>pabell (tent)</p>

<p>Commands Agora dy lygaid. (Open (sing.) your eyes.) Darllena. (Read (sing.).) Esgusodwch fi. (Excuse me.) Rhaid ateb y cwestiwn. (Must answer the question.) Rhaid cuddio'r capsawl. (Must hide the capsule.)</p> <p>Other Mae popeth yn iawn. (Everything is fine.) Es i i'r goedwig. (I went to the woods.) Gwelais i ... / Gweles i ... (I saw ...) Roedd e'n / o'n hwyl. (It was fun.) Mae'n ddrwg gen i / Mae'n flin gyda fi. (I'm sorry.) Mae ... yn dda i chi. (... is good for you (pl.).)</p>	<p>dillad (clothes) y goedwig (the woods)</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.

Agora dy lygaid. (Open (sing.) your eyes.) [Also: **Agorwch eich llygaid.** (Open (pl.) your eyes.)]

Mae popeth yn iawn. (Everything is fine.)

Sut oedd (y bwyd / y rhaglen / y llyfr)? How was (the food / the programme / the book?)

Da iawn. Ardderchog. Anhygoel. (Very good. Excellent. Incredible.)

Beth sy yn y (capsawl)? (What's in the (capsule)?)

Tro'r (top / dudalen). (Turn (sing.) the (top / page).)

Beth ydy'r (neges)? (What's the message?)

Beth ydy'r cwestiwn? (What's the question?)

Darllena. (Read (sing.).) [Also: **Darllenwch.** (Read (pl.).)]

Cywir. (Correct.)

Wedi gorffen. (Finished.)

Beth nesa? (What's next?)

Esgusodwch fi. (Excuse me.)

Pardwn? (Pardon?)

Step-by-step suggestions:

- Play the film entitled **Y capsawl amser** (The time capsule) (Unit 6, Part 5) up to the break in the film. Focus on the beginning – up to the point where Dyfs and Izzy begin to write about themselves.
- Make sure that the pupils understand the concept of the **capsawl amser** (time capsule) and the task that Dyfs and Izzy have to undertake before they can return home, i.e. they must write about themselves, giving as many details as possible.
- Introduce the reading card entitled **Rhys**. This is the written message referred to on the DVD.

Ensure that the pupils understand the message, e.g. they could ask and answer questions based on the message.

Discuss the content with the pupils - Rhys has:

- stated his name
- said where he lives
- referred to the year
- given some details about his life on the farm
- described what he does
- said what he likes doing
- referred to a visit in the past.

Show the pupils that they can write a similar piece. Prove this to them by revising the following patterns. They could use their answers to the questions below in their written work:

- name: **Pwy wyt ti?** (Who are you (sing.)?)
Beth ydy dy enw di? What's your (sing.) name?
... ydw i. / ... ydy fy enw i. (I'm ... / My name is ...)
- where they live: **Ble wyt ti'n byw?** (Where do you (sing.) live?);
Ble ydych chi'n byw? (Where do you (pl.) live?)
Dw i'n byw yn ..., yng Nghymru. (I live in ..., in Wales.)
Dw i'n byw yn ..., yn Ne / yn Nwyrain / yng Ngogledd / yng Ngorllewin Cymru. (I live in ..., in South / East / North / West Wales.)
- the year: They could write the date, either in numerical form or actually write the words
- details about their lives / what they do: **I ba ysgol wyt ti'n mynd?** (Which school do you go to?)
Dw i'n mynd i Ysgol ... (I go to Ysgol ...)

Beth wyt ti'n wneud yn yr ysgol? (What do you do in school?)
Yn yr ysgol, dw i'n ... (In school, I ...)

Beth wyt ti'n wneud ar ddydd Sadwrn? (What do you do on Saturday?)
Dydd Sadwrn, dw i'n ... (On Saturday, I ...)

Beth wyt ti'n wneud yn y nos? (What do you do at night?)
Yn y nos, dw i'n ... (At night, I ...)

