

TEACHERS' GUIDELINES

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INTRODUCTION

Y Pod-antur Cymraeg - P-aC₃

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 Packs 1 and 2, 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. Much of the work is relevant to the Literacy and Numeracy Framework and there are opportunities to develop further activities in accordance with this framework.

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 units 1-5 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-aC₃: 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, **the guidance 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. how to ask for information, how to praise, how to ask for and give opinions etc.

P-aC₃ Language Patterns

In this document you will find vocabulary and language patterns that can be used in everyday situations and activities, e.g. when asking for and giving information, when discussing a book, when talking about an event in the past etc. However, these 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 Victorians 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!). 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 the film 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, Beca uses forms that are used in North Wales whereas Tom 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.

Beca (North Wales)	Tom (South Wales)	Meaning
rŵan	nawr	now
Mae'n ddrwg gen i.	Mae'n flin 'da fi / gyda fi.	I'm sorry.
Dos.	Cer.	Go.
Tyrd.	Dere.	Come.
llefrith	llaeth	milk
deffro	dihuno	to wake up

Please note:

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

The Pod-antur Cymraeg₃

The DVD and all the accompanying materials are centred around **y Pod-antur Cymraeg** (the Welsh adventure-pod), which allows the characters, Tom and Beca, to travel from 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: Tom, who works in **yr Ardd Fotaneg Genedlaethol** (The National Botanic Garden) at Llanarthne finds a marvellous seed in the garden, which he sows. He then throws some coins into a lucky pond and as he makes a wish for some adventure in his life, he and the seed are taken up into the Pod-antur Cymraeg.

Beca is cycling in Snowdonia when she decides to go on the little train up to the summit of Snowdon. However, she misses the train and is sad as she wanted to travel and have an adventure. At this point, she is taken up into the Pod-antur Cymraeg, where she meets Tom.

They get to know each other and learn of the Pod-antur Cymraeg's ability to transport them to different places and different times. Tom accidentally steps onto the red circle through which they travel from the Pod-antur Cymraeg and he ends up travelling from planet to planet.

Unit 2: The plant (previously a seed) has started growing and the characters measure it. They realize that it is suffering due to lack of light. Beca, therefore, travels to a school where Diwali decorations are being made and then both characters take the plant, now named Bob, to earth so that it can be placed in sunlight. Beca attends a Bonfire Night celebration. We also see school pupils performing the play entitled **Edrychwch ar y Golau** (Look at the Light), which is based on the Christmas story.

Unit 3: The characters make pancakes and then discover Victorian artefacts in the Pod-antur Cymraeg. Tom, who wants to learn more about the Victorian era, travels back in time to a Victorian school and then visits a Victorian house.

Unit 4: The characters measure the plant again and realize that its growth is stunted due to the fact that the pot is too small and there is insufficient soil. They therefore go to a charity shop to buy a larger pot and Beca then goes to a field to get some soil. However, she meets a strange man there – one of the Rebecca Rioters, from the nineteenth century – and hastens back to the Pod-antur Cymraeg without any soil. Both characters therefore have to go to a composting centre and they see how rotten food and green matter are turned into compost.

Unit 5: There is a problem with the water supply in the Pod-antur Cymraeg and therefore, the characters have to return to earth to obtain water for Bob, who is wilting. Tom goes to Glan-Ilyn but returns without any water as he is terrified by what he considers to be the monster in the lake. Beca visits a water bottling plant in South Wales. In addition, we see that Tom wastes a great deal of water in his daily life and Beca shows him how he could save water.

Unit 6: Bob is kidnapped while visiting Wales. Tom and Beca decide to save the plant and therefore prepare for the challenge by making a healthy breakfast and doing some keep fit exercises so that they will be fit and strong. They rescue Bob.

After they return to the Pod-antur Cymraeg, the plant begins forming and dispersing seeds and the characters realize that they should take it to a place where the seeds will thrive and grow into healthy plants. They therefore return to earth, plant Bob and they, in turn, return to the Pod-antur Cymraeg.

Acknowledgements:

The assistance and co-operation of the following are gratefully acknowledged in the production of **Y Pod-antur Cymraeg**:

National Botanic Garden of Wales
Ninian Park Primary School
Fireworks Fiesta, Lavernock Road, Penarth, sponsored and organised by the Rotary, Round Table and Rugby Football Clubs of Penarth
Judges Lodging, Presteigne
Park Hall The Countryside Experience, Oswestry
Snowdon Mountain Railway
Snowdonia National Park
Cwm Environmental, Carmarthen
Llanberis Bike Hire
Parc Howard, Carmarthenshire County Council
Ysgol Llanfair Dyffryn Clwyd
Ysgol Rhoshelyg, Llangeitho, Tregaron
Ms Alison Tickner
Gwersyll yr Urdd Glan-llyn
Llyn Llech Owain Country Park, Carmarthenshire County Council
Brecon Carreg, Trap
GHA Coaches Ltd, Wreccsam
Barnardos
Costumes To Go
Mrs Margaret Roberts
Mrs Eirian Hughes
Mr Alwyn Hughes

Interactive materials

The story

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

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 Twnnel** (Tunnel Twister).

These are played as follows:

Saethwr Sydyn

Pupils should use the **mouse**, to steer the Pod-antur Cymraeg through a galactic storm of asteroids whilst keeping an eye out for the green rocks that contain letters that spell a word. If they successfully spell the word, Tom 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 Tom 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 Tom moving forward a number of squares, corresponding to the number of letters in the word. Not completing the game will result in Tom moving back a number of squares, corresponding to the number of letters in the word.

Troellwr y Twnnel

Pupils should use the **arrow keys** on the keyboard to fly the Pod-antur Cymraeg carefully through the alien cave. They should try to avoid contact with the sides of the cave and collect the bubbles with letters on them. If the Pod-antur Cymraeg crashes, the game ends and Tom 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, Tom 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 **Clickiwch ar y sgrin i symud ymlaen.** (Click on the screen to continue). These words are also spoken.

If a question is answered incorrectly, Tom will move back a square. If a question is answered correctly, Tom 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 Yn yr ardd Hedyn arbennig Y trêr bach Y Pod-antur Cymraeg Ydych chi'n cofio?	Unit 2 Tom a Beca'n mesur Diwali Noson Tân Gwylt Drama'r Nadolig Ydych chi'n cofio?	Unit 3 Padell ffrio fawr Powlen od Mynd i'r ysgol Tŷ mawr Ydych chi'n cofio?	Unit 4 Problem! Yn y siop Pridd Compost Ydych chi'n cofio?	Unit 5 Dŵr Glan-llyn Dŵr mewn potel Paid gwastraffu dŵr! Ydych chi'n cofio?	Unit 6 Ble mae Bob? Bob, druan! Hadau a dawns Paratoi Mynd adre
Art and design	<ul style="list-style-type: none"> • produce artwork to depict a fantasy plant • produce a collage of the planets • opportunities to study <i>The Sower</i> by van Gogh and to paint in the style of van Gogh • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • produce artwork for leaflets related to plant growth • produce a collage to depict Noson Tân Gwylt • create a set for the play Edrychwch ar y Golau • create a 'stained glass window' using glass painting • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • draw / copy Victorian artefacts • draw flowers etc. as Victorian pupils would do • research Victorian portraits and landscape paintings and paint similar pieces • compare Victorian book illustrations with present-day illustrations • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • produce artwork to depict the Rebecca Riots, using different materials and textures • draw images to accompany written work • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • produce artwork associated with weather idioms • produce artwork to depict the tale Diall, e.g. collage • draw images / diagrams to accompany written work, e.g. the water cycle, the process of bottling water • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • draw maps, flags, posters associated with different countries • draw images in their recipes • evaluate their own work and that of their fellow pupils
Design and technology	<ul style="list-style-type: none"> • design / create arches suitable for different kinds of gardens • create 3D models, different kinds of plants / objects associated with gardens • design and create a structure using plastic bottles 	<ul style="list-style-type: none"> • "plan and carry out a broad range of practical food preparation tasks safely and hygienically", e.g. Chinese food • design colourful menus 	<ul style="list-style-type: none"> • "plan and carry out a broad range of practical food preparation tasks safely and hygienically", e.g. pancakes • design and make a Welsh Not 	<ul style="list-style-type: none"> • design and create a display entitled Yn y Siop Elusen • create a Siop Elusen, including posters, models, leaflets, upscaled items, cakes, biscuits, a brand for the shop 	<ul style="list-style-type: none"> • arrange displays associated with Tywydd Od and Dŵr. • design a storyboard in relation to the story Diall • make a model of a harp, finger puppets • design water bottles / labels for water bottles 	<ul style="list-style-type: none"> • produce leaflets, posters to promote Wales • design carnival costumes, carnival floats • prepare simple dishes, e.g. salad, rice dish and a bowl of muesli

	Unit 1 Yn yr ardd Hedyn arbennig Y trêr bach Y Pod-antur Cymraeg Ydych chi'n cofio?	Unit 2 Tom a Beca'n mesur Diwali Noson Tân Gwylt Drama'r Nadolig Ydych chi'n cofio?	Unit 3 Padell ffrio fawr Powlen od Mynd i'r ysgol Tŷ mawr Ydych chi'n cofio?	Unit 4 Problem! Yn y siop Pridd Compost Ydych chi'n cofio?	Unit 5 Dŵr Glan-llyn Dŵr mewn potel Paid gwastraffu dŵr! Ydych chi'n cofio?	Unit 6 Ble mae Bob? Bob, druan! Hadau aawns Paratoi Mynd adre
Design and technology (cont.)	<ul style="list-style-type: none"> • prepare healthy sandwiches • design cycling clothes • make models / a mobile of the planets • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • design and make a rangoli, toran or other decorations associated with Diwali or Christmas • print T shirts • make models of characters featured in Edrychwch ar y Golau • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • undertake Victorian activities, e.g. press flowers, make scrapbooks, stitch samplers etc. • design and make a Snakes and Ladders board 	<ul style="list-style-type: none"> • design and make a story board to depict the Rebecca Riots • design and make puppets and models to use in the re-telling of the tale of the Rebecca Riots • research and design composting bins • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • evaluate their own work and that of their fellow pupils 	
English	<ul style="list-style-type: none"> • search for information on the internet • speak and listen in groups • record details in written form • write an extended piece about a fantasy plant 	<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 • learn and recite a poem that was popular during the Victorian period 	<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
Geography	<ul style="list-style-type: none"> • revise the points of the compass • identify and locate places / countries on a globe, atlas, map • use ICT to find and present information 	<ul style="list-style-type: none"> • identify and locate places / countries / continents on a globe, atlas, map • compare and contrast Wales and China 		<ul style="list-style-type: none"> • revise the points of the compass • opportunities to undertake map work • discuss protecting the environment by recycling 	<ul style="list-style-type: none"> • revise the points of the compass • compare and contrast life in Wales and Uganda • undertake research in relation to the Sahara Desert 	<ul style="list-style-type: none"> • revise the points of the compass • revise map symbols • use co-ordinates to plot places on a map • discuss places in Wales

	Unit 1 Yn yr ardd Hedyn arbennig Y trêrn bach Y Pod-antur Cymraeg Ydych chi'n cofio?	Unit 2 Tom a Beca'n mesur Diwali Noson Tân Gwylt Drama'r Nadolig Ydych chi'n cofio?	Unit 3 Padell ffrio fawr Powlen od Mynd i'r ysgol Tŷ mawr Ydych chi'n cofio?	Unit 4 Problem! Yn y siop Pridd Compost Ydych chi'n cofio?	Unit 5 Dŵr Glan-llyn Dŵr mewn potel Paid gwastraffu dŵr! Ydych chi'n cofio?	Unit 6 Ble mae Bob? Bob, druan! Hadau a dawns Paratoi Mynd adre
Geography (cont.)	<ul style="list-style-type: none"> • follow directions on a map; use co-ordinates • Ghana • discuss a particular area, e.g. Snowdonia 	<ul style="list-style-type: none"> • search for information about China 			<ul style="list-style-type: none"> • discuss the importance of saving water 	
History	<ul style="list-style-type: none"> • opportunities to study the use of herbs / plants as remedies in the past • opportunities to study the castles located in Snowdonia 	<ul style="list-style-type: none"> • opportunity to undertake research into the origins of fireworks • read about Guy Fawkes and the Gunpowder Plot and undertake appropriate activities 	<ul style="list-style-type: none"> • undertake work associated with the Victorian period – Victorian artefacts, life during Victorian times, the Victorian school, Victorian leisure • compare and contrast the Victorian era with the twenty first century • communicate ideas in a variety of ways 	<ul style="list-style-type: none"> • opportunity to study aspects of the 19th century and historical figures from the period • undertake work related to the Rebecca Riots 	<ul style="list-style-type: none"> • opportunities to revise the Victorian period 	<ul style="list-style-type: none"> • opportunities to study aspects of Welsh history
ICT	<ul style="list-style-type: none"> • “find information from a variety of sources for a defined purpose,” e.g. information about the National Botanic Garden, Snowdonia, Ghana, the rainforest • produce written pieces • use a range of ICT resources e.g. to create menus, 	<ul style="list-style-type: none"> • design and print posters, leaflets and T shirts using appropriate software • “find information from a variety of sources for a defined purpose” • use a range of ICT resources, e.g. film conversations, a news item and a performance of the play Edrychwch ar 	<ul style="list-style-type: none"> • “find information from a variety of sources for a defined purpose”, e.g. in relation to Victorian food, clothes, leisure activities etc. • prepare and give a PowerPoint presentation about the lives of Victorian people • design and print 	<ul style="list-style-type: none"> • design and create a display entitled Yn y Siop Elusen, e.g. logos, posters, leaflets etc. • “find information from a variety of sources for a defined purpose”, e.g. in relation to Dr Barnardo, the Rebecca Riots, other historical characters, 	<ul style="list-style-type: none"> • search for weather idioms in different languages • animate weather idioms • prepare and present a weather bulletin • produce materials for class displays • PowerPoint presentation about Glan-llyn • record an 	<ul style="list-style-type: none"> • search for information from different sources • film an advertisement to promote Wales, their area, the muesli they have created

	Unit 1 Yn yr ardd Hedyn arbennig Y trêr bach Y Pod-antur Cymraeg Ydych chi'n cofio?	Unit 2 Tom a Beca'n mesur Diwali Noson Tân Gwylt Drama'r Nadolig Ydych chi'n cofio?	Unit 3 Padell ffrio fawr Powlen od Mynd i'r ysgol Tŷ mawr Ydych chi'n cofio?	Unit 4 Problem! Yn y siop Pridd Compost Ydych chi'n cofio?	Unit 5 Dŵr Glan-llyn Dŵr mewn potel Paid gwastraffu dŵr! Ydych chi'n cofio?	Unit 6 Ble mae Bob? Bob, druan! Hadau a dawns Paratoi Mynd adre
ICT (cont.)	posters, leaflets	y Golau	posters and leaflets • make a Snakes and Ladders board	composting bins • design a story board to depict the Rebecca Riots • create cartoon characters which could be animated	interview • search for information on the internet • design and produce posters, leaflets etc.	
Mathematics	<ul style="list-style-type: none"> • design and use questionnaires • create and explain graphs • measure distance • revise the time • calculate bills and give change 	<ul style="list-style-type: none"> • measure • count in fives • create and explain graphs • divide a circle into halves and quadrants • draw angles • draw equilateral triangles • draw geometrical shapes and patterns • calculate prices • revise date, time 	<ul style="list-style-type: none"> • design and use questionnaires • create and explain graphs / Venn diagrams • weigh and measure ingredients • adapt recipes by calculating the amount of ingredients required for different numbers of people • problem solving and calculations 	<ul style="list-style-type: none"> • revise numbers up to 100 • calculate and explain the rate of growth of a plant • discuss timetables, thus revising time • revise money • calculate percentages 	<ul style="list-style-type: none"> • revise numbers up to 100 • calculate how many glasses of water, cups of tea etc. are consumed in a day • create and use questionnaires • draw and explain graphs • revise money • revise percentages 	<ul style="list-style-type: none"> • create and use questionnaires • draw and explain graphs • adapt recipes to suit different numbers of people
Music	<ul style="list-style-type: none"> • listen to / appraise different genres of music • listen to / appraise the <i>Planets Suite</i> by Gustav Holst 	<ul style="list-style-type: none"> • listen to and appraise a piece of traditional Chinese and Indian music and learn about Chinese and Indian musical instruments 	<ul style="list-style-type: none"> • express opinions about raps • compose raps • learn Victorian songs • pupils who can play the piano could play a piece that was popular during the Victorian era 	<ul style="list-style-type: none"> • compose, perform and appraise raps • choose a piece of music, or compose a piece to convey the Rebecca Riots 	<ul style="list-style-type: none"> • compose, perform and appraise raps, songs • listen to and appraise pieces played on the harp and other instruments • choose or compose pieces to convey the different scenes in the story Dial! 	<ul style="list-style-type: none"> • listen to and appraise jazz, Caribbean and steel band music • listen to and appraise music from other parts of the world • identify instruments

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Physical education	<ul style="list-style-type: none"> • create dances suitable for different genres of music • cycling skills and safety 	<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. in relation to a sleeping monster • <i>tai chi</i> and keep fit routines • take part in an Indian dance 	<ul style="list-style-type: none"> • learn about / take part in Victorian "PE" activities • compare and contrast these activities with keeping fit and healthy in the twenty first century 	<ul style="list-style-type: none"> • choreograph a dance to accompany a rap and to portray the farmers' anger during the Rebecca Riots 	<ul style="list-style-type: none"> • choreograph different styles of dances relevant to the party in the story Dial! • portray the story through dance 	<ul style="list-style-type: none"> • choreograph different movements suitable for a carnival procession • study, practise and perform dances from around the world • create and take part in keep fit routines
Religious education	<ul style="list-style-type: none"> • introduction to the parable of the Sower • discuss parables 	<ul style="list-style-type: none"> • discuss celebrations • study Diwali • perform the play Edrychwch ar y Golau, a play based on the Christmas story, and undertake appropriate activities 				
Science	<ul style="list-style-type: none"> • learn about the parts of a plant and their functions • sow seeds / plant bulbs • discuss the requirements for seed germination / healthy plant growth • discuss a healthy lifestyle • the planets / Solar System 	<ul style="list-style-type: none"> • the planets • make a Chinese meal, explain whether it is healthy • revise the parts of a flowering plant • undertake experiments to show the effect of light / darkness or sunlight / artificial light on a plant 	<ul style="list-style-type: none"> • discuss healthy food, how to make a meal more healthy • opportunity to discuss why too much sugar in the diet is bad for you 	<ul style="list-style-type: none"> • the requirements for healthy plant growth • visit a recycling plant • make compost 	<ul style="list-style-type: none"> • the importance of water in relation to plant growth and humans • experiments associated with water • the weather • the water cycle • wasting and saving water 	<ul style="list-style-type: none"> • revise the planets • the requirements for healthy plant growth • discuss seed dispersal • discuss healthy cereals • plant flowers, plants, shrubs, vegetable plants

	Unit 1 Yn yr ardd Hedyn arbennig Y trên bach Y Pod-antur Cymraeg Ydych chi'n cofio?	Unit 2 Tom a Beca'n mesur Diwali Noson Tân Gwylt Drama'r Nadolig Ydych chi'n cofio?	Unit 3 Padell ffrio fawr Powlen od Mynd i'r ysgol Tŷ mawr Ydych chi'n cofio?	Unit 4 Problem! Yn y siop Pridd Compost Ydych chi'n cofio?	Unit 5 Dŵr Glan-llyn Dŵr mewn potel Paid gwastraffu dŵr! Ydych chi'n cofio?	Unit 6 Ble mae Bob? Bob, druan! Hadau aawns Paratoi Mynd adre
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 and factual information; express opinions; work independently, in pairs and in groups. • 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. present information, write personal accounts, lists, menus, posters, leaflets, recipes, dialogues, factual pieces, a story, a personal response to a painting by van Gogh 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; role-play; express opinions, present personal information; confirm and record details 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, quiz questions, slogans, descriptions, posters, leaflets, news items, poems, posters, fact sheets, dialogues, recipes news items 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, give instructions, 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, recipes, posters, leaflets, factual pieces, an invitation, film commentary, instructions 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; convey personal experiences and factual information; 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, raps, dialogues, descriptions, stories, feature articles, interviews, instructions, explanations of graphs 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; express opinions and convey personal and factual information; 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 pieces, dialogues, an account of an event in the past, a poem, 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; express opinions and convey personal and imaginative experiences; give and respond to directions; 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, post cards, recipes, posters, leaflets, factual, personal and persuasive writing, entries in a diary etc.

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

Oracy

Pupils are encouraged to communicate orally in a variety of circumstances - in pair and group work, e.g. as they undertake the tasks outlined on the **Cardiau Siarad** (Discussion Cards) and role-play a variety of situations such as buying food in a restaurant, buying a train ticket or acting one of the scenes in the book entitled **Stori Llyn y Fan Fach** (The Story of Llyn y Fan Fach). They also respond to cues on the film and to each other's questions.

They give personal and factual information based on their personal research. They ask for opinions and information in a wide variety of situations and express opinions in relation to the DVD, the National Botanic Garden of Wales, music, the reading materials and a painting by van Gogh.

They are also asked to explain orally how to prepare various dishes and plant bulbs and seeds, and to describe the models they make. There are also opportunities to give instructions in relation to these activities.

There are opportunities to watch and listen to the film carefully and to extract the main points in a variety of ways, e.g. by undertaking oral work, by writing and answering questions in a quiz context, by completing grids, and pupils could also be given a synopsis of parts of the film, some of which could be **cywir** or **anghywir**. They would then be expected to spot and correct the inaccuracies after watching the film. Pupils could also write about specific sections of the film.

Reading

Pupils are encouraged to respond to various reading materials, e.g. a book entitled **Ble mae'r hadau?** (Where are the seeds?) which is based on the parable of the sower from the New Testament, a story book entitled **O Blaned i Blaned** (From Planet to Planet), a Welsh legend, **Stori Llyn y Fan Fach** (The Story of Llyn y Fan Fach), and two fact sheets – **Sut i Blannu Bylbiau** (How to Plant Bulbs) and **Eryri** (Snowdonia).

There are opportunities to read aloud as pupils read descriptions of their fantasy plant and descriptions of the planets.

There are also opportunities to read factual information and to gather information from images and diagrams on websites and in printed materials in relation to Snowdonia.

Writing

Pupils are provided with opportunities to complete grids, write lists, recipes, dialogues and questions which could be asked during a quiz activity. They are also asked to complete a registration form, after asking their partners for information, and to write extended captions for photographs.

There are opportunities to describe a fantasy plant and to include the details on a seed packet which pupils could design. This work is reinforced when pupils are asked to write cards to describe the plants that will grow from the seeds they have sown.

They are asked to respond to a painting by van Gogh – both orally and in written form.

Pupils write factual pieces as they label different parts of a flowering plant and write short paragraphs to describe the functions of the different parts. They also write about the planets and there are

opportunities to create posters, leaflets, presentations or a film script to promote Snowdonia, to encourage others to eat vegetables and to give advice on road safety.

There are opportunities to write about their personal experiences in the form of a record of their cycling session at school and they are asked to write detailed information about themselves that can be included in a **Pwy ydy Pwy?** (Who's Who?) board.

Pupils could also re-write **Stori Llyn y Fan Fach** (The Story of Llyn y Fan Fach) following steps advocated by Pie Corbett.

English

Pupils are asked to search for information about the National Botanic Garden of Wales, Snowdonia, Ghana and the planets, to make notes and to share the information. This will entail using English resources such as websites and books as they undertake their research.

They could also write an extended piece in English to describe a fantasy plant, which could include details about:

- where it has come from
- what it look likes
- how large it will grow
- what it needs to grow
- how it will reproduce

etc.

Mathematics

Mathematical resources and activities could be used to revise numbers in Welsh. There are also opportunities to devise questionnaires to find out which vegetables pupils like and to draw graphs to show the results. These graphs could then be interpreted simply:

Mae tri disgybl yn hoffi ... (Three pupils like ...)

Mae deg disgybl yn hoffi ... (Ten pupils like ...)

Pupils are given the opportunity to measure how far they can throw an object, and further work is undertaken in relation to time, e.g.

Mae hi'n bum munud wedi ... (It's five past ...)

etc.

Money is revised as bills are calculated and change is given in different situations.

Science

The vocabulary associated with different parts of a flowering plant is introduced in this unit and the functions of these different parts are explained. The requirements for healthy plant growth are also discussed and pupils are given opportunities to plant bulbs and sow seeds.

A healthy lifestyle is discussed in relation to diet and living an active life (e.g. the importance of cycling).

The planets are introduced in Part 4 and appropriate activities could be undertaken through the medium of Welsh.

Geography

The unit contains references to **gogledd** (north), **de** (south), **gorllewin** (west) and **dwyrain** (east) which provides opportunities to undertake further activities related to the points of the compass.

The references to the trees that have been transported to Llanarthne from the rainforest in Ghana provide opportunities to search for information about that country and about the rainforests.

A map of Snowdonia is provided on the fact file entitled **Eryri** (Snowdonia) which pupils could use to practise the use of co-ordinates and to reinforce their understanding of symbols. They are also encouraged to use the map as they write materials to promote the area.

History

There are references to using plants to treat medical conditions in the past.

Art and design

There are numerous opportunities to use Welsh as a means of communication during art and design sessions, e.g. in Part 1, pupils could design different types of arches for different kinds of gardens, parks or for a wooded area.

They could be encouraged to choose suitable materials to draw a fantasy plant and after completing the work, they should be given the opportunity to evaluate the work. Please see the document entitled **P-aC₃ Language Patterns** for appropriate vocabulary and patterns.

The book entitled **Ble mae'r hadau?** (Where are the seeds?), which contains the parable of the sower, provides opportunities to study van Gogh's painting entitled *The Sower* and to appraise the painting, using words and patterns contained in the document entitled **P-aC₃ Language Patterns**. This could also provide an opportunity to paint a similar picture and to study the work of van Gogh.

Physical education

Dance movements could be created to accompany different genres of music in Part 1 and cycling sessions could be held on the school grounds.

Music

In Part 1, there are opportunities to discuss different genres of music and to talk about what kind of music the pupils enjoy. Pupils could also listen to different genres of music and appraise this music, using patterns previously introduced in Pack 2.

Relevant sections of the **Planets Suite** by Gustav Holst could be played and pupils could be asked to consider which planets are portrayed in different excerpts. They could also appraise this music and identify the instruments.

RE

The parable of the sower is introduced in this unit, which could lead to a discussion about parables in general.

ICT

Pupils are asked to search for information about Snowdonia, Ghana, the planets and the National Botanic Garden of Wales – they could gather general information or they could be given specific questions, e.g.

Faint mae'n costio i fynd i mewn i'r Ardd Fotaneg Genedlaethol? (How much does it cost to go into the National Botanic Garden?)

Pryd mae'r Ardd Fotaneg Genedlaethol yn agor / cau? (When does the National Botanic Garden open / close?)

Beth sy yn yr Ardd Fotaneg Genedlaethol? Edrychwch ar y map / lluniau. (What is in the National Botanic Garden? Look at the map / pictures.
etc.

Pupils should then report back:

Mae'n costio ... (It costs ...)

Mae'r Ardd Fotaneg Genedlaethol yn agor / cau am ... (The National Botanic Garden opens / closes at ...)

Yn yr Ardd Fotaneg Genedlaethol, mae ... (In the National Botanic Garden there is / are ...)

There are opportunities to design healthy menus and materials to promote Snowdonia in addition to posters and leaflets giving advice in relation to road safety.

Design and Technology

There are numerous opportunities to use Welsh as a means of communication during design and technology sessions, e.g. in the first part, they could design and make different types of arches for different kinds of gardens, parks or for a wooded area.

Using appropriate materials, pupils could design and make models of different types of plants / objects which could then be used to create a display entitled **Yn yr Ardd Fotaneg Genedlaethol** (In the National Botanic Garden).

After seeing the greenhouse made from plastic bottles in Part 1, pupils could design and create a structure using plastic bottles.

Pupils could prepare healthy sandwiches and vegetable-based meals and could also design cycling clothes and make models or mobiles of the planets.

PSE

There are opportunities to discuss a healthy lifestyle and address the issue of Stranger Danger and personal safety when cycling.

Education for Sustainable Development and Global Citizenship

The unit targets **Education for Sustainable Development and Global Citizenship** as it focuses to a large extent on growing food etc. and pupils are given the opportunity to learn about life in Ghana as they search for information about the country and its rainforest.

Curriculum Cymreig

Much of the unit has been filmed at the National Botanic Garden of Wales at Llanarthne and in Snowdonia, and pupils therefore learn about these places. There are also references to **Meddygon Myddfai** (the Physicians of Myddfai) and the legend of Llyn y Fan Fach.

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 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 to work out which planets Tom may have travelled to and to compare and contrast the planets.

Developing Communication

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

Developing ICT

Pupils are encouraged to search for information by using the internet and to present it in an appropriate manner, making use of appropriate software. 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 gathering information in a variety of ways, including questionnaires, and presenting data in appropriate forms, including graphs which can then be explained in Welsh

The Literacy and Numeracy Framework

Much of the work is relevant to the Literacy and Numeracy Framework and teachers should take every opportunity to develop activities in accordance with the framework.

Unit 1: Part 1 – Yn yr ardd

Aims

- To revise introducing oneself in Welsh
- To revise vocabulary and patterns associated with music, e.g. expressing opinions, **Pa fath o fiwsig wyt ti'n hoffi?** (What kind of music do you (sing.) like?); **Dw i'n hoffi...** (I like ...); describing tone and dynamics in Welsh, e.g. **yn dawel** (quietly); **yn gryf** (strongly, loudly); **yn araf** (slowly); **yn gyflym** (quickly); discussing different genres of music, e.g. **miwsig rap**, (rap music); **miwsig roc** (rock music); **miwsig pop** (pop music); **miwsig clasurol** (classical music)
- To revise / introduce vocabulary and patterns associated with the time, **Faint o'r gloch ydy hi?** (What time is it?); **Mae hi'n ...** (+ soft mutation) (It's ...); especially time past the hour – **wedi** (past)
- To introduce information about the National Botanic Garden of Wales
- To introduce the Welsh expressions that refer to the main parts of a flowering plant and to discuss the functions of these parts
- To give and follow instructions that will enable pupils to plant bulbs through the medium of Welsh
- To revise and use, in meaningful contexts, vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Mae'r miwsig wedi stopio. (The music has stopped.)	yr Ardd Fotaneg Genedlaethol (the National Botanic Garden)
Dw i'n mwynhau ... (I enjoy ...)	gweithio (to work)
Ydych chi'n mwynhau ...? (Do you (pl.) enjoy ...?)	miwsig rap (rap music)
Ydyn. (Yes, we do.) / Nac ydyn. (No, we don't.)	miwsig roc (rock music)
Beth ydy hon? (What's this (fem.)?)*	miwsig pop (pop music)
Mae'r blodyn yn gwneud hadau. (The flower makes seeds.)	miwsig clasurol (classical music)
Mae'r dail yn gwneud bwyd. (The leaves make food.)	blodyn (flower), blodau (flowers)
Mae'r bwyd yn mynd drwy'r coesyn. (The food goes through the stem.)	deilen (leaf), dail (leaves)
Mae'r dŵr yn mynd drwy'r coesyn. (The water goes through the stem.)	coesyn (stem)
	hedyn (seed), hadau (seeds)
	gwreiddiau (roots)
	tŷ gwydr (greenhouse)
	poteli plastig (plastic bottles)
	pridd (soil)
	bwlb (bulb), bylbiau (bulbs)
	tiwlip (tulip), tiwlipau (tulips)

Yr amser (The time)

Faint o'r gloch ydy hi?	(What time is it?)
Mae hi'n ddeg o'r gloch.	(It's ten o'clock.)
bum munud wedi deg	(five past ten)
ddeg munud wedi deg	(ten past ten)
chwarter wedi deg	(a quarter past ten)
ugain munud wedi deg	(twenty past ten)
bum munud ar hugain wedi deg	(twenty five past ten)
hanner awr wedi deg	(half past ten)
Mae hi'n un ar ddeg o'r gloch.	(It's eleven o'clock.)
Mae hi'n ddeuddeg o'r gloch.	(It's twelve o'clock.)

Familiar patterns and vocabulary

The following language patterns may already have been introduced during the Foundation Phase and in P-aC₁ and P-aC₂.

Patterns	Main vocabulary
Questions and answers Pwy ydych chi? (Who are you?) ... ydw i. (I'm ...) Sut ydych chi heddiw? (How are you today?) Dw i'n ... (I'm ...) Beth ydy'r rhain? (What are these?) Pa liw ydy'r ...? (What colour is the / are the ...?) Commands / Instructions Edrychwch. (Look (pl.).) Rhaid rhoi cerrig bach yn y pot. (Must put some small stones in the pot.) Rhaid rhoi pridd yn y pot. (Must put some soil in the pot.) Other Does dim miwsig. (There's no music.) Mae'n hyfryd. (It's lovely.) Mae'n wych. (It's great.) Dim problem. (No problem.) Dw i'n defnyddio ... (I'm using ...)	De Cymru (South Wales) tacluso (to tidy up) helpu (to help) eistedd (to sit) gwrando ar fiwsig (to listen to music) pot (pot) cerrig bach (small stones) pridd (soil) plannu (to plant) dŵr (water)

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.

Faint o'r gloch ydy hi? (What time is it?); **Mae hi'n ...** (It's ...)

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

Beth ydy hwn? (What's this (masc.)?); **Beth ydy hon?** (What's this/ (fem.)?); **Beth ydy'r rhain?** (What are these?)

Dw i'n defnyddio ... (I'm using ...)

Rhaid ... (Must ...)

Step-by-step suggestions:

- The first clip entitled **Yn yr ardd** (In the garden) (Unit 1, Part 1) could be played in its entirety in order to introduce Tom, who is a new character, and the setting, **Gardd Fotaneg Gendlaethol Cymru** (The National Botanic Garden of Wales). Alternatively, you could introduce the film step by step as suggested below.

After watching the film, pupils could express opinions about the film, the garden, etc:

Wyt ti'n hoffi'r ffilm? (Do you like the film?)

Ydw. (Yes, I do.)

Ydw. Dw i'n hoffi'r ffilm. (Yes. I like the film.)

Dw i'n hoffi'r ffilm. Mae'n ddiddorol. (I like the film. It's interesting.)

Dw i'n hoffi'r ffilm achos dw i'n hoffi garddio. (I like the film because I like gardening.)

Dw i'n hoffi'r ffilm achos dw i'n hoffi Tom. Mae e'n / o'n ddoniol. (I like the film because I like Tom. He's funny.)

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

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

Dw i ddim yn hoffi'r ffilm. Mae'n ddiflas. (I don't like the film. It's boring.)

Dw i ddim yn hoffi'r ffilm achos dw i ddim yn hoffi garddio. (I don't like the film because I don't like gardening.)

Dw i ddim yn hoffi'r ffilm achos dw i ddim yn hoffi Tom. Mae e'n/o'n wirion / dwp. (I don't like the film because I don't like Tom. He's silly.)

You could then proceed as follows.

- Show the first clip entitled **Yn yr ardd** (In the garden) (Unit 1, Part 1) up to the point where the map and the clips of the National Botanic Garden of Wales are shown. Stop the film after Tom sits on the bench.
- Draw attention to Tom's location:
Yr Ardd Fotaneg Gendlaethol, Llanarthne, De Cymru (The National Botanic Garden, Llanarthne, South Wales.)

Play the section again and ask the pupils to respond to his questions. You could pause the film at relevant points in order to allow them to respond.

- **Quiz activity:** You could ask questions based on the film as part of a quiz activity. Pupils could then write their own questions which they could ask in the quiz and marks could be awarded for good questions as well as for correct answers, e.g.

Ble mae Tom? (Where is Tom?)

Yn yr ardd. (In the garden.) / **Yn yr Ardd Fotaneg.** (In the Botanic Garden.)

Beth mae Tom yn wneud ar ddechrau'r ffilm? (What is Tom doing at the beginning of the film?)

Mae e'n/o'n sefyll.

(He's standing.)

mwynhau miwsig

enjoying music

gwrando ar fiwsig

listening to music

cerdded

walking

Beth ydy'r broblem? (What's the problem?)

Does dim miwsig. (There's no music.)

Mae'r miwsig yn stopio. (The music stops.)

Sut mae Tom yn teimlo? (How does Tom feel?)

Mae e'n / o'n teimlo'n hapus. (He feels happy.)

Pam mae e'n / o'n teimlo'n hapus? (Why does he feel happy?)

Achos mae e'n / o'n hoffi'r Ardd Fotaneg Genedlaethol. (Because he likes the National Botanic Garden.)

Achos mae e'n / o'n hoffi miwsig (a dawnzio). (Because he likes music (and dancing).)

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

Crys T gwyrdd / llwyd a brown. (A green / grey and brown T-shirt.)

Mae e'n / o'n gwisgo ... (He's wearing ...)

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

Dail. (Leaves.)

Coed. (Trees.)

Planhigion. (Plants.)

Blodau. (Flowers.)

Mae ... yn yr ardd. (There is / are ... in the garden.)

Pa fath o ddail? (What kind of leaves?)

Dail gwyrdd tywyll. (Dark green leaves.)

Dail mawr, gwyrdd tywyll. (Large, dark green leaves.)

Dail hir. (Long leaves.)

Dail pigog. (Spiky leaves)

Pa liw ydy'r blodau ar y ffilm? (What colour are the flowers on the film?)

Pinc. (Pink.) / **Coch.** (Red.)

Ydy Tom yn hoffi'r ardd? (Does Tom like the garden?)

Ydy. (Mae Tom yn hoffi'r ardd.) (Yes.) (Tom likes the garden.)

Wyt ti'n hoffi'r ardd? (Do you like the garden?)

Ydw, dw i'n hoffi'r ardd. (Yes, I like the garden.)

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

Dw i'n hoffi'r ardd achos mae'n hardd. (I like the garden because it's beautiful.)

lliwgar	colourful
hyfryd	lovely
gyffrous	exciting
hwyl	fun

Dw i ddim yn hoffi'r ardd achos mae'n ddiflas. (I don't like the garden because it's boring.)
does dim llawer o flodau (there aren't many flowers.)

- Ask pupils to search for information about the National Botanic Garden of Wales, e.g.
Ble mae'r Ardd Fotaneg Genedlaethol? (Where is the National Botanic Garden?)
Beth sy yn yr Ardd? (What's in the Garden?)
Faint mae'n costio i fynd i mewn i'r Ardd Fotaneg Genedlaethol? (How much does it cost to go into the National Botanic Garden?)
Pryd mae'r Ardd Fotaneg Genedlaethol yn agor / cau? (When does the National Botanic Garden open / close?)
Beth sy yn yr Ardd Fotaneg Genedlaethol? Edrychwch ar y map / lluniau. (What's in the National Botanic Garden? Look at the map / pictures.)
etc.

Pupils should then report back:

Mae'r Ardd Fotaneg Genedlaethol yn ne Cymru / ger ... (The National Botanic Garden is in south Wales / near ...)

Yn yr Ardd Fotaneg Genedlaethol, mae ... (In the National Botanic Garden, there is / are ...)

Mae'n costio ... i fynd i mewn. (It costs ... to go in.)

Mae'r Ardd Fotaneg Genedlaethol yn agor / cau am ... (The National Botanic Garden opens / closes at ...)

- Play the next part, where Tom introduces different genres of music and pause after he refers to **miwsig clasurol** (classical music) and takes the earphones from his ears.

Ask

Beth mae Tom yn hoffi? (What does Tom like?)

Pa fath o fiwsig mae Tom yn hoffi? (What kind of music does Tom like?)

Mae Tom yn hoffi ... (Tom likes ...)

Further work could be undertaken in relation to music, e.g. the class could listen to different styles of music, categorize and discuss the different genres. They could also take part in a music quiz, where a few bars of music could be played, the pupils could be asked to identify the genres, and if possible, say something about the music. This would revise work undertaken in Pack 2, (Pack 2, Unit 5, Part 1).

Pa fath o fiwsig? (What kind of music?)

Dw i'n hoffi / mwynhau ... achos mae'n wych. (I like / enjoy ... because it's great.)

hwyl	fun
gyffrous	exciting
dawel	quiet
gryf	strong / loud

Dw i ddim yn hoffi / mwynhau ... achos mae'n drist. (I don't like / enjoy ... because it's sad.)

ddiflas	boring
ofnadwy	awful
rhy gryf	too strong / loud
rhy dawel	too quiet
rhy araf	too slow
rhy gyflym	too fast

Dw i'n hoffi / mwynhau ... achos dw i'n teimlo'n hapus.

	(I like / enjoy ... because I feel happy.)
fywiog	lively
wych	great

Dw i ddim yn hoffi / mwynhau ... achos dw i'n teimlo'n drist

	(I don't like / enjoy ... because I feel sad.)
ddiflas	miserable
ofnadwy	awful

- Introduce **Cerdyn Siarad 1** (Discussion Card 1).
Pa fath o fiwsig ydych chi'n mwynhau? Siaradwch am hyn.
(What kind of music do you like? Talk about this.)

Using vocabulary and patterns listed on the card, and the language patterns listed above, ask the pupils to discuss what kind of music they like. They could name individual singers or bands as well as the different genres.

- In a physical exercise activity, pupils could devise different dance movements to accompany different genres of music.
- Play the next section of film, ending with the shot of the cabbages.
Ask the pupils:
Ble mae Tom? (Where's Tom?)
Yn yr ardd. (In the garden.)
Ar sedd yn yr ardd. (On a seat in the garden.)

Emphasize the new word – **sedd** (seat).

Ask the pupils:

Ydych chi'n cofio? Beth sy ar y sedd? (Do you remember? What's on the seat?)
Pwy sy'n gallu gwneud y rhestr hira? (Who can make the longest list?)

After a minute or so, ask:

Ydych chi wedi gorffen? (Have you finished?)
Pwy sy wedi gwneud y rhestr hira? (Who has made the longest list?)
Faint? / Sawl un? (How many?)

List the items with the pupils:

het (hat)
bag (bag)
fforch (gardening fork)
rhaw (spade)
bylbiau (bulbs)
bwced (bucket)
menig (gloves)
can dŵr (hwyaden) (a watering pot) (a duck)
i-pod (i-pod)

- Replay the section so that pupils can check their lists but also, ask them to list three vegetables that they see growing in the garden – in Welsh or English as appropriate. If pupils do not know the Welsh words, introduce them:
ffa (beans)
winwns (onions – South Wales) / **nionod** (onions – North Wales)
bresych (cabbage)
- Ask the pupils whether they've understood why Tom is in the garden. You could replay the beginning of this section to prompt them.
Beth mae Tom yn wneud yn yr Ardd Fotaneg Genedlaethol? (What does Tom do at the National Botanic Garden?)