Beth wyt ti'n wisgo? (What do you wear?)
Dw i'n gwisgo ... (I wear ...)
- what they like doing: **Beth wyt ti'n hoffi wneud / gwneud?** (What do you like to do/doing?)
Dw i'n hoffi ... (I like ...)
- They could also write about what they like to eat / drink / watch / read etc.
Beth wyt ti'n hoffi fwyta / bwyta? (What do you like to eat?)
Dw i'n hoffi bwyta ... (I like to eat ...)

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

Beth wyt ti'n hoffi ddarllen / darllen? (What do you like to read?)
Dw i'n hoffi darllen ... (I like to read ...)
- A visit in the past:
Ble est ti dydd Sadwrn? (Where did you go on Saturday?)
Dydd Sadwrn es i i ... yn y car / ar y bws / ar y trên. (On Saturday, I went to ... in the car / on the bus / on the train.)
Roedd e'n ... achos ... (It was ... because ...)
Gwelais i / Gweles i ... (I saw ...)
Ces i ... (I had ...)

- Play the next section, where Izzy reads her message. Ask the pupils to listen carefully and to fill in a grid:

Enw	
Byw	
Dydd Sadwrn	
Hoffi bwyta	
Es i i ...	
Hoffi	

- Compare answers.

Play the next section, where Dyfs reads his message. Ask the pupils to listen carefully and to fill in a grid:

Enw	
Byw	
Hoffi	
Es i i ...	
Hoffi bwyta	
Ddim yn hoffi	

Compare answers.

- After they have listened, you could print out Izzy's and Dyfs' messages, which are to be found at the end of this unit, and read them with the pupils. This would provide an opportunity to fill in any gaps in the grids but the written pieces also provide examples which the pupils could refer to as they write about themselves.
- Ask the pupils to give a presentation about themselves. They could design PowerPoint slides to help them, e.g.

Slide 1: **Enw** (Name)

Slide 2: **Byw** (Lives)

Slide 3: **Hoffi** (Likes)

etc.

- Now, ask the pupils to write about themselves. Tell them that their written pieces will be placed in a time capsule which could then be buried at a suitable location. If appropriate, you could ask them to set their work out as a letter, which would provide a good opportunity to introduce / revise the format of a letter in Welsh. The key words would be:

Annwyl ... (Possibly **Annwyl ffrind** in this context)

Pob hwyl! (All the best)

Hwyl fawr! (Good-bye!)

[Both these endings are very familiar / friendly.]

Ask them to include as many details as possible.

Before you place the work in a capsule, you could copy it and display it along with photographs of the pupils.

- Play the final section. Pause the film as Dyfs and Izzy consider where they should hide the capsule. Ask the pupils for suggestions, e.g.
yn y goedwig / parc / ganolfan hamdden ar y traeth
etc.
- Play the remainder of the film.
Draw attention to the fact that the capsule is buried **yn y tywod** (in the sand) / **ar y traeth** (on the beach) and ask how many suggested that this might happen.
- Compare this section with Unit 1. Draw attention to the fact that some things are similar – **yn debyg** – and some are different – **yn wahanol** (different). Ask:
Beth sy'n debyg? (What's similar?)
Beth sy'n wahanol? (What's different?)

Play the section where Dyfs lands in the woods again along with Unit 1, Part 1 and ask the pupils to compare and contrast these clips:

Yn debyg:	
Mae Dyfs yn y goedwig. (Dyfs is in the woods.) etc.	

Yn wahanol:	
Uned 1 Mae Dyfs yn bwyta brecwast. (Dyfs eats breakfast.) etc.	Uned 6 Mae Dyfs yn pacio. (Dyfs packs.) etc.

Then, play the section where Izzy lands on the beach again along with Unit 1, Part 3 and ask the pupils to compare and contrast these clips:

Yn debyg:	
Mae Izzy ar y traeth. (Izzy is on the beach.) etc.	

Yn wahanol:	
Uned 1 Mae Izzy'n hoffi cerdded / rhedeg / darllen / cael picnic ar y traeth. (Izzy likes to walk / run / read / have a picnic on the beach.) etc.	Uned 6 Mae Izzy'n hoffi cadw'n heini ar y traeth. (Izzy likes to keep fit on the beach.) etc.