Mae e'n / o'n tacluso. (He tidies.)

helpu helps
gweithio works

- In this section, Tom asks **Faint o'r gloch ydy hi?** (What time is it?)

Ask the pupils to respond:

Mae hi'n ddeg o'r gloch. (It's ten o'clock.)

You could then revise the time in Welsh. Ask pupils for the Welsh words for:

5 – **pump** – but **pum** in relation to time past the hour (**pum munud wedi**)

10 – **deg**

$\frac{1}{4}$ – **chwarter**

$\frac{1}{2}$ – **hanner**

20 – **dau ddeg** – but **ugain** in relation to the time (**ugain munud wedi**)

25 – **dau ddeg pump** – but **pum(p) ar hugain** in relation to the time (**pum munud ar hugain wedi**)

Faint o'r gloch ydy hi?	(What time is it?)
Mae hi'n ddeg o'r gloch.	(It's ten o'clock.)
bum munud wedi deg	(five past ten)
ddeg munud wedi deg	(ten past ten)
chwarter wedi deg	(a quarter past ten)
ugain munud wedi deg	(twenty past ten)
bum munud ar hugain wedi deg	(twenty five past ten)
hanner awr wedi deg	(half past ten)
Mae hi'n un ar ddeg o'r gloch.	(It's eleven o'clock.)
Mae hi'n ddeuddeg o'r gloch.	(It's twelve o'clock.)

You could introduce a variety of activities to practise these forms but most importantly, try to use these patterns as appropriate throughout the day from now on, so that pupils hear them and become familiar with them.

- Play the next section – where Tom walks through the garden. Pause after the shot showing the brilliant pink flowers – after the orange flowers.

Replay the clip and ask them to listen out for time expressions and to answer Tom's questions:

Faint o'r gloch ydy hi? (What time is it?)

- Ask the pupils to list what they saw in the garden during this clip. You could play it again to remind them, of course.

Ask the pupils:

Ydych chi'n cofio? Beth sy yn yr ardd? (Do you remember? What's in the garden?)

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

After a minute or so, ask:

Ydych chi wedi gorffen? (Have you finished?)

Pwy sy wedi gwneud y rhestr hira? (Who has made the longest list?)

Faint? / Sawl un? (How many?)

List the items with the pupils:

letys (lettuce)

betys (beetroot)

blodau pinc, melyn, oren, gwyn (pink, yellow, orange, white flowers)

moron (carrots)

You could also draw attention to the arch seen on the film:

bwa (arch)

Ask the pupils what's in the arch?

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

Ciwycymbr a moronen. (A cucumber and a carrot.)

(**Moronen** is the singular form of **moron** – a carrot.)

You could then ask pupils to design different types of arches for different kinds of gardens, parks or for a wooded area, e.g.

gardd flodau (a flower garden)

gardd lysiau (a vegetable garden)

gardd ddŵr (an aquatic garden)

parc chwarae (a play area)

parc blodau (a flower park)

y goedwig (the woods)

As they are working, pupils should describe what they are doing in Welsh, using patterns and vocabulary they have previously learnt, many of which are listed in the document entitled **P-aC₃ Language Patterns**, e.g.

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

Dw i'n peintio. (I'm painting.)

Dw i'n tynnu llun ciwycymbr. (I'm drawing a picture of a cucumber.)

Dw i'n gludo. (I'm sticking.)

Beth wyt ti'n ddefnyddio? (What are you (sing.) using?)

Dw i'n defnyddio ... (I'm using ...)

Pa liw ydy hwn? (What colour is this?)

Coch. (Red.)

They could describe their work to other members of the group, e.g.

Bwa mewn gardd flodau ydy hwn. (This is an arch in a flower garden.)

Edrychwch – dyma'r ... (Look (pl.) – here is the ...)

They could also evaluate the work:

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

Mae'r ... yn effeithiol. (The ... is / are effective.)

Similarly, they could design and make models of arches, using relevant language patterns – please see above, e.g.

Mae'r ... yn effeithiol. (The ... is / are effective.)

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

Mae angen mwy o ... yma. (More ... is / are needed here.)

- Play the next section of the DVD, where Tom introduces the parts of a flowering plant – up to the point where the animation of the parts of the plant is shown.

Reinforce the vocabulary. You could play the section again and ask pupils to respond to Tom's questions:

Beth ydy hwn? (What's this (masc.)?)

Beth ydy hon? (What's this (fem.)?)

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

Using a simple diagram of a flowering plant, ask them to label

blodyn (flower), **blodau** (flowers)

deilen (leaf), **dail** (leaves)

coesyn (stem)

pridd (soil)

hadau (seeds)

- Play the section again so that pupils can check their diagrams. Ask them to concentrate on the functions of the flower, the leaves and the stem. Ask them to discuss this in groups and to write simply:

Mae'r blodyn yn gwneud hadau. (The flower makes seeds.)

Mae'r dail yn gwneud bwyd. (The leaves make food.)

Mae'r bwyd yn mynd drwy'r coesyn [o'r dail i'r gwreiddiau]. (The food goes through the stem [from the leaves to the roots].)

Mae dŵr yn mynd drwy'r coesyn [o'r gwreiddiau i'r dail.] (Water goes through the stem [from the roots to the leaves].)

In order to assist them, you could write the sentences on the white board and ask them to fill in the gaps, e.g.

Mae'r blodyn yn gwneud (The flower makes)

Mae'r dail yn gwneud (The leaves make)

Mae'r bwyd yn mynd drwy'r [o'r dail i'r] (The food goes through the [from the leaves to the].)

Mae dŵr yn mynd drwy'r [o'r gwreiddiau i'r] (Water goes through the [from the roots to the].)

They could then draw arrows on their diagrams to show how food / water is transported through the stem to various parts of the plant.

- Play the final section – where Tom plants some bulbs.

Draw attention to the **tŷ gwydr** (greenhouse) that has been made using recycled bottles.

Pupils could undertake a design and technology project where they design and create a structure or piece of artwork using clean plastic bottles. This could then be followed by an evaluation period.

Ask the pupils whether they've understood the time at the end of the clip:

Mae hi'n ddeuddeg o'r gloch. (It's twelve o'clock.)

- Using the instructions that are to be seen on the fact sheet **Plannu Bylbiau** (Planting Bulbs) and on the film, pupils could plant bulbs in pairs / groups. As they are doing so, they should ask each other questions and give instructions:

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

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

Beth wyt ti'n ddefnyddio? (What are you using?)

Dw i'n defnyddio ... (I'm using ...)

Beth ydy hwn? (What's this?)

Bwlb. (A bulb.)

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

Bylbiau. (Bulbs.)

Pa fath o fylbiau? (What kind of bulbs?)

Tiwlipau. (Tulips.)

Pa liw ydy'r tiwlipau? (What colour are the tulips?)

Tiwlipau coch. / Dw i ddim yn gwybod. (Red tulips. / I don't know.)

Rhaid ... (Must ...)

If appropriate, you could revise and use the following:

Yn gynta, rhaid ... (Firstly, (you) must ...)

Yn ail, rhaid ... (Secondly, (you) must ...)

Yn drydydd, rhaid ... (Thirdly, (you) must ...)

Yna, ... (Then ...)

- If you have not already done so, you could now discuss the film:
Wyt ti'n hoffi'r ffilm? (Do you like the film?)
Ydw. (Yes, I do.)
Ydw. Dw i'n hoffi'r ffilm. (Yes. I like the film.)
Dw i'n hoffi'r ffilm. Mae'n ddiddorol. (I like the film. It's interesting.)
Dw i'n hoffi'r ffilm achos dw i'n hoffi garddio. (I like the film because I like gardening.)

Nac ydw. (No, I don't.)
Nac ydw. Dw i ddim yn hoffi'r ffilm. (No. I don't like the film.)
Dw i ddim yn hoffi'r ffilm. Mae'n ddiflas. (I don't like the film. It's boring.)
Dw i ddim yn hoffi'r ffilm achos dw i ddim yn hoffi garddio. (I don't like the film because I don't like gardening.)

Unit 1: Part 2 – Hedyn arbennig

Aims

- To introduce, revise and develop vocabulary and patterns that can be used in role-play situations, e.g. buying food in different situations, and show how patterns learnt in one context can be applied to another
- To revise Welsh vocabulary and patterns associated with money: **Faint ydy(r) ...?** (How much is the / are the ...?; ... **ceiniog** (... pence); ... **punt** (... pounds); **newid** (change)
- To revise the points of the compass and use them with **o** (from), i.e. **o'r gogledd** (from the north); **o'r de** (from the south); **o'r gorllewin** (from the west); **o'r dwyrain** (from the east)
- To give and follow instructions in relation to sowing seeds
- To discuss the requirements for seeds to germinate
- To revise and use, in meaningful contexts, vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae'r tŷ bwyta'n agor am ddeg o'r gloch. (The restaurant opens at ten o'clock.)</p> <p>Mae hi'n bum munud wedi deuddeg. (It's five past twelve.)</p> <p>Ydych chi eisiau gweld mwy (o'r ardd)? (Do you want to see more (of the garden)?)</p> <p>Mae'r coed yma'n dod o Ghana. (These trees come from Ghana.)</p> <p>O ble mae'r hedyn wedi dod? (Where has the seed come from?)</p> <p>O'r gogledd? (From the north?)</p> <p>O'r de? (From the south?)</p> <p>O'r gorllewin? (From the west?)</p> <p>O'r dwyrain? (From the east?)</p>	<p>planhigyn (plant), planhigion (plants)</p> <p>jar (jar), jariau (jars)</p> <p>fforest law (rainforest)</p> <p>Ghana (Ghana)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Faint o'r gloch ydy hi nawr? (What time is it now?)</p> <p>Beth wyt ti'n wneud? (What are you doing?)</p> <p>Dw i'n ... (I'm ...)</p> <p>Pa fath? (What kind?)</p> <p>Ble ydw i? (Where am I?)</p> <p>Beth sy yn y jariau? (What's in the jars?)</p> <p>Ydych chi'n gallu clywed sŵn? (Can you hear a noise / sound?)</p> <p>Beth ydy hwn? (What's this?)</p> <p>Pa faint? (What size); Bach? (Small?); Canolig? (Medium?); Mawr? (Large?)</p> <p>Dw i ddim yn gwybod. (I don't know.)</p> <p>Commands</p> <p>Dewch gyda fi. (Come (pl.) with me.)</p> <p>Edrychwch ar y map. (Look at the map.)</p> <p>Rhaid taflu'r arian i mewn i'r dŵr. (Must throw the money into the water.)</p> <p>Other:</p> <p>Dyma'r tŷ bwyta. (This is the restaurant.)</p> <p>I ginio, dw i eisiau ... (For lunch / dinner, I want ...)</p>	<p>Pardwn? (Pardon?)</p> <p>ar agor (open)</p> <p>brechdan salad (salad sandwich)</p> <p>plannu (to plant)</p> <p>bylbiau (bulbs)</p> <p>blodau (flowers)</p> <p>coed (trees)</p> <p>tatws (potatoes)</p> <p>moron (carrots)</p> <p>pys (peas)</p> <p>betys (beetroot)</p> <p>letys (lettuce)</p> <p>winwns (onions – South Wales)</p> <p>nionod (onions – North Wales);</p> <p>hedyn (seed), hadau (seeds)</p> <p>pot (pot)</p> <p>cerrig bach (small stones)</p> <p>pridd (soil)</p> <p>dŵr (water)</p> <p>taflu (to throw)</p> <p>lwcus (lucky)</p> <p>deg ceiniog (ten pence)</p>

Mae ... yn dda iawn i chi. (... is / are very good for you.) Dw i'n hoffi ... (I like ...) Dw i'n hoffi brechdan salad achos mae'n flasus iawn. (I like salad sandwiches because they're very tasty. (lit. I like a salad sandwich because it's very tasty.))	dau ddeg ceiniog (twenty pence) tri deg ceiniog (thirty pence) pedwar deg ceiniog (forty pence) pum deg ceiniog (fifty pence) punt (a pound) dwyr bunt (two pounds) pum punt (five pounds) crys (shirt) het (hat) antur (adventure)
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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 wyt ti'n wneud? (What are you (sing.) doing?); **Dw i'n ...** (I'm ...)

Beth wyt ti eisiau? (What do you (sing.) want?); **Dw i eisiau ... os gwelwch yn dda.** (I want ... please.)

Faint o'r gloch ydy hi? (What time is it?); **Mae hi'n ...** (It's ...)

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

Pardwn? (Pardon?)

Pa fath o ...? (What kind of ...?)

Pa faint? (What size?)

Rhaid ... (Must ...)

Step-by-step suggestions:

- Play the film entitled **Hedyn arbennig** (A special seed) (Unit 1, Part 2) up to the point where Tom leaves the restaurant, saying, **Iawn, dewch gyda fi.** (Fine, come with me.)

You could follow the same format as Part 1 by introducing a quiz activity based on the film, where the pupils write and answer questions, e.g.

Beth mae'r ferch yn wisgo? (What's the girl wearing?)

Mae hi'n gwisgo ... (She's wearing ...)

Pa fath o frechdan mae Tom eisiau? (What kind of sandwich does Tom want?)

Mae e / o eisiau brechdan salad. (He wants a salad sandwich.)

Faint ydy'r frechdan? (How much is the sandwich?)

Dwyr bunt. (Two pounds.)

Faint o newid? (How much change?)

Saith punt. (Seven pounds.)

etc.

- Play the clip again and ask the pupils to focus on the patterns that are used to ask for things and to discuss price:

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

Faint ydy'r sudd afal? (How much is the apple juice?)

Revise words associated with food and drink and ask the pupils to write lists. In order to prompt them, you could ask them to think of different times of the day when they eat food:

amser brecwast (breakfast time)

amser snac (snack time)

amser cinio (lunch / dinner time)

amser te (tea time)

amser swper (supper time)

Revise other ways of asking for things in Welsh:

... os gwelwch yn dda. (... please.)

Ga i (+ soft mutation) ... os gwelwch yn dda? (May I have ... please.)

Then, introduce **Cerdyn Siarad 2** (Discussion Card 2):

A: Rwyf ti'n gweithio yn y tŷ bwyta. (You work at the restaurant.)

B: Rwyf ti eisiau bwyd a diod. (You want some food and drink.)

Siaradwch. (Speak.)

Using the patterns listed on the card and any other patterns they may know, pupils should role-play the situation.

Pupils could create menus for their role-play situations, which could include prices so that they would have to calculate prices, give change etc.

You could also emphasize that their menus must be healthy, which could involve a discussion about healthy / less healthy food which would, in turn, provide an opportunity to revise patterns such as:

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

Mae ... yn ddrwg i chi. (... is / are bad for you.)

Mae gormod o ... yn ddrwg i chi. (Too much ... is bad for you. / Too many... are bad for you.)
etc.

Pupils could make healthy sandwiches in class, which would involve revising and using command forms:

Rhowch y menyn ar y bara. (Spread (lit. put) the butter on the bread.)

Golchwch y letys. (Wash the lettuce.)

Torrwch y tomato. (Cut the tomato.)

Rhowch y letys a'r tomato ar y bara. (Put the lettuce and the tomato on the bread.)

They could also use **Rhaid** (Must):

Rhaid rhoi'r menyn ar y bara. (Must spread (lit. put) the butter on the bread.)

Rhaid golchi'r letys. (Must wash the lettuce.)

Rhaid torri'r tomato. (Must cut the tomato.)

Rhaid rhoi'r letys a'r tomato ar y bara. (Must put the lettuce and the tomato on the bread.)

Pupils could then use these patterns to write the recipes for these sandwiches, but they should also include the following sub-headings in appropriate places:

Mae angen: (... is needed:) (followed by a list of ingredients)

Dull: (Method:) (followed by the method).

- In order to transfer these patterns to a different situation and revise vocabulary and patterns previously learnt, especially **Pa liw?** (What colour?) and **Pa faint?** (What size?) which will be used later on in unit, introduce **Cerdyn Siarad 3** (Discussion Card 3):

A: Rwyf ti'n gweithio mewn siop hufen iâ. (You work in an ice cream shop.)

B: Rwyf ti eisiau hufen iâ. (You want an ice cream.)

Siaradwch. (Speak.)

You could also transfer these patterns to other similar situations of course, e.g. asking for food and drink in the dinner queue, at snack time - **amser snac** - and when asking for things in class.

- Play the next section, where Tom shows examples of **blodau** (flowers), **coed** (trees), **llwybr** (a path), **planhigyn** (a plant) and **planhigion** (plants). End with the section showing the pharmacy and the reference to **fferylfa** (pharmacy).

Draw attention to the **poteli** (bottles) and **jariau** (jars) and ask what's in the bottles and jars:

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

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

Perlysiau. (Herbs)

Ffisig. (Medicine – North Wales); **Moddion.** (Medicine – South Wales)

Explain that many years ago, people used to make medicines using various herbs and plants – you could show the pestle and mortar to show how they would grind the herbs – and that even today many medicines are plant-based.

You could discuss how natural remedies are used today, e.g. the use of honey when someone has a sore throat / a cough; the use of garlic for a variety of conditions; the use of dock leaves to counter the effects of a nettle sting.

You could introduce old recipes for different cures and discuss these. You could also refer to a family of famous Welsh physicians – **Meddygon Myddfai** (The Physicians of Myddfai) – who collected and recorded many old medicinal recipes. A tale associated with these physicians is included in Part 5 of this unit.

- Before you show the next section, revise the Welsh words for vegetables, e.g.
winwns (onions – South Wales) / **nionod** (North Wales)
moron (carrots)
betys (beetroot)
ffa (beans)
pys (peas)
cennin (leeks)
tatws (potatoes)
letys (lettuce)
bresych (cabbage)
- Play the next clip, where Tom continues his tour of the garden and ask the pupils to list which vegetables are shown on the film. Pause the film after Tom has said that he likes potatoes, carrots and leeks – **Maen nhw'n flasus iawn.** (They're very tasty.)

Ask the pupils to respond to Tom's questions:

Ydych chi'n hoffi ...? (Do you like ...?)

by saying either

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

or

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

Pupils could then create questionnaires to find out how many pupils like different vegetables. They could use these questionnaires and draw graphs to show their findings. These, in turn, could be explained in Welsh, e.g.

Mae deg disgybl yn hoffi moron. (Ten pupils like carrots.)

Mae saith disgybl yn hoffi cennin. (Seven pupils like leeks.)

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

- You could ask:
Pryd wyt ti'n bwyta llysiau? (When do you (sing.) eat vegetables?)
Dw i'n bwyta tatws a moron amser swper. (I eat potatoes and carrots at supper time.)
Dw i'n bwyta pys a moron gyda sosej.is (I eat peas and carrots with sausages.)
Dw i'n bwyta winwns / nionod ac india corn ar pizza. (I eat onions and sweetcorn on a pizza.)
etc.

Pupils could make a vegetarian dish, e.g. vegetable rice, stir fry, **cawl** (broth) etc. This would once again involve revising commands:

Golchwch y ... (Wash (pl.) the ...)

Pliciwch / Piliwch y ... (Peel / Peel (pl.) the ...)

Torrwch y ... (Cut (pl.) the ...)

Rhowch y ... a'r ... yn y ... (Put (pl.) the ... and the ... in the ...)

Cymysgwch y ... a'r ... (Mix (pl.) the ... and the ...)

Byddwch yn ofalus iawn. (Be (pl.) very careful.)

Rhaid (must) could also be used:

Rhaid golchi'r ... (Must wash the ...)

Rhaid torri'r ... (Must cut the ...)

Rhaid plicio / pilio'r ... (Must peel the ...)

Rhaid rhoi'r ... a'r ... yn y ... (Must put the ... and the ... in the ...)

Rhaid cymysgu'r ... a'r ... (Must mix the ... and the ...)

Rhaid bod yn ofalus iawn. (Must be very careful.)

Pupils could then use these patterns to write the recipes for their dish but they should also include the following sub-headings in appropriate places:

Mae angen: (... is / are needed): (followed by a list of ingredients)

Dull: (Method): (followed by the method).

- Following the clip that shows the vegetables, you could draw attention to the variety of vegetables that are grown in this country:

Mae llawer o lysiau'n tyfu yng Nghymru. (Many vegetables grow in Wales.)

Pupils could then list these vegetables.

You could also explain:

Mae llysiau'n dda i chi. (Vegetables are good for you.)

Rhaid bwyta llysiau a ffrwythau bob dydd. (Must eat vegetables and fruit every day.)

Pupils could produce materials to encourage others to eat vegetables and these could be displayed in suitable locations around the school. These materials could include:

- rhetorical questions, e.g.
Ydych chi'n hoffi llysiau? (Do you (pl.) like vegetables?)
Ydych chi'n bwyta llysiau bob dydd? (Do you (pl.) eat vegetables every day?)
Pryd ydych chi'n bwyta llysiau? (When do you (pl.) eat vegetables?)
Beth am fwyta ...? (How / What about eating ...?)
Beth am droio ...? (How / What about trying ...?)
- statements, e.g.
Mae ... yn dda i chi. (... is / are good for you.)
Mae ... yn flasus iawn, iawn. (... is / are very, very tasty.)
Rhaid bwyta ... bob dydd. (Must eat ... every day.)
- commands
Bwytwch ddigon o ... bob dydd. (Eat (pl.) plenty of ... every day.)
Cofiwch fwyta llysiau bob dydd. (Remember (pl.) to eat vegetables every day.)
Dywedwch "Os gwelwch yn dda!" i lysiau bob amser! (Say (pl.) "Please" to vegetables every time!)
Peidiwch dweud "Dim diolch" i lysiau! (Don't (pl.) say "No thanks" to vegetables.)
- Show the next section of film, that shows the trees from Ghana, up to the point where the map of Africa is shown.

Pupils could look for Ghana on a map of the world and search for information about that country if appropriate. They could also search for images and information about **y fforest law** (the rainforest), e.g.

Pa anifeiliaid sy yn y fforest law yn Ghana? (What animals are there in the rainforest in Ghana?)

Pa adar sy yn y fforest law yn Ghana? (What birds are there in the rainforest in Ghana?)

They could then share the information with the group.

Mae ... yn y fforest law yn Ghana. (There is / are ... in the rainforest in Ghana.)

Mae ... yn byw yn y fforest law yn Ghana. (... live / lives in the rainforest in Ghana.)

- Play the next section, where Tom discovers a special seed – up to the point where he has sown it, has summarised the process and refers to the lucky water, saying **Dewch gyda fi**. (Come with me.).

Ask the questions heard on the DVD.

O ble mae'r hedyn wedi dod? (Where has the seed come from?)

Pa fath o hedyn? (What kind of seed? i.e. what kind of plant will the seed grow into?)

Pa faint? (How big (will the plant be)?)

Pa liw? (What colour (will the plant be)?)

The answer to each one may well be **Dw i ddim yn gwybod** as no information is given, but ask the pupils to imagine:

- **O ble mae'r hedyn wedi dod?** (Where has the seed come from?)

O ... (From ...); **Mae'r hedyn wedi dod o ...** (The seed has come from ...)

- **Pa fath o blanhigyn ydy e / o?** (What kind of plant is it (when it has grown)?), e.g.

Planhigyn mawr / bach / lliwgar. (A large / small / colourful plant.)

Mae e'n / o'n blanhigyn mawr / bach / lliwgar ... (It's a large / small / colourful plant.)

- **Ydy e'n / o'n gallu siarad / symud / dawnsio / canu ...?** Can it speak / move / dance / sing etc.?)

Ydy. (Yes, it can.) / **Nac ydy.** (No, it can't.)

or

- **Pa fath o blanhigyn fydd e / o?** (What kind of plant will it be?)

Planhigyn mawr / bach / lliwgar. (A large / small / colourful plant.)

Fydd e'n / o'n blanhigyn mawr / bach / lliwgar ... (It will be a large / small / colourful plant.)

You could also ask them to imagine what it will look like, e.g. will it have a face, hands, feet, special features? Ask the pupils to write about this fantasy plant – in Welsh or English as appropriate.

If the work is undertaken in English, ask pupils to write a brief summary in Welsh, e.g.

Enw (Name):

O ble (Where from): **Mae e'n / o'n dod o ...** (It comes from ...)

Pa liw (What colour): **Mae e'n / o'n lliwgar / goch / ddu a gwyn ...** (It's colourful / red / black and white ...)

Pa faint (What size): **Mae e'n / o'n fach / ganolig / fawr; 89 centimetr.** (It's small / medium / large; 89 centimetres.)

Pa fath (What kind): **Mae'r dail yn wyrdd golau a melyn. Mae'r blodau'n fawr ac yn goch ac oren. Mae'r hadau'n las.** (The leaves are light green and yellow. The flowers are large and red and orange. The seeds are blue.)

Blodau (Flowers): **Ym mis Mai.** (In June.)

These details could be included as information on a seed packet, which the pupils could design. They could also write in paragraphs of course.

Ask the pupils to read their descriptions aloud to the group.

- Show the clip where Tom sows the seed again. Following the instructions on the film, pupils could sow some seeds in class. This would revise the process of planting bulbs as seen in Part 1.

As they undertake this work, pupils could describe what they are doing in Welsh, e.g.

Dw i'n defnyddio ... (I'm using ...)

Dw i'n rhoi pridd yn y pot. (I'm putting soil in the pot.)

Dw i'n rhoi'r hadau yn y pridd. (I'm putting the seeds in the soil.)

etc.

Alternatively, they could instruct their fellow pupils, e.g.

Rhaid rhoi pridd yn y pot. (Must put soil in the pot.)
Rhaid rhoi hadau yn y pridd. Must put seeds in the soil.)
 etc.

Pupils could then design labels / cards to be placed in the soil, which could include information about the plants that will grow, e.g.

Enw (Name):	.....
Pa liw (What colour):	Mae e'n / o'n lliwgar / goch / ddu a gwyn ... (It's colourful / red / black and white.)
Pa faint (What size):	Mae e'n / o'n fach / ganolig / fawr. (It's small / medium / large.)
Pa fath (What kind):	Mae'r dail yn wyrdd golau a melyn. Mae'r blodau'n fawr ac yn goch ac oren. Mae'r hadau'n las etc. (The leaves are light green and yellow. The flowers are large and red and orange. The seeds are blue.)
Blodau (Flowers):	Ym mis ... (In (the month of) ...)
Ffrwythau / Llysiau: (Fruit / vegetables):	Ym mis ... (In (the month of) ...)
etc.	

They could also write this information in paragraph form, of course.

- Show the final section of film, where Tom throws some money into the lucky pond and makes three wishes.

Ask pupils to discuss the three things they would wish for in a similar situation:

Beth wyt ti eisiau? (What do you (sing.) want?)

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

They could then role-play this situation.

- After seeing Tom throwing coins into the water, pupils could take part in throwing activities. Each time one of the pupils throws a given item (e.g. a bean bag), other members of the group could measure the distance thrown, e.g.
Sawl metr? (How many metres?)
... metr. (... metre(s).)
... metr a ... centimetr. (... metre(s) and ... centimetre(s).)

The results could be recorded in order to see who can throw the furthest, e.g.

Pwy sy'n gallu taflu bella? (Who can throw the furthest?)

- The book entitled **Ble mae'r hadau?** (Where are the seeds?) could then be introduced and the activities suggested at the back could be undertaken. You could explain that this tale is a parable. Ask the pupils if they know the meaning of the word and can they think of other parables?

Based on the tale, pupils could be asked to explain what factors are necessary for healthy plant growth.

- You could then introduce the painting entitled *The Sower*, by Vincent van Gogh, and this could be discussed in Welsh, e.g.
Beth wyt ti'n gallu gweld yn y llun? (What can you (sing.) see in the picture?)
Beth ydych chi'n gallu gweld yn y llun? (What can you (pl.) see in the picture?)
Pa liwiau sy yn y llun? (What colours are in the picture?)
Beth ydy hwn? (What's this?)
Wyt ti'n hoffi'r llun? (Do you (sing.) like the picture?)
Ydych chi'n hoffi'r llun? (Do you (pl.) like the picture?)

Pupils could then write a paragraph to describe the painting, and express their opinion of the work, before painting a similar picture themselves. As they undertake this work, they should describe in Welsh what they are doing / using etc.

Dw i'n peintio ... (I'm painting ...)

Dw i'n defnyddio ... (I'm using ...)

Pupils could evaluate each other's work, using expressions and patterns that were introduced in Pack 2 and which are to be found in the document entitled **PaC₃ Language Patterns**.

- Ask the pupils for their opinions of the film:
Wyt ti'n hoffi'r ffilm? (Do you like the film?)
Ydw. (Yes, I do.)
Ydw. Dw i'n hoffi'r ffilm. Mae'n dda. (Yes. I like the film. It's good.)
Dw i'n hoffi'r ffilm. Mae'n dda iawn. (I like the film. It's very good.)
Dw i'n hoffi'r ffilm achos mae'n gyffrous. Dw i eisiau gwybod mwy am yr hedyn. (I like the film because it's exciting. I want to know more about the seed.)

Nac ydw. (No, I don't.)
Nac ydw. Dw i ddim yn hoffi'r ffilm. (No. I don't like the film.)
Dw i ddim yn hoffi'r ffilm. Mae'n ofnadwy. (I don't like the film. It's awful.)
Dw i ddim yn hoffi'r ffilm achos mae'n ddiflas. (I don't like the film because it's boring.)

Unit 1: Part 3 – Y trên bach

Aims

- To revise describing an area, with particular reference to **Eryri** (Snowdonia)
- To revise question forms in the third person: **Pwy ydy hi?** (Who's she?): **Ble mae hi?** (Where is she?)
- To revise giving instructions in Welsh
- To revise and apply patterns previously learnt to different role-play situations, and introduce the expression, **Rhywbeth arall?** (Something else?)
- To revise time expressions by applying them to a different situation
- To revise and use, in meaningful contexts, vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Beth ar y ddaear ydy hwn? (What on earth is this?)</p> <p>Ble ar y ddaear mae Eryri? (Where on earth is Snowdonia?)</p> <p>Pwy ydy hi? (Who's she?)</p> <p>Ga i docyn? (May I have a ticket?)</p> <p>Cei. / Na chei. (Yes, you (sing.) may. / No, you (sing.) may not.)</p> <p>Cewch. / Na chewch. (Yes, you (pl.) may. / No, you (pl.) may not.)</p> <p>Faint ydy'r tocyn? (How much is the ticket?)</p> <p>Pryd mae'r trên yn mynd i fyny'r Wyddfa? (When does the train go up Snowdon?)</p> <p>Am ... (At ...)</p> <p>Rhywbeth arall? (Something else?)</p>	<p>tyfu (to grow)</p> <p>Eryri (Snowdonia)</p> <p>yr Wyddfa (Snowdon)</p> <p>mynydd uchaf Cymru (the highest mountain in Wales)</p> <p>Ewrop (Europe)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth ydy hwn? (What's this?)</p> <p>Wyt ti'n iawn? (Are you (sing.) alright?)</p> <p>Pwy wyt ti? (Who are you (sing.)?)</p> <p>Ble mae ...? (Where is / are ...?)</p> <p>Ble wyt ti? (Where are you (sing.)?)</p> <p>Pwy ydych chi? (Who are you (pl.)?)</p> <p>Ble mae Eryri? (Where is Snowdonia?)</p> <p>Ydych chi'n gallu clywed sŵn? (Can you (pl.) hear a noise / sound?)</p> <p>Faint o'r gloch ydy hi? (What time is it?)</p> <p>Commands</p> <p>Edrychwch – dyma Eryri. (Look (pl.) – here is Snowdonia.)</p> <p>Other</p> <p>Mae Eryri'n hardd. (Snowdonia is beautiful.)</p> <p>Mae Eryri'n hyfryd iawn. (Snowdonia is very nice.)</p>	<p>mynydd, mynyddoedd (mountain, mountains)</p> <p>llyn, llynnoedd (lake, lakes)</p> <p>castell, cestyll (castle, castles)</p> <p>trên (train)</p> <p>helmed (helmet)</p> <p>esgidiau (boots)</p> <p>padiau (pads)</p> <p>brechdan (sandwich)</p> <p>sudd oren (orange juice)</p> <p>afal (apple)</p>

Transferring patterns to everyday situations

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

Beth ydy hwn? (What's this (masc.)?); **Beth ydy hon?** (What's this (fem.)?)

Beth ar y ddaear ydy hwn? (What on earth is this (masc.)?)

Pardwn? (Pardon?)

Edrychwch - dyma ... (Look – this is ... / here is ...)

Faint o'r gloch ydy hi? (What time is it?); **Mae hi'n ...** (It's ...)

Rhaid ... (Must ...)

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.)

Ydych chi eisiau ...? (Do you (pl. and polite) want ...?); **Ydw, os gwelwch yn dda.** (Yes (I do) , please.) / **Nac ydw, dim diolch.** (No (I don't), thank you.); **Ydyn, os gwelwch yn dda.** (Yes , (we do), please.) / **Nac ydyn, dim diolch.** (No (we don't) thank you.)

Step-by-step suggestions:

- Play the film entitled **Y trê'n bach** (The little train) (Unit 1, Part 3), up to the point where Tom tries to remember Beca's name and where she is. As they watch, encourage pupils to respond to the questions that are asked.

Reinforce the patterns:

Pwy ydy hi? (Who's she?)

Beca (ydy hi). ((She's) Beca.)

Ble mae hi? (Where is she?)

(Mae hi) yn Eryri. ((She's in) Snowdonia.)

Beth mae hi'n wneud? (What is she doing?)

Mae hi'n beicio. (She's biking.)

- Replay the section that shows **Eryri** (Snowdonia) and pause to look at the map. Explain that this is a mountainous region with mountains and lakes – a beautiful region - **hardd**. Introduce the following words (pupils may already be familiar with the singular forms):

mynydd, mynyddoedd (mountain, mountains)

uchel (high)

llyn, llynnoedd (lake, lakes)

- Show the next clip, where Sgrin describes what is to be found in Snowdonia, ending with Beca setting off to buy a train ticket, **Rhaid mynd i'r orsaf i brynu tocyn.** (Must go to the station to buy a ticket.)

Draw attention to the pattern:

Mae ... yn Eryri. There is / are ... in Snowdonia.)

Drill this pattern and substitute different features, e.g.

mynyddoedd (mountains)

llynnoedd (lakes)

castell, cestyll (castle, castles)

llwybrau beicio (cycling paths)

trê'n bach (narrow gauge railway)

- Refer to the fact file entitled **Eryri** (Snowdonia) and draw attention to particular places and features on the map, e.g.

traeth, traethau (beach, beaches)

gorsaf (station)

Use this map to reinforce the above work:

Beth sy yn Eryri? (What is in Snowdonia?)

Mae traethau yn Eryri. (There are beaches in Snowdonia.)

In pairs, pupils could ask each other for co-ordinates to locate specific features, e.g.

Ble mae'r Wyddfa? (Where is Snowdon?)

Ble mae Betws-y-Coed? (Where is Betws-y-Coed?)

Ble mae'r traethau? (Where are the beaches?)

You could also introduce / revise the patterns:

Mae'n bosib ...

Rydych chi'n gallu ... yn Eryri.

e.g.

Mae'n bosib cerdded yn Eryri. (It's possible to walk in Snowdonia.)

hwylio (sail)

beicio (cycle)

mynd ar y trê (go on the train)

Rydych chi'n gallu cerdded yn Eryri. (You can walk in Snowdonia.)

hwylio (sail)

beicio (cycle)

mynd ar y trê (go on the train)

Look again at the map entitled **Eryri** and ask pupils to discuss what people can do there.

Encourage them to think of words they already know, e.g.

cerdded (walk)

beicio (cycle)

rhedeg (run)

dringo (climb)

chwarae ... (play ...)

nofio (swim)

padlo (paddle)

sblasio (splash)

pysgota (fish)

teithio (travel)

cael picnic (have a picnic)

bwyta (eat)

Pupils could also search for additional information about the area, e.g. on the bilingual website of the Snowdonia National Park.

Using the above patterns and opinions expressed on the film, pupils could then design leaflets / posters / advertisements / a script for a film to attract visitors to Snowdonia:

Mae Eryri'n grêt. (Snowdonia is great.)

Mae Eryri'n wych. (Snowdonia is great.)

Mae Eryri'n hardd. (Snowdonia is beautiful.)

Mae Eryri'n hyfryd iawn. (Snowdonia is very nice.)

You could, of course, also revise other patterns the pupils have learnt, e.g.

Mae Eryri'n ddiddorol. (Snowdonia is interesting.)

gyffrous (exciting)

fendigedig (wonderful)

etc.

Pupils could also adapt these patterns to write promotional materials, including maps, to attract people to their own area.

- Replay the section where Beca describes what she wears to go cycling.

Using **Cerdyn Siarad 4**, (Discussion Card 4) pupils should give each other advice regarding what they should wear to go cycling.

Rydych chi'n mynd i feicio ond beth ydych chi'n mynd i wisgo?

(You're going cycling but what are you going to wear?)
Siaradwch am hyn. (Talk about this.)

They could also design and produce posters, leaflets or information suitable for a website to give advice to younger pupils about appropriate cycle-wear.

Pupils could also design cycling clothes, label and describe them. These designs could then be evaluated, e.g.

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

Mae'r ... yn dda. (The ... is / are good.)

Mae angen ... (Need ...)

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

- If appropriate, pupils could be invited to bring their bikes to school – along with appropriate clothing – and various biking activities could be undertaken, e.g. a course could be designed where pupils would have to follow specific directions, e.g.

Beiciwch ... (Cycle ...)

syth ymlaen (straight on)

i fyny ac i lawr (up and down)

igam ogam (zig-zag)

rhwng y conau (between the cones)

yn araf (slowly)

yn ofalus (carefully)

This would be a good opportunity to ensure that pupils know how to cycle safely, e.g. you could ask them to perform specific actions:

Beiciwch ar y chwith. (Cycle on the left hand side.)

Trowch i'r chwith: edrychwch tu ôl a dangoswch "i'r chwith". (Turn left: look behind and show "left" – accompanied by appropriate arm signal)

Trowch i'r dde: edrychwch tu ôl a dangoswch "i'r dde". (Turn right: look behind and show "right" – accompanied by appropriate arm signal)

Stopiwch wrth y golau coch. (Stop at the red light ("traffic lights" could be included as part of the course).)

Canwch y gloch. (Ring the bell.)

Dim gwrando ar fiwsig! (No listening to music! (i.e. i-pods etc.))

Peidiwch gwrando ar fiwsig! (Don't listen to music! (i.e. e-pods etc.))

Peidiwch mynd yn rhy gyflym. (Don't go too quickly.)

Beiciwch yn ofalus. (Cycle carefully.)

Pupils could also design and write materials to promote safe cycling.

They could also take photos and write about their experiences on the yard:

Dyma ni – rydyn ni'n beicio ar yr iard / y buarth. (Here we are – we're cycling on the yard.)

Dyma ... yn mynd igam ogam rhwng y conau. Mae hi'n mwynhau. Mae beicio yn yr ysgol yn hwyl. Rhaid beicio'n ofalus. Rhaid ... (Here's ... going zig-zag between the cones. She's enjoying (herself). Cycling at school is fun. Must cycle carefully. Must ...) etc.

Encourage pupils to write as much as possible, making the most of the patterns they already know.

- Play the section where Beca buys a ticket to go on the narrow gauge railway up Snowdon – **Yr Wyddfa**. Stop the film as Beca comes out of the ticket office.

Revise the patterns, especially

Faint ydy'r tocynnau? (How much are the tickets?)

Pryd mae'r trê'n yn mynd? (When does the train go?)

Am ... (At ...)

Using **Cerdyn Siarad 5**, (Discussion Card 5) pupils should act out a similar situation, e.g.

A: Rwyd ti'n gweithio yn yr orsaf. (You work at the station.)

B: Rwyd ti eisiau tocyn. (You want a ticket.)

Siaradwch. (Speak.)

Using patterns that are included on the card, and any other patterns that are familiar, pupils should role-play the situation twice – so that they have an opportunity to play both roles.

- Play the next section, where Beca buys some orange juice, a sandwich and an apple and revise the pattern:

Ga i ...? (Can I have ...?)

Introduce the expression **Rhywbeth arall?** (Something else?) and ask the pupils to role-play this situation using the patterns that are included on **Cerdyn Siarad 2** and **Cerdyn Siarad 3** (Discussion Card 2 and Discussion Card 3) again. Remind them that they need to pay for the food – just as Beca will pay at the till.

They could also transfer the patterns to different situations, e.g. buying a meal at a Chinese or Indian restaurant, in a pizza parlour or in a fish and chip shop etc.

- Play the last section, where Beca disappears. Ask the pupils to imagine where she is:
Ble mae Beca nawr / rŵan? (Where is Beca now?)

Listen to their suggestions and end by saying:

Gawn ni weld. (We'll see.)

- Watch this part of the unit (Part 3) again and then 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 dysgu am ... Mae'n ddiddorol. (I like the DVD because I like learning about ... 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 dw i ddim yn hoffi dysgu am ... Mae'n ddiflas iawn. (I don't like the DVD because I don't like learning about ... it's very boring.)

Unit 1: Part 4 – Y Pod-antur Cymraeg

Aims

- To develop providing personal information by introducing **O ble wyt ti'n dod?** (Where do you come from?); **O ...** (+ soft mutation) (From ...)
- To discuss pastimes in detail
- To introduce further details about Snowdonia
- To discuss what someone can do at a specific location by reinforcing the expression **Mae'n bosib...** (It's possible to ...)
- To use Welsh as a medium for learning about the planets
- To revise and use, in meaningful contexts, vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>O ble wyt ti'n dod? (Where do you (sing.) come from?)</p> <p>O ... (+ soft mutation) (From ...)</p> <p>Beth wyt ti'n mwynhau wneud? / Beth wyt ti'n mwynhau gwneud? (What do you (sing.) enjoy doing?)</p> <p>Dw i'n mwynhau ... (I enjoy ...)</p> <p>Mae'n bosib beicio. (It's possible to cycle.)</p> <p>Ydy'r Haul yn blaned? (Is the Sun a planet?)</p> <p>Nac ydy. Seren ydy'r Haul. (No. The Sun is a star.)</p> <p>Tua pum can gradd Celsius. (About five hundred degrees Celsius.)</p> <p>Mae dŵr yn bwysig. (Water is important.)</p> <p>Beth ydy enw'r blaned yma? (What's the name of this planet?)</p>	<p>planed, planedau (planet, planets)</p> <p>seren, sêr (star, stars)</p> <p>yr Haul (the Sun)</p> <p>teithio o gwmpas (travel around)</p> <p>cylch, cylchau (ring, rings)</p> <p>gwyrddlas (green-blue / turquoise)</p> <p>smotyn coch (red spot)</p> <p>o blaned i blaned (from planet to planet)</p>

Y Planedau (The Planets)

Mercher	Mercury
Gwener	Venus
y Ddaear	the Earth
Mawrth	Mars
Iau	Jupiter
Sadwrn	Saturn
Wranws	Uranus
Neifion	Neptune

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Pwy wyt ti? (Who are you (sing.)?)</p> <p>Ble wyt ti? (Where are you (sing.)?)</p> <p>Beth ydy hwn? (What's this?)</p> <p>Beth am fynd i ...? (What / How about going to ...?)</p> <p>Pa liw ydy ...? (What colour is ...?)</p> <p>Ydych chi eisiau dod i deithio? (Do you (pl.) want to come travelling?)</p> <p>Ydyn, os gwelwch yn dda. / Nac ydyn, dim</p>	<p>De Cymru (South Wales)</p> <p>Gogledd Cymru (North Wales)</p> <p>nofio (swimming)</p> <p>chwarae pêl-droed (playing football)</p> <p>darllen (reading)</p> <p>garddio (gardening)</p> <p>gweithio (working)</p> <p>tacluso (tidying)</p> <p>helpu (helping)</p> <p>chwarae (playing)</p>

diolch. (Yes, please. / No, thank you.) Commands Edrycha ar y sgrin. (Look (sing.) at the screen.) Other Mawredd mawr! (Good heavens!) Dw i'n gwybod. (I know.) Dw i ddim yn gwybod. (I don't know.) Dw i'n mwynhau garddio achos mae'n hwyl. (I enjoy gardening because it's fun.) Mae beicio'n dda i ti. (Cycling is good for you (sing.).) Mae'n ddrwg gen i. / Mae'n flin 'da fi. (I'm sorry.) Popeth yn iawn. (That's fine.) Mae ... yn fach / yn oer / yn boeth. (... is small / cold / hot.) Mae hi'n boeth. (It's hot.) Mae hi'n stormus. (It's stormy.) Mae hi'n wyntog. (It's windy.)	cysgu (sleeping) plannu bylbiau (planting bulbs) pot (pot) pridd (soil) hedyn (a seed) beicio (cycling) dydd Sadwrn (Saturday) bwrdd (table) cwpwrdd (cupboard) sofffa (sofa) cylch coch (red circle) teithio (travelling) antur (adventure) hwyl a sbri (fun) poeth (hot) oer (cold) sych (dry) fel (like, as) storm (storm)
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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 ar y sgrin. (Look (sing.) at the screen.) [Also: **Edrychwch ar y sgrin.** (Look (pl.) at the screen.)]

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

Beth ydy hwn? (What's this (masc.)?); **Beth ydy hon?** (What's this (fem.)?)

Beth ar y ddaear ydy hwn? (What on earth is this (masc.)?); [Also: **Beth ar y ddaear ydy hon?** (What on earth is this (fem.)?)]

Stopia. [Also: Stopiwch.]

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

Ble mae ...? (Where is / are ...?)

Step-by-step suggestions:

- Show the clip entitled **Y Pod-antur Cymraeg** (Unit 1, Part 4) up to the point where Beca tries to confuse Sgrin by saying **mynd-ar-y-trên-bach-chwarae-yn-y-parc-a-nofio** and Sgrin says **Stopia!**

Draw attention to the questions that are asked and the answers that are given as the characters get to know each other. These have been developed and extended in order to encourage pupils to develop and extend their own conversations in Welsh:

Pwy wyt ti? (Who are you (sing.)?) (They could also use **Beth ydy dy enw di?** (What's your (sing.) name?))

O ble wyt ti'n dod? (Where do you (sing.) come from?) (Up to now they have been using **Ble wyt ti'n byw?** (Where do you live?))

O ... (+ soft mutation)* (From ...)

Dw i'n dod o (Llanarthne).* (I come from (Llanarthne).)

Ble mae (Llanarthne)? (Where is (Llanarthne)?)

De Cymru. (or **Yn ne Cymru.**) (South Wales.) (or In south Wales)

Ble mae Llanberis? (Where is Llanberis?)

Gogledd Cymru (or **Yng ngogledd Cymru.**) (North Wales.) (or In north Wales.)

Beth wyt ti'n mwynhau gwneud? (What do you enjoy doing?) (Up to know they have been using **Beth wyt ti'n hoffi gwneud?** (What do you like doing?))

Dw i'n mwynhau ... (I enjoy ...)

Dw i'n mwynhau ... yn ... (I enjoy ... in ...)

Dw i'n mwynhau ... ar ddydd ... (I enjoy ... on ...day.)

Dw i'n mwynhau ... ar nos ... (I enjoy ... on ... evening / night.)

Dw i'n mwynhau ... achos (I enjoy ... because ...)

Mae ... yn grêt. (... is great.)

***O** (from) is always followed by soft mutation.

Using **Cerdyn Siarad 6** (Discussion Card 6), pupils should assume the identities of Tom and Beca and get to know each other:

A: Tom wyt ti ac rwyf ti'n gweld Beca. (You're Tom and you see Beca.)

B: Beca wyt ti ac rwyf ti'n gweld Tom. (You're Beca and you see Tom.)

Siaradwch. (Speak.)

Then, pupils could imagine that they themselves 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**. Show the pupils that they are able to ask more questions than Tom and Beca ask in this section of film.

You could also encourage pupils to ask each other these questions in different situations, e.g. by asking them to assume different identities (e.g. characters from television programmes / books etc.)

They could also design registration forms which they could use to ask each other for their personal details, e.g. working in pairs one of them could work as a receptionist in the **canolfan hamdden** (leisure centre) and the other could come in to join one of the sports clubs. The receptionist would need to fill in a form e.g.:

FFURFLEN GOFRESTRU	
Enw:	.....
Cyfeiriad:	.....

Rhif ffôn:	.....
O ble:	.....
Hobiau	.....
Manylion:	.....

Enw (Name)

Cyfeiriad (Address)

Rhif ffôn (Tel. No.)

O ble (Where from)

Hobiau (Hobbies)

Manylion (Details)

In addition to the patterns listed above, pupils will need the following pattern to complete the form:

Beth ydy dy rif ffôn di? (What's your phone number?)

If appropriate, you could also amend the form to provide an opportunity to ask:

Beth ydy dy oed di? (How old are you?)

Faint ydy dy oed di? (How old are you?)

Beth ydy dy ddyddiad geni di? (What's your date of birth?)

- Introduce **Cerdyn Siarad 7** (Discussion Card 7), which encourages pupils to say as much as possible about their hobbies.

Siaradwch am eich hobiau chi. (Discuss your hobbies.)

Pupils should be encouraged to think about the subject and to write bullet points or include the relevant information on a mind map before talking, e.g.

Dw i'n mwynhau ... (I enjoy ...)

yn ... (at ...)

ar ddydd ... (on ... day)

ar nos ... (on ... evening / night)

gyda ... (with ...)

Dw i'n mwynhau ... achos ... (I enjoy ... because ...)

If appropriate, they could use the past tense, e.g.

Es i ... (I went ...)

Ces i ... (I had ...)

They could also think about questions to ask each other, e.g.

Ble? / Ble wyt ti'n ...? (Where / Where do you (sing.) ...?)

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

Gyda pwy? / Gyda pwy wyt ti'n ...? (With who? / With who do you (sing.) ...?)

Pam wyt ti'n mwynhau ...? (Why do you (sing.) enjoy ...?)

Then, after discussing the subject, they could then write paragraphs to introduce themselves, which could be displayed on a **Pwy ydy Pwy?** (Who's Who?) board.

- Play the next section, where the characters learn about different planets. Pause the film as Beca says **Dw i ddim eisiau mynd i Neifion achos mae hi'n wyntog iawn.** (I don't want to go to Neputne because it's very windy.)

Use the expression **Mae'n bosib ...** (It's possible to ...) to talk about the Pod-antur Cymraeg:

Beth mae'n bosib gwneud yn y Pod-antur Cymraeg? (What can you do (lit. can be done) in the Pod-antur Cymraeg?)

Mae'n bosib teithio ... (It's possible to travel ...)

Mae'n bosib teithio i ... (It's possible to travel to ...)

Mae'n bosib cael antur ... (It's possible to have an adventure ...)

Pupils could think of past journeys, adventures and activities in Packs 1 and 2, e.g.

Mae'n bosib cael hwyl yn y Pod-antur Cymraeg. (It's possible to have fun in the Pod-antur Cymraeg)

bwyta (eat)

gwneud bwyd (make food)

darllen (read)

tynnu llun (draw a picture)

gwisgo dillad Cymru (wear Welsh clothes)

etc.

Emphasize:

Mae'n bosib mynd i'r planedau yn y Pod-antur Cymraeg. (It's possible to go to the planets in the Pod-antur Cymraeg.)

Ask the pupils whether they've understood some of the Welsh names for the planets. Remind them of the days of the week:

Then, list the following names on the white board:

Yr Haul (The Sun)

Mercher (Mercury)

Gwener (Venus)

Y Ddaear (The Earth)

Mawrth (Mars)

Iau (Jupiter)

Sadwrn (Saturn)

Wranws (Uranus)

Neifion (Neptune)

Emphasize that many of these names are already familiar to the pupils – the days of the week for example, the Welsh word for the sun – **yr haul** – and show that the name **Wranws** is similar to the English name, Uranus.

Pupils have already come across the expression **y Ddaear** (the Earth) also in the question:

Beth ar y ddaear ...? (What on earth ...?)

and so learning the names of the planets in Welsh should not pose too many problems.

- Show the section where Sgrin talks about the planets again and pause the film after each description in order to check that the pupils have understood, e.g.

Pa liw? (What colour?)

Ydy ... yn boeth / yn oer? (Is ... hot / cold?)

Beth ydy enw'r blaned? (What's the name of the planet?)

Oes dŵr ar y blaned ? (Is there water on the planet?)

Sut mae'r tywydd ar y blaned yma? (What is the weather like on this planet?)

Pupils could then undertake a variety of activities related to the planets, e.g.

- Each pupil could choose a planet and write simply about it in Welsh. They could then read their descriptions aloud so that the group would have to work out which planet he / she has written about.
- They could search for further information on one or more of the planets – possibly filling in a grid which you have given them – and use the information to write a piece for a magazine / website that focuses on the planets.
- They could compare and contrast different planets, e.g. Uranus and Venus.
- They could draw diagrams of the Solar System and explain these diagrams in Welsh.
- They could make a mobile of the Solar System. As they are working, they should explain in Welsh what they are doing, using language patterns contained in the document entitled **P-aC₃ Language Patterns**. They could also evaluate each other's work.
- They could write and perform a dialogue between a creature from another planet and a human etc.

- Play the remainder of the film – where Tom travels from planet to planet and ask the pupils to work out where he is. Pause after Beca has summarized the clues each time and ask:

Pa blaned? (Which planet?)

Pa blaned ydy hon? (Which planet is this?) (The word planet is feminine and so **hon** should be used instead of **hwn**.)

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

Mae hi'n ... (It's ...)

etc.

- Introduce the book entitled **O Blaned i Blaned** (From Planet to Planet). After reading, pupils could discuss in groups why the plant wilts near some planets and thrives on Earth. This could lead to a discussion about the conditions that are needed for plants to thrive, e.g.
Beth sy'n bod ar y blaned yma? (What's the matter with this planet?)

Mae hi'n rhy boeth. (It's too hot)
rhy oer (too cold)
rhy sych (too dry)
rhy stormus (too stormy)
rhy wyntog (too windy)
rhy dywyll (too dark)

Mae angen dŵr. (Water is needed.)
golau (light)
gwres (ond dim gormod) (warmth (but not too much))

- Ask pupils for their opinions of the film.
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 – dw i'n hoffi dysgu am y planedau. (I like the DVD because it's interesting – I like learning about the planets.)
Mae'r DVD yn ddiddorol iawn achos mae'n dysgu ni am y planedau. (The DVD is very interesting because it teaches us about the planets.)

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 – dw i ddim yn hoffi dysgu am y planedau. (I don't like the DVD because it's boring – I don't like learning about the planets.)

Unit 1: Part 5 – Ydych chi’n cofio?

Aim

- To revise words and patterns introduced in Parts 1-4
- To introduce the legend associated with Llyn y Fan Fach and **Meddygon Myddfai** (The Physicians of Myddfai)
- To revise and use, in meaningful contexts, vocabulary and patterns previously learnt

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ydych chi’n cofio? (Do you (pl.) remember?) Ydyn. / Nac ydyn. (Yes. / No.) Beth ydy hwn? (What’s this?) Beth ydy’r rhain? (What are these?) Faint o’r gloch ydy hi? (What time is it?) Mae hi’n ... (It’s ...) Beth wyt ti’n mwynhau wneud? / Beth wyt ti’n mwynhau gwneud? (What do you (sing.) enjoy doing?) Dw i’n mwynhau ... (I enjoy ...) Ydy Tom yn siarad yn “dda”, yn “dda iawn” neu yn “ardderchog”? (Does Tom speak “well”, “very well” or “excellent”?) Mae Tom yn ... (Tom is ...) Beth wyt ti eisiau? (What do you (sing.) want?) Dw i eisiau ... os gwelwch yn dda. (I want ... please.) Pa fath? (What kind?) Commands Rhaid ... (Must ...) Other Eich tro chi nawr. (Your (pl.) turn now.) Dw i’n mwynhau ... achos mae’n ... (I enjoy ... because it’s ...) Mae salad yn dda i chi. (Salad is good for you (pl.).)	defnyddio (use) pot (pot) pridd (soil) bwlb (bulb) dŵr (water) aros (to wait) brechdan (sandwich) salad (salad) sudd afal (apple juice) blasus (tasty) dwy bunt (two pounds)

Transferring patterns to everyday situations

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

Beth ydy hwn? (What’s this (masc.)?); **Beth ydy hon?** (What’s this (fem.)?)

Beth ydy’r rhain? (What are these?)

Rhaid ... (Must ...)

Faint o’r gloch ydy hi? (What time is it?); **Mae hi’n ...** (It’s ...)

Beth wyt ti’n wneud? (What are you (sing.) doing?); **Dw i’n ...** (I’m ...)

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 1, Part 5) in stages, as suggested below.

Section 1

- Focus on the first section.
- Encourage the pupils to answer the questions.
- After identifying the jars, you could explain that these jars contain herbal remedies. Discuss this further and explain that many of the medicines and tablets that are used even today are based on plants / herbs.
- Introduce the story book, **Stori Llyn y Fan Fach**. (The Story of Llyn y Fan Fach).

At the end of the story, explain that the family featured in the story became famous physicians who relied on plants / herbal remedies to cure sick people and that many of their medicinal 'recipes' have been recorded in old manuscripts.

- Introduce **Cerdyn Siarad 8** (Discussion Card 8).
A: Ti ydy'r dyn ifanc. (You're the young man.)
B: Ti ydy'r ferch, yn eistedd ar y dŵr. (You're the girl, sitting on the water.)
Actiwch. (Act.)

In pairs, pupils should act out the situation where the two characters meet at the beginning of the tale.

They could then choose other sections of the tale to act out, e.g. the section at the end, where the lady returns to the lake and the sons search for her.

You could follow the steps advocated by Pie Corbett as you introduce this tale so that pupils draw story maps, learn the tale, re-tell the tale, act out sections and undertake a range of activities before writing new tales based on the original.

This story could also provide an opportunity to discuss Stranger Danger. Although the woman speaks to the young man and eventually accepts a piece of bread, it could be suggested that she had seen him many times before and that she possibly knew who he was, as she lived in the lake. It should be emphasized that the pupils should never speak to someone they don't know and that they should never accept food – or anything else – from strangers. They could, in fact, make posters to emphasize this message.

Section 2

This section is intended to encourage pupils to give instructions regarding how to plant bulbs.

To begin with, they should name the different items that are needed and then they should provide the commentary to explain the different steps:

Rhaid rhoi cerrig bach yn y pot. (Must put small stones in the pot.)

Rhaid rhoi pridd yn y pot. (Must put soil in the pot.)

Rhaid rhoi'r bwlb yn y pridd. (Must put the bulb in the soil.)

Rhaid rhoi dŵr i'r bwlb. (Must give the bulb water.)

Rhaid aros. (Must wait.)

Section 3

In this section, pupils should give the correct expressions to explain what time it is.

Section 4

Beth ydych chi'n mwynhau wneud? / Beth ydych chi'n mwynhau gwneud? (What do you enjoy doing?)

Please note: Both questions are acceptable – with or without the mutation.

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

- Listen to Tom as he describes what he enjoys doing. Pause the film after Sgrin has asked:
Ydy Tom yn 'dda' ... 'yn dda iawn' ... neu ... 'yn ardderchog'?

Play this section again and ask the pupils to concentrate on what he says. Discuss the question above, giving reasons and take a class vote.

Then, compare his second attempt and discuss why this response is much better than the first.

Listen to Beca as she describes what she enjoys doing. Pause the film after Sgrin has asked:
Ydy Beca'n 'dda' ... 'yn dda iawn' ... neu ... 'yn ardderchog'?"

Play this section again and ask the pupils to concentrate on what she says. Discuss the question above, giving reasons and take a class vote.

Play the last section to see what the thermometer reading is.

Eich tro chi nawr: Encourage the pupils to answer this question, giving as many details as possible:

Beth ydych chi'n mwynhau wneud? / Beth ydych chi'n mwynhau gwneud?

(What do you enjoy doing?)

Section 5

In this section, ask the pupils to watch and listen carefully to the situation on the film, which they have previously seen in Part 2.

- Pupils are then asked:
Ydych chi'n cofio? (Do you remember?)
and are required to say the Welsh words that have been omitted, i.e. to fill in the gaps orally.

Unit 2

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

Welsh Second Language

Oracy

Pupils are encouraged to respond appropriately in a variety of circumstances and to role-play situations as they undertake tasks included on the **Cardiau Siarad** (Discussion Cards). They are asked to convey personal and imaginative experiences as they express wishes in relation to where they would like to travel in the Pod-antur Cymraeg. There are numerous opportunities to express opinions, e.g. in relation to rangolis and their own and each other's work. They are also invited to take part in a telephone conversation, to give instructions, to invite and to ask for things in Welsh. There is also an opportunity to take part in a Welsh play entitled **Edrychwch ar y Golau** (Look at the Light).

There are opportunities to watch and listen to the film carefully and to extract the main points in a variety of ways, e.g. by undertaking oral work, by writing and answering questions in a quiz context, by completing grids, and pupils could also be given a synopsis of parts of the film, some of which could be **cywir** or **anghywir**. They would then be expected to spot and correct the inaccuracies after watching the film. Pupils could also write about specific sections of the film.

They are also required to record details of a telephone conversation.

Reading

Pupils are encouraged to respond to the reading materials that have been written to accompany the unit, i.e. a factual book about **Diwali**, a story / factual book about **Guto Ffowc** (Guy Fawkes), a play, **Edrychwch ar y Golau** (Look at the Light), a fact sheet, **China** and a poem entitled **Y Nadolig** (Christmas). There are opportunities to read aloud, especially in relation to the Welsh play and poems that the pupils themselves compose.

Writing

There are opportunities to write "for a variety of purposes" as pupils write lists (e.g. of countries and continents, clothes featured on the film and vocabulary associated with **Noson Tân Gwylt** (Bonfire Night)). There are opportunities to write quiz questions, slogans which could be printed on a T-shirt, canvas bag or tea towel, a description of a T-shirt for a catalogue or a marketing site on the internet, posters, leaflets, a news item etc.

They are encouraged to write in different forms using language that is appropriate to those forms, e.g. poems, posters, a fact sheet about China or the panda, a leaflet containing advice about **Noson Tân Gwylt** (Bonfire Night), descriptions and evaluations of rangoli, a dialogue, posters / leaflets to show the requirements for healthy plant life, a record of a science experiment, a recipe for a Chinese dish, a news item about Diwali and an e-mail or letter inviting a friend to a **Noson Tân Gwylt** (Bonfire Night) or **Gwasanaeth Nadolig** (Christmas Service).

The poem **Y Nadolig** (Christmas) could be used to draw attention to the purpose and use of quotation marks and pupils could be asked to suggest who's speaking in different verses. Pupils could also write a similar poem which would require them to use quotation marks.

English

Pupils are encouraged to search for information about China, pandas and rangolis, which will entail reading English reference books and English websites.

Mathematics

The characters use the Welsh language as they measure and then draw a graph to plot the plant's growth. They also draw and divide a circle into 2 halves and 4 quarters and draw right-angles through

the medium of Welsh. This introduces vocabulary and language patterns that pupils could learn and use as they undertake similar work in other areas of the curriculum. Indeed, this work could be developed further if appropriate and pupils could be asked to halve 90 degree angles by measuring angles of 45 degrees – **pedwar deg pump gradd** etc.

They could also be asked to draw equilateral triangles by drawing angles of **chwe deg gradd** (sixty degrees) and they could, in fact, design Christmas bunting made up of a number of equilateral triangles joined together on a piece of string.

As they make rangolis, pupils could be encouraged to use different geometrical shapes and patterns, some of which could be symmetrical.

There are opportunities to revise money as pupils role-play situations in a shop and at a hot dog stand.

In addition, the time and dates are revised throughout the unit:

Faint o'r gloch ydy hi? (What time is it?)

Mae hi'n ... (It's ...)

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

Hydref dau ddeg pump. (October 25th.)

Tachwedd pump. (November 5th.)

Science

Work previously undertaken in relation to the planets is revised as the characters consider travelling to different planets.

After reading the fact sheet entitled **China**, pupils could make a simple Chinese meal, using healthy ingredients, explaining why the food is healthy.

The parts of a plant are revised in this unit and pupils are encouraged to discuss and design posters / leaflets illustrating the requirements for healthy plant growth. There are opportunities to undertake experiments to show the effect of light and darkness on a plant and to compare the effects of sunlight and artificial light.

Geography

In Part 1, pupils are encouraged to try to remember the Welsh names for different countries and continents they have come across in Packs 1 and 2 and possibly during the Foundation Phase. They are also asked to plan a journey in the Pod-antur Cymraeg, using Welsh atlases to aid them.

The fact sheet entitled **China** provides basic information about the country and pupils are asked to identify the location of China and Wales on a map and to compare the size of both countries.

There are opportunities to search for further information about China, e.g.

- in relation to the country, e.g. specific questions could be asked, such as **Beth ydy enw'r afon hira?** (What's the name of the longest river?) etc.
- in relation to wildlife – pupils could search for information about pandas and design a fact sheet.

Dyma'r panda. (This is the panda.)

Mae e'n / o'n anifail (mawr, du a gwyn). (It's a (big, black and white) animal.)

Mae e'n / o'n byw yn ... (It lives in ...) + map

Mae e'n / o'n bwyta ... (It eats ...)

Heddiw, mae rhai pandas yn byw mewn sŵs. (Today, some pandas live in zoos.)

Mae'r panda mewn perygl. (The panda is in danger / endangered.)

This could be followed by a discussion about the fact that pandas are an endangered species.

- in relation to what the country exports to Wales.

History

There are references to the fact that paper and fireworks were probably invented in China many years ago. Further research could be undertaken into the history of these objects.

The book entitled **Guto Ffowc** (Guy Fawkes) provides information about Guy Fawkes, the Gunpowder Plot and why we celebrate **Noson Guto Ffowc** (Bonfire Night).

Art and design

There are numerous opportunities to use Welsh as a means of communication during art and design sessions, e.g. when designing and making posters / leaflets to show the requirements for healthy plant life or a collage showing **Noson Guto Ffowc** (Bonfire Night) or a set for the play entitled **Edrychwch ar y Golau** (Look at the Light) etc.

Pupils could also create an abstract piece of work on the theme **Llachar** (Bright).

After reading and performing the play, **Edrychwch ar y Golau** (Look at the Light) pupils could create pieces of artwork to depict one of the scenes. They could also create a "glass painting" of one of the scenes, using special paints and transparencies. These could possibly be assembled in a window to create a stained-glass effect.

After completing their work, pupils should be given the opportunity to evaluate their own work and that of their fellow pupils. Please see the document entitled **P-aC₃ Language Patterns** for appropriate vocabulary and language patterns.

Design and technology

There are numerous opportunities to use Welsh as a means of communication during design and technology sessions also.

After reading the fact sheet entitled **China**, pupils could make a healthy Chinese meal or snack and then produce a colourful recipe card, which could include images, different fonts etc.

Pupils could choose suitable materials to make a rangoli, a toran, papier maché bowls or other decorations associated with Diwali or Christmas and make sweets for Diwali by following the recipe which is to be seen in the book entitled **Diwali**. They could also design clothes suitable for a Diwali celebration – in addition to designing and printing T-shirts.

After reading and performing the play, **Edrychwch ar y Golau** (Look at the Light), pupils could design and make models of the characters which could be placed on a table to form a Christmas crib or which could be used to tell the story to a group of children from another class.

Physical education

At the beginning of Part 1, Tom and Beca creep into the Pod-antur Cymraeg very quietly on tiptoe, so that they do not wake Sgrin. Pupils could create a dance where they are tiptoeing carefully, so that a creature / monster / Sgrin does not wake up. However, suddenly, this character awakes and the pupils have to move frantically out of its way.

The references to *tai chi* and **cadw'n heini** (keeping fit) on the reading sheet entitled **China** could provide opportunities to try out some basic *tai chi* or to create a keep fit routine which could be used at the beginning of each day.

Pupils could also watch an Indian dance, possibly on the internet, and could then devise similar movements.

Music

Pupils could listen to and appraise Chinese music after reading the fact sheet entitled **China** or Indian music as they study Diwali. They could also be introduced to different Chinese and Indian musical instruments.

RE

Pupils are encouraged to discuss celebrations that are important to them and the second part of this unit focuses on a Diwali celebration.

The play entitled **Edrychwch ar y Golau** (Look at the Light) is based on the Christmas Nativity story.

ICT

There are opportunities to search for information about China, pandas, rangolis and Diwali and to design and print T-shirts, canvas bags and tea towels. There are numerous opportunities to design posters and leaflets e.g. to show the requirements for healthy plant life, to give advice in relation to Bonfire Night. Pupils could also record or film conversations, a news item about Diwali, in addition to their performance of **Edrychwch ar y Golau** (Look at the Light).

PSE

There are opportunities to discuss healthy food and pupils are advised to take care on **Noson Tân Gwylt** (Bonfire Night).

Education for Sustainable Development and Global Citizenship

The unit also targets **Education for Sustainable Development and Global Citizenship** as it provides basic information about China, Diwali and other celebrations. This work could be developed further as children undertake additional research. Pupils are also encouraged to consider where items used in their daily life have originated and possibly how they have arrived in Wales.

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 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 and in the discussion about how they could improve a poem).

They are asked to think of and agree upon a name for the plant and to consider the requirements for healthy plant growth.

Developing Communication

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

Developing ICT

Pupils are encouraged to search for information by using the internet and to present it in an appropriate manner, making use of appropriate software. They are encouraged to use technology for various purposes, e.g. filming the play, recording group work, giving a PowerPoint presentation. 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, handling money and using measures. They are also required to refer to the date and time.

The Literacy and Numeracy Framework

Much of the work is relevant to the Literacy and Numeracy Framework and teachers should take every opportunity to develop activities in accordance with the framework.

Unit 2: Part 1 – Tom a Beca’n mesur

Aims

- To revise aspects of work undertaken in Unit 1, e.g. the parts of a flowering plant and basic information about the planets
- To use Welsh in a mathematical context, e.g. to revise measuring, **mesur** (to measure); **Rhaid mesur o’r pwynt yma.** (Must measure from this point); **Sawl centimetr?** (How many centimetres?); ... **centimetr** (... centimetre(s)); and to count in fives, **pump** (five), **deg** (ten), **un deg pump ...** (fifteen...)
- To introduce fractions in relation to a circle – **hanner** (half); **chwarter** (quarter)
- To introduce mathematical vocabulary which will enable pupils to draw angles, using a protractor, through the medium of Welsh: **protractor** (protractor); **ongl** (angle); **gradd** (degree); **Sawl gradd?** (How many degrees?)
- To revise describing by combining adjectives, e.g. **crys bach melyn** (a small yellow shirt); **crys mawr pinc** (a large pink shirt); by revising **rhy fawr** (too big); **rhy fach** (too small) etc. and by introducing new adjectives, e.g. **llachar** (bright); **perffaith** (perfect)
- To revise the date in Welsh: **Beth ydy’r dyddiad heddiw?** (What is the date today?); **Hydref dau ddeg pump** (October the twenty fifth)
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
<p>Newidia’r crys. (Change (sing.) the shirt.)</p> <p>Mae e’n tyfu. (It’s growing.)</p> <p>Hydref dau ddeg pump. (October the twenty fifth)</p> <p>Mae’r hedyn bach yn blanhigyn. (The small seed is a plant.)</p> <p>Beth am feddwl am enw i’r planhigyn? (What / How about thinking of a name for the plant?)</p> <p>Dw i wedi newid. (I have changed.)</p> <p>Sut wyt ti’n gwneud rangoli? (How do you make a rangoli?)</p> <p>Dw i’n gwneud cylch mawr ... (I make a large circle.)</p> <p>Dw i’n gwneud llinell drwy’r canol. (I make a line through the middle.)</p> <p>Bydd fy ffrindiau i’n hapus.* (My friends will be happy.)</p> <p>Mae’n well. (He / She / It is better.)</p> <p>* Bydd has previously been introduced in relation to the weather: Bydd hi’n braf. (It will be fine.)</p>	<p>rhy stormus (too stormy)</p> <p>dim nawr / dim rŵan (not now)</p> <p>chwaith (either)</p> <p>llachar (bright)</p> <p>perffaith (perfect)</p> <p>rangoli (rangoli)</p> <p>ar draws (across)</p> <p>cwmpawd (compass)</p> <p>siapiau papur (paper shapes)</p> <p>gleiniau (beads)</p> <p>protractor (protractor)</p> <p>ongl (angle)</p> <p>naw deg gradd (ninety degrees)</p> <p>chwarter, chwarteri (quarter, quarters)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ydy Sgrin yn cysgu? (Is Sgrin sleeping?)</p> <p>Ydy. (Yes, he is.) / Nac ydy. (No, he isn’t.)</p> <p>Wyt ti’n barod? (Are you (sing.) ready?)</p> <p>Ydw. (Yes, I am.) / Nac ydw. (No, I’m not.)</p> <p>Ydych chi’n hoffi’r crys? (Do you (pl.) like the shirt?)</p> <p>Ydyn. (Yes, we do.) / Nac ydyn. (No, we don’t.)</p>	<p>rhy boeth (too hot)</p> <p>rhy oer (too cold)</p> <p>het (hat)</p> <p>sanau (socks)</p> <p>crys (shirt)</p> <p>bach (small)</p> <p>canolig (medium)</p> <p>mawr (big)</p>

<p>Oes dillad yn y Pod-antur Cymraeg? (Are there clothes in the Pod-antur Cymraeg?) Oes. (Yes, there are.) / Nac oes. (No, there aren't.) Ble mae'r dillad? (Where are the clothes?) Yn y bocs dillad. (In the clothes box.) Sawl centimetr? (How many centimetres?) Deg centimetr. (Ten centimetres.) Ga i weld? (May I see?) Cei. (Yes, you may.) / Na chei. (No, you may not.) Gawn ni fynd? (May we go?) Cewch. (Yes, you (pl.) may.) / Na chewch. (No, you (pl.) may not.) Pam? (Why?) Achos ... (Because ...) Pa liw? (What colour?) Beth? (What?) Beth am fesur y planhigyn? (What / How about measuring the plant?) Syniad da. (Good idea.) Beth ydych chi'n wneud? (What are you (pl.) doing?) Rydyn ni'n ... (We're ...) Beth wyt ti'n wneud? (What are you (sing.) doing?) Dw i'n ... (I'm...) Beth wyt ti'n ddefnyddio? (What are you (sing.) using?) Dw i'n defnyddio ... (I'm using ...) Beth sy yn y bocs dillad? (What's in the clothes box?) Beth ydy'r dyddiad heddiw? (What's the date today?) Beth ydy rangoli? (What is a rangoli?) Other Dw i eisiau mynd i'r planedau. (I want to go to the planets.) Rydyn ni eisiau mynd i deithio. (We want to go travelling.) Dw i'n hoffi'r crys. (I like the shirt.) Dw i ddim yn hoffi'r crys. (I don't like the shirt.) Mae e'n/o'n effeithiol iawn. (It's very effective.) Commands / Instructions Edrycha. (Look (sing.)) Rhaid mesur o'r pwynt yma. (Must measure from this point.) Rhaid tacluso. (Must tidy up.) Rhaid newid y crys yna. (Must change that shirt.)</p>	<p>Ych a fi! (Ugh!) hedyn (seed) planhigyn (plant) llinell (line) centimetr (centimetre) graff (graph) anrheg (present, gift) patrwm (pattern) llawr (ground, floor) cerdyn (card) glas tywyll (dark blue) glas golau (light blue) porffor (purple) pinc (pink) riwler (ruler) pensil (pencil) sialc (chalk) cylch (circle) hanner cylch (semicircle) tynnu llinell (to draw a line) gludo (to glue) 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 am ... (+ soft mutation)? (What / How about ...?)

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.)

Ga i weld y ... os gwelwch yn dda? (May I see the ... please?); **Cei.** (Yes, you (sing.) may.) / **Na chei.** (No, you (sing.) may not.)

Gawn ni weld y ... os gwelwch yn dda? (May we see the ... please?); **Cewch.** (Yes, you (pl.) may.) / **Na chewch.** (No, you (pl.) may not.)
Beth ydych chi'n wneud? (What are you (pl.) doing?); **Rydyn ni'n ...** (We're ...); **Beth wyt ti'n wneud?** (What are you (sing.) doing?); **Dw i'n ...** (I'm ...)
Edrychwch! (Look! (pl.)); **Edrycha!** (Look! (sing.))
Rhaid mesur o'r pwynt yma. (Must measure from this point.)
Yn ofalus. (Carefully.)
Beth ydy'r dyddiad heddiw? (What's the date today?)
Beth am feddwl am ...? (What about thinking about ...?)
Beth wyt ti'n ddefnyddio? Dw i'n defnyddio ... (What are you (sing.) using? I'm using ...)
Sut wyt ti'n gwneud ...? (How do you (sing.) make ...?)
Mae e'n/o'n wych. (It's great.)
Mae e'n/o'n effeithiol iawn. (It's very effective.)
Rhaid tacluso. (Must tidy up.)
Hyfryd! (Wonderful!)
Gwych! (Great!)
Ffantastig! (Fantastic!)
Ardderchog! (Excellent!)

Step-by-step suggestions:

- Show the film entitled **Tom a Beca'n mesur** (Tom and Beca measure) (Unit 2, Part 1) up to the point where Sgrin catches them out as they are about to jump into the red circle.

Ydych chi'n cofio? (Do you remember?)

Begin by re-capping the story so far. Divide the pupils into teams and ask the following questions:

Ar y dechrau ... (At the beginning ...)

Ydy Sgrin yn dawnio? (Is Sgrin dancing? / Does Sgrin dance?)

Ydy Sgrin yn neidio? (Is Sgrin jumping? / Does Sgrin jump?)

Ydy Sgrin yn canu? (Is Sgrin singing? / Does Sgrin sing?)

Ydy Sgrin yn garddio? (Is Sgrin gardening? / Does Sgrin work in the garden?)

Ydy Sgrin yn cysgu? (Is Sgrin sleeping? / Does Sgrin sleep?)

Ydy. (Yes, he is / does.) / **Nac ydy.** (No, he isn't / doesn't.)

Then ask:

Ble mae Beca eisiau mynd? (Where does Beca want to go?)

I blaned Gwener. (To Venus.) / **Mae hi eisiau mynd i blaned Gwener.** (She wants to go to Venus.)

I blaned Mawrth. (To Mars.) / **Mae hi eisiau mynd i blaned Mawrth.** (She wants to go to Mars.)

I'r Ddaear. (To Earth.) / **Mae hi eisiau mynd i'r Ddaear.** (She wants to go to Earth.)

I China. (To China.) / **Mae hi eisiau mynd i China.** (She wants to go to China.)

I Everest. (To Everest.) / **Mae hi eisiau mynd i Everest.** (She wants to go to Everest.) /

Mae hi eisiau dringo Everest. (She wants to climb Everest.)

Then say:

Mae Beca eisiau mynd i blaned Gwener ond beth ydy'r broblem? (Beca wants to go to Venus but what's the problem?)

Rhy boeth. (Too hot.) / **Mae Gwener yn rhy boeth.** (Venus is too hot.) / **Mae planed Gwener yn rhy boeth.** (Venus is too hot.)

Mae Beca eisiau mynd i blaned Mawrth ond beth ydy'r broblem? (Beca wants to go to Mars but what's the problem?)

Rhy oer. (Too cold.) / **Mae Mawrth yn rhy oer.** (Mars is too cold.) / **Mae planed Mawrth yn rhy oer.** (Mars is too cold.)

Rhy sych. (Too dry.) / **Mae Mawrth yn rhy sych.** (Mars is too dry.) / **Mae planed Mawrth yn rhy sych.** (Mars is too dry.)

Mae Beca eisiau mynd i blaned Iau ond beth ydy'r broblem?. (Beca wants to go to Jupiter but what's the problem?)

Rhy stormus. (Too stormy.) / **Mae Iau yn rhy stormus.** (Mars is too cold.) / **Mae planed Iau yn rhy stormus.** (Mars is too cold.)

Award points for correct answers and ask each team:

Sawl marc? (How many marks?)

Then ask:

Pwy sy wedi ennill? (Who's won?)

You could extend the quiz by asking pupils to list other places (in Welsh) where the Pod-antur Cymraeg could visit.

Meddylwch am leoedd eraill – yn Gymraeg. (Think of other places – in Welsh.)

Encourage them to try to remember the names of the continents and countries they have come across in Packs 1 and 2, e.g. **Ffrainc** (France), **Y Swistir** (Switzerland), **Yr Eidal** (Italy), **Affrica** (Africa) etc. You could also re-read the books entitled **Teithio** (Pack 1) and **Izzy'n Teithio** (Pack 2) where various countries are mentioned.

- Play this clip again, so that pupils can hear the answers to the above questions and familiarize themselves with the dialogue. Draw attention to the fact that:
Mae Beca eisiau mynd i China. (Beca wants to go to China.)
Mae Tom eisiau mynd i China hefyd. (Tom wants to go to China also.)

Introduce the fact sheet entitled **China**.

Encourage pupils to look for China on a map of the world. Then, encourage them to look for Wales. Explain:

Mae China'n fawr. Mae China'n fawr iawn. (China is big. China is very big.)

Mae Cymru'n fach. Mae Cymru'n fach iawn. (Wales is small. Wales is very small.)

Pupils could then search for further information about China, e.g.

Bwyd China (Chinese food)

Anifeiliaid China (Chinese animals)

Mynd i'r ysgol yn China (Going to school in China)

Y panda (The panda)

Wal Fawr China (The Great Wall of China)

This information will probably be in English, but pupils could write a simple piece in Welsh, using the patterns they already know, e.g. as a fact sheet, a leaflet, an advert etc. This would, in fact, allow pupils to transfer patterns that they have already learnt in relation to their own area to a wider context:

Mae ... yn China ... (There's / There are ... in China.)

Mae llawer o ... yn China. (There's / There are a lot of ... in China.)

Mae pobl China yn hoffi ... (Chinese people like ...)

Mae plant China yn mynd i'r ysgol am ... o'r gloch. (Children in China go to school at ... o'clock.)

Mae'r panda'n anifail ... (The panda is a ... animal.)

Mae'r panda'n byw yn ... (The panda lives in)

Mae'r panda'n bwyta ... (The panda eats ...)

- You could possibly offer the pupils some Chinese food and then ask them:
Wyt ti'n hoffi bwyd China? (Do you (sing.) like Chinese food?)
Ydw. (Yes, I do.) / **Nac ydw.** (No, I don't.)
Ydych chi'n hoffi bwyd China? (Do you (pl.) like Chinese food?)
Ydyn. (Yes, we do.) / **Nac ydyn.** (No, we don't.)

Show the ingredients of the meal and emphasize that rice forms a very important part of Chinese meals:

reis (rice)

llysiau ... (vegetables)

Wyt ti'n / Ydych chi'n hoffi reis? (Do you (sing.) / Do you (pl.) like Chinese food?)

Pupils could discuss whether the meal is healthy:

Ydy'r bwyd yn iach? (Is the food healthy?)

Ydy'r bwyd yn dda i chi? (Is the food good for you?)

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

Mae fitaminau / ffeibr / protein / braster yn y bwyd. (There are / vitamins / fibre / protein / fat in the food.)

The pupils could make a simple healthy Chinese meal in class, using language patterns they have previously learnt:

Beth wyt ti'n ddefnyddio? (What are you using?)

Dw i'n defnyddio ...? (I'm using ...)

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

Dw i'n golchi ... (I'm washing ...)

Dw i'n torri ... (I'm cutting ...)

Dw i'n pilio / plicio ... (I'm peeling ...)

Dw i'n cymysgu ... (I'm mixing ...)

Dw i'n rhoi ... (I'm putting ...)

They could then share this meal:

Wyt ti eisiau ...? (Do you want...?)

Ydw, os gwelwch yn dda. (Yes, please.)

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

They could also express opinions:

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

Dw i'n hoffi'r ... Mae'n flasus iawn. (I like the ... It's very tasty / delicious.)

Mae'r ... yn dda iawn. (The ... is / are very good.)

Mae'r ... yn fendigedig. (The ... is / are wonderful.)