- Further work could be undertaken in relation to the phone conversations, which would revise work undertaken in Unit 1. Please see that unit for suggestions.
- To end the unit, you could re-introduce **Cerdyn Siarad 50** (Discussion Card 50) from Pack 1: **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.

- Ask the pupils for their opinions of the film:
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 Dyfs / Izzy. (I like the DVD because I like Dyfs / Izzy.)

Dw i'n hoffi'r DVD achos mae'r stori'n dda / gyffrous. (I like the DVD because the story is good / 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 dw i ddim yn hoffi Dyfs / Izzy. (I don't like the DVD because I don't like Dyfs / Izzy.)

Dw i ddim yn hoffi'r DVD achos mae'r stori'n ddiflas. (I don't like the DVD because the story is boring.)

Dyma Izzy:

Izzy Evans ydw i a dw i'n byw yn Aberystwyth, Cymru.

Bob bore Sadwrn, dw i'n helpu plant i wneud gymnasteg yn y ganolfan hamdden. Dw i'n hoffi gymnasteg achos mae'n dda i chi.

Dw i'n hoffi bwyta salad a pasta achos mae salad a pasta yn dda i chi.

Yn y Pod-antur, es i i Awstralia – roedd e'n grêt. Es i i weld y dinosoriaid – roedd e'n gyffrous. Es i i Hwyl y Gaeaf – roedd e'n ffantastig. Es i i Dŷ'r Tuduriaid – roedd e'n anhygoel.

Dw i'n hoffi cerdded, rhedeg, nofio a neidio ar y trampolîn.

Dw i'n hoffi teithio a dw i'n hoffi cael antur.

Hwyl fawr!

This is / Here is Izzy:

I'm Izzy Evans and I live in Aberystwyth, Wales.

Every Saturday, I help children to do gymnastics in the leisure centre. I like gymnastics because it's good for you.

I like eating salad and pasta because salad and pasta are good for you.

In the Pod-antur, I went to Australia – it was great. I went to see the dinosaurs – it was exciting. I went to the Winter Wonderland – it was fantastic. I went to the Tudor House – it was incredible.

I like walking, running, swimming and jumping on the trampoline.

I like to travel and have adventures.

Bye!

Dyma Dyfs:

Dyfs Jones ydw i a dw i'n byw yn Y Drenewydd, Dwyrain Cymru. Dw i'n hoffi'r Drenewydd achos mae pwll nofio, sinema a theatr yno.

Dw i'n hoffi chwarae pêl-droed achos mae'n hwyl. Dw i'n hoffi nofio achos mae'n dda i chi a dw i'n hoffi gwersylla achos mae'n gyffrous.

Dw i'n hoffi teithio a dw i'n hoffi cael antur yn y Pod-antur. Mae'n hwyl. Es i i Hwyl y Gaeaf gyda Izzy ac roedd o'n ffantastig. Es i i Dŷ'r Tuduriaid gyda Izzy ac roedd o'n anhygoel. Es i i Aberystwyth a gweles i'r traeth a'r castell a'r trê'n bach.

Dw i'n hoffi bwyta bwyd iach fel pasta a bara brown a ffrwythau a dw i'n hoffi yfed dŵr a sudd afal. Dw i ddim yn hoffi tomatos a dw i ddim yn hoffi coffi.

This is / Here is Dyfs:

I'm Dyfs Jones and I live in Newtown, East Wales. I like Newtown because there's a swimming pool a cinema and a theatre there.

I like playing football because it's fun. I like swimming because it's good for you and I like camping because it's exciting.

I like to travel and have adventures in the Pod-antur. It's fun. I went to the Winter Wonderland with Izzy and it was fantastic. I went to the Tudor House with Izzy and it was incredible. I went to Aberystwyth and I saw the beach and the castle and the little train.

I like eating healthy food like pasta and brown bread and fruit and I like to drink water and apple juice. I don't like tomatoes and I don't like coffee.