They could also create recipe cards in Welsh, possibly taking photographs of the various steps they have followed. They could use one of these templates:

<i>Title</i>
Rhaid cael: (Must have ...): <i>[List of ingredients]</i>
Dull: (Method): <i>followed by the instructions</i>
1. Golchwch y ... (<i>Wash the ...</i>)
2. Torrwch y ... (<i>Cut the ...</i>)
3. Rhowch y ... (<i>Put the ...</i>)

<i>Title</i>
Mae angen: (... are needed): or Cynhwysion: (Ingredients): <i>[List of ingredients]</i>
Dull: (Method): <i>followed by the instructions</i>
1. Rhaid golchi'r ... (<i>Must wash the ...</i>)
2. Rhaid torri'r ... (<i>Must cut the ...</i>)
3. Rhaid rhoi'r ... (<i>Must put the ...</i>)

- Pupils could be given an opportunity to listen to traditional Chinese music and then to appraise this music. They could also undertake research in relation to traditional Chinese musical instruments.
- Pupils could also investigate the variety of items that are imported from China and create a display of these items.

- Introduce **Cerdyn Siarad 9** (Discussion Card 9).
A: Beca wyt ti. Rwyf ti eisiau mynd i deithio yn y Pod-antur Cymraeg. (You're Beca. You want to travel in the Pod-antur Cymraeg.)
B: Tom wyt ti. Rwyf ti eisiau mynd i deithio hefyd – ond i ble? (You're Tom. You want to travel too – but where?)
Siaradwch. (Speak.)

To begin with, pupils could act out the situation found on the film.

Then, ask them to imagine that they are in the Pod-antur Cymraeg. Using Welsh atlases, if possible, ask them to plan a journey they would like to make in the Pod-antur Cymraeg:

Dw i eisiau mynd i ... ac yna ... ac yna ... (I want to go to ... and then ... and then ...)

Dw i eisiau mynd i ... achos dw i eisiau ... (I want to go to ... because I want ...)

... gweld ...	(... to see ...)
... bwyta ...	(... eat ...)
... dringo ...	(... to climb ...)
... clywed ...	(... to hear ...)

They could, of course, choose to go to China.

- Play this section again and draw attention to the fact that the characters move
yn dawel (quietly)
yn araf (slowly)
yn ofalus (carefully)
so as not to wake Sgrin.

Then, when they dance before him, they hastily make up a dance to try to fool him.

Pupils could act out a similar situation where they have to move quietly and carefully so as not to wake someone / something, but suddenly they panic when he / she / it wakes up.

Symudwch yn dawel (Move quietly) / **yn ofalus.** (carefully)

Symudwch fel llygod. (Move like mice.)

Symudwch fel cath. (Move like a cat.)

Yna, symudwch yn gyflym. (Then, move quickly.)

Symudwch fel ... (Move like ...)

- Play the next clip, up to the point where Tom leaves to change his shirt.

Ask:

Beth ydy'r broblem gyda'r crys? (What's the problem with the shirt?)

Ydych chi'n hoffi'r crys? (Do you (pl.) like the shirt?)

Wyt ti'n hoffi'r crys? (Do you (sing.) like the shirt?)

Draw attention to the word **llachar** (bright).

Wyt ti'n hoffi lliwiau llachar? (Do you (sing.) like bright colours?)

Pa liwiau wyt ti'n hoffi? (What colours do you (sing.) like?)

Ask the children to design a pattern that is **llachar** (bright). They could use bright colours or loud patterns or both. These could then be used to print T-shirts, canvas bags or tea towels and suitable slogans could be added, e.g.

Llachar! (Bright!)

Dw i'n hoffi lliwiau llachar. (I like bright colours.)

Lliwiau llachar llawen (Happy, bright colours)

Mae bywyd yn llachar. (Life is bright.)

Mae Cymraeg yn llachar. (Welsh is bright.)

Mae llachar yn cŵl. (Bright is cool.)

Mae'r Pod-antur Cymraeg yn cŵl. (The Pod-antur Cymraeg is cool.)

Dw i'n hoffi'r Pod-antur Cymraeg. (I like the Pod-antur Cymraeg.)

Pupils should evaluate their own work and that of their fellow pupils, using patterns found in the document entitled **P-aC₃ Language Patterns** and words such as **patrymau** (patterns) and **siapiau** (shapes) that may have been introduced in other contexts (such as mathematics) e.g. **Mae'r crys T yn llachar iawn.** (The T-shirt is very bright.)

ardderchog (excellent)

ffantastig (fantastic)

Mae'r (porffor ac oren) yn effeithiol. (The (purple and orange) are effective.)

Mae'r glas tywyll yn effeithiol iawn yma. (The dark blue is very effective here.)

Mae'r patrymau'n anhygoel. (The patterns are incredible.)

Mae'r siapiau'n gyffrous. (The shapes are exciting.)

Mae'r blodau / dail yn wych. (The flowers / leaves are great.)

Play the section again and draw attention to the clothes Beca takes from the clothes box. Ask them if they remember the meaning of:

bach (small)

canolig (medium)

mawr (large)

and ask them to describe the clothes seen on the film.

crys T bach gwyn (a small white T-shirt)

crys mawr pinc (a large pink shirt)

crys T glas tywyll canolig (a medium dark blue T-shirt)

- Now, ask them to write a short description of the T-shirt they designed above as if they were selling it on a marketing site on the internet or in a catalogue. They could refer to its size, its colour, using the words **tywyll** (dark), **golau** (light) and **llachar** (bright) and they could refer to the pattern. They could also suggest a price, e.g.

Crys-T bach / canolig / mawr, glas golau a melyn llachar gyda dail gwyrdd golau a blodau pinc. (A small / medium / large / light blue and bright yellow T-shirt with light green leaves and pink flowers)

Pris: £100 (Price: £100)

Pupils could then model these clothes in front of the class / school, in which case they would have to introduce themselves:

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

Dw i ym Mlwyddyn ... (I'm in Year ...)

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

Heddiw, dw i'n gwisgo ... (Today, I'm wearing ...)

Edrychwch ar y slogan / lliwiau / siapiau / patrymau. (Look (pl.) at the slogan / colours / shapes / patterns.)

- Play the next clip, up to end of the section that deals with the growth of the plant, where Beca draws a graph and Tom looks at it.

Using the expressions heard on the film, pupils could measure different items in pairs, e.g.

Sawl centimetr? (How many centimetres?)

... centimetr. (... centimetre(s).)

These expressions could then be used in any context where pupils are required to measure.

Similarly, the vocabulary and patterns used in relation to drawing a graph could be used in mathematics work, e.g.

papur graff (graph paper)

llinell i lawr (a vertical line (lit. a line down))

llinell ar draws (a horizontal line (lit. a line across))

and Welsh words could be written on the X and Y axes.

- Using an appropriate image, check that pupils remember the Welsh words for the parts of a plant:
hedyn (seed)
coesyn (stem)
deilen (leaf)
dail (leaves)
blodyn (flower)
planhigyn (plant)

Repeat the following sentences that are to be heard on the DVD and make sure that the pupils have understood them

Mae'r hedyn yn tyfu. (The seed is growing.)

Mae'r hedyn yn blanhigyn. (The seed is a plant.)

- Before playing the next clip, draw attention to the fact that the plant has no name. The characters are going to name it in the next section, but what name would the pupils choose? Ask them to think of a suitable name:

Beth ydy enw'r planhigyn? (What's the name of the plant?)

Dw i'n hoffi'r enw ... (I like the name ...)

Na, dw i ddim yn hoffi ... (No, I don't like ...)

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

Mae ... yn enw da. (... is a good name.)

Syniad da. (Good idea.)

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

Ask them to decide on one name as a group.

Rhaid dewis un enw. (Must choose *one* name.)

Pa enw? (Which name?)

Ask the pupils for their suggestions.

Beth ydy enw'r planhigyn? (What is the name of the plant?)

- Play the next section – focus on the name the characters have chosen, pause the film and ask:

Ydych chi'n hoffi'r enw? (Do you (pl.) like the name?)

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

Dw i'n hoffi'r enw – mae'n grêt. (I like the name – it's great.)

Dw i ddim yn hoffi'r enw – mae'n ofnadwy / ddiflas. (I don't like the name – it's awful / boring.)

Faint sy'n hoffi'r enw? (How many like the name?)

Count in Welsh.

- Continue with the film – up to the point where Sgrin says

Edrychwch ar y we i weld patrymau rangoli.

Draw attention to the fact that Tom and Beca do not know what a rangoli is.

If the pupils have come across rangolis previously, ask them

Beth ydy rangoli? (What is a rangoli?)

Possible answers could include:

Patrwm. (Pattern.)

Patrwm ar y llawr. (A pattern on the floor.)

Llun. (A picture. / An image.)

Llun ar y llawr. (A picture / an image on the floor.)

If they do not know what rangolis are, ask them to find out and to print an example from the internet.

Look at the examples the pupils have printed. Show them to the group and ask:

Pa liw? (What colour?)

Pa siâp? (What shape?)
Beth ydy hwn? (What's this?)
Wyt ti'n hoffi'r patrwm? (Do you (sing.) like the pattern?)
Wyt ti'n hoffi'r rangoli? (Do you (sing.) like the rangoli?)
Pam? (Why?)
Mae'n lliwgar. (It's colourful.)
hardd (beautiful)
hyfryd (lovely)
cŵl (cool)
llachar (bright)
effeithiol iawn (very effective)

Encourage them to express opinions about the rangolis by using the patterns they usually use to evaluate work.

Explain that rangolis are patterns, made on the floor, in the living room or outside a house during Diwali – a Hindu festival, held usually in October or November. They are usually made from sand, paint powder, coloured rice, coloured flour or flower petals and their purpose is to invite Lakshmi, the Hindu goddess of wealth and prosperity, into the home.

Pupils could then write a short piece to accompany the image of the rangoli in order to describe it briefly and to express an opinion e.g.

Dyma rangoli. (This is a rangoli)
Mae'r rangoli'n hardd / hyfryd / wych etc. (The rangoli is beautiful / wonderful / great etc.)
Yn y rangoli, mae patrwm ... (In the rangoli, there's a pattern of ...)
siâp ... (a ... shape)
blodyn ... (a ... flower)
cylch (circle)
sgwâr (square)
Mae'r gwyrdd yn effeithiol iawn. (The green is very effective.)
Dw i'n hoffi'r rangoli achos mae'n lliwgar / llachar iawn. (I like the rangoli because it's very colourful / bright.)

This task would allow pupils to transfer vocabulary and patterns which they originally learnt in different situations to a new context.

- Play the next section, where Beca makes a rangoli.

Using appropriate materials, explain the following:

cylch (circle – the Welsh word has already been used in the Foundation Phase and in Packs 1 and 2)

hanner cylch (semicircle – the Welsh expression has already been used in the Foundation Phase and in Packs 1 and 2)

chwarter cylch (quarter circle / quadrant)

If appropriate, using a clock face, explain that **hanner** and **chwarter** are also used when telling the time in Welsh:

hanner awr wedi (half past)

chwarter wedi (quarter past)

chwarter i (quarter to)

Show the section where Beca divides the circle into halves and quarters again and focus on the language:

Dw i'n tynnu llinell drwy'r canol. (I'm drawing a line through the middle.)

Dw i'n rhoi'r protractor ar y llinell – yn y canol. (I'm placing the protractor on the line – in the middle.)

Dw i'n mesur ongl – naw deg gradd. (I'm measuring an angle – ninety degrees.)

Give the pupils images of circles and ask them to do this.

If appropriate, they could also divide the 90 degree angles by drawing angles of **pedwar deg pump** (forty five).

What is important here is that pupils will now be able to transfer some of these expressions to real situations where they need to measure angles e.g. in mathematics work:

Sawl gradd? (How many degrees?)

Naw deg gradd. (Ninety degrees.)

Chwe deg gradd. (Sixty degrees.)

Tri deg gradd. (Thirty degrees.)

Pedwar deg pump gradd. (Forty five degrees.)

Before undertaking this work, however, make sure that pupils are able to count up to at least 90.

Pupils could also be asked to draw equilateral triangles by drawing angles of **chwe deg gradd** (sixty degrees). They could in fact design Christmas bunting made up of a number of equilateral triangles joined together on a piece of string.

- Play this section again and ask the pupils to concentrate on the rangoli.

Using materials of their choice, they could then design and make rangolis themselves, speaking Welsh as much as possible as they do so, e.g.

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

Dw i'n gwneud rangoli. (I'm making a rangoli.)

Wyt ti'n hoffi'r patrwm? (Do you like the pattern?)

cylch (circle)

blodyn (flower)

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

Beth wyt ti'n ddefnyddio? (What are you using?)

Dw i'n defnyddio ... (I'm using ...)

Then, they should be given an opportunity to evaluate each other's work, using patterns listed in the document entitled **P-aC₃ Language Patterns**.

They should also write a short piece to describe the rangoli and to express an opinion or evaluate this work, using patterns listed previously.

- Play the section again, but this time draw attention to the fact that Tom leaves to answer his phone.

Ask how he would answer the phone in Welsh –

Helo. (Hello.)

Bore da. / Prynhawn da. (Good morning. / Good afternoon.)

Tom yma. (Tom here.)

Tom sy'n siarad. (Tom speaking.)

Ask the pupils who could be phoning and what they could possibly want.

Discuss ideas.

Pwy sy'n ffonio? (Who's phoning?)

Pam? (Why?)

Beth mae ... eisiau? (What does ... want?)

Mae ... eisiau ... (... wants ...)

Introduce **Cerdyn Siarad 10** (Discussion Card 10):

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

A: **Rwyf ti'n ffonio Tom.** (You phone Tom.)

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

Siaradwch. (Speak (pl.))

Using the expressions listed on the card, and any other relevant patterns they may know, pupils should create a phone conversation. They could write the conversation to begin with, if necessary, or begin an oral conversation immediately.

Pupils could then listen to each other's conversations.

- Watch a section of the film again and invite pupils to express opinions, giving appropriate reasons:

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 gwneud rangolis. (I like the DVD because I like making rangolis.)

Ydw achos dw i wedi dysgu sut i wneud rangoli. (Yes, because I've learnt how to make a rangoli.)

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 ddiflas. (I don't like the DVD. It's boring.)

Dw i ddim yn hoffi'r DVD achos dw i ddim yn hoffi gwneud rangolis. (I don't like the DVD because I don't like making rangolis.)

Nac ydw, achos dw i ddim yn mwynhau gwyllo DVDs. (No, because I don't like watching DVDs.)

Unit 2: Part 2 - Diwali

Aims

- To discuss the requirements for healthy plant growth: **Mae angen golau.** (Light is needed, lit. there is a requirement for light.); **Mae ... angen golau.** (... needs light.)
- To revise vocabulary and patterns associated with the time: **Faint o'r gloch ydy hi? Mae hi'n** (+ soft mutation)
- To talk about **dathlu** (celebration) with particular reference to Diwali
- To revise and use in meaningful contexts vocabulary and patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Does dim golau yn y cwpwrdd. (There's no light in the cupboard.)</p> <p>Mae Bob angen golau. (Bob needs light.)</p> <p>Brysia. (Hurry.)</p> <p>Ble oedd Bob? (Where was Bob?)</p>	<p>rhy wlyb (too wet)</p> <p>rhy sych (too dry)</p> <p>paratoi at Diwali (preparing for Diwali)</p> <p>diva (diva) (lamp fach – a little lamp)</p> <p>gwneud twll (to make a hole)</p> <p>mowldio (to mould)</p> <p>llaeth cyddwys (condensed milk – South Wales)*;</p> <p>llefrith cyddwys (condensed milk – North Wales)*</p> <p>coconyt (coconut)</p> <p>dawns (a dance)</p> <p>*Pupils could also use the English expression</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers:</p> <p>Faint o'r gloch ydy hi? (What's the time?)</p> <p>Mae hi'n hanner awr wedi naw. (It's half past nine.)</p> <p>Ydy Bob ar y bwrdd? (Is Bob on the table?)</p> <p>Ydy. (Yes, he is.) / Nac ydy. (No, he isn't.)</p> <p>Beth sy'n bod (ar Bob)? (What's the matter (with Bob)?)</p> <p>Ydy e'n / o'n rhy boeth? (Is he too hot?)</p> <p>Ydy. (Yes, he is.) / Nac ydy. (No, he isn't.)</p> <p>Beth am fynd i chwilio am olau? (What / How about going to look for light?)</p> <p>Beth wyt ti'n wneud? (What are you (sing.) doing?)</p> <p>Dw i'n ... (I'm ...)</p> <p>Beth wyt ti'n ddefnyddio? (What are you (sing.) using?)</p> <p>Dw i'n defnyddio ... (I'm using ...)</p> <p>Beth ydy'r rhain? (What are these?)</p> <p>Other</p> <p>Mae'n wlyb. (It's wet.)</p> <p>Mae'n sych. (It's dry.)</p> <p>Maen nhw'n lliwio. (They're colouring.)</p> <p>Maen nhw'n gwneud patrymau lliwgar. (They're making colourful patterns)</p> <p>Commands / Instructions</p> <p>Edrycha ar y golau. (Look (sing.) at the light.)</p>	<p>rhy boeth (too hot)</p> <p>rhy oer (too cold)</p> <p>bwrdd (table)</p> <p>bin (bin)</p> <p>cwpwrdd (cupboard)</p> <p>clai (clay)</p> <p>siwgr (sugar)</p> <p>losin (sweets – South Wales) / fferins (sweets – North Wales)</p> <p>patrwm (pattern)</p> <p>traed (feet)</p> <p>siswrn (scissors)</p> <p>pensil (pencil)</p> <p>dillad (clothes)</p> <p>lliwgar (colourful)</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 am ... (+ soft mutation)? (What / How about ... ?);

Faint o'r gloch ydy hi? (What time is it?); **Mae hi'n ...** (+ soft mutation) (It's ...)

Ydy ... ar y bwrdd / o dan y bwrdd? (Is ... on the table / under the table?); **Ydy.** (Yes, he / she / it is.); **Nac ydy.** (No, he / she / it isn't.)

Beth sy'n bod? (What's the matter?); **Beth sy'n bod ar ...?** (What's the matter with ...?)

Gawn ni fynd i ... os gwelwch yn dda? (May we go to ... please?); **Cewch.** (Yes, you (pl.) may.) /

Na chewch. (No, you (pl.) may not)

Ga i fynd i ... os gwelwch yn dda? (May I go to ... please?); **Cei.** (Yes, you (sing.) may.) / **Na chei.** (No, you (sing.) may not.)

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 ...)]

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 ...)]

You could also use the following in relation to design and technology activities:

Sut wyt ti'n gwneud ...? (How do you (sing.) make ...?); **Dw i'n ...** (I ...)

Pam wyt ti'n gwneud ...? (Why are you (sing.) making ...); **Achos ...** (Because ...)

Da iawn. (Very good.)

Mae'n hyfryd. (It's lovely.)

Step-by-step suggestions:

- Play the clip entitled **Diwali**, (Unit 2, Part 2) up to the point where Beca leaves the Pod-antur Cymraeg. Explain that Bob doesn't look as healthy as previously and ask:

Ydych chi'n cofio? (Do you remember?)

Beth ydy'r problem? (What's the problem?)

Mae ... yn sâl. (... is ill.)

Mae ... angen golau. (... needs light.)

Focus on the questions Beca asks:

Ydy o'n rhy boeth? (Is he / it too hot?)

Ydy o'n rhy oer? (Is he / it too cold?)

Ydy o'n rhy wlyb? (Is he / it too wet?)

Ydy o'n rhy sych? (Is he / it too dry?)

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

Beth sy'n bod ar Bob? (What's the matter with Bob?)

Draw attention to the word **rhy** (too), already introduced in relation to clothes – **rhy fach** (too small), **rhy fawr** (too big), and to the planets – **rhy oer** (too cold), **rhy boeth** (too hot), **rhy sych** (too dry). Here, the word is used in relation to plant growth.

- Introduce / revise the requirements for healthy plant growth.

Pupils could then make posters / leaflets to illustrate these requirements:

Mae angen gwres. (Heat is needed.)

Mae angen dŵr. (Water is needed.)

Mae angen golau. (Light is needed.)

They could also illustrate plants suffering from the following:

rhy oer (too cold)

rhy boeth (too hot)

rhy sych (too dry)

rhy dywyll (too dark)

- In order to emphasize the need for light, pupils could take two similar plants, place one on a windowsill, or other light place, and the other in a dark place. They should compare the plants after one week / two weeks etc.

They could use the following expressions and patterns, which have all been introduced previously:

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

Dw i'n gwneud arbrawf. (I'm doing an experiment.)

Beth wyt ti'n ddefnyddio? (What are you (sing.) using?)

Dw i'n defnyddio dau blanhigyn. (I'm using two plants.)

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

Dw i'n rhoi'r planhigyn yma yn y ffenest. (I'm putting this plant in the window.)

Dw i'n rhoi'r planhigyn yma yn y cwpwrdd. (I'm putting this plant in the cupboard.)

Dw i'n aros. (I wait.)

Edrychwch. (Look (pl.))

Mae'r planhigyn yma'n wych. (This plant is great.)

Mae'r planhigyn yma'n sâl. (This plant is ill.)

They could also record the experiment as above.

A similar experiment could also be undertaken with seeds,

hedyn (seed), **hadau** (seeds)

e.g. pupils could sow two bean seeds (**dau hedyn** – two seeds) – one in a pot of compost that is placed in sunlight and the other in a pot of compost that is placed in darkness.

- Draw pupils' attention back to the film and ask where Beca is going:
Ble mae Beca'n mynd? (Where is Beca going?)
Mae Beca'n mynd i chwilio am olau. (Beca is going to search for light.)
Mae hi'n mynd i chwilio am olau. (She is going to search for light.)

Ask the pupils to guess where she may be going, e.g.

Mae hi'n mynd i'r siop i brynu tortsh / lamp. (She's going to the shop to buy a torch / lamp.)

Mae hi'n mynd i'r Ddaear. (She's going to Earth.)

etc.

Then, explain that she does, in fact, land in a school where pupils are preparing for a special celebration. Say:

Mae hi'n mynd i ysgol. (She's going to a school.)

Mae hi'n siarad â'r plant. (She speaks to the children.)

Mae'r plant yn mynd i ddathlu. (The children are going to celebrate.)

- Introduce the word **dathlu** (to celebrate) and ask the pupils:
Beth wyt ti'n ddathlu? (What do you (sing.) celebrate?)
 Answers could include:
Pen-blwydd (Birthday)
Nadolig (Christmas)
Noson Tân Gwyllt (Bonfire Night)

Sut wyt ti'n dathlu? (How do you (sing.) celebrate?)

Dw i'n cael parti. (I have a party.)

Dw i'n cael parti yn y pwll nofio etc. (I have a party at the swimming pool etc.)

Dw i'n mynd i'r sinema. (I go to the cinema.)

Ask them to bring a photograph of a celebration to class and then discuss the photographs:

Dyma Mam. (This is Mum.)

Dyma fi. (This is me.)

Dw i'n cael parti yn y pwll nofio etc. (I'm having a party at the swimming pool etc.)

- Explain that the pupils on the film are preparing to celebrate **Diwali** – a Hindu celebration, when Hindus all over the world celebrate.
Please note: The film focuses mainly on preparing for the celebration and the book entitled **Diwali** concentrates on the actual celebration. You could, of course, introduce other aspects of Diwali – in English or Welsh as appropriate.

Play the next section, where we see pupils preparing for Diwali:

Maen nhw'n paratoi at Diwali. (They're preparing for Diwali.)

Maen nhw'n lliwio. (They're colouring.)

Maen nhw'n gwneud lampau. (They're making lamps.)

Maen nhw'n gwneud losin / fferins. (They're making sweets.)

Maen nhw'n dawnsio. (They're dancing.)

Pupils could create their own divas / lamps – they could give and follow instructions:

Rhaid defnyddio clai. (Must use clay.)

Rhaid mowldio'r clai. (Must mold the clay.)

Rhaid gwneud twll. (Must make a hole.)

or they could describe in Welsh what they are doing.

Beth wyt ti'n wneud? (What are you (sing.) making / doing?)

Dw i'n gwneud llusern. (I'm making a lantern.)

Beth wyt ti'n ddefnyddio? (What are you (sing.) using?)

Dw i'n defnyddio ... (I'm using ...)

As usual, pupils should be given an opportunity to evaluate their own work and that of others, using vocabulary and language patterns which are to be found in the document entitled **P-aC₃ Language Patterns**.

- Pupils could also undertake other art and design or design and technology activities by making papier maché bowls (to hold sweets), Diwali sweets (please see the book entitled **Diwali**). They should use Welsh as a means of communication as they undertake this work.

They could also make torans, which would revise work undertaken in Part 1. You could ask pupils to include circles divided into halves or quarters and decorated appropriately on the toran and, if appropriate, you could ask them to include equilateral triangles on the toran, which would give them opportunities to measure angles of 60 degrees.

Dw i'n gwneud triongl. (I'm making a triangle.)

Dw i'n mesur yr ongl – chwe deg gradd. (I'm measuring the angle – sixty degrees.)

Sawl gradd? (How many degrees?)

Chwe deg gradd. (Sixty degrees.)

This work would provide an excellent opportunity to transfer Welsh to other areas of the curriculum and to revisit and revise patterns already learnt.

- Pupils could make **losin / fferins** (sweets) using the ingredients seen on the film and following the recipe below, or they could make other Diwali sweets – please see the book entitled **Diwali**.

The ingredients on the film are:

llaeth / llefrith cyddwys (condensed milk) – although pupils could use the English term

siwgr (eisin) ((icing) sugar)

coconyt (coconut)

Barfi	Barfi
Mae angen: 175 gram o goconut 200 gram o laeth / lefrith cyddwys / condensed milk (225 gram o siwgr eisin	You need ... 175g coconut 200g condensed milk 225g icing sugar
Dull: 1. Cymysgwch y coconyt, y siwgr a'r condensed milk yn dda. 2. Rhowch y gymysgedd mewn casys papur. 3. Arhoswch am 2-3 awr.	Method: 1. Mix the coconut, sugar and condensed milk well. 2. Place the mixture in paper cases. 3. Wait for 2-3 hours.

- Re-play the last section of film that shows the girls dancing. You could ask the pupils to describe the clothes and introduce the word **sari**.

Pupils could comment on the colours and could look for images of other clothes associated with the Diwali celebration. They could look in particular for clothes that boys wear during this celebration and could then design Diwali clothes for a boy or girl, labelling and describing them in Welsh, e.g.

Mae'r (trowsus) yn borffor*. (The trousers are purple.)

Mae gleiniau ar y top. (There are beads on the top.)

* Adjectives, describing words, usually mutate after **yn** or **'n**.

Pupils could then focus on the movements shown on the film and they could create similar dances which they could possibly perform during a school assembly.

- The book entitled **Diwali** could now be introduced and the activities suggested at the back of the book could be undertaken.
- Pupils could also search for further information about the Diwali celebration and could then share this information with fellow pupils. They could write about the celebration, e.g. leaflets, posters, paragraphs, an interview with a person celebrating the occasion. This would provide an excellent opportunity to revise many of the language patterns they already know, e.g.

Pwy wyt ti? (Who are you?)

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

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

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

Wyt ti'n hoffi dathlu Diwali? (Do you like celebrating Diwali?)

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

Pam wyt ti'n hoffi dathlu Diwali? (Why do you like celebrating Diwali?)

Achos ... (Because ...)

Sut wyt ti'n dathlu? (How do you celebrate?)

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

Ble? (Where?)

Yn ... (In / At ...)

Gyda pwy? (With who?)

Gyda ... (With ...)

Beth wyt ti'n wisgo? (What do you wear?)

Beth wyt ti'n fwyta? (What do you eat?)

Beth wyt ti'n yfed? (What do you drink?)

They could also ask:

Sut wyt ti'n paratoi? (How do you prepare?)

Dw i'n ... (I ...)
Beth wyt ti'n wneud? (What do you make?)
Dw i'n gwneud ... (I make ...)
etc.

- Introduce **Cerdyn Siarad 11** (Discussion Card 11):
A: Rwyd ti'n dathlu Diwali. (You're celebrating Diwali.)
B: Rhaid i ti ofyn cwestiynau i A. (You must ask A some questions.)
Siaradwch. (Speak.)

Partner B could assume the role of a TV presenter or newspaper reporter who is preparing an item about Diwali. Here, he / she is interviewing **Partner A** to try to find out how he / she celebrates Diwali.

In turn, pupils could play both roles so that they have an opportunity to ask and answer the questions listed on the card and use any other language patterns they may know.

Pupils could then write a short news item to describe Diwali. They could also act out and film the item they write.

- 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 achos mae'n ddiddorol. (I like the DVD because it's interesting.)
Dw i'n hoffi'r DVD achos mae'n ddiddorol – dw i'n mwynhau dysgu am Diwali. (I like the DVD because it's interesting – I enjoy learning about Diwali.)

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 – dw i ddim yn hoffi dysgu am Diwali. (I don't like the DVD because it's boring – I don't like learning about Diwali.)

Unit 2: Part 3 – Noson Tân Gwylt

Aims

- To introduce / revise vocabulary and language patterns associated with **Noson Tân Gwylt** (Bonfire Night)
- To reinforce the fact that plants need **golau'r haul** (sunlight) to grow healthily
- To revise the weather – in the present and the future tense
- To extend the use of **bydd** (he / she / it will be), previously used with the weather
- To revise the senses in Welsh
- To revise the date in Welsh
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Dw i ddim yn barod. (I'm not ready.) Mae'n berffaith. (It's perfect.) Mae Bob angen golau. (Bob needs light.) Mae Bob yn gynnes. (Bob is warm.) Edrycha am gliwiau. (Look (sing.) for clues.) Dydy hi ddim yn oer. (It's not cold.) Dw i'n gynnes. (I'm warm.) Mae Bob yn well. (Bob is better.) Cer di i'r Noson Tân Gwylt ac yna dere 'nôl i'r Pod-antur Cymraeg wedyn. (You go to the Bonfire Night and then come back to the Pod-antur Cymraeg afterwards.)	golau'r haul (sunlight) mwy o olau (more light) Tachwedd pump (November the fifth) cotiau (coats) Noson Tân Gwylt (Bonfire Night) tân gwylt (fireworks) heno (tonight) anfon (to send)

The future tense

Bydd hi'n oer heno. Bydd Bob yn oer o dan y goeden heno. Bydd Bob yn oer iawn. Bydd Bob yn gynnes yn y Pod-antur Cymraeg.	It will be cold tonight. Bob will be cold beneath the tree tonight. Bob will be very cold. Bob will be warm in the Pod-antur Cymraeg.
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Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers: Gawn ni fynd i'r Ddaear? (May we go to Earth?) Cewch / Na chewch. (Yes, you (pl.) may. / No, you (pl.) may not.) Ga i weld os gwelwch yn dda? (May I see, please?) Cei. (Yes, you (sing.) may.) / Na chei. (No, you (sing.) may not.) Wyt ti'n barod? (Are you (sing.) ready?) Ydw. (Yes, I am.) / Nac ydw. (No, I'm not.) Oes bag yn y Pod-antur Cymraeg? (Is there a bag in the Pod-antur Cymraeg?) Oes. (Yes, there is.) / Nac oes. (No, there isn't.) Ble ydyn ni? (Where are we?) Ar y Ddaear. (On Earth.) Ble ar y ddaear ydyn ni? (Where on earth are we?) Dw i ddim yn gwybod. (I don't know.) Ble mae'r siopau? (Where are the shops?) Beth? (What?)	rhy boeth (too hot) rhy fawr (to big) rhy fach (too small) y Ddaear (Earth) cot (coat) sgarff (scarf) bocs dillad (clothes box) perffaith (perfect) cliwiau (clues) coed (trees) siglen (swing) cyflym (fast) Ych a fi! (Ugh!) winwns (onions – South Wales) / nionod (onions – North Wales) ci poeth (hot dog) byrgyr / byrger (burger) sos coch (tomato sauce) sos brown (brown sauce)

<p>Beth sy'n bod? (What's the matter?) Beth ydy'r dyddiad heddiw? (What's the date today?) Beth am roi Bob ar y ddaear – o dan y goeden? (What about putting Bob on the ground – under the tree?) Other Mae Bob angen golau. (Bob needs light.) Rhaid cael golau'r haul. (Must have sunlight.) Mae hi'n oer ar y Ddaear. (It's cold on Earth.) Mae hi'n braf / heulog. (It's fine / sunny.) Dw i'n oer rŵan / nawr. (I'm cold now.) Commands / Instructions Edrycha – sgarff! (Look (sing.) – a scarf!) Helpa fi. (Help (sing.) me.) Gwrandda ar y tân gwyllt. (Listen (sing.) to the fireworks.) Rhaid gofyn i Sgrin. (Must ask Sgrin.) Bydda'n ofalus. (Be (sing.) careful.) Cer. (Go – South Wales.) / Dos. (Go – North Wales.) Dere. (Come. – South Wales) = Tyrd. (Come. – North Wales)</p>	<p>blasus (tasty)</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.

Mae'r (lamp) yn hyfryd. Da iawn! (The (lamp) is lovely. Very good! / Well done!)

Beth sy'n bod? (What's the matter?); **Beth sy'n bod ar ...?** (What's the matter with...?)

Ga i fynd i ... os gwelwch yn dda? (May I go to ... please?); **Cei.** (Yes, you (sing.) may.); / **Na chei.** (No, you (sing.) may not.); **Gawn ni fynd i ... os gwelwch yn dda?** (May we go to ... please?); **Cewch.** (Yes, you (pl.) may.) / **Na chewch.** (No, you (pl.) may not.)

Dim problem. (No problem.)

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

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

Ble mae'r ...? (Where's the ...?); **Yn y ...** (In the ...); **Ar y ...** (On the...)

Helpa fi. (Help (sing.) me.)

Wyt ti'n iawn? (Are you (sing.) alright?)

Beth ydy hwn? (What's this?)

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

Gwrandda ar y ... (Listen (sing.) to the ...); **Gwrandewch ar y ...** (Listen (pl.) to the ...)

Rhaid ... (Must ...)

Step-by-step suggestions:

- Play the film entitled **Noson Tân Gwyllt** (Bonfire Night) (Unit 2, Part 3), up to the point where the characters leave the Pod-antur Cymraeg along with Bob, the plant.

Revise the requirements for healthy plant growth (See Part 2).

Sgrin emphasizes that Bob needs **golau'r haul** (sunlight). To find out whether sunlight is more beneficial than artificial light, a similar experiment to the one undertaken in Part 2 could be undertaken, only this time one plant could be placed in sunlight and another in a spot where there is artificial light. The same language patterns can be used along with:

Dw i'n rhoi'r planhigyn wrth y lamp. (I'm putting the plant by the lamp.)

Pupils could then write about the experiment using the language patterns listed in Part 2.

- Ensure that the pupils remember the meaning of **y Ddaear** (the Earth (also **y ddaear** = the ground))
- Ask the pupils to listen out for the date:
Beth ydy'r dyddiad heddiw? (What's the date today?)
Tachwedd pump. (November 5th.)

Ask them for the significance of **Tachwedd 5** (November 5th) and then ask them to list as many words as possible associated with Bonfire Night.

Gwnewch restr. (Make a list.)

Tell them that they should think of all sorts of words, e.g. words associated with:

- colours
 - food
 - clothes
 - animals
 - the weather
- etc.

You could then draw attention to the Welsh word for fireworks – **tân gwyllt**.

Then ask:

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

Sawl gair? (How many words?)

- Play the section that deals with clothes once again. Ask the pupils to express opinions about the clothes shown on screen and then ask them what they should wear on Bonfire Night. They could use the pattern:
Rhaid gwisgo ... (Must wear ...)

Please note: The feminine form of **gwyrdd** is used on the film because the word **cot** is a feminine singular noun. Feminine singular nouns also cause a soft mutation in Welsh.

cot werdd (a green coat)

cot ddu (a black coat)

Pupils could list appropriate clothing to begin with and then they could role-play a situation where one of them wears inappropriate clothing. His / her partner then tells him / her what he / she should wear, e.g.

Beth wyt ti'n wisgo? / Beth ar y ddaear wyt ti'n wisgo? (What are you (sing.) wearing? / What on earth are you (sing.) wearing?)

Dw i'n wisgo ... (I'm wearing ...)

Ond mae hi'n oer. Rhaid gwisgo ... (But it's cold. Must wear ...)

Rhaid gwisgo ... achos mae hi'n oer. (Must wear ... because it's cold.)

They should be encouraged to use colours and any other describing words they know, e.g. **cynnes** (warm).

This information could be uploaded onto the school website if appropriate.

- Pupils could then be given the task of producing leaflets about **Noson Tân Gwyllt**, e.g. an A4 sheet could be folded in half and a colourful cover could be designed on one of these sides.

The next page could be entitled

Noson Tân Gwyllt – Dillad (Bonfire Night – Clothes)

or

Noson Tân Gwyllt – Beth i wisgo (Bonfire Night – What to wear)

Pupils could give advice regarding suitable clothing. They could draw cartoons and include a dialogue, as above, or they could include command forms or **Rhaid** (Must) forms along with suitable images. The two remaining sides should be left blank for the present.

This work could also be undertaken using appropriate software on the computer, of course.

- Play the next section, where the characters land – up to the point where they leave in search of a shop that sells gloves. Before they watch, tell the pupils that they must use the clues on the film to work out where the characters have landed:

Edrychwch ar y cliwiau. (Look at the clues.)

You could possibly pause the DVD at a suitable point and ask the pupils what the clues are and where the characters are:

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

Ble mae Tom a Beca? (Where are Tom and Beca?)

Draw attention to the poster and ask

Pryd mae'r Noson Tân Gwylt? (When is the Bonfire Night?)

Heno. / Mae'r Noson Tân Gwylt heno. (Tonight. The Bonfire Night is tonight.)

Ble mae'r Noson Tân Gwylt? (Where is the Bonfire Night?)

Yn y parc. / Mae'r Noson Tân Gwylt yn y parc. (In the park. The Bonfire Night is in the park.)

They could now make similar posters to advertise a Bonfire Night in their area.

- Introduce **Cerdyn Siarad 12** (Discussion Card 12)

A: Rwyf ti'n gwahodd B i'r Noson Tân Gwylt. (You invite B to the Bonfire Night.)

B: Rwyf ti eisiau gwybod mwy am y Noson Tân Gwylt. (You want to know more about the Bonfire Night.)

Siaradwch. (Speak.)

Ask the pupils how they would invite each other to a Bonfire Night.

Wyt ti eisiau dod / mynd i ...? (Do you want to come / go to ...?)

Ydw, os gwelwch yn dda. (Yes, please.)

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

Ask them what other information they should ask for, e.g.

Ble? (Where?)

Ble mae'r Noson Tân Gwylt? (Where is the Bonfire Night?)

Pryd? (When?)

Pryd mae'r Noson Tân Gwylt? (When is the Bonfire Night?)

Am faint o'r gloch? (At what time?)

Am faint o'r gloch mae'r Noson Tân Gwylt? (At what time is the Bonfire Night?)

Beth wyt ti'n wisgo? (What are you wearing?)

They could also ask:

Oes tân gwylt? (Are there fireworks?)

Oes coelcerth? (Is there a bonfire?)

Oes bwyd? (Is there food?)

Oes gemau? (Are there games?)

etc.

The answer to these questions would be **Oes** (Yes.) and **Nac oes**. (No.)

Using the posters they have made, pupils could now invite each other to their Bonfire Night. They could also write an e-mail or send a letter to another friend inviting that person also.

- Play the section again and ask the pupils to listen out for the weather:

Mae hi'n braf. (It's fine.)

Mae hi'n heulog. (It's sunny.)

Mae hi'n gynnes. (It's warm.)

Dydy hi ddim yn oer. (It's not cold.)

Bydd hi'n oer heno. (It will be cold tonight.)

Draw attention to the fact that the conditions are perfect – **perffaith** – for Bob at present.

Draw special attention to the negative form as this may be new and practise it, using appropriate resources. You could then use this pattern each day as you talk about the weather.

In addition, check that they understand the meaning of **Bydd hi'n ...** (It will be ...) which was introduced in Pack 2.

Pupils could then create dialogues to practise these patterns, i.e. they could be discussing clothes etc. in preparation for a **Noson Tân Gwylt**:

Bydd hi'n	oer – rhaid gwisgo sgarff.	(It will be cold – must wear a scarf.)
wlyb	cot	wet coat
rhewi	menig	freezing gloves
bwrw eira	welis	snowing wellies
bwrw glaw		raining
niwlog		foggy
gymylog		cloudy

- At the end of this clip, Tom and Beca leave in search of a shop that sells gloves. Introduce **Cerdyn Siarad 13** (Discussion Card 13):
A: **Rwyt ti'n gweithio yn y siop hetiau a menig.** (You work in a hat and gloves shop.)
B: **Tom wyt ti. Rwyt ti eisiau het a menig.** (You're Tom. You want a hat and gloves.)
C: **Beca wyt ti. Rwyt ti eisiau menig.** (You're Beca. You want some gloves.)
Siaradwch. (Speak.)

Using the vocabulary and language patterns listed on the card, and any other words and patterns they may know, pupils should work in groups of three to act out this situation. They should be encouraged to say as much as possible, e.g. they could do the following before asking for the hat and gloves:

- greet each other
- ask each other how they are feeling
- comment on the weather – now and in the future: **Bydd hi'n ... heno.** (It will be ... tonight.)

Pupils could then record / film each other's dialogues.

- Play the next clip up to the point where Tom and Bob return to the Pod-antur Cymraeg.

Draw particular attention to the future tense forms in this piece and ask the pupils to list the reasons why Tom wishes to return to the Pod-antur Cymraeg:

Bydd hi'n oer heno. (It will be cold tonight.)

Bydd Bob yn oer o dan y goeden heno. (Bob will be cold beneath the tree tonight.)

Bydd Bob yn oer iawn. (Bob will be very cold.)

Bydd Bob yn gynnes yn y Pod-antur Cymraeg. (Bob will be warm in the Pod-antur Cymraeg.)

Then, draw attention to the fact that Beca intends to go to the Bonfire Night and ask them to imagine:

Beth fydd Beca'n wneud yn y Noson Tân Gwylt? (What will Beca do at the Bonfire Night?)

Bydd Beca'n gweld ... (Beca will see ...)

Bydd Beca'n clywed ... (Beca will hear ...)

Bydd Beca'n bwyta ... (Beca will eat ...)

Bydd Beca'n siarad â ... (Beca will speak to ...)

Bydd Beca'n prynu ... (Beca will buy ...)

- Play the final section, where Beca goes to the Bonfire Night celebration.

Revise the following words that refer to the senses:

gweld (to see)
clywed (to hear)
arogli (to smell)
blasu (to taste)

You could prepare a grid beforehand and ask the pupils to fill in each row as suggested below.

Gweld	
Clywed	
Arogli	
Blasu	

Play the section again and ask the pupils to concentrate on what Beca sees - **gweld**. They could then fill in the appropriate row in the grid or list what she sees – including colours.

Play the section again and ask the pupils to concentrate on what Beca hears - **clywed**. They could then fill in the appropriate row in the grid or list what she hears.

Repeat these steps so that the pupils have an opportunity to concentrate on what Beca smells – **arogli**, and tastes – **blasu**.

Compare grids.

You could then introduce the poem **Tân Gwylt** which is to be found in the book entitled **Hwyl a Sbri!** in the **Fflic a Fflac** Reading Series.

[* Lois Gwenllian, **Hwyl a Sbri!**, Fflic a Fflac Reading Series, 2013, p.8]

Read the poem and ensure that pupils understand it.

List what is seen, heard, smelt, eaten and felt (**teimlo**) and encourage pupils to think of other things that appeal to the senses on **Noson Tân Gwylt**.

They could then write a similar poem, but as the original poem was meant for younger children, tell them that they should try to write a “better” poem. Ask them how they could do this, e.g. they could

- add more adjectives, especially colours
- introduce negative statements – **Dw i ddim yn hoffi arogli mwg** (I don’t like smelling smoke.)
- add more detail.

When the pupils have drafted, re-drafted and completed their poem, they should copy the final draft onto the third page of the leaflet they have been designing. They should then illustrate the poem.

Play the clip that shows Beca buying a hot dog again. Concentrate on the patterns:

Beca: **Ga i gi poeth a nionod a sos coch os gwelwch yn dda?** (May I have a hot dog and onions and tomato ketchup please?)

Vendor: **Iawn. Unrhyw beth arall?** (O.K. Anything else?)

Beca: **Na, dw i’n iawn diolch.** (No, I’m fine thanks.)

Vendor: **Ci poeth ...** (A hot dog.)

Beca: **Diolch yn fawr ... Mmm, blasus!** (Thank you very much ... Mmm, delicious.)

- Introduce **Cerdyn Siarad 14** (Discussion Card 14):
A: **Rwyd ti’n gweithio ar y stondin cŵn poeth a byrgyrs.** (You’re working on the hot dogs and burgers stall.)
B: **Beca wyt ti. Rwyd ti eisiau ci poeth.** (You’re Beca. You want a hot dog.)
Siaradwch. (Speak.)

Using the vocabulary and language patterns listed on the card, and any other words and patterns they may know, pupils should act out this situation. They should be encouraged to say as much as possible, e.g. they could do the following before asking for the hot dog and burger:

- greet each other
 - ask each other how they're feeling
 - comment on the weather.
- Pupils could then read the book entitled **Guto Ffowc** (Guy Fawkes). Suggestions for activities which pupils could undertake are included in the back of the book.
 - Watch a section of the unit again and then 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 gyffrous iawn. (I like the DVD. It's very exciting.)
Dw i'n hoffi'r DVD achos dw i'n mwynhau mynd i'r Noson Tân Gwylt. (I like the DVD because I like going to the Bonfire Night.)

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.)

Unit 2: Part 4 – Drama'r Nadolig

Aims

- To provide an opportunity for pupils to perform the Nativity story, e.g. during a school assembly or Christmas service
- To revise the date: **Beth ydy'r dyddiad heddiw?** (What's the date today?)
- To extend the use of **roedd** (was / were) by expressing opinions about the performance seen on the film: **Roedd y plant yn actio'n dda.** (The children acted well.); **Roedd y bugeiliaid yn wych.** (The shepherds were great.) etc.
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Mae Bob yn edrych yn hapus. (Bob looks happy.) Esgusoda fi. (Excuse me (sing.).) Roedd y gwasanaeth yn dda iawn. (The service was very good.) Roedd y plant yn actio'n dda. (The children acted very well.) Roedd y dillad yn dda iawn. (The clothes were very good.) Roedd y bugeiliaid yn wych. (The shepherds were great.) Roedd y brenhinoedd yn dda iawn. (The kings were very good.) Roedd Mair a Joseff yn ffantastig. (Mary and Joseph were fantastic.) Roedd y gwasanaeth yn fendigedig! (The service was wonderful!)	gwasanaeth Nadolig (Christmas service) Please see the vocabulary included at the back of the book entitled Edrychwch ar y Golau (Look at the Light).

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers: Pryd? (When?) Ble? (Where?) Am faint o'r gloch? (At what time?) Am ... (At ...) Beth? (What?) Beth am fesur? (What / How about measuring?) Beth ydy'r dyddiad heddiw? (What's the date today?) Commands / Instructions Edrycha. (Look (sing.).) Edrychwch. (Look (pl.).)	ffôn (phone)

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?)

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

Edrychwch! (Look (pl.)!)

Step-by-step suggestions:

Show the film entitled **Drama'r Nadolig** (Unit 2, Part 4) – up to the point where the characters leave to go to the **gwasanaeth Nadolig** (Christmas service).

- Draw attention to the question words Tom uses while speaking on the phone:

Beth? (What?)

Pryd? (When?)

Ble? (Where?)

and the questions:

Ble mae'r gwasanaeth Nadolig? (Where is the Christmas service?)

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

Am faint o'r gloch? (At what time?)

Play the section again to reinforce these patterns. Then, pupils could make up their own phone messages stating that an event is to be held at a given time in a given place, e.g.

Mae / Bydd + event	place	date	time
Mae cyngerdd Mae parti Bydd sioe Bydd gêm	yn yr ysgol yn y tŷ yn yr ysgol yn y dre	ar Ragfyr 3 ar Ragfyr 8 ar Ragfyr 10 ar Ragfyr 15	am chwech o'r gloch. am bedwar o'r gloch. am hanner awr wedi chwech. am hanner awr wedi dau.

There's a concert There's a party There will be a show There will be a match	in school in the house in school in town	on December 3 rd on December 8 th on December 10 th on December 15 th	at six o'clock. at four o'clock. at half past six. at half past two.
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In groups of three, pupils could then 'phone' each other as follows:

Partner 1 phones **Partner 2** to inform him / her of the event.

Partner 2 records the details, asking Partner 1 to confirm the details, using the above questions. He / She then tells **Partner 3** about the event.

Partner 3 records the details of the event, again asking for confirmation, as he / she records.

- In order to revise giving and receiving invitations, introduce **Cerdyn Siarad 15** (Discussion Card 15):

A: **Rwy't ti'n gwahodd B i'r gwasanaeth Nadolig.** (You invite B to the Christmas service.)

B: **Rwy't ti eisiau gwybod mwy am y gwasanaeth Nadolig.** (You want to know more about the Christmas service.)

Siaradwch. (Speak.)

Ask the pupils how they would invite each other to the service.

Wyt ti eisiau dod / mynd i ...? (Do you (sing.) want to come / go to ...?)

Ydw, os gwelwch yn dda. (Yes, please.)

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

Ask them what other information they could ask for before responding to the invitation, e.g.

Ble? (Where?)

Ble mae'r gwasanaeth Nadolig? (Where's the Christmas service?)

Pryd? (When?)

Pryd mae'r gwasanaeth Nadolig? (When's the Christmas service?)

Am faint o'r gloch? (At what time?)

Am faint o'r gloch mae'r gwasanaeth Nadolig? (At what time is the Christmas service?)

Beth wyt ti'n wisgo? (What are you wearing?)

Then, ask them to role-play the situation on the card.

- They could also write an e-mail / letter to another friend inviting him / her to the event.

They could then make posters / leaflets to advertise a school function and these could then be used to invite each other.

- Before moving on to the play entitled **Edrychwch ar y Golau** (Look at the Light), show a selection of Christmas cards which depict the nativity.

Introduce the Welsh words for the characters:

Pwy ydy hwn? (Who's this?)

Pwy ydy hon? (Who's this (fem.)?)

Pwy ydy'r rhain? (Who are these?)

Dyma Joseff. (Here's Joseph.)

Dyma'r Iesu. / Dyma'r babi. (Here's Jesus. / Here's the baby.)

Dyma Mair. (Here's Mary.)

Dyma'r bugeiliaid. (Here are the shepherds.)

Dyma'r brenhinoedd. (Here are the kings.)

You could ask them to draw a nativity scene and to label the different characters.

They may also need the following Welsh words:

seren (star)

llety (inn)

stabl (stable)

Introduce the play **Edrychwch ar y Golau** (Look at the Light). Read it aloud with the pupils and ensure that they understand.

- Play the DVD up to the end of the children's performance and ask the pupils for their opinions:

Wyt ti'n hoffi'r ddrama? (Do you like the play?)

Ydw. (Yes, I do.)

Ydw, dw i'n hoffi'r ddrama. Mae'n dda iawn. (Yes, I like the play. It's very good.)

Dw i'n hoffi'r ddrama achos mae'r plant yn actio'n dda. (I like the play because the children act well.)

Dw i'n hoffi'r DVD achos mae'r bugeiliaid yn wych. (I like the DVD because the shepherds are great.)

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

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

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

Dw i ddim yn hoffi'r ddrama achos mae'n ddiflas. (I don't like the play because it's boring.)

- Explain that the pupils are now going to learn and perform the play themselves. Choose characters to play different parts,

Pwy ydy Bugail 1? (Who is Shepherd 1?)

Pwy ydy Angel 2? (Who is Angel 2?)

Pwy ydy'r dyn yn y llety? (Who is the man at the inn?)

The cast may be amended to suit the circumstances of the class, e.g. you could have more / fewer angels, shepherds etc. than suggested in the book.

- Provide the pupils with opportunities to read the play aloud and to practise acting it as much as possible, so that they familiarize themselves with the lines.
- Using language patterns which are to be found in the document entitled **P-aC₃ Language Patterns**, pupils could make props, a set, clothes etc. in preparation for their performance.

- Pupils could design and make posters to advertise the performance / the Christmas Service and they could invite pupils from other classes to attend. They could also write letters, e-mails etc. to invite people from the area to come to their performance, e.g.

Rydyn ni'n perfformio'r ddrama "Edrychwch ar y Golau" yn yr ysgol, Rhagfyr ... am ... o'r gloch. Ydych chi eisiau dod?

(We're performing the play "Edrychwch ar y Golau" at school, December ... at... o'clock. Do you (pl.) want to come?)

- The performance could be filmed as a record of the work undertaken but it could also be used for evaluation purposes.
- Further suggestions for activities are to be found at the back of the book.
- Play the last section of film, where Tom and Beca return from the service. Draw attention to the following language patterns:

Roedd y gwasanaeth yn dda iawn. (The service was very good.)

Roedd y plant yn actio'n dda. (The children acted well.)

Roedd y dillad yn dda iawn. (The clothes were very good.)

Roedd y bugeiliaid yn wych. (The shepherds were great.)

Roedd y brenhinoedd yn dda iawn. (The kings were very good.)

Roedd Mair a Joseff yn ffantastig. (Mary and Joseph were fantastic.)

Roedd y gwasanaeth yn fendigedig. (The service was wonderful.)

Ardderchog! (Excellent!)

Explain that the pupils have already come across **roedd** (was / were) in relation to the weather and when expressing an opinion about an event in the past:

Roedd hi'n braf. (It was fine.)

Roedd e'n / o'n grêt. (It was great.)

In the patterns listed above, the use of **roedd** is extended to express opinions about specific aspects of a performance. Pupils could now use these patterns to write about a specific event, such as a Christmas show or service. Then, in pairs, they could read their pieces to each other and one of them could agree by saying **Ardderchog** after each statement – as Beca does on the film.

Unit 2: Part 5 – Ydych chi’n cofio?

Aims

- To revise words and patterns introduced in Parts 1-4
- To introduce a poem in Welsh
- To revise work previously undertaken in relation to the planets.

New patterns and vocabulary:

Patterns	Main vocabulary
Beth maen nhw’n wneud? (What are they doing?) Maen nhw’n ... (They’re ...)	

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers: Beth am fynd i’r Ddaear? (What / How about going to Earth?) Sawl centimetr? (How many centimetres?) ... centimetr (... centimetres) Beth ydy hwn? (What’s this?) Ble mae’r Noson Tân Gwyllt? (Where’s the Bonfire Night ?) Pryd mae’r Noson Tân Gwyllt? (When is the Bonfire Night?) Am faint o’r gloch mae’r Noson Tân Gwyllt? (At what time is the Bonfire Night?) Other Dw i’n hoffi’r lliwiau. (I like the colours) Mae’r patrwm yn hyfryd. (The pattern is lovely.) Mae’r gleiniau’n effeithiol iawn. (The beads are very effective.)	rhy boeth (too hot) rhy oer (too cold) rhy sych (too dry) y Ddaear (the Earth) centimetr (centimetre) cylch (circle) hanner (half) chwarter (quarter) rhoi (to put, to place) gwneud (to make / to do) rangoli (rangoli) dillad smart (smart clothes) bwyd blasus (tasty food) anrhegion (presents) Noson Tân Gwyllt (Bonfire Night)

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 ... (+ soft mutation)? (What / How about ...?)

Sawl centimetr? (How / What many centimetres?); **... centimetr.** (... centimetre(s))

Beth ydy hwn? (What’s this?)

Wyt ti’n hoffi ...? (Do you (sing.) like ...?); **Ydw.** (Yes, I do.) / **Nac ydw.** (No, I don’t.)

Ydych chi’n hoffi ...? (Do you (pl.) like...?); **Ydyn.** (Yes, we do.) / **Nac ydyn.** (No, we don’t.)

Dw i’n hoffi’r lliwiau. (I like the colours.)

Mae’r patrwm yn hyfryd. (The pattern is wonderful.)

Mae’r gleiniau’n effeithiol iawn. (The beads are very effective.)

Ga i fynd i ... os gwelwch yn dda? (May I go to ... please?); **Cei.** (Yes, you (sing.) may.); / **Na chei.** (No, you (sing.) may not.)

Gawn ni fynd i ... os gwelwch yn dda? (May we go to ... please?); **Cewch.** (Yes, you (pl.) may.); / **Na chewch.** (No, you (pl.) may not.)

Beth wyt ti’n wneud? (What are you (sing.) doing?); **Dw i’n ...** (I’m ...)

Beth ydych chi’n wneud? (What are you (pl.) doing?); **Rydyn ni’n ...** (We’re ...)

Beth wyt ti’n ddefnyddio? (What are you (sing.) using?); **Dw i’n defnyddio ...** (I’m using ...)

Beth ydych chi'n ddefnyddio? (What are you (pl.) using?); **Rydyn ni'n defnyddio ...** (We're using ...)

Sut wyt ti'n gwneud ...? (How do you (sing.) make ...?); **Dw i'n ...** (I ...)

Pam wyt ti'n gwneud ...? (Why are you (sing.) making ...?); **Achos ...** (Because ...)

Da iawn. (Very good. / Well done.)

Mae'n hyfryd. (It's wonderful.)

Edrychwch! (Look (pl.)!)

Rhaid mesur o'r pwynt yma. (Must measure from this point.)

Yn ofalus. (Carefully.)

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

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

Mae e'n / o'n wych. (It's great.)

Mae e'n / o'n effeithiol iawn. (It's very effective.)

Rhaid tacluso. (Must tidy up.)

Hyfryd! (Wonderful!)

Gwych! (Great!)

Ffantastig! (Fantastic!)

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

- Focus on the first section.
- Pupils are asked:
Beth ydy'r problem? (What's the problem?)

They should listen to the dialogue carefully and say the Welsh words that have been omitted, i.e. to fill in the gaps orally.

If appropriate, pupils could read once again the fact sheet entitled **China**, or possibly prepare a Chinese meal.

Section 2

Sawl centimetr? (How many centimetres?)

- This section provides an opportunity to revise measuring in Welsh. Pupils should state how many centimetres are shown on the tape measure.

Section 3

- Using the expressions **hanner** (half) and **chwarter** (quarter), pupils should explain what they see on screen.

Section 4

This section is intended to encourage pupils to say as much as possible when they express opinions.

- Play the section where Tom expresses an opinion about a rangoli. Pause the film after Sgrin has asked: **Blant, ydy Tom 'yn dda' ... 'yn dda iawn' ... neu ... 'yn ardderchog'?** (Children, is Tom 'good' ... 'very good' ... or ... 'excellent'?)

Play this section again and ask the pupils to concentrate on what he says. Discuss the question above, giving reasons and take a class vote.

Play the section that shows the thermometer reading of **Da iawn** and ask how Tom could improve his answer.

Play the next section and ask why this response is better than the first one.

Section 5

Beth maen nhw'n wneud?

In this section, pupils are given the opportunity to practise the third person plural form: **Maen nhw'n** ... (They ...).

Section 6

- Pupils are expected to answer the questions in this section.
- They could also design and make posters to advertise a forthcoming event at school. These could then be used to invite each other to an event or they could be used in a quiz activity, e.g.
Pryd mae'r ... ? (When is the ... ?)
Ble mae'r ... ? (Where is the ... ?)
etc.
- You could then introduce the poem **Y Nadolig**, but before doing so, revise the words that refer to the senses.
see – **gweld**
hear – **clywed**
smell – **arogli**
taste – **blasu**
feel – **teimlo**
- Make sure that the pupils understand the poem and then ask them to list the items or descriptions that appeal to different senses. These could also be recorded in a grid similar to the one found in Part 3.

After discussing what they see, hear etc. at Christmas, and after listing the necessary vocabulary, pupils could then write a similar poem or they could add more details to this poem, e.g.

- They could list the presents + describing words in verse 3. They could even use alliteration.
Lori i Lewis (A lorry for Lewis)
Doli i Donna (A doll for Donna)
Car coch i Cai (A red car for Cai)
Gemau gwych i Gareth (Some great games for Gareth)
etc.
- They could describe a different Christmas dinner in verse 4 or add a similar verse to describe a Christmas tea, deciding where they should insert that verse.
- They could add a verse to describe another activity, e.g.
 - going for a walk during the afternoon – they could be wearing new gloves, scarf and hat – what colour? What's the weather like? Can they draw a contrast between the cold weather and their warm clothes?
 - lying in bed, on Christmas night, playing with a game under the duvet, or possibly eating some Christmas chocolate
etc.
- You could then revise the time by asking them to imagine:
Pennill 1: Faint o'r gloch ydy hi? (Verse 1: What time is it?)
Pennill 2: Faint o'r gloch ydy hi? (Verse 2: What time is it?)
Ask the pupils for their ideas and why they have chosen this time:

Mae hi'n dri o'r cloch (y bore) achos mae pawb yn cysgu. (It's three o'clock (in the morning) because everyone is asleep.)

Mae hi'n bump o'r gloch (y bore) achos mae pawb yn codi. (It's five o'clock (in the morning) because everyone is getting up.)

- Pupils could then discuss:
Wyt ti'n hoffi'r Nadolig? (Do you (sing.) like Christmas?)
Ydw. / Nac ydw. (Yes. / No.)
Pam? (Why?)
Dw i'n hoffi'r Nadolig achos dw i'n hoffi'r anrhegion / cinio / gemau / goeden Nadolig etc.
(I like Christmas because I like the gifts / dinner / games / Christmas tree etc.)
- You could also use this poem to draw attention to the quotation marks. Discuss why they have been used and ask who could be talking in the different verses.

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

Oracy

Pupils are encouraged to respond appropriately in a variety of circumstances – in pair and group work. They instruct each other in relation to making pancakes and playing Snakes and Ladders. They ask for and express opinions in a variety of contexts, using new patterns and vocabulary previously learnt and role-play different situations, e.g. when Tom lands in a Victorian schoolroom or at a lavish dinner at a Victorian home. They take part in hot-seating activities, e.g. asking children from the Victorian era about the Welsh Not and discussing school life during the Victorian period. Pupils are also asked to discuss what they learn from photographs and to provide factual information.

There are opportunities to watch and listen to the film carefully and to extract the main points in a variety of ways, e.g. by undertaking oral work, by writing and answering questions in a quiz context, by completing grids, and pupils could also be given a synopsis of parts of the film, some of which could be **cywir** or **anghywir**. They would then be expected to spot and correct the inaccuracies after watching the film. Pupils could also write about specific sections of the film. Pupils are also asked to listen carefully and to write down specific patterns that are heard on the film and to listen out for references to the historical context of this unit.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information, e.g. information about school life / a typical classroom during the Victorian era. Pupils could also write about specific sections of the film.

Reading

Pupils are encouraged to respond to various reading materials, such as a recipe sheet, a fact file about Victorian artefacts, factual books about school and home life in Victorian times and a fact file which provides information about the origin of the game Snakes and Ladders. General questions which they could ask each other or which you could ask them are listed in the document entitled **P-aC₃**

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 after pupils have written a commentary to accompany the film showing the Victorian home.

Writing

Pupils are provided with opportunities to write lists, a recipe, a poster or leaflet in relation to healthy food, descriptions of Victorian artefacts and Victorian life, sentences and paragraphs comparing and contrasting life during the Victorian era and modern-day life, or comparing and contrasting the lives of different groups of people during the Victorian era. Pupils could write an invitation requesting the company of friends at a lavish meal and could then write a letter to accept or refuse the invitation. In addition, pupils are asked to write the commentary to accompany sections of the film and to write instructions to show how the game Snakes and Ladders is played. They are asked to complete grids and then to use the information contained in the grids to write about the Victorians.

English

Pupils are encouraged to produce a class display containing information about the Victorians. They are therefore required to search for information on English websites and in English books and then to discuss this information in groups. They could also learn and recite an English poem that was popular during the Victorian period.

Mathematics

Pupils could design and use questionnaires, e.g. when discussing opinions about groups / bands / books / sports / television programmes etc. They could then record their findings in the form of graphs, tally charts or Venn diagrams which could then be explained simply in Welsh.

If appropriate, pupils could also calculate percentages, e.g.

Mae deg y cant o'r dosbarth yn meddwl bod (...) yn wych.

(Ten per cent of the class think that (...) is great.)

Pupils could be given the opportunity to weigh and measure ingredients to make pancakes / Victorian food and to adapt a recipe by calculating the amount of ingredients required for different numbers of people. This would involve introducing / revising large numbers.

Similarly, pupils could calculate how many knives / forks / spoons / plates etc. would be needed for a dinner party of 4, 8, 10 people etc.

As Victorian education focussed greatly on 'arithmetic', pupils could be given various number tasks, e.g. problem solving, calculating etc.

Science

There are opportunities to discuss healthy food as pupils work out how they could improve upon a basic recipe for pancakes in order to create healthier pancakes. They also discuss which healthy toppings they could add. The pattern:

Mae gormod o siwgr yn ddrwg i chi. (Too much sugar is bad for you.)

is introduced and pupils are given the opportunity to discuss why too much sugar is bad for them.

History

The unit focuses on the Victorian period, e.g. Victorian artefacts, life during the Victorian age, a Victorian school, Victorian homes. Information is also given regarding the origin of the game, Snakes and Ladders.

Pupils are asked to "identify differences between ways of life" during the Victorian period and the twenty first century by focusing in particular on home and school life. They are asked to search for information about the Victorian era, using a range of resources and to ask and answer questions in relation to Victorian artefacts. They examine aspects of the lives of rich and poor people during the period. They are also asked to "communicate ideas in a variety of ways", ranging from completing grids, writing paragraphs and longer pieces to making models, drawings, etc.

Art and design

Pupils are asked to draw / copy Victorian artefacts which could be included in a class display and to draw flowers, insects etc., as Victorian children would do. This work could then be evaluated.

There are opportunities to study and appraise Victorian portraits and landscape paintings and pupils could produce their own portraits or landscape paintings, which could be included in the class display. Pupils could also study illustrations found in contemporary reading books and compare these with modern-day illustrations.

Please see the document entitled **P-aC₃ Language Patterns** for language patterns which could be used as pupils undertake art work and as they evaluate the work.

Design and technology

There are opportunities to make pancakes, to try different toppings and to adapt a recipe – in addition to preparing Victorian food.

Pupils could make a Welsh Not, which could then be used in a role-play situation and as part of the Victorian class display, they are encouraged to design and make models relating to Victorian life. They could also participate in activities that Victorian people used to enjoy, such as pressing flowers, making scrapbooks, making samplers etc.

Pupils could design and create Snakes and Ladders boards which could include examples of good and bad behaviour – similar to the virtues and vices referred to on the original game board.

Physical education

Pupils could take part in drill exercises similar to Victorian drills. They could then compare and contrast their usual physical education sessions with these drills.

Music

In Part 1, Tom performs a rap associated with making pancakes and in Part 2, he sings when he is in the bath. Pupils could express opinions and compose similar raps / simple songs, possibly based on words and expressions you could give them.

Pupils could learn a traditional Victorian song and pupils who can play the piano could play a piece that was popular during the Victorian era.

ICT

There are opportunities to design posters and leaflets that provide information about healthy eating and the dangers of consuming too much sugar.

Pupils are encouraged to use the internet to search for information about Victorian food, clothes, leisure activities etc. and are asked to find examples of Victorian portraits and landscape paintings on the internet. They could also prepare and give a PowerPoint presentation about the lives of different groups of Victorian people.

They could create Snakes and Ladders boards which could include examples of good and bad behaviour and these could then be used to play the game.

Curriculum Cymreig

This unit focuses on the Victorian era and pupils could use historical documents related to Wales as they search for information, e.g. documents related to Welsh workhouses, to the local area etc.

PSE

Healthy food is discussed in relation to pancake making and the dangers of consuming too much sugar are discussed. Pupils are encouraged to take care when cooking around hot surfaces. They are also encouraged to share and the traditional game of Snakes and Ladders, which originally focused on good and bad examples of behavior, provides an opportunity to discuss types of behaviour that are acceptable and unacceptable.

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. They are encouraged to consider and discuss various ingredients that could be added to pancakes and to rank them according to how healthy they consider them to be (diamond ranking).

Having seen a number of Victorian artefacts on screen, pupils should consider what these were used for.

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 by using the internet and to present it in an appropriate format, making use of appropriate software. 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.

The Literacy and Numeracy Framework

Much of the work is relevant to the Literacy and Numeracy Framework and teachers should take every opportunity to develop activities in accordance with the framework.

Unit 3: Part 1 – Padell ffrio fawr

Aims:

- As Unit 3 discusses aspects of Victorian life through the medium of Welsh, this part of the unit introduces a Victorian artefact; this will then lead to other artefacts being introduced in Part 2.
- To undertake a design and technology activity through the medium of Welsh – **gwneud crempog** (making a pancake) and thereby revise giving instructions through the medium of Welsh: **Rhaid ...** (must ...) and weighing and measuring ingredients: **pwysu** (to weigh), **mesur** (to measure), **gram** (gram) and **mililitr** (millilitre)
- To revise **Paid ...** (Don't ...) in a light-hearted way
- To develop the concept of asking for and expressing opinions in Welsh, by introducing the new pattern: **Beth wyt ti'n feddwl o ...?** (What do you think of ...?)
- To revise and use in meaningful contexts vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Paid defnyddio ... fel ... (Don't use the ... as a ...)</p> <p>Paid defnyddio'r badell ffrio fel bat. (Don't use the frying pan as a bat.)</p> <p>Pum deg gram. (Fifty grams.)</p> <p>Cant pum deg mililitr (One hundred and fifty millilitres.)</p> <p>Rhaid dal y gogr yn uchel. (Must hold the sieve up high.)</p> <p>Beth wyt ti'n feddwl o(r) ...? (What do you think of (the) ...)</p> <p>Mae'n edrych yn neis iawn. (It looks very nice.)</p> <p>Mae gormod o ... yn ddrwg i ti. (Too much / many ... is / are bad for you.)</p> <p>Mae gormod o siwgr yn ddrwg i ti. (Too much sugar is bad for you.)</p> <p>mwy o flawd (more flour)</p> <p>mwy o laeth / lefrith (more milk)</p>	<p>coginio (to cook)</p> <p>padell ffrio (frying pan)</p> <p>metel / metal (metal)</p> <p>pren (wood)</p> <p>brifo (to hurt)</p> <p>plastr (plaster)</p> <p>bat (bat)</p> <p>clwb golf (golf club)</p> <p>ciw snwcer (snooker cue)</p> <p>drych (mirror)</p> <p>blawd (flour)</p> <p>llwy bren (wooden spoon)</p> <p>sbatwla (spatula)</p> <p>gogr (sieve)</p> <p>clorian / tafol (weighing scales)</p> <p>chwisg (whisk)</p> <p>chwisgo (to whisk)</p> <p>offer (utensils / equipment)</p> <p>swigod (bubbles)</p> <p>aer (air)</p> <p>hob (hob)</p> <p>taflu (to toss / throw)</p> <p>sudd lemwn (lemon juice)</p> <p>gormod (too much)</p> <p>dim gormod (not too much)</p> <p>enfawr (huge)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth ydy hwn? (What's this?)</p> <p>Beth sy yn y bocs? (What's in the box?)</p> <p>Bwyd. (Food)</p> <p>Beth arall sy yn y bocs? (What else is in the box?)</p> <p>Blawd. (Flour.)</p> <p>Beth sy'n bod? (What's the matter?)</p> <p>Beth wyt ti'n wneud? (What are you (sing.) doing?)</p>	<p>fel (as / like)</p> <p>crempog, crempogau (pancake, pancakes)</p> <p>llefrith / laeth (milk)</p> <p>wy, wyau (egg, eggs)</p> <p>pwysu (to weigh)</p> <p>mesur (to measure)</p> <p>yn gynta(f) (first / firstly)</p> <p>yna / wedyn (then)</p> <p>plat, platiau (plate, plates)</p> <p>fforc, ffyrcc (fork, forks)</p>

<p>Dw i'n coginio. (I'm cooking.) Wyt ti'n iawn? (Are you alright?) Ydw.; Ydw, dw i'n iawn. (Yes.; Yes, I'm alright.) / Nac ydw.; Nac ydw, dw i ddim yn iawn. (No.; No, I'm not alright.) Wyt ti'n barod? (Are you ready?) Ydw. / Nac ydw. (Yes. / No.) Faint? (How much? / How many?) Pum deg gram. (Fifty grams.) Ga i dro? (May I have a go / turn?) Cei. (Yes (you may).)/ Na chei. / No (you may not).) Commands Paid ... (Don't ... (sing.)) Dim rapio os gwelwch yn dda. (No rapping please.) Rhaid pwyso'r blawd. (Must weigh the flour.) Rhaid rhoi'r blawd yn y bowlen. (Must put the flour in the bowl.) Rhaid cymysgu. (Must mix.) Rhaid bod yn ofalus iawn. (Must be very careful.) Other Mae'n ddrwg gen i. (I'm sorry. – North Wales)/ Mae'n flin 'da fi. (I'm sorry. – South Wales) Dw i eisiau taflu'r grempog. (I want to toss the pancake.)</p>	<p>napcyn (napkin) siwgr (sugar) mwy (more)</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 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 ...)]

Beth sy yn y (bocs / llun / llyfr)? (What's in the box / picture / book?)

Beth arall sy yn y (bocs / llun / llyfr)? (What else is in the box / picture / book?)

Beth ydy hwn? (What's this?); [Also: **Beth ydy hon?** (What's this (fem.)?); **Beth ydy'r rhain?** (What are these?)]

Wyt ti'n iawn? (Are you (sing.) alright / fine?); **Ydw.; Ydw, dw i'n iawn.** (Yes.; Yes, I'm alright.) /

Nac ydw.; Nac ydw, dw i ddim yn iawn. (No.; No, I'm not alright.); [Also: **Ydych chi'n iawn?**

(Are you (pl.) alright / fine?); **Ydyn.; Ydyn, rydyn ni'n iawn.** (Yes.; Yes, We're alright.) / **Nac ydyn.; Nac ydyn, dydyn ni ddim yn iawn.** (No.; No, we're not alright.)

Beth wyt ti'n feddwl o(r) ...? (What do you think of (the) ...?); **Mae'n (ddiddorol).** (It's interesting.)

Ga i ...? (May I ... / May I have ...?), e.g. **Ga i dro os gwelwch yn dda?** (May I have a go, please?);

Cei. (Yes, you (sing.) may.) / **Na chei.** (No, you (sing.) may not.)

Wyt ti eisiau (helpu)? (Do you (sing.) want (to help)?); **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.)]

Rhaid pwyso ... / mesur ... / cymysgu ... (Must weigh ... / measure ... / mix ...)

Rhaid bod yn ofalus iawn. (Must be very careful.)

Paid ... (Don't ...)

Mae'n edrych yn (neis iawn / dda iawn / flasus iawn.) (It looks (very nice / very good / very tasty.)

Step-by-step suggestions:

- Show the beginning of the film entitled **Padell ffrio fawr** (A large frying pan) (Unit 3, Part 1), where Tom describes an object he has tripped over:

Bobl bach! Beth ydy hwn? (Good gracious! What's this?)

Mae e'n fawr. Mmm, metel – copr dw i'n meddwl – a ... pren. (It's big. Mmm, metal – copper I think – and ... wood.)

Mawredd mawr Beth ydy e? (Good gracious! What is it?)

Ask the pupils to consider the clues and to try to guess what the object may be – accept suggestions in English and in Welsh as appropriate. Ask:

Beth ydy e / o? (What is it?)

and after they have given their suggestions, say:

Gawn ni weld. (We'll see.)

- Play the next section, up to the point where Bob responds to the questions:
Beth wyt ti'n feddwl o'r miwsig, Bob? (What do you think of the music, Bob?)
Wyt ti'n hoffi'r miwsig? (Do you like the music?)
- In groups, ask the pupils to list the cooking utensils seen on the screen:
Pwy sy'n cofio? Beth ydy'r offer ar y sgrin? (Who remembers? What are the utensils on the screen?)
(Explain **offer** = utensils)
Pwy sy'n gallu gwneud y rhestr hira? (Who can make the longest list?)
Sawl un? (How many?)

Compare lists:

Offer (Utensils)

padell ffrio (frying pan)

powlen (bowl)

llwy bren (wooden spoon)

sbatwla (spatula)

clorian (scales – also **tafol**)

gogr (sieve)

- Follow a similar process and ask the pupils to list the ingredients seen on screen:
Pwy sy'n cofio? Beth ydy'r cynhwysion ar y sgrin? (Who remembers? What are the ingredients on the screen?)
(Explain **cynhwysion** = ingredients)

Compare lists:

Cynhwysion (Ingredients)

blawd (flour)

llefrith / llaeth (milk)

wyau (eggs)

Show this section again so that pupils can check their lists.

- Draw attention to the new pattern at the end of this part:
Beth wyt ti'n feddwl o'r miwsig? (What do you (sing.) think of the music?)

Revise the following:

Mae'n grêt / wych. (It's great.)

Mae'n ddoniol. (It's funny.)

Mae'n ddiddorol. (It's interesting.)

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

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

Mae'n ddiflas iawn. (It's very boring / miserable.)

Dw i'n hoffi'r miwsig achos mae'n ddoniol. (I like the music because it's funny.)
Dw i'n hoffi'r miwsig achos dw i'n hoffi rapio. (I like the music because I like to rap.)
Dw i'n hoffi'r miwsig achos dw i'n mwynhau rapio. (I like the music because I enjoy rapping.)

If appropriate, you could introduce the pattern:

Dw i'n meddwl bod y miwsig yn grêt / wych. (I think that the music is great.)
Dw i'n meddwl bod y miwsig yn ddoniol. (I think that the music is funny.)
Dw i'n meddwl bod y miwsig yn ddiddorol. (I think that the music is interesting.)
Dw i'n meddwl bod y miwsig yn hwyl. (I think that the music is fun.)
Dw i'n meddwl bod y miwsig yn ofnadwy. (I think that the music is awful.)

Please note: It would be better not to introduce answers that require the use of a pronoun (e.g. that he / she / it) at this point.

You could reinforce the use of this pattern by moving on to express opinions in other situations, e.g. about the characters in the film, characters in books or on television, food items, pictures, areas of the school curriculum, etc.

Beth wyt ti'n feddwl o Tom? (What do you (sing.) think of Tom?)
Mae e'n / o'n ... (He's ...)
Beth wyt ti'n feddwl o Beca? (What do you (sing.) think of Beca?)
Mae hi'n ... (She's ...)
Beth wyt ti'n feddwl o grempogau? (What do you (sing.) think of pancakes?)
Maen nhw'n ... (They're ...)
Beth wyt ti'n feddwl o (enw band)? (What do you (sing.) think of (name of a band)?)
Maen nhw'n ... (They're ...)

Again, if pupils are expected to use **Dw i'n meddwl bod ...** (I think that ...), it would be better not to use pronouns (he, she, they). They should use nouns instead:

Dw i'n meddwl bod Tom yn ... (I think that Tom is ...)
Dw i'n meddwl bod Beca'n ... (I think that Beca is...)
Dw i'n meddwl bod crempogau'n ... (I think that pancakes are ...)
 etc.

- You could also introduce the plural form if appropriate, as you address the class as a whole, e.g.
Beth ydych chi'n feddwl o'r miwsig? (What do you (pl.) think of the music?)
 but pupils could still reply individually by saying:
Dw i'n meddwl bod ... yn ... (I think that ... is ...)
- Introduce **Cerdyn Siarad 16** (Discussion Card 16), which encourages pupils to express opinions about Tom and Beca and the Pod-antur Cymraeg:
Beth ydych chi'n feddwl o Tom a Beca? (What do you (pl.) think of Tom and Beca?)
Beth ydych chi'n feddwl o'r Pod-antur Cymraeg? (What do you think of the Pod-antur Cymraeg?)
- Then, introduce **Cerdyn Siarad 17** (Discussion Card 17), which encourages pupils to discuss other topics by transferring the pattern to new contexts:
Beth ydych chi'n feddwl o ...? (What do you think of ...?)
Beth ydych chi'n feddwl o'r ...? (What do you think of the ...?)

Refer to the images that depict music, books, sports and television programmes and ask pupils to discuss specific bands / groups / books / sports / television programmes.

Pupils could also make and use questionnaires to ask for opinions. The findings could be recorded in the form of graphs, Venn diagrams and tally charts which could then be explained in Welsh, e.g.

Mae deg yn meddwl bod (enw llyfr) yn ddiddorol. (Ten think that (name of a book) is interesting).

Mae chwech yn meddwl bod (*enw llyfr*) **yn ddoniol.** (Six think that (*name of a book*) is funny).

Mae dau yn meddwl bod (*enw llyfr*) **yn ofnadwy.** (Two think that (*name of a book*) is awful).
etc.

If appropriate, pupils could also calculate percentages, e.g.

Mae deg y cant (o'r dosbarth) yn meddwl bod ... yn wych. (Ten per cent of the class think that ... is great).

- Returning to the film, ask the pupils whether they have understood why Beca has brought the utensils and ingredients into the Pod-antur Cymraeg. What is she going to do?

Beth mae Beca'n mynd i wneud? (What is Beca going to do?)

Crempogau. (Pancakes.)

Mae Beca'n / hi'n mynd i wneud crempogau. (Beca / She is going to make pancakes.)

Remind the pupils of the ingredients:

blawd (flour)

llefrith / llaeth (milk)

wyau (eggs)

and ask them to work out how to make pancakes (some will already know). Remind them of the key words:

pwysu (to weigh)

mesur (to measure)

rhoi (to put)

cymysgu (to mix)

As they answer, they can either make commands out of these words, by adding **-wch** to the stem of the word or they could use **Rhaid ...**

	Command form – wch	Rhaid
pwysu (to weigh)	Pwyswch y ... (Weigh the ...)	Rhaid pwysu'r ... (Must weigh the ...)
mesur (to measure)	Mesurwch y ... (Measure the ...)	Rhaid mesur y ... (Must measure the ...)
rhoi (to put)	Rhowch y ... (Put the ...)	Rhaid rhoi'r ... (Must put the ...)
cymysgu (to mix)	Cymysgwch y ... (Mix the ...)	Rhaid torri'r ... (Must mix the ...)

Ask them to write their suggestions and then compare suggestions as a class.

- Play the next section, where Beca makes the pancake, ending with Tom bowing after throwing the pancake into the air.

Compare the process seen on the film with the pupils' suggestions. In addition to the words used above, you could also introduce:

chwisgo (to whisk)

- Play the beginning of this section again, where Beca and Tom weigh the ingredients and ask the following questions:

Sawl wy? (How many eggs?)

Faint o flawd? (How much flour?)

Pum deg gram. (Fifty grams.)

Faint o laeth? / Faint o lefrith? (How much milk?)

Cant pum deg mililitr. (One hundred and fifty millilitres.)

Explain that the quantity shown on screen is sufficient to make two pancakes. Ask the pupils to work out how many eggs and how much flour and milk would be needed for:

pedair crempog (four pancakes)

chwech crempog (six pancakes)

wyth crempog (eight pancakes)

deg crempog (ten pancakes)

etc.

You may need to introduce / revise the following:

dau gant (two hundred)

dau gant pum deg (two hundred and fifty)

tri chant (three hundred)

tri chant pum deg (three hundred and fifty)

pedwar cant (four hundred)

pedwar cant pum deg (four hundred and fifty)

pum cant (five hundred)

pum cant pum deg (five hundred and fifty)

chwe chant (six hundred)

chwe chant pum deg (six hundred and fifty)

saith cant (seven hundred)

saith cant pum deg (seven hundred and fifty)

wyth cant (eight hundred)

wyth cant pum deg (eight hundred and fifty)

naw cant (nine hundred)

naw cant pum deg (nine hundred and fifty)

mil (a thousand)

- Play the next section, where Tom and Beca eat the pancake and discuss what they like to eat with pancakes – up to the point where they are seen eating. Ask:
Beth mae Tom / Beca yn hoffi bwyta gyda crempog? (What does Tom / Beca like to eat with pancakes (lit. a pancake)?)

Then ask the pupils for their ideas.

Beth wyt ti'n hoffi bwyta gyda crempog? (What do you like to eat with pancakes?)

Dw i'n hoffi ... gyda crempog. (I like ... with pancakes (lit. a pancake).)

Dw i'n bwyta ... gyda crempog. (I eat ... with pancakes (lit. a pancake).)

Draw attention to the expressions:

gormod o ... (too much)

dim gormod o ... (not too much)

Mae gormod o siwgr yn ddrwg i ti. (Too much sugar is bad for you.)

You could use these expressions as pupils suggest ingredients such as **jam** (jam), **past siocled** (chocolate spread), **menyn cnau mwnci** (peanut butter) etc. and you could use the following expressions to suggest that other options would be healthier:

Mae ffrwythau'n dda i chi. (Fruit is good for you.)

Mae afalau'n dda i chi. (Apples is good for you.)

Mae banana'n dda i chi. (Banana is good for you.)

Mae ... yn well i chi. (... is better for you.)

Mae banana'n well i chi. (Banana is better for you.)

You could also discuss ways of making the pancakes themselves healthier, e.g.

Beth am roi afalau yn / ar y grempog? (What about putting apples in / on the pancake?)

Beth am roi banana yn / ar y grempog? (What about putting banana in / on the pancake?)

Beth am roi cyrens / syltanas yn / ar y grempog? (What about putting currants / sultanas in / on the pancake?)

Beth am roi llai o siwgr a mwy o ffrwythau yn / ar y grempog? (What about putting less sugar and more fruit in / on the pancake?)

Beth am ddefnyddio blawd brown? (What about using brown flour?)

Beth am ddefnyddio llaeth / llefrith sgim? (What about using skimmed milk?)

Pupils could then consider four or nine ingredients which could be added to / eaten with pancakes to make them more healthy and they could rank these according to how healthy they consider them to be (diamond ranking), e.g.

menyn cnau mwnci (peanut butter)

pâst siocled (chocolate spread)

coco (cocoa)

afalau (apples)

bananas (bananas)

syltanas (sultanas)

caws (cheese)

siwgr (sugar)

ham (ham)

mefus (strawberries)

hufen iâ (ice cream)

blawd brown (brown flour)

jam mefus (strawberry jam)

- Introduce **Cerdyn Siarad 18** (Discussion Card 18):
Sut mae gwneud crempog iach? (How (do you) make a healthy pancake?)
Siaradwch am hyn. (Talk about this.)

Using the vocabulary and patterns listed on the card, and any other expressions they may know, pupils should discuss the question in groups.

You could provide a variety of different ingredients, in addition to the ones shown on the card, in order to encourage pupils to discuss different options.

One of the group could record the main points and provide feedback to the whole class.

- Pupils could then make posters showing which pancake toppings are good for you / which are not so good for you, e.g.
Crempogau – blasus! (Pancakes – delicious!)
Beth am ddefnyddio ... yn y grempog? (What about using ... in the pancake?)
Beth am fwyta ... ar y grempog? (What about eating ... on the pancake?)
Mae ... yn dda i chi. (... is good for you.)
Cofiwch: Dim gormod o ... (Remember: Not too much ...)
Mae gormod o ... yn ddrwg i chi. (Too much ... is / are bad for you.)

- Using the reading card entitled **Crempogau** (Pancakes), pupils could then be given the opportunity to make pancakes themselves. They could adapt the recipe as appropriate.

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

- The pancakes could then be shared, e.g.
Wyt ti eisiau crempog? (Do you (sing.) want a pancake?)
Ydych chi eisiau crempog? (Do you (pl.) want a pancake?)
Beth ydych chi eisiau ar y grempog? (What do you (pl.) want on the pancake?)

Pupils could also express opinions about the pancake they are eating, possibly using the new expression introduced in this unit e.g.

Beth wyt ti'n feddwl o'r grempog? (What do you think of the pancake?)

Mae'n / Mae hi'n neis iawn. (It's very nice.)

hyfryd	lovely
flasus	delicious
fendigedig	gorgeous

Mae'r grempog yn flasus. (The pancake is delicious.)

felys	sweet
rhy felys	too sweet
feddal	soft
galed	hard
hyfryd	lovely
ddi-flas	tasteless
ofnadwy	awful

- They could then write recipes to show how they prepared their pancakes. If appropriate, they could follow the template offered on the reading card, e.g.

<p style="text-align: center;"><i>Title</i></p> <p>Mae angen: (... is / are needed): <i>(list of utensils)</i></p> <p>Cynhwysion: (Ingredients): <i>(list of ingredients)</i></p> <p>Dull: (Method): <i>(numbered list to show the method)</i></p> <p>1. Rhaid pwyso ... / Pwyswch ... <i>(Must weigh ... / Weigh ...)</i></p>
--

- You could also focus again on the patterns:
Dim gormod o ... (Not too much ...)
Mae gormod o siwgr yn ddrwg i ti. (Too much sugar is bad for you.)
and discuss, in English or Welsh as appropriate, why too much sugar is bad for you. This could lead to designing posters / leaflets.
- Play the last section, where Tom says that he would like some more – up to the end of the clip.

Draw attention to the word **mwyr o** (more) and try to use this as much as possible in class, but remember that it is followed by a soft mutation, e.g.

Wyt ti eisiau mwyr o bapur? (Do you (sing.) want more paper?)

Wyt ti eisiau mwyr o baent? (Do you (sing.) want more paint?)

Wyt ti eisiau mwyr o lud? (Do you (sing.) want more glue?)

Ydych chi eisiau mwyr o bensiliau lliw? (Do you (pl.) want more colouring pencils?)

Wyt ti eisiau mwyr o greonau? (Do you (pl.) want more crayons?)

Show the relationship between the word **mawr** and **enfawr** and ask pupils to list things that are **enfawr**.

Mae ... yn fawr. (... is big.)

Mae ... yn fawr ond mae ... yn enfawr. (... is big but ... is huge / enormous.)

Pause the film when Tom refers to the **padell ffrio enfawr** (huge frying pan) and ask pupils what it could be:

Beth ydy hwn? (What's this?)

Consider different ideas – in English or Welsh as appropriate. If the correct answer has not been given, you could ask pupils to try to find out what this object is and what it was used for.

- To summarize, ask the pupils for their opinions of the film.
Beth wyt ti'n feddwl o'r DVD? (What do you (sing.) think of the DVD?)
Beth ydych chi'n feddwl o'r DVD? (What do you (pl.) think of the DVD?)

Mae'n grêt / wych. (It's great.)
Mae'n ddoniol. (It's funny.)
Mae'n ddiddorol. (It's interesting.)
Mae'n hwyl. (It's fun.)
Mae'n ofnadwy. (It's awful.)
Mae'n ddiflas iawn. (It's very boring.)

Dw i'n meddwl bod y DVD yn grêt / wych. (I think that the DVD is great.)
Dw i'n meddwl bod y DVD yn ddoniol. (I think that the DVD is funny.)
Dw i'n meddwl bod y DVD yn ddiddorol. (I think that the DVD is interesting.)
Dw i'n meddwl bod y DVD yn hwyl. (I think that the DVD is fun.)
Dw i'n meddwl bod Tom yn ddoniol. (I think that Tom is funny.)

Unit 3: Part 2 – Powlen od

Aims:

- To continue with the Victorian theme by introducing some Victorian artefacts and begin to arrange a Victorian display
- To produce written pieces, images and artefacts that can be included in the Victorian display
- To revise the use of **Roedd ... yn ...** (... was / were ... / past tense) and **Roedden nhw'n** (they were ... / past tense), previously introduced in Pack 2 in relation to the Tudors, and to introduce **Doedd dim ...** (There was / were no ...)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae Bob yn gwneud sŵn. (Bob is making / makes a sound / noise.)</p> <p>Planhigyn ydy Bob. (Bob is a plant.)</p> <p>Bob ydy Bob. (Bob's Bob)</p> <p>Dydy planhigion ddim yn chwerthin. (Plants don't laugh.)</p> <p>Dydy planhigion ddim yn gwneud sŵn. (Plants don't make a noise.)</p> <p>Dyna neis! (That's nice! / How nice!)</p> <p>Dw i wedi ymolchi. (I have washed (myself).)</p>	<p>chwerthin (to laugh)</p> <p>copr (copper)</p> <p>handlen (handle)</p> <p>dweud (to say)</p> <p>pi-pi (pee)</p> <p>gwneud pi-pi (to pee)</p> <p>pot pi-pi (chamber pot)</p> <p>pot planhigyn (plant pot)</p> <p>matsio (to match)</p> <p>potel dŵr poeth (hot water bottle)</p> <p>glo (coal)</p> <p>cynhesu (to warm)</p> <p>cynnes (warm)</p> <p>y Frenhines Fictoria (Queen Victoria)</p> <p>tegell (kettle)</p> <p>cebl (cable)</p> <p>plwg (plug)</p> <p>tapiau (taps)</p>

Siarad am y gorffennol	Talking about the past
<p>Doedd dim ...</p> <p>Doedd dim toiled ym mhob tŷ.</p> <p>Doedd dim tap yn y tŷ.</p> <p>Doedd dim sinc.</p> <p>Doedd dim cebl.</p> <p>Doedd dim hwyaden blastig.</p> <p>Doedd dim tapiau.</p> <p>Doedd dim plwg.</p> <p>Roedd pobl yn ...</p> <p>Roedd pobl yn gwneud pi-pi yn y pot.</p> <p>Roedd pobl yn rhoi dŵr yn y jwg.</p> <p>Roedd pobl yn poethi dŵr yn y tegell.</p> <p>Roedd pobl yn rhoi hwn yn y gwely.</p> <p>Roedd pobl yn rhoi glo poeth yn hwn.</p> <p>Roedden nhw'n ...</p> <p>Roedden nhw'n gweithio yma.</p> <p>Roedden nhw'n rhoi(r) dŵr yn y bath.</p> <p>Roedden nhw'n cael bath.</p> <p>Roedden nhw'n rhoi hwn yn y gwely.</p>	<p>There was / were no ... / There wasn't a ...</p> <p>There wasn't a toilet in every house.</p> <p>There was no tap in the house.</p> <p>There was no sink.</p> <p>There was no cable.</p> <p>There was no plastic duck.</p> <p>There were no taps.</p> <p>There wasn't a plug.</p> <p>People used to ... / People ... (past tense)</p> <p>People used to pee in the pot.</p> <p>People used to put water in the jug.</p> <p>People used to heat water in the kettle.</p> <p>People used to put this in the bed.</p> <p>People used to put hot coal in this.</p> <p>They used to ... / They ... (past tense)</p> <p>They worked here.</p> <p>They put (the) water into the bath.</p> <p>They used to have a bath.</p> <p>They used to put this in the bed.</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ydy Bob yn chwerthin? (Is Bob laughing?) Ydy. (Yes (he is).) / Nac ydy. (No, (he isn't).) Faint o flawd? (How much flour?) Dau gan gram. (Two hundred grams.) Beth sy'n bod? (What's the matter?) Beth ydy'r sŵn? (What's the noise?) Beth ydy'r rhain? (What are these?) Beth ydych chi'n wneud? (What are you (pl.) doing?) Rydyn ni'n ... (We're ...) Beth sy o dan y gwely? (What's under the bed?) Ble mae'r tywel? (Where's the towel?) Commands Edrycha tu ôl i'r sofffa. (Look (sing.) behind the sofa.) Edrychwch ar y llun yma. (Look (pl.) at this picture.) Rhaid ymolchi. (Must wash.) Other rhwng 1837 ac 1901 (between 1837 and 1901) Dyna ti. (There you are.)	padell ffrio (frying pan) planhigyn, planhigion (plant, plants) metel / metal (metal) pren (wood) pot (pot) rhyfedd / od (strange) gwneud sŵn (to make a noise / sound) jwg (jug) llaeth / llefrith (milk) blawd (flour) amser maith yn ôl (a long time ago) powlen (bowl) fel hyn (like this) hwn (this / this one) dŵr (water) ymolchi (to wash (oneself)) set (set) cywir (correct) tywel (towel) yna (then)

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 llun yma).** (Look (pl.) (at this picture).)]

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

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

Beth ydych chi'n wneud? (What are you (pl.) doing?); **Rydyn ni'n ...** (We're ...); [Also: **Beth wyt ti'n wneud?** (What are you (sing.) doing?); **Dw i'n ...** (I'm ...)]

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

Mae'n ... / Mae hi'n ... (It's ... (the weather).)

Dyna neis! (How nice! / That's nice!)

Allan â ti! (Out you (sing.) go!); **Allan â chi!** (Out you (pl.) go!)

Pardwn? (Pardon?)

Step-by-step suggestions:

- Play the film entitled **Powlen od** (A strange bowl) (Unit 3, Part 2) up to the point where Sgrin explains that the pot Tom has found is a **pot pi-pi** (chamber pot).

Ask the pupils for their opinions:

Beth wyt ti'n feddwl o'r DVD? (What do you (sing.) think of the DVD?)

Beth ydych chi'n feddwl o'r DVD? (What do you (pl.) think of the DVD?)

Mae'n grêt / wych. (It's great.)

Mae'n ddoniol. (It's funny.)

Mae'n ddiddorol. (It's interesting.)

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

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

Mae'n ddiflas iawn. (It's very boring.)

Dw i'n hoffi'r DVD achos mae Tom yn ddoniol. (I like the DVD because Tom is funny.)

Dw i'n meddwl bod y DVD yn grêt / wych. (I think that the DVD is great.)
Dw i'n meddwl bod y DVD yn ddoniol. (I think that the DVD is funny.)
Dw i'n meddwl bod y DVD yn ddiddorol. (I think that the DVD is interesting.)
Dw i'n meddwl bod y DVD yn ddiflas. (I think that the DVD is boring.)
Dw i'n meddwl bod Tom yn ddoniol. (I think that Tom is funny.)

Again, it would be better not to introduce answers that require the use of a pronoun (e.g. that he / she / it) at this point.

You could also move on to express opinions about the characters on the DVD:

Beth wyt ti'n feddwl o Tom? (What do you (sing.) think of Tom?)
Beth wyt ti'n feddwl o Bob? (What do you (sing.) think of Bob?)
Mae e'n / o'n ... (He's ...)

Beth wyt ti'n feddwl o Beca? (What do you (sing.) think of Beca?)
Mae hi'n ... (She's ...)

If you want pupils to use **Dw i'n meddwl bod ...** (I think that ...) in this context, once again avoid using expressions that require the use of the pronouns (e.g. he / she / it) – ask the pupils to use nouns or names, e.g.

Dw i'n meddwl bod Tom yn ... (I think that Tom is ...)
Dw i'n meddwl bod Bob yn ... (I think that Bob is ...)
Dw i'n meddwl bod Beca'n ... (I think that Beca is ...)

- Play the clip again, but this time ask the pupils to listen out for the Welsh words for the following items and to write the words on a piece of paper:

bowl - **powlen**

jug - **jwg**

pot - **pot**

You could ask questions about these items, e.g.

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

Pa liw ydy'r jwg / pot? (What colour is the jug / pot?)

Ydy'r jwg yn fach neu'n fawr? (Is the jug small or big?)

Ydy Bob yn hoffi'r pot? (Does Bob like the pot?)

etc.

Pupils could also ask each other questions about these items.

- You could ask pupils whether they know what the objects shown on screen are, or what they were used for – in Welsh or English as appropriate.

Discuss their ideas.

- Explain that the next clip concentrates on a period in the past – a period in history – **amser maith yn ôl** (a long time ago).

You could also explain that the pupils are going to hear the word **roedd** many times. Ask them whether they can remember the meaning of **roedd** – you could prompt them by referring to the weather yesterday:

Roedd hi'n oer ddoe. (It was cold yesterday.)

Roedd hi'n bwrw glaw ddoe. (It was raining yesterday.)

etc.

Explain that **roedd** refers to a period in the past and explain also the negative form:

Doedd dim ...

You could ask pupils to raise a hand each time they hear **roedd** (was / were / past tense) or **doedd dim** (there was no / there weren't any) in the film they are about to hear.

- Play the section where Sgrin explains the purpose of the chamber pot, the jug and the bowl – up to the point where Beca has washed and dried her face.

Play the section several times to enable pupils to understand more each time they hear the piece.

Ask them to write on a piece of paper what is said in relation to **doedd dim**:
Doedd dim ... (There was/were no / there wasn't/weren't any ...)

Ask them to write on a piece of paper what is said in relation to **Roedd pobl yn ...** (People ... past tense):

Roedd pobl yn ... (People ... past tense)

Compare and discuss ideas.

- Then, ask the pupils to listen carefully to a series of statements and to either agree or disagree with what is said. They could either write **Cytuno** (Agree) or **Anghytuno** (Disagree) on small white boards / their electronic devices and show these after each statement or they could write **Cytuno** on one piece of card and **Anghytuno** on another piece and show these as appropriate.

The statements:

Amser maith yn ôl: (A long time ago)

Roedd toiled ym mhob tŷ. (✖) (There was a toilet in every house.)

Doedd dim toiled ym mhob tŷ. (✓) (There wasn't a toilet in every house.)

Roedd pot o dan y gwely. (✓) (There was a pot under the bed.)

Roedd pobl yn gwneud pi-pi yn y pot yn y nos. (✓) (People peed in the pot in the night.)

Roedd pobl yn cario dŵr yn y bowlen. (✖) (People carried water in the bowl.)

Roedd pobl yn rhoi sudd oren yn y jwg fawr. (✖) (People put orange juice in the large jug.)

Roedd pobl yn rhoi sudd afal yn y jwg fawr. (✖) (People put apple juice in the large jug.)

Roedd pobl yn rhoi dŵr yn y jwg fawr. (✓) (People put water in the large jug.)

Roedd pobl yn ymolchi yn y jwg. (✖) (People washed in the jug.)

Roedd pobl yn ymolchi yn y bowlen. (✓) (People washed in the bowl.)

Roedd sinc o dan y gwely. (✖) (There was a sink under the bed.)

Doedd dim tap yn y tŷ. (✓) (There wasn't a tap in the house.)

Pupils could then make up their own sentences and undertake a similar activity in a group.

- Before moving on to the next section where the bed-warmer is discussed, ask the pupils to guess what a **potel dŵr poeth** (hot water bottle) is in English.

Show an example of a hot water bottle and ask:

Wyt ti'n hoffi cael potel dŵr poeth yn y gwely? (Do you like having a hot water bottle in bed?)

Explain that in olden days, people didn't have hot water bottles or electric blankets (or central heating) and so beds could be very cold, especially during the winter months:

Roedd y gwely'n oer iawn. (The bed was very cold.)

- Play the next section, that explains how the bed warmer was used – up to the point where Beca says
... ac yna, roedd y gwely'n gynnes. (... and then the bed was warm.)

Again, ask pupils to record sentences using **Roedd pobl yn ...** and **Doedd dim ...** - but also ask them to write down sentences using **Roedden nhw'n ...** (They ... in the past) as well.

Doedd dim potel dŵr poeth yn Oes Fictoria. (There were no hot water bottles (lit. no hot water bottle) in Victorian times.)

Roedd pobl yn rhoi hwn yn y gwely. (People put this in the bed.)

Roedd pobl yn rhoi glo yn hwn. (People put coal in this.)

Roedd y glo'n boeth. (The coal was hot.)

Roedden nhw'n rhoi hwn yn y gwely. (They put this in the bed.)

(You could refer to the object as a **pan cynnes** (warm pan).)

Make sure that they understand the concept.

- Before you play the next clip, ask the pupils to listen carefully to the next clip to see whether they can identify the period to which these artefacts belong or whether they can recognise the name of a king or queen.

Play the next section – up to the point where Tom sings in the bath.

Ask the pupils whether they have heard the reference to a period and a queen:

Amser Fictoria (the Victorian era)

Oes Fictoria (the Victorian era)

y Frenhines Fictoria (Queen Victoria)

Play the section again and then ask them to talk about the bath and the kettle in a group and to write down what they have understood. You may have to play the section several times to enable them to do this.

Compare notes.

Doedd dim tapiau. (There were no taps.)

Doedd dim plwg. (There was no plug.)

Doedd dim hwyaden blastig. (There was no plastic duck.)

Roedd pobl yn poethi'r dŵr yn y tegell. (People heated the water in the kettle.)

Roedden nhw'n rhoi'r dŵr yn y bath. (They put the water in the bath.)

Roedden nhw'n cael bath. (They had a bath.)

- Introduce **Cerdyn Siarad 19** (Discussion Card 19):
Beth oedd pobl Oes Fictoria yn wneud gyda hwn? Pam?
(What did Victorian people do with this? Why?)

Using the patterns listed on the card and any other expressions they may know, pupils should describe how the bath was used and express opinions about it.

Please note: You could explain that these artefacts were used by some Victorian people. Some wealthy people in the Victorian era – especially towards the end of the era – did have a bathroom that contained a bath and a sink – as will be seen in Part 4.

- To recap, show the Victorian artefacts again and pause the clip as each artefact is shown in order to allow groups to talk about the object.

Ask **Ydych chi'n cofio?** (Do you remember?) and ask the pupils to explain what each one is and what its purpose was:

Dyma ... (This is ...)

Roedd pobl yn ... (People ... past tense)

Roedden nhw'n ... (They ... past tense)

Doedd dim ... (There was no ... / There were no ...)

In addition, they could ask for and express opinions about them:

Beth wyt ti'n feddwl o hwn? (What do you think of this?)
Beth wyt ti'n feddwl o'r pot? (What do you think of the pot?)
Beth wyt ti'n feddwl o'r bowlen? (What do you think of the bowl?)
Beth wyt ti'n feddwl o'r bath? (What do you think of the bath?)

You could revise the following:

Mae o'n fawr / fach. (It's big / small.)
Mae o'n hyfryd / ofnadwy. (It's lovely / awful.)
Mae o'n syniad da. (It's a good idea.)

Dw i'n meddwl bod y bath yn fawr / fach. (I think that the bath is big / small.)
Dw i'n meddwl bod y pot pi-pi yn hyfryd / ofnadwy. (I think that the chamber pot is lovely / awful.)
Dw i'n meddwl bod y pot pi-pi yn syniad da. (I think that the chamber pot is a good idea.)

- Introduce the reading card, **Arteffactau o Oes Victoria** (Artefacts from the Victorian era) Read through the card, inviting pupils to answer the questions as you do so.
- Using appropriate materials, pupils could then draw or make a model of one of these artefacts – or another appropriate Victorian artefact. As they work, they should describe what they are doing or instruct someone else how to make the model:
Beth wyt ti'n wneud? (What are you doing / making?)
Dw i'n gwneud model o ... o Oes Fictoria. (I'm making a model o ... from the Victorian era.)
Beth wyt ti'n ddefnyddio? (What are you using?)
Dw i'n defnyddio ... (I'm using ...)

Dw i'n ... (I'm ...)
Rhaid ... (Must ...)

They could then evaluate the work, using the new pattern that has been introduced in this unit along with other familiar patterns:

Beth wyt ti'n feddwl o'r ...? (What do think of the ...?)

Mae'n dda.	(It's good.)
ddiddorol	interesting
ardderchog	excellent
effeithiol	effective

Mae'r ... yn dda.	(The ... is good.)
ddiddorol	interesting
ardderchog	excellent
effeithiol	effective

Dw i'n meddwl bod y ... yn dda.	(I think that the ... is good.)
ddiddorol	interesting
ardderchog	excellent
effeithiol	effective

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

Mae angen mwy o (liw) yma. (More (colour) is needed here.)

- Pupils could then write about this artefact – or a different Victorian artefact if they prefer, describing its appearance and how it was used. The artefacts and written pieces could then be arranged as a class display, along with other appropriate images / artefacts and books.

Unit 3: Part 3 – Mynd i'r ysgol

Aims:

- To continue with the Victorian theme: a Victorian school
- To produce written pieces, images and artefacts that can be included in the Victorian display
- To use past tense forms: **Roedd ... yn ...** (... was ... / were ... / past tense); **Roedden nhw** (they were ... / past tense); **Doedd dim** (There was / were no ...)
- To encourage pupils to compare modern day school life with that of the Victorian era
- To express opinions about the Victorian school
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Mae Oes Fictoria'n ddiddorol iawn. (The Victorian Age is very interesting.) Dw i'n gweld. (I see.) Druan â fe! (Poor thing!) Beth ar y ddaear ydych chi'n wisgo? (What on earth are you wearing?) gormod o ddu (too much black) Mae du'n drist. (Black is sad.)	cloch (bell) ffrog (dress) bob dydd (every day) chwifio (to swing, wave)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ga i fynd 'nôl i Oes Fictoria? (May I go back to the Victorian era?) Cei. (Yes (you (sing.) may).) / Na chei. (No (you (sing.) may not).) Wyt ti'n barod? (Are you ready?) Ydw. (Yes (I am).) / Nac ydw. (No (I'm not).) Ble ydw i? (Where am I?) Beth ydy hwn? (What's this?) Beth ar y ddaear ydy hwn? (What on earth is this?) Beth ydy'r rhain? (What are these?) Pwy ydy hon? (Who's this (fem.)?) Wyt ti'n iawn? (Are you alright?) Ydw. (Yes (I am).) / Nac ydw. (No (I'm not).) Commands Cer (Go to the red circle. – South Wales)/ Dos at y cylch coch. (Go to the red circle. – North Wales) Other Dyma ... (+ soft mutation) (This / Here is / are...) Dyma ddesg fawr. (Here's a large desk...!) Croeso i'r ysgol. (Welcome to the school.)	mynd 'nôl (to go back, return) Oes Fictoria (the Victorian era) bath metel / metal (a metal bath) pot pi-pi (chamber pot) map (map) desg, desgiau (desk, desks) hir (long) gwisgo (to wear) jîns (jeans) crys (shirt) esgidiau (shoes) dŵr (water) pren (wood) llinyn (string)

Transferring patterns to everyday situations

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

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

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).)

Beth ydy hwn? (What's this?); **Beth ydy'r rhain?** (What are these?)

Beth ar y ddaear ydy hwn? (What on earth is this?)

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

Step-by-step suggestions:

Please note: The historical background of education during the Victorian era could be introduced, i.e.

Yn un wyth wyth dim, roedd rhaid i blant o dan ddeg oed fynd i'r ysgol. (In 1880, children under the age of ten had to go to school.)

Yn un wyth naw naw, roedd rhaid i blant o dan un deg dau oed fynd i'r ysgol. (In 1899, children under the age of twelve had to go to school.)

- Explain:
Rydyn ni'n mynd i edrych ar ffilm o ysgol Fictoraidd. (We're going to look at a film of a Victorian school.)
Play the film entitled **Mynd i'r ysgol** (Going to school) (Unit 3, Part 3) in its entirety.

Ask the pupils for their opinions:

Beth wyt ti'n feddwl o'r ysgol? (What do you think of the school?)

Mae'r ysgol yn ddiddorol. (The school is interesting.)

Mae'r ysgol yn ofnadwy. (The school is awful.)

Mae'r ysgol yn ddiflas iawn. (The school is very boring / miserable.)

Mae'r ysgol yn drist. (The school is sad.)

Dw i ddim yn hoffi'r ysgol achos mae'r athrawes yn ofnadwy. (I don't like the school because the teacher is awful.)

Beth ydych chi'n feddwl o'r athrawes? (What do you think of the teacher?)

New words could be introduced to describe the teacher:

Mae'r athrawes yn gas. (The teacher is nasty.)

Mae'r athrawes yn greulon. (The teacher is cruel.)

Mae'r athrawes yn llym. (The teacher is strict.)

Mae'r athrawes yn ddiflas. (The teacher is miserable.)

Mae'r athrawes yn grac / yn flin. (The teacher is angry.)

Roedd could also be used in the above sentences, of course:

Roedd yr athrawes yn gas. (The teacher was nasty.)

Roedd yr athrawes yn greulon. (The teacher was cruel.)

Roedd yr athrawes yn ddiflas. (The teacher was miserable.)

Roedd yr athrawes yn grac / yn flin. (The teacher was angry.)

If appropriate, they could use the pattern:

Dw i'n meddwl bod yr ysgol yn ddiddorol. (I think that the school is interesting.)

Dw i'n meddwl bod yr athrawes yn ofnadwy. (I think that the teacher is awful.)

- The background of the Welsh Not should be discussed, i.e.

The Welsh Not was a piece of wood attached to string that was used in schools in parts of Wales during the nineteenth century. It was given as a form of punishment to any child caught speaking the Welsh language. If a child spoke Welsh, he / she would be given the Welsh Not to wear around his / her neck. Then, throughout the day, that child, and any other children wearing the Welsh Not, were encouraged to pass it on to any other child they heard speaking Welsh. The child wearing the Welsh Not at the end of the day would be caned.

- Pupils could make a Welsh Not and then role-play the situation where one of them (Tom on the film) lands in a school in Wales at the end of the nineteenth century and is confronted by a strict teacher. The teacher speaks English to the pupil but he/she answers a series of familiar English questions in Welsh, e.g.
Who are you? – **John ydw i.** (I'm John.)
Where do you live? – **Dw i'n byw yn ...** (I live in ...)

What are you wearing? – **Dw i'n gwisgo ...** (I'm wearing ...)

Finally, he has to wear the Welsh Not.

- Pupils could also take part in a hot-seating activity where they ask the pupil wearing the Welsh Not for his personal details and how he / she is feeling, e.g.
Pwy wyt ti? (Who are you?)
Ble wyt ti'n byw? (Where do you live?)
Wyt ti'n mynd i'r ysgol? (Do you go to school?)
Ble wyt ti'n mynd i'r ysgol? (Where do you go to school?) / **I ba ysgol wyt ti'n mynd?** (To which school do you go?) / **Beth ydy enw'r ysgol?** (What's the name of the school?)
Wyt ti'n mwynhau'r ysgol? (Do you enjoy school?)
Ydw. (Yes (I do).) / **Nac ydw.** (No (I don't).)
Pam? (Why?)
Pam wyt ti'n gwisgo'r Welsh Not? (Why are you wearing the Welsh Not?)
Achos dw i eisiau siarad Cymraeg. (Because I want to speak Welsh.)
Sut wyt ti'n teimlo? (How do you feel?)
Dw i'n teimlo'n drist iawn. (I feel very sad.)
Wyt ti'n teimlo'n ofnus? (Do you feel frightened?)
Ydw, dw i'n teimlo'n ofnus iawn. (Yes, I feel very frightened.)
Nac ydw, dw i ddim yn teimlo'n ofnus. (No, I don't feel frightened.)
- In order to consolidate the information contained in the film and to introduce further information, introduce the book entitled, **Mynd i'r Ysgol** (Going to School).

Draw attention to the pictures and ask the pupils to discuss these:

Beth wyt ti'n gallu gweld yn y llun? (What can you (sing.) see in the picture?)
Beth ydych chi'n gallu gweld yn y llun? (What can you (pl.) see in the picture?)
Dw i'n gallu gweld ... (I can see ...)

Beth wyt ti'n ddysgu o'r llun? (What do you (sing.) learn from the picture?)
Beth ydych chi'n ddysgu o'r llun? (What do you (pl.) learn from the picture?)
Roedd y plant yn ... (The children ... (past tense))
Roedd yr athrawes yn ... (The teacher ... (past tense))

- Replay the section where Tom lands. Pause the film each time he asks a question or when an object is shown. Ask the children to identify the objects and say something about the object. Provide answers as necessary. Accept English words for the items if pupils cannot remember the Welsh expressions, but then provide the Welsh words, e.g.

The slate: **Llechen. Roedd y plant yn ysgrifennu ar y llechen.**
(Slate. Children wrote on the slate.)

The blackboard: **Bwrdd du: Roedd yr athrawes yn ysgrifennu ar y bwrdd du.**
(Blackboard. The teacher wrote on the blackboard.)

Victoria: **Fictoria / y Frenhines Fictoria: Roedd hi'n frenhines o un wyth tri saith (1837) tan un naw dim un (1901).**
(Victoria / Queen Victoria. She was queen from 1837 to 1901.)

Abacus: **Abacws: Roedd y plant yn cyfri(f) gydag abacws.**
(Abacus. Children counted with an abacus.)

- Pupils could then undertake a variety of activities associated with the Victorian era:
 - They could practise writing in the Victorian style – many examples and exercises are to be seen on the internet.
 - They could draw insects, flowers etc. and describe them. They could also dry and press flowers and put them in scrap books.

- They could sing a traditional Victorian song, or those who can play the piano could play a piece that was popular during the Victorian period.
- They could learn and recite a poem that was popular at the time.
- They could undertake numeracy activities, e.g. problem solving, mental arithmetic, in Welsh.
- They could take part in a 'drill' and compare their usual physical education sessions with these drills. This would be a good opportunity to practise Welsh commands, e.g.
Cerddwch yn eich unfan ... un ... dau ... tri ... pedwar, ... un ... dau ... tri ... pedwar
 ...
 (Walk on the spot ... one ... two ... three ... four, ... one ... two ... three ... four ...)
Chwifwch eich breichiau ... rownd a rownd ... rownd a rownd ...
 (Swing your arms ... around and around, ... around and around ...)
Dwylo ar eich canol; trowch eich pen i'r chwith ... trowch eich pen i'r dde ... i'r chwith ... i'r dde.
 (Hands on your waist; turn your head to the left ... turn you head right ... to the left ... to the right ...)

Dwylo ar eich ysgwyddau ... dwylo allan ... dwylo ar eich ysgwyddau ... dwylo allan ... dwylo ar eich ysgwyddau ...
 etc.
 (Hands on your shoulders; hands out ... hands on your shoulders ... hands out ... hands on your shoulders ...)
- They could compare school life then and now, e.g. physical education lessons / the classroom etc.
- They could record information about school life during the period in a grid by focusing on a character from the period. They should write about this character in the first column.

Enw: Dafydd	Fi:
Roedd Dafydd yn mynd i'r ysgol ar ddydd ...	Dw i'n mynd i'r ysgol ...
Roedd yr ysgol yn dechrau am ...	Mae'r ysgol yn dechrau am ...
Roedd yr ysgol yn gorffen am ...	
Roedd Dafydd yn (gwisgo / dysgu ...)	
Roedd Dafydd yn gwneud dril.	
Yn yr ystafell roedd ...	
Doedd dim ...	

- They could then write about their own experiences in the second column.

This could lead to writing paragraphs comparing school life during the nineteenth century with school life in the twenty first century.

- Similarly, the Victorian classroom could be compared with a modern-day classroom. Play the clip again and ask the pupils to concentrate on the classroom and its contents. Ask them to record as a series of bullet points what is to be seen in the classroom (in the first column):

Ysgol Oes Fictoria	Ysgol Heddiw
• desg	• bwrdd
• llun Fictoria	•
• map	•
•	•
•	•
•	•
•	•

Then, ask them to record as bullet points what is to be found in a modern-day classroom (in the second column). They could then write paragraphs comparing and contrasting both classrooms.

Yn Oes Fictoria, roedd ... Heddiw mae ... (In Victorian times, there was / were ... Today, there is / are ...)

They could also use the Comparison Alley method of recording similarities and differences.

- Using appropriate materials, pupils could then draw or make a model of one of the objects found in a Victorian classroom – or another appropriate Victorian artefact. As they work, they should describe what they are doing or instruct someone else how to make the model in Welsh:

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

Dw i'n gwneud model o ... o Oes Fictoria. (I'm making a model of a ... from the Victorian era.)

Beth wyt ti'n ddefnyddio? (What are you using?)

Dw i'n defnyddio ... (I'm using ...)

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

Rhaid ... (Must ...)

They could then evaluate the work, using the new pattern that has been introduced in this unit along with other familiar patterns:

Beth wyt ti'n feddwl o'r ...? (What do think of the ...?)

Mae'n dda.	(It's good.)
ddiddorol	interesting
ardderchog	excellent
effeithiol	effective

Mae'r ... yn dda.	(The ... is good.)
ddiddorol	interesting
ardderchog	excellent
effeithiol	effective

Dw i'n meddwl bod y ... yn dda.	(I think that the ... is good.)
ddiddorol	interesting
ardderchog	excellent
effeithiol	effective

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

Mae'r ... yn dda achos ... (The ... is good because ...)

Mae angen mwy o (liw) yma. (More (colour) is needed here.)

- Pupils could write about the artefact they have drawn or modelled and the models / drawings and written pieces could be arranged in the class display, along with other appropriate Victorian images / artefacts where appropriate.

To recap on the content of the unit, pupils could take part in a hot-seating activity again but this time they could ask for as much information as possible about school life during the Victorian era. **Cerdyn Siarad 20** (Discussion Card 20) could offer support and encourage the pupils to speak at length. This would provide a good opportunity to revise many patterns and question forms previously learnt and transfer them to a Victorian context.

Rwyt ti'n byw yn Oes Fictoria. Rwyt ti'n eistedd yn y gadair goch. Rhaid ateb cwestiynau'r grŵp.

(You live in Victorian times. You're sitting in the hot seat. (You) must answer the group's questions.)

Pwy wyt ti? (Who are you?)

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

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

Ble wyt ti'n mynd i'r ysgol? (Where do you go to school?)/ **I ba ysgol wyt ti'n mynd?** (To which school do you go?)/ **Beth ydy enw'r ysgol?** (What's the name of the school?)

Wyt ti'n mwynhau'r ysgol? (Do you enjoy school?)

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

Pam? (Why?)

Beth wyt ti'n ddysgu yn yr ysgol? (What do you learn at school?)

Beth wyt ti'n wneud yn yr ysgol? (What do you do at school?)

Beth wyt ti'n wisgo i'r ysgol? (What do you wear to school?)

Wyt ti'n ... yn yr ysgol? (Do you ... at school?)

Wyt ti'n cael cinio yn yr ysgol? (Do you have lunch at school?)

Pwy ydy dy ffrindiau di? (Who are your friends?)

Ydy hi'n neis? / Ydy e'n / o'n neis? (Is she nice? / Is he nice?)

- Introduce **Cerdyn Siarad 21** (Discussion Card 21):

A: Rwyt ti'n mynd adre o'r ysgol ac rwyt ti'n siarad â'r teulu am y "bachgen newydd" – Tom.

(You go home from school and talk with the family about the "new boy" – Tom.)

B: Mam / Dad wyt ti. Rwyt ti'n gofyn cwestiynau i A am y "bachgen newydd".

(You're Mum / Dad. You ask A questions about the "new boy".)

Using the patterns listed on the card, and any other expressions they may know, pupils should play the roles of a parent / a child who has returned from school and discuss the "new boy", Tom.

- Introduce **Cerdyn Siarad 22** (Discussion Card 22):

Siaradwch am yr ysgol Fictoriaidd. (Talk about the Victorian school.)

In groups, and using the patterns listed on the card, and any other expressions they may know, pupils should discuss what they remember about the Victorian school. One of them could possibly record what is said so that groups could then compare information.

Unit 3: Part 4 – Tŷ mawr

Aims:

- To continue with the Victorian theme: a Victorian home
- To produce written pieces, images and artefacts that can be included in the Victorian display
- To use past tense forms: **Roedd ... yn ...** (... was ... / ... were ... / past tense); **Roedden nhw'n** (They were ... / past tense); **Doedd dim** (There was / were no ...)
- To encourage pupils to compare modern-day life with that of the Victorian era
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Mae athrawes ofnadwy yma. (There's an awful teacher here.)	bwrw (to hit – also taro)
Mae hi'n greulon iawn. (She's very cruel.)	ffon (stick)
Mae hi'n gas iawn. (She's very nasty.)	tŷ ffrindiau (friends' house)
Does neb yma. (There's no-one here.)	rheilin (railings)
Dw i wedi anfon neges at ... (I've sent a message to ...)	llen, llenni (curtain, curtains)
Dyma ble roedden nhw'n ... (This is where they ...)	gwas, gweision (servant, servants)
Roedd rhaid cario'r can dŵr. (Had to carry the watering can.)	morwyn, morynion (maid, maids)
	dreser (dresser)
	pantri (pantry)
	wal, waliau (wall, walls)
	oergell (fridge); oergell bren (wooden fridge)
	i fyny'r grisiau (upstairs)
	anodd (difficult)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers	Oes Fictoria (the Victorian era)
Wyt ti eisiau dod nôl i'r Pod-antur Cymraeg? (Do you (sing.) want come back to the Pod-antur Cymraeg?)	athrawes (teacher (fem.))
Ydw, os gwelwch yn dda. (Yes (I do) please.) / Nac ydw, dim diolch. (No (I don't) thank you.)	plât, platiau (plate, plates)
Wyt ti'n gallu gweld tŷ mawr? (Can you (sing.) see a large house?)	cylllell, cylllyll (knife, knives)
Ydw. (Yes (I can.)) / Nac ydw. (No (I can't.))	fforc, ffyr (fork, forks)
Sawl ffenest wyt ti'n gallu gweld? (How many windows can you see?)	llwy, llwyau (spoon, spoons)
Pwy ydy e / o? (Who's he?)	cwpan, cwpanau (cup, cups)
Beth sy ar y bwrdd (What's on the table?)	cannwyll, canhwylau (candle, candles)
Beth ydy hwn? (What's this?)	cwpwrdd (cupboard)
Ble ydw i nawr? (Where am I now?)	llun, lluniau (picture, pictures)
Beth am fynd i fyny'r grisiau? (What / How about going upstairs?)	uwchben (above)
Commands	y gegin (the kitchen)
Cer i mewn i'r tŷ (Go into the house. – South Wales) / Dos i mewn i'r tŷ. (Go into the house. – North Wales)	ystafell ymolchi (bathroom)
Edrychwch ar y ... (Look at the ...)	bath (bath)
Dewch gyda fi. (Come with me.)	tap, tapiau (tap, taps)
Other	dŵr poeth (hot water)
Dw i ddim yn mynd 'nôl. (I don't want to go back.)	can dŵr (watering can)
Dim problem! (No problem!)	ystafell wely (bedroom)
	mwy (more)
	gwely (bed)
	metel / metal (metal)
	pot pi-pi (chamber pot)
	toiled (toilet)

Transferring patterns to everyday situations

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

Wyt ti eisiau ...? (Do you (sing.) want ...?); **Ydw, 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.)]

Sawl ...? (How many ...?); **Sawl ... wyt ti'n gallu (g)weld?** (How many ... can you see?)

Oes ... yn y ... / o flaen y ... / o dan y ... / uwchben y ...? (Is / Are there ... in the ... / in front of the ... / under the ... / above the ... ?)

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

Edrychwch – dyma'r ... (Look (pl.) – this is / are the / here is / are the ...) [Also: **Edrycha – dyma'r ...** (Look (sing.) – this is / are the / here is / are the ...)]

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

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

Beth am ... (+ soft mutation)? (What about ...?)

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

Step-by-step suggestions:

- Explain:
Heddiw, rydyn ni'n mynd i edrych ar dŷ Fictoraidd.
(Today, we're going to look at a Victorian house.)

Explain that the house you are going to look at was typical of a house belonging to a wealthy family during the Victorian era. Play the film entitled **Tŷ mawr** (A big house) (Unit 3, Part 4) in its entirety. Explain that many of the words will be new but that they should be able to understand most of them as their meaning is explained in the film.

Introduce / revise the following expressions:

yr ystafell fwyta (the dining room)

ystafell y gweision a'r morynion (the servants' and maids' room)

yr ystafell ymolchi (the bathroom)

yr ystafell wely (the bedroom)

- To reinforce the vocabulary, you could ask a series of questions as a quiz activity:
Ble oedd y bath? (Where was the bath?)
Ble oedd y llenni coch? (Where were the red curtains?)
Ble oedd y jwg a'r bowlen? (Where were the jug and the bowl?)
etc.

Pupils could then form their own questions to ask in a quiz.

- Replay the section that features **yr ystafell fwyta** (the dining room) and ask pupils to respond as Tom asks how many knives, forks, spoons, candles etc. there are.
Sawl cylllell? (How many knives?)
Sawl fforc? (How many forks?)
Sawl llwy? (How many spoons?)
Sawl kannwyll? (How many candles?)

Ask the pupils to list the words associated with the dining room:

bwrdd (table)

plât, platiau (crand) ((posh) plate, plates)

cylllell, cyllyll (knife, knives)

fforc, ffyrc (fork, forks)

llwy, llwyau (spoon, spoons)

kannwyll, canhwyllau (candle, candles)

cwpwrdd (cupboard)

llun, lluniau (picture, pictures)
tân (fire)
llen, llenni (curtain, curtains)

You could ask the pupils whether they remember how many of the above items were to be seen on the film:

Sawl cylllell? (How many knives?)
Sawl fforc? (How many forks?)
Sawl llwy? (How many spoons?)
Sawl kannwyll? (How many candles?)
etc.

You could point out that the table has been set for 4 people and therefore you could ask pupils to work out:

Sawl cylllell sy ar y bwrdd? (How many knives are there on the table?)
Sawl fforc sy ar y bwrdd? (How many forks are there on the table?)
Sawl llwy sy ar y bwrdd? (How many spoons are there on the table?)

- Focus on the portraits and ask the pupils to describe what is to be seen:
Mae dyn yn y llun. (There's a man in the picture.)
Mae e'n / o'n gwisgo ... (He's wearing ...)

Draw attention to the colours and the word **tywyll** (dark) and ask them to comment on the colours in the portrait.

Pupils could appraise the portrait using vocabulary and patterns listed in the document entitled **P-ac₃ Language Patterns**. You could also encourage them to say that the picture is **tywyll / yn dywyll** (dark).

Mae'r llun yn dywyll. (The picture is dark.)
Mae'r lliwiau'n dywyll. (The colours are dark.)

- Explain that this is a portrait – **portread**.

Ask them to search for other Victorian portraits on the internet and to evaluate these in groups.

They could then paint portraits and describe and evaluate their work, using patterns listed in the document entitled **P-aC₃ Language Patterns**.

You could also explain that the Victorians were fond of landscape paintings and after searching for examples and discussing them, pupils could create their own landscape paintings which could then be evaluated.

- As the table has been set for a meal, pupils could undertake research to find out what the Victorians ate. They could then share this information with other groups:
Roedd pobl yn bwyta ... (People ate ...)
Roedden nhw'n bwyta ... (They ate ...)

They could then design attractive menus, which could be used in role-play situations:

Beth wyt ti eisiau i ginio? (What do you want for dinner?)
Yn gynta(f), dw i eisiau ... (Firstly, I want ...)
Yna, dw i eisiau ... (Then, I want ...)

Pupils could also prepare a Victorian meal, using Welsh patterns to describe what they are doing, e.g.

Dw i'n ... (I ...)
Rhaid ... (Must ...)
Beth wyt ti'n ddefnyddio? (What are you (sing.) using?)
Dw i'n defnyddio ... (I'm using ...)

The meal could be shared, e.g.

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.)

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.)

Pupils could express opinions about the food:

Blasus. (Tasty. / Delicious.)

Blasus iawn. (Very tasty.)

Dw i'n meddwl bod y bwyd yn flasus iawn. (I think that the food is 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 ... / More ... is needed.)

Mae angen llai o ... (It needs less ... / Less ... is needed.)

In addition, as the table has been set for 4 people, pupils could write invitations to dinner:

Ydych chi eisiau dod i gael cinio gyda ni?

Pryd:

Amser:

Ble:

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.

Do you want to come and have dinner with us?

When:

Time:

Where:

Menu:

Please answer:

Yes, I can come.

No, I can't come, sorry.

- 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: **Am faint o'r gloch mae'r cinio?**
 A: *(Time)*
 B: **Ble mae'r cinio?** (Where's the dinner?)
 A: *(Where)*
 B: **Beth sy ar y fwydlen?** (What's on the menu?)
 A: *(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 ...

Diolch am y gwahoddiad i'r cinio yn ... ar ...

Dw i'n gallu dod.

Dw i'n edrych ymlaen.

Cofion

(Name)

(Address)

(Date)

Annwyl ...

Diolch am y gwahoddiad i'r cinio yn ... ar ...

Mae'n ddrwg gen i / mae'n flin 'da fi ond dw i ddim yn gallu dod achos ...

Cofion

(Name)

(Address)

(Date)

Dear ...

Thank you for the invitation to the dinner at ... on ...

I can come.

I'm looking forward.

Best wishes (lit. Memories)

(Name)

(Address)

(Date)

Dear ...

Thank you for the invitation to the dinner at ... on ...

I'm sorry but I cannot come because ...

Best wishes (lit. Memories)

(Name)

- Replay the clip showing the grand dining room and move on to the servants' quarters – **ystafell y gweision a'r morynion**. Ask pupils to list words associated with this room.

Check the words the pupils have listed e.g.

bwrdd (table)

plât, platiau (plate, plates)

cyllell, cylllyll (knife, knives)
fforc, ffyrc (fork, forks)
llwy, llwyau (spoon, spoons)
lamp, lampau (lamp, lamps)
dreser (dresser)
llun, lluniau (picture, pictures)
cwpan, cwpanau (cup, cups)
llen, llenni (curtain, curtains)

- Ask the pupils to compare and contrast this room with the grand dining room:

Ystafell y gweision a'r morynion	Yr ystafell fwyta
<p>Doedd dim ... yn yr ystafell yma. Roedd ... yn yr ystafell yma. Roedd y bobl yn ...</p>	<p>Roedd ... yn yr ystafell fwyta. Doedd dim ... yn yr ystafell fwyta. Roedd y bobl yn ...</p>

They could also record similarities and differences in the form of a Venn diagram.

- Play the next clip that shows **y gegin** (the kitchen) and ask the pupils to list words associated with the kitchen.

Compare lists.

- As no commentary has been written for this piece, ask the pupils to write the commentary, e.g.
Dyma'r gegin. (This is the kitchen.)
Edrychwch ar y ... (Look at the ...)
Roedd y bobl yn ... yma. (The people used to ... here.)
Roedd y morynion yn ... yma. (The maids used to ... here.)

You could then replay the film and ask the pupils to read their commentaries aloud, so that what they have written corresponds with what is seen on film.

- Replay the next clip that shows **yr ystafell ymolchi** (bathroom) and ask the pupils to list words associated with the bathroom e.g.

bath (bath)
can dŵr, caniau dŵr (water can, water cans)
cadair (chair)
llenni (curtains)

Check the lists.

- Replay the next clip that shows **yr ystafell wely** (bedroom) and ask the pupils to list words associated with the bedroom.

gwely (metel / metal) ((metal) bed)
cwpwrdd (cupboard)
toiled (yn y cwpwrdd) (a toilet in the cupboard)
bath (bath)
pot (pot)
llenni (curtains)
tywel, tywelion (towel, towels)
lamp (lamp)

llun, lluniau (picture, pictures)
mat (mat)
can dŵr (water can)

Check the lists.

- Pupils could then compare and contrast their own bedroom with the Victorian bedroom but you would need to revise / introduce appropriate vocabulary before they undertake this task, e.g.
gwely (bed)
cwpwrdd (cupboard)
cadair (chair)
bwrdd (table)
desg (desk)
carped (carpet)
mat (mat)
teganau (toys)
llun (picture)
poster (poster)
cyfrifiadur (computer)

Fy ystafell wely i	Yr ystafell wely Fictoraidd
Mae ... yn fy ystafell wely i. Does dim ... yn fy ystafell wely i.	Roedd ... yn yr ystafell wely. Doedd dim ... yn yr ystafell wely.

Again, this could be recorded as a Venn diagram.

Pupils 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 fy ystafell wely i, mae ... ac yn ystafell wely Oes Fictoria, roedd ... hefyd. (In my bedroom, there is / are and in the Victorian bedroom, there was / were ... also.)

Yn wahanol: (Different)

Yn fy ystafell wely i, mae ... ond yn ystafell wely Oes Fictoria, roedd ... (In my bedroom there is / are ... but in the Victorian bedroom, there was / were ...)

- Pupils could search for further information about Victorian home life. Groups could concentrate on different aspects, e.g. clothes, food, leisure-time activities etc. They could write notes and then new groups could be formed comprising pupils who have studied different aspects. Pupils could then share information.
- Pupils could undertake a variety of activities relating to home life during the Victorian era, e.g. they could
 - make scrapbooks
 - play parlour games
 - make a sampler
 - learn and recite a poem
 - listen to Victorian music and appraise the pieces

- play a piece on the piano
- study Victorian art and appraise the pieces
- prepare a Victorian meal
- etc.
- To summarize, introduce **Cerdyn Siarad 23** (Discussion Card 23):
Disgrifiwch gartref y bobl gyfoethog yn Oes Fictoria.
(Describe the home of the rich people during the Victorian era.)

Using the patterns listed on the card, and any other patterns they may know, pupils should say as much as they can about the home of wealthy Victorians. If appropriate, they could also talk about what these people ate / did in the homes but this will depend on their personal research.

- They could then write about Victorian life / a specific aspect of Victorian life and their pieces, along with relevant images and artefacts, could be included in the Victorian display.
- Pupils could then ask for and express opinions about the Victorian house seen on the DVD:
- The book entitled **Byw yn Oes Fictoria** (Living in the Victorian era) should then be introduced. The first half of the book summarizes the content of the unit so far but other Victorian homes are described towards the end of the book.

As they read the book, encourage pupils to focus on the images and to answer the questions.

- **Cerdyn Siarad 24** (Discussion Card 24) could be introduced:
Disgrifiwch yr ystafell yma. Sut oedd y bobl yn byw?
(Describe this room. How did the people live?)

Using the patterns listed on the card, and any other patterns they may know, pupils should say as much as possible about the kitchen depicted in the image. If appropriate, they could also talk about what the people who lived there ate / did but this will depend on their personal research.

- Further work could be undertaken in relation to the lives of the workers / the poor people in the workhouse in Victorian times, much of which could be based on local archive images, possibly. Using the following patterns, pupils could then prepare descriptions / factual accounts / a PowerPoint presentation to depict life during the Victorian era:
Roedd rhai pobl yn gweithio'n galed yn Oes Fictoria. (Some people worked hard in Victorian times.)
Roedden nhw'n byw mewn ... (They lived in ...)
Yn y tŷ, roedd ... (In the house, there was / were ...)
Doedd dim ... yn y tŷ. (There was / were no ... in the house.)

Roedd y bobl yn gwisgo ... (People wore ...)

Roedden nhw'n bwyta ... (They ate ...)

Roedden nhw'n hoffi ... (They liked ...)

etc.

Roedd y bobl dlawd iawn yn byw yn y wyrchw. (The people who were very poor lived in the workhouse.)

Yn y wyrchw roedd ... (In the workhouse, there was / were ...)

Doedd dim ... yn y wyrchw. (There was / were no ... in the workhouse.)

Roedd y bobl yn gwisgo ... (People wore ...)

Roedden nhw'n bwyta ... (They ate ...)

Roedden nhw'n gweithio'n galed. Roedden nhw'n ... (They worked hard. They ...)

etc.

Pupils could work together to create models of a room in the home of a wealthy family and a room in the home of a poorer family. They could decide what they are going to make, e.g.

Beth wyt ti eisiau gwneud? (What do you want to do / make?)

Dw i eisiau gwneud yr ystafell ... – dw i'n defnyddio'r bocs yma. (I want to make the ... room – I'm using this box.)

Dw i eisiau gwneud bwrdd / cadair. (I want to make a table / chair.)

Dw i eisiau gwneud lle tân. (I want to make a fireplace.)

etc.

As they work, pupils should describe what they are doing in Welsh:

Dw i'n gwneud ... (I'm making ...)

Dw i'n defnyddio ... (I'm using ...)

etc.

After they have finished their models, pupils could then create their Victorian rooms, which could be included as part of the Victorian display.

Unit 3: Part 5 – Ydych chi’n cofio?

Aim:

- To revise the factual content of the unit
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns
Roedden ni’n ... (We were / used to ... / past tense)
Syrthiodd e/o. (He fell.)

The past tense

Patterns	Main vocabulary
Roedd hi’n greulon. (She was cruel.) Roedd hi’n gas. (She was nasty.) Roedd yr athrawes yn greulon. (The teacher was cruel.) Roedd yr athrawes yn gas. (The teacher was nasty.) Beth oedd yn yr ysgol? (What was in the school?) Roedd ... (There was / were ...) Doedd dim ... (There was no / were no ...) Beth oedd y plant yn wneud ...? (What did the children do?) Roedd y plant yn ... (The children ...) Roedden nhw’n ... (They ...) Beth oedd yr athrawes yn wisgo? (What was the teacher wearing?) Roedd yr athrawes yn gwisgo ... (The teacher was wearing ...)	

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ydy hi yma? (Is she here?) Ydy. (Yes (she is).) / Nac ydy. (No (she isn’t).) Wyt ti’n iawn? (Are you alright?) Ydw. (Yes (I am).) / Nac ydw. (No (I am not).) Beth wyt ti eisiau? (What do you want?) Sut mae gwneud crempog? (How do (you / we) make a pancake?) Beth wyt ti’n feddwl o’r grempog? (What do you think of the pancake?) Ble mae Bob? (Where’s Bob?) Commands Helpwch Tom. (Help Tom.) Other Does neb yma. (There’s no-one here.) Dw i eisiau bwyd. (I’m hungry.) Mae angen ... (... is needed.) Rhaid ... (Must ...)	athrawes (teacher (fem.)) creulon (cruel) cas (nasty) ysgol Fictoraidd (a Victorian school) gwranddo (to listen) gwisgo (to wear) tŷ Fictoraidd (a Victorian house) ystafell fwyta (dining room) ystafell y gweision a’r morynion (the servants’ and maids’ room) cegin (kitchen) cegin fach (small kitchen / utility room) pantri (pantry) ystafell ymolchi (bathroom) ystafell wely (bedroom) crempog, crempogau (pancake, pancakes) powlen (bowl) llwy (spoon) sbatwla (spatula)

	clorian (scales) gogr (sieve) chwisg (whisk) blawd (flour) llaeth / llefrith (milk) wyau (eggs) cymysgu (to mix) chwisgo (to whisk) planhigyn (plant) sâl (ill) torri allan (to cut out) peintio (to paint) gludo (to stick) syrthio (to fall)
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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 iawn? (Are you (sing.) alright?); **Ydw.** (Yes, I am.) / **Nac ydw.** (No, I'm not.); [Also:

Ydych chi'n iawn? (Are you (pl.) alright?); **Ydyn.** (Yes, we are.) / **Nac ydyn.** (No, we're not.)]

Beth wyt ti eisiau? (What do you (sing.) want?); **Dw i eisiau ...** (I want ...); [Also: **Beth ydych chi eisiau?** (What do you (pl.) want?); **Rydyn ni eisiau ...** (We want ...)]

Sut mae gwneud ...? (How do (we / you) make ...?)

Helpwch ... i ... (Help ... to ...)

Pardwn? (Pardon?)

Beth wyt ti'n feddwl o(r) ...? (What do you (sing.) think of (the) ...?) [Also: **Beth ydych chi'n**

feddwl o(r) ...? (What do you (sing.) think of (the) ...?)]

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 up to the point where the pupils are invited to respond:
Eich tro chi nawr. Beth oedd yn yr ysgol Fictoraidd? (Your turn now. What was in the Victorian school?)
Roedd ... (There was / were ...)

Pupils should list the items that were to be found in the Victorian school:

Roedd ... yn yr ysgol. (There was / were ... in the school.)

You could also ask the pupils to list what was not to be seen in the Victorian school:

Doedd dim ... (There was no / were no ... in the school.)

Section 2

- Play the second section up to the point where the pupils are invited to respond:
Eich tro chi nawr. Beth oedd y plant yn wneud yn yr ysgol Fictoraidd? (Your turn now. What did the children do in the Victorian school?)

Ask the pupils to discuss and record what pupils did at school during the Victorian era.

Roedd y plant yn ... (The children ...)

Roedden nhw'n ... (They ...)

Section 3

- Play the next section, where Tom refers to the Victorian house he visited.

Pause the DVD after the question has appeared:

Eich tro chi nawr. Pa ystafelloedd oedd yn y tŷ? (Your turn now. What rooms were in the house?)

Ask the pupils to list the rooms in the house.

Section 4

- In this section, pupils are asked to help Tom make a pancake.

Blant, helpwch Tom i wneud crempog. Barod?

(Children, help Tom to make a pancake. Ready?)

To begin with, they must list the utensils required:

Mae angen: (... is needed)

Then, they must list the ingredients and, finally, they must give instructions.

Section 5

- The aim of this section is to end the unit on a humorous note.
- The reading card **Gêm Fictoraidd** (A Victorian Game) could then be introduced.

After discussing the content, pupils could write the instructions for the game:

Rhaid dewis cownter. (Must choose a counter.)

Rhaid taflu chwech. (Must throw a six.)

Rhaid symud y cownter. (Must move the counter.)

Ar ôl glanio ar neidr, rhaid ... (After landing on a snake, must ...)

Ar ôl glanio ar ysgol, rhaid ... (After landing on a ladder, must ...)
etc.

- They could devise a game that is similar to the Indian game described on the reading sheet, i.e. they could create a playing board on the computer and include on squares where there are ladders examples of acceptable behaviour and on squares where there are snakes examples of unacceptable behaviour, e.g.

Acceptable behaviour		Unacceptable behaviour	
rhannu	sharing	cweryla	quarreling
helpu	helping	bod yn gas	being nasty
bod yn ffrind da	being a good friend	bod yn greulon	being cruel
siarad yn neis	speaking nicely	bwlio	bullying
chwarae'n neis	playing nicely	dwyn	stealing
diolch	thanking	cicio	kicking

They could then write the instructions for this game.

- Following the references to games that were popular during the Victorian era, pupils could undertake research into Victorian pastimes, make notes and exchange information:
Roedd pobl yn mwynhau chwarae ...

- To end this unit, introduce **Cerdyn Siarad 25** (Discussion Card 25):
Siaradwch am bobl Oes Fictoria. Rhaid i chi ddweud 5 peth.
(Talk about the Victorians. You must say 5 things.)

Using the language patterns listed on the card, together with any other relevant expressions they may know, pupils should talk about the Victorian era. They should say at least five sentences.

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

Oracy

Pupils are encouraged to respond appropriately in a variety of circumstances - in pair and group work.

They ask questions and give factual information as they ask each other about the opening and closing times of various shops. They express opinions in relation to Tom's raps, the books, the DVD and role-play shop situations. They are asked to describe what Tom is wearing and to exchange information. They take part in hot-seating activities, e.g. asking **Merched Beca** (Rebecca's Daughters) for information about their personal details and experiences. Pupils are also asked to discuss what they learn from images and photographs.

There are opportunities to watch and listen to the film carefully and to extract the main points in a variety of ways, e.g. by undertaking oral work, by writing and answering questions in a quiz context, by completing grids, and pupils could also be given a synopsis of parts of the film, some of which could be **cywir** or **anghywir**. They would then be expected to spot and correct the inaccuracies after watching the film. Pupils could also write about specific sections of the film.

Reading

Pupils are encouraged to respond to various reading materials, e.g. information about Dr Barnardo, a play entitled **Merched Beca** (Rebecca's Daughters), which involves reading aloud and acting, and a modern tale in the tradition of the **Stori Celwydd Golau**, a tall tale or a story of gross exaggeration and unlikely events. They are asked to respond to and interpret a graph and to read and sequence cards in the correct order. In addition, question and comment cards could be created in Part 2, which pupils could read aloud during oral work.

Writing

Pupils are provided with opportunities to write lists, a rap, which they could perform, dialogues which could be included in a display entitled **Yn y Siop Elusen** (In the Charity Shop) and questions which could be asked during a quiz activity. They are also asked to interpret and explain a graph in written form and to write a description. The work on **Merched Beca** provides opportunities to draw a story board, including text, to create a cartoon of the events, including text, and to write a more extended piece in the form of a feature article or an interview for a contemporary newspaper. Pupils could also search for information about an historical figure, possibly from the Victorian era, and write about him / her. Pupils are asked to write instructions for producing compost and they are asked to write a modern-day **Stori Celwydd Golau**, a story of gross exaggeration and unlikely events, in Part 5.

English

Pupils are asked to search for information about the Rebecca Riots, to make notes and to share information. This will entail making use of English websites, reading English books and possibly studying English archival material as they undertake their research.

They are also asked to write a tall tale, after reading the book entitled **Compost Arbennig**, and this could be through the medium of English.

Mathematics

Mathematical resources and activities could be used to revise Welsh numbers up to 100 as pupils are asked to calculate how much the plant has grown between October and March based on information shown in graph form. They are also asked to explain the rate of growth simply in Welsh.

They are asked to read, understand and exchange information contained in timetables and are thus provided with opportunities to revise the time.

Money is revised in this unit and pupils are asked to make different sums of money using a specific number of coins.

In part 2, pupils are asked to calculate the price of sale items in a shop which have been reduced by 10%. This could then be adapted to calculate prices reduced by 20%, 25%, 50% etc.

Science

Pupils are asked to consider why the size of the pot has influenced the plant's rate of growth, which could lead to a discussion about the requirements for healthy plant growth. In Part 4, Tom and Beca visit a recycling plant, where waste food and green matter is turned into compost.

The process of making compost on a domestic scale is explained and pupils could make compost at school. Further work could also be undertaken in relation to compost making, e.g. learning about the micro-organisms that break down the waste into compost.

Geography

Pupils will already have learnt the following points of the compass:

Gogledd

De

Gorllewin

Dwyrain.

Another point of the compass is introduced in this unit, i.e. **De-orllewin** (South-west).

If relevant, pupils could undertake further work, including map work, to see what is to be found in this region of Wales, e.g.

Mae mynyddoedd / traeth / Tyddewi / Abergwaun yn y De-orllewin.

The work related to composting could be used as a basis for discussing how we can improve the environment by re-using and recycling materials which would, otherwise, be deposited in landfill sites.

History

The reading card entitled **Dr Barnardo** encourages pupils to research the late 1800s and provides basic information about Dr Barnardo. Pupils could also search for information about another historical figure, possibly from the Victorian era, and write about him / her.

The play entitled **Merched Beca** (Rebecca's Daughters) focuses on the protests against the tollgates in south-west Wales in the 1830s and further work could be undertaken in relation to this topic.

As they undertake this work, pupils "use a range of sources to investigate the period", including written materials and artefacts.

Art and design

Pupils could create a piece of artwork after reading the play entitled **Merched Beca**. Producing a collage would be particularly effective as the subject lends itself to using a variety of different materials and textures.

They could draw images to accompany their written work and there are opportunities to create very interesting and original pieces of artwork to accompany their tall tales (Part 5).

Please see the document entitled **P-aC₃ Language Patterns** for language patterns which could be used as pupils undertake art work and evaluate the work.

Design and technology

Pupils could design and produce a class display entitled **Yn y Siop Elusen** (In the Charity Shop) which could entail designing and producing models, posters, leaflets etc. to include in this display. They could also upscale items of clothing bought at a charity shop.

They could create their own **Siop Elusen** and could therefore design a 'brand' identity for that shop, in addition to producing items that could be sold in it, e.g. cakes and biscuits, various models, drawings, posters etc.

They could design a story board to recount the tale of **Merched Beca** and could design and make models of animals and puppets which they could use to tell the tale.

The reading card entitled **Compostio** (Composting) draws attention to the different stages in the process of composting, beginning with positioning a composting bin in an appropriate location. Pupils could undertake research into composting bins and then design their composting bins for the school. They could also design posters, leaflets etc. to show how people can produce compost.

Physical education

Pupils could devise rap movements which they could perform in Part 1. They could also create a **Merched Beca** dance, where they could depict the farmers' anger and their protests.

Music

Pupils could express opinions about the raps Tom performs in Part 1 and then write their own raps, which they should then perform.

They could also choose or compose a piece of music to convey the Rebecca Riots, which could be used as a basis for the dance referred to above.

ICT

Pupils could design and produce a class display entitled **Yn y Siop Elusen** (In the Charity Shop). They could therefore create or search for logos and appropriate images, design posters and leaflets etc.

Pupils are encouraged to use the internet to search for information about the Rebecca Riots, Dr Barnardo and another historical figure. They could also search for images and information relating to composting bins. They could design posters, leaflets etc. to show how people can produce compost.

Curriculum Cymreig

Part 3 focuses on the Rebecca Riots and pupils could undertake further research which would provide important historical information about Wales.

Education for Sustainable Development and Global Citizenship

The work related to composting could be used as a basis for discussing how we can improve the environment by reusing and recycling materials which would, otherwise, be deposited in landfill sites. If appropriate, pupils could also consider turning an appropriate area of the school ground into a composting area and use the compost that is produced in pots, tubs, on the school garden etc. (Please be aware of Health and Safety issues in relation to working with compost, soil etc.)

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.

They are asked to consider why the size of the pot has influenced Bob's rate of growth and how the characters could solve the problem. They are also asked to place in order a series of images and statements describing the process of making compost.

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.

Developing ICT

Pupils are encouraged to search for information, by using the internet and to present it in an appropriate format, making use of appropriate software. 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 and presenting data in appropriate formats.

The Literacy and Numeracy Framework

Much of the work is relevant to the Literacy and Numeracy Framework and teachers should take every opportunity to develop activities in accordance with the framework.

Unit 4: Part 1 – Problem!

Aims:

- To revise and use in meaningful contexts vocabulary and patterns previously learnt, e.g.
 - Welsh numbers up to 100
 - measuring through the medium of Welsh: **Rhaid mesur o'r pwynt yma.** (Must measure from this point.); **Sawl centimetr?** (How many centimetres?) **... centimetr.** (... centimetres.)
 - the time: the days of the week; **Pryd mae'r ... yn agor / cau?** (When does the ... open / close?); **Am ...** (At ...)
 - asking for things in Welsh: **Ga i ... os gwelwch yn dda?** (May I have ... please?); **Dw i eisiau ... os gwelwch yn dda.** (I want ... please.)
 - the past tense: **Roedd Bob yn ... centimetr ...** (Bob was ... centimetres ...)
- To introduce the expression: **ym mis ...** (in the month of ...)
- To begin making a display entitled **Yn y Siop Elusen** (In the Charity Shop)

New patterns and vocabulary

Patterns	Main vocabulary
wedi tyfu (has grown) Dydy e / o ddim wedi tyfu. (He hasn't grown.) Mae Bob wedi tyfu. (Bob has grown.) Rwyd ti wedi tyfu. (You (sing.) have grown.) Dydy ... (isn't ... / doesn't ...) Dydy e / o ddim yn gallu ... (He can't ...) Dydy e / o ddim yn sâl. (He isn't ill.) Dydy e / o ddim yn tyfu. (He isn't growing.) Dydy e / o ddim wedi tyfu (He hasn't grown.) ym mis ... (in the month of ...) ym mis Hydref (in October) ym mis Tachwedd (in November) ym mis Rhagfyr (in December) ym mis Ionawr (in January) ym mis Chwefror (in February) ym mis Mawrth (in March) Mae angen pot mwy. (A larger pot is needed.) Mae angen arian. (Money is needed.) mwy o bridd (more soil) Pryd mae'r siop yn agor? (When does the shop open?) Mae'r siop yn agor am ... (The shop opens at ...) Pryd mae'r siop yn cau? (When does the shop close?) Mae'r siop yn cau am ... (The shop closes at ...)	rhyfedd (strange) dim ond (only) llawer (a lot) felly (therefore) siop elusen (charity shop) bron (almost)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Beth sy'n bod? (What's the matter?) Beth wyt ti'n wneud? (What are you (sing.) doing?) Dw i'n mesur. (I'm measuring.) Beth ydy'r problem? (What's the problem?) Beth ydy'r sŵn? (What's the noise / sound?) Ydy Bob yn sâl? (Is Bob ill?)	cywir (correct) pot, potiau (pot, pots) rhy fach (too small) rhy fawr (to big) prynu (buy) dillad (clothes) llyfrau (books) gemau (games)

DRAFT

<p>Ydy. / Nac ydy. (Yes (he is). / No (he isn't).) Wyt ti'n sâl? (Are you (sing.) ill?) Ydw. (Yes (I am).) / Nac ydw. (No (I am not).) Sawl centimetr? Wyth deg un centimetr. Ga i fesur? (May I measure?) Cei. (Yes (you may).) / Na chei. (No (you may not).) Ble mae'r papur graff? (Where's the graph paper?) Pam? (Why?) Dw i ddim yn gwybod. (I don't know.) Oes pot yn y Pod-antur Cymraeg? (Is there a pot in the Pod-antur Cymraeg?) Oes. (Yes, (there is).) / Nac oes. (No (there isn't).) Pa siop? (Which shop?) Pa siop ydy hi? (Which shop is it?) Beth am edrych ar y we? (What / How about looking on the internet?) Faint o'r gloch ydy hi? (What time is it?) Mae hi'n ... (It's ...) Wyt ti eisiau dod i'r siop? (Do you (sing.) want to come to the shop?) Ydw, os gwelwch yn dda. (Yes, please.) / Nac ydw, dim diolch. (No, thank you.) Commands Arhosa. (Stay. (sing.)) Sefa. (Stand. (sing.)) Paid symud. (Don't (sing.) move.) Rhaid mesur o'r pwynt yma. (Must measure from this point.) Rhaid mynd i'r siop. (Must go to the shop.) Other Mae Bob yn 91 centimetr. (Bob is 91 centimetres.) Roedd Bob yn 75 centimetr. (Bob was 75 centimetres.) Mae'n ddrwg gen i. = Mae'n flin 'da fi (I'm sorry.)</p>	<p>pensiliau (pencils) bwyd (food) dydd Sul (Sunday) dydd Llun (Monday) dydd Mawrth (Tuesday) dydd Mercher (Wednesday) dydd Iau (Thursday) dydd Gwener (Friday) dydd Sadwrn (Saturday) bron (almost)</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'n bod? (What's the matter?)

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 ...)]

Sawl centimetr? (How many centimetres?); **Wyth deg un centimetr.** (Eighty one centimetres.)

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

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

Beth ydy'r broblem? (What's the problem?)

Mae angen ...? (...is / are needed.)

Oes ... yn y cwpwrdd? (Is there a ... / Are there any ... in the cupboard?)

Beth am edrych ar y we? (What / How about looking on the internet?)

Faint o'r gloch ydy hi? (What time is it?); **Mae hi'n** (It's ...)

Pryd mae'r ... ? (When is / does the ...? / When are / do the ...?)

Beth ydy'r sŵn? (What's the noise?)

Step-by-step suggestions:

- Explain that Bob is measured at the beginning of the next film clip and therefore you are going to revise numbers and measuring before watching.

Revise numbers up to 100, using mathematical resources and activities or possibly by playing Bingo. A list of numbers is available in the Mathematics section of the document entitled **P-a C₃ Language Patterns**.

- Revise measuring in Welsh:
Ydych chi'n cofio? (Do you (pl.) remember?)
Beth ydy How many centimetres? yn Gymraeg? (What is *How many centimetres?* yn Welsh?)
Sawl centimetr? (How many centimetres?)

A variety of measuring activities can then be undertaken in class.

- Show the film entitled **Problem!** (Problem!) (Unit 4, Part 1). Stop the film just after Sgrin has spoken, as the characters try to work out why Bob has not grown much and Tom says, **Dydy e ddim yn tyfu** (He's not growing).
- Play the section again, but this time ask the pupils to listen out for a number and to record that number.

Compare notes.

- Revise the months of the year in Welsh, in particular:
Hydref (October)
Tachwedd (November)
Rhagfyr (December)
Ionawr (January)
Chwefror (February)
Mawrth (March)

Draw attention to the expressions:

ym mis Hydref (in October)
ym mis Tachwedd (in November)
etc.

- Play the section again and ask the pupils to raise a hand each time they hear one of these expressions.
- Introduce the reading card entitled **Graff i ddangos faint mae Bob wedi tyfu** (A graph to show how much Bob has grown).

Draw attention to the months of the year (**Hydref – Mawrth**) on the X axis and ask pupils to call out the numbers on the Y axis in Welsh.

Ask:

Faint oedd Bob ym mis Hydref? (What size was Bob in October?)

Then ask the pupils to ask each other similar questions:

Faint oedd Bob ym mis Tachwedd? (What size was Bob in November?)
etc.

Using the graph, ask them to work out how much Bob has grown during this period and ask them to work out:

Faint mae Bob wedi tyfu rhwng mis Hydref a mis Tachwedd? (How much has Bob grown between October and November?)

Mae Bob wedi tyfu ... centimetr. (Bob has grown ... centimetres.)
etc.

Pupils could then ask and answer these questions in pairs.

Compare answers. Then, ask the pupils to explain their findings:

Mae Bob wedi tyfu ... centimetr rhwng ... a ... (Bob has grown ... centimetres between ... and ...)

Rhwng mis ... a ..., mae Bob wedi tyfu ... (Between the month of ... and ..., Bob has grown ...)

Ask pupils what the graph shows in relation to the rate of growth – it has slowed down since January. Ask the pupils for possible reasons for this and play the film again if necessary for them to listen out for the answer:

Mae'r pot yn rhy fach. (The pot is too small.)

Ask them to try to explain why the size of the pot should play such an important part in the growth of the plant. (There isn't enough room for the roots to grow. Also, as the plant grows it needs more nutrients, just as a person needs more nutrients as he / she grows compared to when he / she was a baby. It therefore needs more soil and thus a bigger pot.)

- Show the next section, where Tom raps, ending with the word **problem**.

Ask the pupils whether they have understood what the problem is:

Mae'r pot yn rhy fach. (The pot is too small.)

Mae Bob yn rhy fawr. (Bob is too big.)

- You could focus on Tom's rap in this section:

Rhy fach ... rhy fawr ... (Too small ... too big ...)

Rhy fach ... rhy fawr ... (Too small ... too big ...)

Rhy fach ... rhy fawr ... (Too small ... too big ...)

Mae'r pot yn rhy fach ac mae Bob yn rhy fawr. (The pot is too small and Bob is too big.)

Rhy fach ... rhy fawr ... (Too small ... too big ...)

Problem! (Problem!)

Use the pattern introduced in Unit 3 to ask for pupils' opinion of the rap:

Beth wyt ti'n feddwl o'r rap? (What do you (sing.) think of the rap?)

Beth dydych chi'n feddwl o'r rap? (What do you (pl.) think of the rap?)

Mae'r rap yn grêt / wych. (The rap is great.)

Mae'r rap yn ddoniol. (The rap is funny.)

Mae'r rap yn ddiddorol. (The rap is interesting.)

Mae'r rap yn hwyl. (The rap is fun.)

Mae'r rap yn ofnadwy. (The rap is awful.)

Mae'r rap yn wirion / dwp. (The rap is silly / daft.)

Dydy'r rap ddim yn dda iawn. (The rap isn't very good.)

Dw i'n hoffi'r rap achos mae e'n / o'n ddoniol. (I like the rap because it's funny.)

Dw i'n hoffi'r rap achos mae Tom yn ddoniol. (I like the rap because Tom is funny.)

Dw i'n hoffi'r rap achos dw i'n hoffi rapio. (I like the rap because I like rapping.)

Dw i'n hoffi'r rap achos dw i'n mwynhau rapio. (I like the rap because I enjoy rapping.)

Dw i ddim yn hoffi'r rap achos mae e'n / o'n wirion / dwp. (I don't like the rap because it's silly / daft.)

If appropriate, you could introduce the pattern:

Dw i'n meddwl bod y rap yn grêt / wych. (I think that the rap is great.)

Dw i'n meddwl bod y rap yn ddoniol. (I think that the rap is funny.)

Dw i'n meddwl bod y rap yn ddiddorol. (I think that the rap is interesting.)

Dw i'n meddwl bod y rap yn hwyl. (I think that the rap is fun.)

DRAFT

Dw i'n meddwl bod rap yn cŵl. (I think that the rap is cool.)

Dw i'n meddwl bod rap yn wirion / ddwl. (I think that the rap is silly / daft.)

Ask pupils to adapt the rap, e.g. by changing the fourth line – so that it refers to things in the classroom, e.g.

Mae'r bat yn rhy fach ac mae'r bêl yn rhy fawr. (The bat is too small and the ball is too big.)

(i.e. a small bat (e.g. table tennis) and a large ball (e.g. beach ball, football))

Mae'r cap yn rhy fach ac mae Sam yn rhy fawr. (The cap is too small and Sam is too big.)
(i.e. a baby's hat placed on one of the boys' head)

Mae'r plât yn rhy fach ac mae'r melon yn rhy fawr. (The plate is too small and the melon is too big.)

(i.e. a plate used for play in a wendy house (Foundation Phase) and a large melon)

Ask them to write down the raps and then perform them.

- Before playing the next section, revise the question:
Oes pot yn y ... / ar y ... / tu ôl i'r ... / o dan y ...? (Is there a pot / Are there any pots in the ... / on the ... / behind the ... / under the ...?)
 by hiding a pot in various parts of the classroom. Pupils could ask the above question in an attempt to locate it.

The answers would be:

Oes, mae pot yn y ... / ar y ... / tu ôl i'r ... / o dan y ... (Yes, there is a pot in the ... / on the ... / behind the ... / under the ...)

Nac oes, does dim pot yn y ... / ar y ... / tu ôl i'r ... / o dan y ... (No, there isn't a pot in the ... / on the ... / behind the ... / under the ...)

Mae'n flin 'da fi. (Sorry. - South Wales) / **Mae'n ddrwg gen i.** (Sorry. – North Wales) could also be used in the negative answers above.

Artificial plants / flowers of different sizes could also be hidden and located, using the same patterns, only this time, when they are found, pupils could be asked to place the plant / flower in the pot and to comment whether the pot is

rhy fach (too small)

rhy fawr (too big)

or

iawn (fine)

- Play the next section of film up to the end of Tom's next 'rap':
Does dim pot yn y Pod. (There's no pot in the Pod.)
Does dim pot yn y Pod. (There's no pot in the Pod.)
Does dim pot yn y Pod. (There's no pot in the Pod.)
Does dim pot yn y Pod-antur Cymraaaaaaaaaaaaaaaeg! (There's no pot in the Pod
antur Cymraaaaaaaaaaaaaaaeg!)
Pa siop? Pa siop? Pa siop? (Which shop? Which shop? Which shop?)
Sgriiiiiiiiiin? (Sgriiiiiiiiiin?)

Pupils could then adapt this 'rap' to refer to items or things that are not to be seen in the classroom – **yn yr ystafell, e.g.**

Does dim ci yn yr ystafell. (There's no dog in the room.)

Does dim teigr yn yr ystafell. (There's no tiger in the room.)

Does dim eliffant yn yr ystafell. (There's no elephant in the room.)

Does dim llew yn yr ystafeeeeeeeeeeeeeeeeell! (There's no lion in the rooooooooooooooooooom!)

- Pupils could then consider how Tom and Beca could solve Bob's problem, e.g.

Mae angen pot ond does dim pot yn y Pod-antur Cymraeg. (A pot is needed but there's no pot in the Pod-antur Cymraeg.)

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

- Play the next section of film, where the characters discuss the need to go to buy a new pot and decide to go **yfory** (tomorrow). Stop the film after Bob has said "Yipee!". As the characters consider

Pa siop? (Which shop?)

you could pause the film and ask the pupils for their suggestions:

Rhaid cael pot i Bob. Pa siop? (Must have a pot for Bob. Which shop?)

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

Ask the pupils to list suggestions in groups and then to compare notes.

You will probably be given the names of local shops, supermarkets etc. but you could also suggest:

canolfan arddio (garden centre)

siop elusen (charity shop)

- Ask the pupils whether they've understood which shop the characters on the film will visit – **Pa siop?** (Which shop?)
Siop elusen (A charity shop).

Ask them whether they've understood what is sold at the **siop elusen**. List their suggestions on the whiteboard.

Play the section again to make sure that they have listed everything.

- If appropriate, pupils could set up their own **siop elusen** in the classroom / in school / at an event to raise money and could then role-play asking for things in that shop. They could also make models, drawings, cakes and various other items which they could sell at that **siop elusen**.

Ask them whether they remember how to ask for things in Welsh, e.g. if they went to this shop, how would they ask for a cap:

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

You could also develop this pattern slightly by introducing:

Dw i eisiau prynu cap os gwelwch yn dda. (I want to buy a cap please.)

Ga i gap os gwelwch yn dda? (May I have a cap please?)

Cei. / Na chei. (Yes (you may). / No, (you may not).)

Dyma chi. (Here you are.)

Mae'n ddrwg gen i. / Mae'n flin 'da fi – does dim cap yn y siop. (I'm sorry – there aren't any caps in the shop.)

Faint ydy'r cap? (How much is the cap?)

Dwy bunt. (Two pounds.)

Revise how to refer to pounds in Welsh:

dwyt bunt (two pounds)

tair punt (three pounds)

pedair punt (four pounds)

and how to refer to pence:

dwyt bunt pum deg ceiniog (two pounds fifty pence)

pum punt pum deg ceiniog (five pounds fifty pence)

saith punt naw deg ceiniog (seven pounds ninety pence)

etc.

You could also use the numbers revised at the beginning of the unit with the word **ceiniog**, e.g.

pum deg naw ceiniog (fifty nine pence)

chwe deg saith ceiniog (sixty seven pence) etc.

DRAFT

Introduce **Cerdyn Siarad 26** (Discussion Card 26):

A: Rwyf ti'n gweithio yn y siop elusen. (You work at the charity shop.)

B: Rwyf ti eisiau prynu pethau yn y siop. (You want to buy things at the shop.)

Using the patterns listed on the card and any other expressions they may know, ask the pupils to act out the situation outlined on the card. They could then adapt the situation and ask for different items found in charity shops and could 'perform' their dialogues in front of other groups. They could also write these dialogues and keep them safe so that they can include them in a class display entitled **Yn y Siop Elusen**.

- Replay the section that focuses on the opening times of the charity shop.

Revise

Pryd mae ... yn agor? (When does ... open?)

Pryd mae ... yn cau? (When does ... close?)

Am ... (At ...)

Mae ... yn agor / cau am ... (... opens / closes at ...)

Replay the section, but this time ask them to listen carefully to see when the shop opens / closes on particular days. This activity could be undertaken as a quiz, i.e. after dividing the pupils into teams you could ask the above question, play the relevant section and award points for a correct answer.

- Introduce **Cerdyn Siarad 27** (Discussion Card 27):

A: Rwyf ti'n gweithio yn siop Bargeinion Bendigedig. Rhaid i ti ateb cwestiynau B.

(You work in the shop (called) **Bargeinion Bendigedig**. You must answer B's questions.)

B: Rwyf ti eisiau gwybod pryd mae'r siop yn agor ac yn cau. Gofynna i A. (You want to know when the shop opens and closes.)

Working in pairs, Partner B should ask Partner A questions and should record the answers in a grid similar to this one:

Bargeinion Bendigedig Oraiau agor						
Sul	Llun	Mawrth	Mercher	Iau	Gwener	Sadwrn

- Introduce **Cerdyn Siarad 28** (Discussion Card 28), which is a similar activity, only A's and B's roles have been reversed:

A: Rwyf ti eisiau gwybod pryd mae siop Pethau Da yn agor ac yn cau. Gofynna i B.

(You want to know when the shop (called) **Pethau Da** opens and closes. Ask B.)

B: Rwyf ti'n gweithio yn siop Pethau Da. Rhaid i ti ateb cwestiynau A. (You work in shop (called) **Pethau Da**. You must answer A's questions.)

Working in pairs, Partner B should ask Partner A questions and should record the answers in a grid similar to this one:

DRAFT

Pethau Da Oriaau agor						
Sul	Llun	Mawrth	Mercher	Iau	Gwener	Sadwrn

Pupils could then create their own notices showing the name of a shop and the opening hours and these could then be used to ask for and give information.

- Play the final section of film. As this section refers to **arian** (money), introduce **Cerdyn Siarad 29** (Discussion Card 29), which shows a number of coins:
Faint o arian sy yn y llun? (How much money is there in the picture?)
Gwnewch symiau gyda'r arian. (Devise sums with the money.)

In pairs, ask the pupils to answer the first question and then to use some of the coins to make different sums of money. They could be given the coins shown on the card before beginning this activity and when one partner has devised a sum, he / she could tell his / her partner how to achieve that sum, e.g.

Tair punt tri deg ceiniog (Three pounds thirty)

Punt ... adio dwy bunt ... adio dau ddeg ceiniog ... adio deg ceiniog. (A pound ... add two pounds ... add twenty pence ... and ten pence.)

- To recap, play the film again and ask the pupils for their opinions:

Beth wyt ti'n feddwl o'r DVD? (What do you (sing.) think of the DVD?)

Beth dydych chi'n feddwl o'r DVD? (What do you (pl.) think of the DVD?)

Mae'r DVD yn grêt / wych. (The DVD is great.)

Mae'r DVD yn ddoniol. (The DVD is funny.)

Mae'r DVD yn ddiddorol. (The DVD is interesting.)

Mae'r DVD yn hwyl. ((The DVD is fun.)

Dw i'n hoffi'r DVD achos mae e'n / o'n ddoniol. (I like the DVD because it's funny.)

Dw i'n hoffi'r DVD achos mae Tom yn ddoniol. (I like the DVD because Tom is funny.)

Dw i ddim yn hoffi'r DVD achos mae'n ddiflas iawn. (I don't like the DVD because it's very boring.)

If appropriate, you could introduce the pattern:

Dw i'n meddwl bod y DVD yn grêt / wych. (I think that the DVD is great.)

Dw i'n meddwl bod y DVD yn ddoniol. (I think that the DVD is funny.)

Dw i'n meddwl bod y DVD yn ddiddorol. (I think that the DVD is interesting.)

Dw i'n meddwl bod y DVD yn hwyl achos mae Tom yn ddoniol. (I think that the DVD is fun because Tom is funny.)

Unit 4: Part 2 – Yn y siop

Aims:

- To introduce percentages through the medium of Welsh, e.g. **deg y cant** (ten per cent); **Mae deg y cant i ffwrdd**. (There's ten per cent off.)
- To revise asking for things in Welsh and dealing with money
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Dw i ddim yn gallu gweld. (I can't see.) Mae deg y cant i ffwrdd. (There's ten per cent off.) Ga i hwn os gwelwch yn dda? (May I have this one, please?) Cewch. / Na chewch. (Yes (you may). / No (you may not).) Rydych chi'n anghywir. (You're wrong.) Tala'r arian. (Pay the money.)	sêl (sale) dal (to hold)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ble ydyn ni? (Where are we?) Rydyn ni tu allan i siop. (We're outside a shop.) Wyt ti eisiau help? (Do you want some help?) Ydw. (Yes (I do).) / Nac ydw. (No (I don't).) Beth sy yn y ffenest? (What's in the window?) Beth am fynd i mewn? (How / What about going inside?) Syniad da. (Good idea.) Ble mae Tom? (Where's Tom?) Ydy e/o wrth y dillad? (Is he by the clothes?) Ydy. (Yes (he is).) / Nac ydy. (No (he isn't).) Beth wyt ti'n feddwl o'r esgidiau? (What do you think of the shoes?) Dw i ddim yn hoffi'r esgidiau (I don't like the shoes.) Faint ydy'r ...? (How much is the ...?) Dwy bunt. (Two pounds.) Beth ar y ddaear wyt ti'n wisgo? (What on earth are you wearing?) Ga i fag os gwelwch yn dda? (May I have a bag, please?) Cewch. (Yes (you may).) / Na chewch. (No (you may not).) Beth sy'n bod? (What's the matter?) Commands Tyrd efo fi (Come with me – North Wales). = Dere gyda fi. (Come with me – South Wales.) Other Mae'n ddrwg gen i. (I'm sorry. – North Wales) = Mae'n flin 'da fi. (I'm sorry. – South Wales) Does dim pris. (There's no price.) Gawn ni weld. (We'll see.)	doniol (funny) dillad (clothes) llyfrau (books) gemau (games) pensiliau lliw (colouring pencils) dail (leaves) blodau (flowers) ffrind (friend) yna (then) dwy bunt (two pounds) tair punt (three pounds) pedair punt (four pounds) arian = pres (money) planhigyn (plant) lliwgar (colourful) anghywir (wrong) rhy fach (too small) rhy fawr (too big / large) rhy binc (too pink) rhy felyn (too yellow) pot pi-pi (chamber pot) perffaith (perfect)

Transferring patterns to everyday situations

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

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

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

Edrycha (ar y ...). (Look (sing.) (at the ...).); [Also: **Edrychwch (ar y llun yma).** (Look (pl.) (at this picture).)]

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

Ble mae ...? (Where is ...?)

Ydy e'n / o'n / hi'n ...? (Is he / she ...?); **Ydy.** (Yes (he / she is).); **Nac ydy.** (No (he / she isn't).)

Beth wyt ti'n feddwl o'r ...? (What to you (sing.) think of the ...?); **Mae'n ...** (It's ...); **Dw i'n**

meddwl bod y ... yn ... (I think that the ... is ...)

Perffaith! (Perfect!)

Step-by-step suggestions:

- Play the film entitled **Yn y siop** (In the shop) (Unit 4, Part 2), where the characters go into the shop, look around and discuss the price of some of the items. Stop the film after they have looked at the book.
- Ask the pupils some general questions to see how much they have understood, e.g.
Ble mae Beca a Tom? (Where are Beca and Tom?)
Beth ydy enw'r siop? (What's the name of the shop?)
Yn y siop, ble mae Bob? (In the shop, where's Bob?)
Pwy sy yn y siop? (Who's in the shop?)
Beth sy yn y siop? (What's in the shop?)

Pupils could then write their own questions based on this section of film and these could be asked in a quiz activity.

- Ask the pupils to list what's in the shop:
Beth sy yn y siop? (What's in the shop?)

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

- After going through the items that have been listed, you could play the clip again and ask them to add to their lists by describing the items, e.g.
esgidiau du a gwyn (black and white shoes)
esgidiau streipio du a gwyn (black and white striped shoes)
- Draw attention to the notice in the window, referring to the sale and explain the expression
Mae deg y cant i ffwrdd. (There's ten per cent off.)

Revise the mathematical concept, using appropriate resources, e.g.

Beth ydy deg y cant o ddau ddeg? (What is ten per cent of twenty?)

Beth ydy deg y cant o bedwar deg? (What is ten per cent of forty ?)

Beth ydy deg y cant o gant? (What is ten per cent of one hundred ?)

etc.

Please note: there is a soft mutation after **o** (of).

Prepare some labels, e.g.

£2.00

£3.00

£4.00

etc. and ask the pupils, how much these sums would be if there was 10% off:

Faint? Mae deg y cant i ffwrdd. (How much? There's ten per cent off.)

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Play the section again and pause the film each time Tom draws attention to the fact there is 10% off the price.

Ask the pupils to provide the correct price.

- Before you play the next section, explain that in the next clip Tom goes into the changing room to try on some clothes. Revise the words for clothing and relevant adjectives. Then ask the pupils to imagine what he tries on and to write a brief description, e.g.

Beth mae Tom yn wisgo? (What does Tom wear?)

Mae Tom yn gwisgo ... (Tom wears ...)

Mae e'n / o'n gwisgo ... (He wears ...)

crys coch gyda ffriliau (a red shirt with frills)

crys T lliwgar (a colourful T-shirt)

trowsus oren llachar (bright orange trousers)

het fawr binc (a large pink hat)

cap bach glas (a small blue cap)

Encourage them to use the "new" language pattern:

Dw i'n meddwl bod Tom yn gwisgo ... (I think that Tom wears ...)

Ask pupils to describe to a partner what they imagine Tom is wearing. The partner could then try to draw the clothes that are described. This would mean that he / she has to listen carefully and ask for more details, e.g.

Pa liw? (What colour?)

Ydy e'n / o'n ...? (Is he / it ...?)

Ydy'r ... yn ...? (Is the / Are the ...?)

Ask the pupils to hold up their drawings and to describe them:

Dyma Tom. Mae e'n / o'n gwisgo ... (This is Tom. He's wearing ...)

- Play the next section but stop as soon as you hear the question:
Beth ar y ddaear wyt ti'n wisgo? (What on earth are you wearing?)

Ask pupils to describe the clothes. Discuss whose description was the closest to the outfit seen on screen.

- Play the remainder of this clip – up to the point where Bob is rescued.
- In groups of 3, pupils could act out the situation seen on screen – up to the point where Tom dramatically realizes that Bob has been sold, e.g.

Customer: **Dw i eisiau hwn os gwelwch yn dda.** (I want this please.)

Ga i hwn os gwelwch yn dda? (May I have this please?)

Faint ydy hwn? (How much is this?)

Assistant: **Punt pum deg** (One pound fifty) (or another sum)

Tom: **Ble mae Bob?** (Where's Bob?)

etc.

They could perform these situations in front of the class / other groups and could award each other marks for content / dramatic acting etc.

- They could then act out the situation where Beca and Tom attempt to buy Bob back. Again, the patterns can be changed and the sum that is paid can be varied.

Pupils could discuss how much profit the lady has made by selling Bob back to Tom and Beca.

- Play the last section – up to the end of the film – where Tom and Beca buy a pot.

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Pupils could then act out this situation as it is seen on the film or they could change the colour, design of the pot etc.

Using the following Discussion Cards, pupils could role-play the situations described. They should remember to deduct 10% from the price as appropriate.

Cerdyn Siarad 30 (Discussion Card 30):

A: Rwyf ti mewn siop elusen. Rwyf ti eisiau prynu sawl peth. (You're in a charity shop. You want to buy several things.)

B: Ti ydy'r siopwr. (You're the shopkeeper.)

Cerdyn Siarad 31 (Discussion Card 31):

A: Ti ydy'r siopwr mewn siop elusen. (You're the shopkeeper in a charity shop.)

B: Rwyf ti mewn siop elusen ac rwyf ti eisiau prynu anrheg i ffriind. (You're in a charity shop and you want to buy a gift for a friend.)

- Pupils could then upscale an item of clothing bought from a charity shop. This would involve designing the upscale and choosing suitable materials before beginning the work.

As they work, they should speak Welsh as much as possible, using vocabulary and patterns that are to be found in the document entitled **P-aC₃ Language Patterns**.

- To recap, play the film in its entirety and ask the pupils for their opinions:
Beth wyt ti'n feddwl o'r DVD? (What do you (sing.) think of the DVD?)
Beth ydych chi'n feddwl o'r DVD? (What do you (pl.) think of the DVD?)

Mae'r DVD yn grêt / wych. (The DVD is great.)

Mae'r DVD yn ddoniol. (The DVD is funny.)

Mae'r DVD yn ddiddorol. (The DVD is interesting.)

Mae'r DVD yn hwyl. (The DVD is fun.)

Dw i'n hoffi'r DVD achos mae e'n / o'n ddoniol. (I like the DVD because it's funny.)

Dw i'n hoffi'r DVD achos mae Tom yn ddoniol. (I like the DVD because Tom is funny.)

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.)

If appropriate, you could introduce the pattern:

Dw i'n meddwl bod y DVD yn grêt / wych. (I think that the DVD is great.)

Dw i'n meddwl bod y DVD yn ddoniol. (I think that the DVD is funny.)

Dw i'n meddwl bod y DVD yn ddiddorol achos mae'r siop yn ddiddorol iawn. (I think that the DVD is interesting because the shop is very interesting.)

Dw i'n meddwl bod y DVD yn hwyl achos mae Tom yn ddoniol. (I think that the DVD is fun because Tom is funny.)

Dw i'n meddwl bod y DVD yn ddiflas achos dw i ddim yn hoffi siopa. (I think that the DVD is boring because I don't like shopping.)

Dw i'n meddwl bod y stori'n wirion / ddwl. (I think that the story is silly.)

- The reading card entitled **Dr Barnardo** could then be introduced and read. Although some of the new vocabulary is introduced, not all new words are explained – in an attempt to make the pupils become more independent as readers. They should therefore be encouraged to use the information contained on the card and the context to try to work out the meaning of such words as **stryd / strydoedd** (street / streets), **begian** (to beg) and **gwteri** (gutters). They should also be encouraged to consider the similarity with English words.

Pupils should look for information, fill in the gaps and then read the card aloud.

- As this piece revises the patterns:
Roedd ... (There was / There were ...)
Roedd e'n/o'n ... (He (was / used to / past tense)...)

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it provides the necessary 'tools' for pupils to write about people from the past. They could also refer to the reading books about the Tudors in Pack 2 and the Victorians in Pack 3 for further examples.

Pupils could therefore be asked to write about another character from the past, e.g. from the Victorian period, as this would reinforce work undertaken in Unit 3.

Unit 4: Part 3 – Pridd

Aims:

- To introduce the story of **Merched Beca** (Rebecca's Daughters) through the medium of Welsh
- To reinforce the use of the past tense: **Roedd ...** (was / were ... / past tense); **Roedden nhw'n** ... (They were ... / past tense)
- To continue with the main story – meeting the needs of the plant
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Dw i'n hapus i fynd. (I'm happy to go.)</p> <p>Mae angen bwced a rhaw. (A bucket and spade are required.)</p> <p>Un o Ferched Beca ydw i. (I'm one of Rebecca's Daughters.)</p> <p>Roedd dyn rhyfedd yn y cae. (There was a strange man in the field.)</p> <p>Roedd e'n / o'n gwisgo dillad merch. (He was wearing women's clothes.)</p> <p>Roedd e'n / o'n rhyfedd iawn. (He was very strange.)</p> <p>Pwy oedd e / o? (Who was he?)</p> <p>Pwy ydy Merched Beca? (Who are Rebecca's Daughters?)</p> <p>Rwy't ti'n gywir. (You're right.)</p> <p>Pwy oedd Merched Beca? (Who were Rebecca's Daughters?)</p> <p>Dynion oedden nhw ond roedden nhw'n gwisgo fel merched. (They were men but they dressed up as women.)</p> <p>Roedden nhw'n protestio. (They were protesting.)</p> <p>Roedd rhaid talu i fynd drwy'r gatiau. (Had to pay to go through the gates.)</p> <p>Rhaid gwneud rhywbeth. (Must do something.)</p>	<p>stori hir (hir story)</p> <p>nôl (to fetch) (c.f. 'nôl – back, backwards)</p> <p>Merched Beca. (Rebecca's Daughters)</p> <p>cae (field)</p> <p>de-orllewin Cymru (west Wales)</p> <p>hen ddillad (old clothes)</p> <p>protestio (to protest)</p> <p>rhywbeth (something)</p> <p>gât, gatiau (gate, gates)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth ydych chi'n feddwl o'r siop? (What do you think of the shop?)</p> <p>Ble mae'r pot? (Where's the pot?)</p> <p>Wyt ti'n barod? (Are you ready?)</p> <p>Beth sy'n bod? (What's the matter?)</p> <p>Dydy Bob ddim yn gallu sefyll. (Bob can't stand.)</p> <p>Oes pridd yn y pot? (Is there soil in the pot?)</p> <p>Oes. / Oes, mae pridd yn y pot. (Yes. / Yes, there's soil in the pot.) / Nac oes. / Nac oes, does dim pridd yn y pot. (No./ No, there's no soil in the pot.)</p> <p>Pa fferm? (Which farm?)</p> <p>Ble mae'r fferm? (Where's the farm?)</p> <p>Yng Nghymru. (In Wales.)</p> <p>Beth am aros yma? (What about staying here?)</p>	<p>peryglus (dangerous)</p> <p>menig (gloves)</p> <p>pridd (soil)</p> <p>anhygoel (incredible)</p> <p>amser maith yn ôl (a long time ago)</p> <p>Oes Fictoria (the Victorian era)</p> <p>actio (to act)</p> <p>drama (drama)</p> <p>yn grac / yn flin / yn ddig (angry)</p>

<p>Pwy wyt ti? (Who are you?) ... ydw i (I'm ...) Ga i help os gwelwch yn dda? (May I have some help please?) Cei. (Yes (you may).) / Na chei. (No (you may not).) Commands Sefa. (Stand.) Other Roedd y siop yn ... (The shop was ...) Mae angen pridd. (Soil is needed.) Dw i'n teimlo'n ofnus. (I feel afraid.) Dw i ddim eisiau aros yma. (I don't want to stay here.)</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 ydych chi'n feddwl o'r ...? (What to you (pl.) think of the ...?) [Also: **Beth wyt ti'n feddwl o'r ...?** (What do you (sing.) think of the ...?)]

Ydych chi'n barod? (Are you (pl.) ready?); **Wyt ti'n barod?** (Are you (sing.) ready?)

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

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

Ga i help os gwelwch yn dda? (May I have some help please?); **Cei.** (Yes (you may).); **Na chei.** (No (you may not).)

Beth wyt ti eisiau? (What do you (sing.) want?); **Dw i eisiau ... os gwelwch yn dda.** (I want ... please.)

Anhygoel! (Awesome! Incredible!)

Wyt ti eisiau clywed stori ...? (Do you (sing.) want to hear the story of ...?); [Also: **Ydych chi eisiau clywed stori ...?** (Do you (pl.) want to hear the story of ...?)]

Esgusodwch fi. (Excuse me.)

Step-by-step suggestions:

- Play the film entitled **Pridd** (Soil) (Unit 4, Part 3) up to the point where Beca leaves the Pod-antur Cymraeg.
- Make sure that the pupils understand what is happening:
Beth sy'n digwydd? (What's happening?)
Ble mae Beca'n mynd? (Where is Beca going?)
Pam mae Beca'n mynd i Efailwen? (Why is Beca going to Efailwen?)
Ydy Tom yn mynd? (Is Tom going?)
Pam dydy Tom ddim yn mynd? (Why isn't Tom going?)
Ydy Bob yn mynd? (Is Bob going?)

Alternatively, these questions could be written on a piece of card and pupils could ask each other – which would involve reading aloud.

They could also write their own questions, which could be asked in a quiz activity.

- Draw attention to the expression:
De-orllewin Cymru (South-west Wales)
 [They will probably be familiar with **De Cymru** and **Gorllewin Cymru**]
 Ask them to look at a map of Wales and to name different towns, villages in south-west Wales. They could also give grid references to help their partners find these places.
- Play the next section, where Beca encounters one of **Merched Beca** (Rebecca's Daughters) – up to the point where she returns to the Pod-antur Cymraeg.

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Ask the pupils:

Ydych chi'n cofio? (Do you remember?)

Beth oedd y dyn yn wisgo? (What was the man wearing?)

Sut oedd Beca'n teimlo? (How was Beca feeling?)

Explain that this person was one of **Merched Beca** (Rebecca's Daughters) – a group of men who dressed as women in the nineteenth century as they protested against tollgates and unfair charges.

Ask pupils to search for information about these people, including images, and to make notes. They could then exchange information.

- Explain that they will hear Sgrin reading from a book in the next clip. Before you play that clip, introduce these words:

de-orllewin (south-west)

calch (lime)

marchnad (market)

ffordd (road)

tollborth (tollgate)

tal (to pay)

gât, gâtiau (gate, gates)

ceffyl (horse)

buwch (cow)

There may well be other words in the story that pupils do not understand, but explain that they should use the images to help them understand and that they do not have to understand every word as they listen or read – they should try to get the gist of the story.

- Play the next section – up to the point where Sgrin has finished reading the story. You may need to play this section several times before introducing the activity below.
- Ask the pupils to listen carefully to a series of statements and to either agree or disagree with what is said. They could either write **Cytuno** (Agree) or **Anghytuno** (Disagree) on small white boards or their electronic devices and show these after each statement or they could write **Cytuno** on one piece of card and **Anghytuno** on another piece and show these as appropriate.

Again, these statements could be introduced on a piece of card, so that one of the pupils reads them to the group:

The statements:

Amser maith yn ôl ...: (A long time ago ...:)

Roedd dynion yn protestio. (✓) (Men protested (lit. Men were protesting).)

Roedd y dynion yn mynd i'r farchnad. (✓)(The men were going to the market.)

Roedd rhaid talu i fynd drwy'r gât. (✓) (Had to (past tense of "must") pay to go through the gate.)

Roedd y dynion yn grac. (✓) (The men were angry.)

Roedd y dynion yn gwisgo fel plant bach. (✗) (The men dressed up as small children.)

Roedd y dynion yn gwisgo fel merched. (✓) (The men dressed up like women.)

Roedd y dynion yn torri'r gâtiau. (✓)(The men broke the gates.)

- Read the play **Merched Beca** with the pupils and draw attention to the images. Discuss these, using patterns listed at the back of the book.

Ask the pupils to draw a story board to include an image and a sentence / sentences in the past tense – to tell the tale.

- Pupils could then undertake a series of activities. They could:
 - write factual pieces about the Rebecca Riots, using the **roedd** forms of the past tense:
Roedd ffermwyr yn talu i fynd drwy'r gâtiau. (Farmers paid to go through the gates.)

Roedd y ffermwyr yn grac. (The farmers were angry.)

Roedd y ffermwyr yn protestio. (The farmers protested (lit. The farmers were protesting.)

Roedden nhw'n torri'r gatiau. (They broke the gates.)

- create a **Merched Beca** dance – to convey an attack on a tollgate possibly
- compose a piece of music, using percussion instruments to convey the attack
- draw an image or a series of images with text (similar to a cartoon strip) to tell the tale
- design and make models, e.g. of horses, carts, people, tollgates, cows, etc. which could be used to depict market day, an attack on a tollgate
- design and make puppets which could be used to tell the tale
- act the play.

Further activities are suggested at the back of the book.

As they undertake art and design and design and technology activities, pupils should describe in Welsh what they are doing and should then evaluate their work, using patterns contained in the document entitled **P-aC₃ Language Patterns**.

- Introduce **Cerdyn Siarad 32** (Discussion Card 32):

Un o Ferched Beca wyt ti. Rwyf ti'n eistedd yn y gadair goch. Rhaid ateb cwestiynau'r grŵp. (You're one of Rebecca's Daughters. You're sitting in the hot seat. You must answer the group's questions.)

Using patterns listed on the card, and any other expressions they may know, pupils should take part in a hot-seating activity.

- They could then write an article / interview for a contemporary newspaper, including an image about one of **Merched Beca** or the campaign in general. As they are writing for a contemporary newspaper, most of this article will be in the present tense, e.g.
Dyma ... (This is ...)
Mae e'n grac achos ... / Mae o'n flin achos ... (He's angry because ...)
Rhaid talu i fynd ... (Must pay to go ...)
Mae e'n / o'n dweud, "Rhaid gwneud rhywbeth." (He says, "Must do something.)
etc.

Language patterns that could be used during an interview are listed on **Cerdyn Siarad 32** (Discussion Card 32).

- Play the final clip.

Unit 4: Part 4 – Compost

Aims:

- To introduce the concept of composting through the medium of Welsh
- To continue with the main story – meeting the needs of the plant
- To revise giving instructions in Welsh
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Rhaid cael pridd. (Must have soil.) Wyt ti'n hapus i fynd i ...? (Are you happy to go to ...?) Mae'n drewi. (It stinks.) Mae'n drewi'n ofnadwy. (It stinks.) Maen nhw'n cymysgu'r bwyd a'r pethau gwyrdd. (They mix the food and the green stuff) Maen nhw'n rhoi'r bwyd a'r pethau gwyrdd yn y bocs. (They put the food and the green stuff in the box.) Maen nhw'n symud y bwyd a'r pethau gwyrdd i focs arall. (The move the food and the green stuff to another box.) Maen nhw'n troi'r pridd. (They turn the soil.)	mynd 'nôl (to go back) aros (to stay) drewi (to stink, smell unpleasantly) edrych o gwmpas (to look around) pethau (things) croen (skin, peel)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Beth am fynd i Gymru eto? (What / How about going to Wales again?) Beth sy'n digwydd? (What's happening?) Beth wyt ti'n ddefnyddio? (What are you using?) Wyt ti eisiau dod? (Do you (sing.) want to come?) Ydw, os gwelwch yn dda. (Yes, please.) / Nac ydw, dim diolch. (No, thank you.) Wyt ti'n siŵr? (Are you (sing.) sure?) Ydw. (Yes (I am).) / Nac ydw. (No (I am not).) Ga i help os gwelwch yn dda? (May I have some help please?) Cei. (Yes (you may).) / Na chei. (No (you may not).) Ble ydw i? (Where am I?) Ble ar y ddaear ydw i? (Where on earth am I?) Wyt ti'n gwybod beth ydy hwn? (Do you know what this is?) Commands Ewch at y cylch coch. (Go (pl.) to the red circle.) Gwrandda. (Listen. (sing.)) Arhosa yma. (Stay (sing.) here.) Other Dydy Bob ddim yn gallu sefyll. (Bob can't stand.) Ych a fi! (Ugh!) Mae'n gynnes. (It's warm.) Croeso 'nôl (Welcome back)	cae (field) Merched Beca (Rebecca's Daughters) felly (therefore) aros (to stay) ffrwythau (fruit) afal, afalau (apple, apples) oren, orennau (orange, oranges) planhigyn, planhigion (plant, plants) deilen, dail (leaf, leaves) yma (here) adre = gartre (at home) Eryri (Snowdonia)

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.

Helpa ni. (Help (sing.) us.) [Also: **Helpwch ni.** (Help (pl.) us.)]

Ga i help os gwelwch yn dda? (May I have some help, 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).)

Wyt ti'n hapus i ...? (Are you (sing.) happy to ...?); [Also: **Ydych chi'n hapus i ...?**] (Are you (pl.) happy to ...?)

Dim problem. (No problem.)

Wyt ti eisiau ...? (Do you (sing.) want...?); **Ydw, os gwelwch yn dda.** (Yes, please.); **Nac ydw, dim diolch.** (No, thank you.) [Also: **Ydych chi eisiau ...?** (Do you (pl.) want ...?)]

Wyt ti'n siŵr? (Are you sure?); **Ydw.** (Yes (I am).); **Nac ydw.** (No (I am not).)[Also: **Ydych chi'n siŵr...?** (Are you (pl.) sure?); **Ydyn.** (Yes (we are).); **Nac ydyn.** (No (we're not).)]

Beth ydy hwn? (What's this?)

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

Beth wyt ti'n ddefnyddio? (What are you (sing.) using?); **Dw i'n defnyddio ...** (I'm using ...); [Also: **Beth ydych chi'n ddefnyddio?** (What are you (pl.) using?); **Rydyn ni'n defnyddio ...** (We're using ...)]

Beth am ... (+ soft mutation)? (What about ...?); **Syniad da.** (Good idea.); **Na, dw i ddim yn meddwl.** (No, I don't think so.)

Step-by-step suggestions:

- Explain that Tom and Beca have not managed to obtain some soil for Bob and so they are going to try again in this clip. Play the film entitled **Compost** (Compost) (Unit 4, Part 4) up to the point where they re-pot Bob.

Ask the pupils for their opinions of the film. After they have given the usual answers, ask them to expand on their opinion by giving reasons, e.g.

Beth wyt ti'n feddwl o'r ffilm? (What do you (sing.) think of the film?)

Beth ydych chi'n feddwl o'r ffilm? (What do you (pl.) think of the film?)

Mae'r ffilm yn grêt / wych achos ... (The film is great because ...)

Mae'r ffilm yn ddiddorol achos dw i'n dysgu am gompostio. (The film is interesting because I'm learning about composting.)

Mae'r ffilm yn hwyl achos mae Bob yn ddoniol. (The film is fun because Bob is funny.)

Mae'r ffilm yn ddiflas achos dw i ddim yn hoffi dysgu am gompost. (The film is boring because I don't like learning about compost.)

Dw i'n hoffi'r ffilm achos mae hi'n ddoniol. (I like the film because it's funny.)

Dw i'n hoffi'r ffilm achos mae Tom yn ddoniol. (I like the film because Tom is funny.)

If appropriate, you could introduce the pattern:

Dw i'n meddwl bod y ffilm yn grêt / wych. (I think that the DVD is great.)

Dw i'n meddwl bod y ffilm yn ddoniol achos mae Bob yn ddoniol. (I think that the DVD is funny because Bob is funny.)

Dw i'n meddwl bod y ffilm yn ddiddorol achos dw i'n dysgu am gompostio. (I think that the DVD is interesting because I'm learning about composting.)

Dw i'n meddwl bod y ffilm yn hwyl achos mae Bob yn ddoniol. (I think that the DVD is fun because Bob is funny.)

Dw i'n meddwl bod y ffilm yn ddiflas achos dw i ddim yn hoffi dysgu am gompost. (I think that the film is boring because I don't like learning about compost.)

- Ask the pupils whether they remember what was composted on the film:

Ydych chi'n cofio? (Do you remember?)

Pa fwyd oedd yn y compost? (What food was in the compost?)

Beth arall oedd yn y compost? (What else was in the compost?)

etc.

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Before replaying the film, explain the Welsh words associated with the main processes. Pupils will already have come across these before in different contexts:

cymysgu (to mix) (previously used whilst preparing food, following recipes)

torri (to break, cut) (previously used whilst undertaking design and technology activities)

rhoi (... mewn bocsys mawr) (to put ... into large boxes / containers) (previously used whilst preparing food, following recipes and undertaking other design and technology activities)

symud (y bwyd a'r pethau gwyrdd i focsys eraill) (to move (the food and green stuff to other boxes)), (**symud** previously used whilst undertaking PE activities)

troi'r (pridd) (to turn, stir (the soil)) (**troi** previously used whilst preparing food, following recipes, following directions and in physical education sessions)

torri'r (pridd) (to break, cut the soil) (**torri** previously used whilst undertaking design and technology activities)

rhoi'r (pridd mewn bagiau) (to put the soil into bags) (**rhoi** previously used whilst preparing food, following recipes and undertaking other design and technology activities)

Therefore, although the piece may appear challenging through the second language, show that most of the words have been introduced previously – only in different situations.

- Watch the clip again and ask pupils to listen out for the above words.
Copy the following expressions onto card and cut them out:

Cymysgu'r bwyd a'r pethau gwyrdd.	Rhoi'r bwyd a'r pethau gwyrdd mewn bocsys mawr.
Symud y bwyd a'r pethau gwyrdd i focsys eraill.	Troi'r pridd.
Torri'r pridd.	Rhoi'r pridd mewn bagiau.
Dyna ni – pridd da.	Aros.

In groups, ask the pupils to read the words and to arrange them in the correct order – to convey the correct sequence of events.

Yn gynta, ... (Firstly ...)

Yn ail, ... (Secondly ...)

Yn drydydd, ... (Thirdly ...)

Yna, ... / wedyn, ... (Then, .../ afterwards, ...)

Compare ideas and watch the film again to check.

- Pupils could then write a piece about:

Y ganolfan gompostio - sut i wneud compost (The composting centre – how to make compost)

Explain that they already know the term **canolfan** – where have they heard it before?

canolfan hamdden / y ganolfan hamdden (leisure centre / the leisure centre)

Ask them to guess the meaning of **y ganolfan gompostio** (the composting centre).

They should then write down the instructions regarding the production of compost, including images where appropriate. They could refer to the following website for further information:

<http://www.cwmenvironmental.co.uk>

The above cards could be used to offer support and assistance as necessary:

Yn gynta, rhaid ... (Firstly, must ...)

Yn ail, rhaid ... (Secondly, must ...)

Yna, rhaid ... (Then, must ...)

- Play the remainder of the film, where Beca explains how she produces compost at home.

Write the key words on the white board:

rhoi (to put)

croen (skin)

hen lysiau (old vegetables)

hen ffrwythau (old fruit)

papur / cardbord (paper / cardboard)

torri (to break, cut)

rhoi ... yn y bocs bach / mawr (put ... in the small / large box)

rhoi yn y bocs mawr (put in the large box)

troi (to turn)

aros (to wait)

Then, explain that they are going to describe in groups how Beca produces compost. Play the clip again. Pupils can make notes if they wish.

Ask:

Beth mae Beca'n ddefnyddio? (What does Beca use?)

Sut mae hi'n gwneud compost? (How does she make compost?)

Working in groups, they should write the main steps in the process.

Compare notes.

- Ask pupils to discuss what could be used to make compost. Give pupils grids similar to the one seen on the next page and ask them to discuss and list appropriate items in each column.

Cerdyn Siarad 33 (Discussion Card 33) could offer support and encourage pupils to use sentences and questions instead of merely listing words:

DRAFT

Beth ydych chi'n roi mewn compost? (What do you (pl.) put in compost?)
Siaradwch am hyn a gwnewch restr hir. (Talk (pl.) about this and make a long list.)

Hen ffrwythau, hen lysiau ac ati	Papur ac ati	Dim ...!

ac ati = etc.

Compare lists.

- Discuss why people should make compost – in English or Welsh as appropriate.

Pupils could then design and write posters / leaflets / information that can be uploaded onto the school website showing how people should make compost, e.g.

<p>Compostio – mae'n dda i'r blaned!</p> <p><i>Images:</i></p> <p>Sut i gompostio:</p> <ol style="list-style-type: none"> 1. Rhaid rhoi hen ... a ... mewn boc / bin bach. <p><i>(Image of small container used in kitchens to compost)</i></p> <ol style="list-style-type: none"> 2. Rhaid rhoi'r ... a'r mewn bin yn yr ardd. 3. Rhaid aros. 4. Mae ... a'r ... yn troi'n gompost da i'r ardd. 	<p>Composting – it's good for the planet!</p> <p><i>Images:</i></p> <p>How to compost:</p> <ol style="list-style-type: none"> 1. Must put old ... and ... in a small box / bin. <p><i>(Image of small container used in kitchens to compost)</i></p> <ol style="list-style-type: none"> 2. Must put the ... and the ... in a bin in the garden. 3. Must wait. 4. The ... and the ... turn into good compost for the garden.
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- The process of composting could be explained in further detail if appropriate, i.e. the fact that minibeasts and micro-organisms break down the materials in the compost bin.
- You could also set up your own compost heap / bin in a specific area of the school grounds, if appropriate, and pupils could design their own compost bins.

Explain that the compost bin should be placed on soil or earth so that minibeasts, and worms in particular, can have easy access. You could also explain:

Rhaid cael lle cynnes – rhaid cael haul. (Must have a warm place – must have sun.)

Rhaid cael ocsigen. (Must have oxygen.)

Rhaid cael dŵr. (Must have water.)

or

Mae angen lle cynnes – mae angen haul. (A warm place is needed – sun is needed.)

Mae angen ocsigen. (Oxygen is needed.)

Mae angen dŵr. (Water is needed.)

DRAFT

In order to reinforce this work, cut out the cards on the reading resource entitled **Compostio** (Composting) and place them face down on the table. Ask pupils to read them carefully and to arrange them in the correct order.

- Pupils could then make posters, which could be placed in appropriate areas around school, asking pupils to place their apple cores, fruit and vegetable waste in specific bins, e.g.

Ydych chi'n cael ffrwythau i ginio?

Beth? Afalau?
Orennau?
Bananas?

Peidiwch taflu'r canol!
Image of apple core

Peidiwch taflu'r croen!
Image of banana skin and orange peel

Defnyddiwch y biniau compost!

Ydych chi'n defnyddio papur a
chardbord?

Peidiwch taflu'r papur gwastraff.
Image of bits of coloured paper / card

Defnyddiwch y biniau compost!

Do you have fruit for lunch?

What? Apples?
Oranges?
Bananas?

Don't throw the core!
Image of apple core

Don't throw the skin!
Image of banana skin and orange peel

Use the compost bins!

Do you use paper and cardboard?

Don't throw the waste paper.
Image of bits of coloured paper / card

Use the compost bins!

Unit 4: Part 5 – Ydych chi’n cofio?

Aim:

- To revise the factual content of the unit
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Faint oedd Bob ym mis Hydref? (How big was Bob in October?) Sawl centimetr? (How many centimetres?) Wyth deg un centimetr. (Eighty one centimetres.) Pryd mae’r siop yn agor? (When does the shop open?) Am ... (At ...) Mae’r siop yn agor am ... (The shop opens at ...) Pryd mae’r siop yn cau? (When does the shop close?) Am ... (At ...) Mae’r siop yn cau am ... (The shop closes at ...) Faint ydy hwn? (How much is this?) Punt pum deg (ceiniog). (One pound fifty (pence).) Ga i fag? (May I have a bag?) Cewch. (Yes (you may).) / Na chewch. (No (you may not).) Other ym mis ... (in (the month of)...) Dydy e / o ddim wedi tyfu. (He hasn’t grown.) Roedd dynion yn ... (The men were ...) Roedden nhw’n protestio. (They were protesting.)	rhyfedd (strange) tyfu (to grow) centimetr (centimetre) gwybod (to know) 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) ar ddydd Sul (on Sunday) pris (price) prynu (to buy) ceiniog (penny, pence) punt (pound) da (good) da iawn (very good) ardderchog (excellent) yn grac = yn ddig = yn flin (angry)

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 iawn? (Are you (sing.) alright?); **Ydw.** (Yes, I am.) / **Nac ydw.** (No, I’m not.); [Also:

Ydych chi’n iawn? (Are you (pl.) alright?); **Ydyn.** (Yes, we are.) / **Nac ydyn.** (No, we’re not.)]

Beth wyt ti eisiau? (What do you (sing.) want?); **Dw i eisiau ...** (I want ...); [Also: **Beth ydych chi eisiau?** (What do you (pl.) want?); **Rydyn ni eisiau ...** (We want ...)]

Sut mae gwneud ...? (How do (we / you) make ...?)

Helpwch ... i ... (Help ... to ...)

Pardwn? (Pardon?)

Beth wyt ti’n feddwl o(’r) ...? (What do you (sing.) think of (the) ...?); [Also: **Beth ydych chi’n feddwl o(’r)...** (What do you (pl.) think of (the)...)?

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

- Before you play the first section, revise numbers up to 100.

Tell the pupils to listen carefully as they watch the clip as there will be a quiz at the end of the clip.

Focus on the first section and then pupils should try to answer Beca's questions:

Faint oedd Bob ym mis ...? (How big was Bob in (the month of) ...?)

Roedd Bob yn ... (Bob was ...)

If necessary, play the film again so that pupils can record the various numbers and then answer the questions.

Section 2

- Play the second section. If necessary, pause the film after the question each time and ask pupils to respond, using information contained in the timetable.

Section 3

- Play the next section, where the characters visit the charity shop. Pupils should watch the first clip. When the second clip is shown, they should try to remember the missing word or words each time a question mark appears on screen.

Section 4

- The task in this section is **Siaradwch am Ferched Beca**. (Talk about Rebecca's Daughters.)

Show Tom's first effort and pause the film after Sgrin asks:

Ydy Tom 'yn dda', 'yn dda iawn' neu'n 'ardderchog'? (Is Tom 'good', 'very good' or 'excellent'?)

Ask the pupils to vote:

Pwy sy'n meddwl bod Tom 'yn dda'? Dwylo i fyny. (Who thinks Tom is 'good'? Hands up.)

Pwy sy'n meddwl bod Tom 'yn dda iawn'? Dwylo i fyny. (Who thinks Tom is 'very good'? Hands up.)

Pwy sy'n meddwl bod Tom 'yn ardderchog'? Dwylo i fyny. (Who thinks Tom is 'excellent'? Hands up.)

Count the number of votes:

Faint sy'n meddwl bod Tom 'yn dda'? (How many think Tom is 'good'?)

Faint sy'n meddwl bod Tom 'yn dda iawn'? (How many think Tom is 'very good'?)

Faint sy'n meddwl bod Tom 'yn ardderchog'? (How many think Tom is 'excellent'?)

Show Tom's second effort and pause the film again after Sgrin's question.

Ask pupils to give their opinion and, if appropriate, their reasons – in English or Welsh:

Pwy sy'n meddwl bod Tom 'yn dda'? Pam? (Who thinks Tom is 'good'? Why?)

Pwy sy'n meddwl bod Tom 'yn dda iawn'? Pam? (Who thinks Tom is 'very good'? Why?)

Pwy sy'n meddwl bod Tom 'yn ardderchog'? Pam? (Who thinks Tom is 'excellent'? Why?)

Sawl un? (How many?)

Draw attention to the task at the end:

Eich tro chi nawr. (Your turn now.)

Siaradwch am Ferched Beca. (Talk about Rebecca's Daughters.)

Encourage the pupils to say as much as possible about **Merched Beca**. They could also write down their ideas.

Section 5

- The aim of this section is to encourage pupils to give instructions in relation to producing compost.
- Show the film.
- Ask the pupils to write a commentary for the film, using words and expressions introduced in Part 4.
- Then, after comparing suggestions and ensuring that the instructions are correct, record the pupils reading these instructions.

Section 6

- Before introducing the book entitled **Compost Arbennig** (Special Compost), discuss the food items featured in the book generally, e.g. how they grow (on trees / plants / from the ground), how they are used, (e.g. eaten raw, in pies, on pizzas, to make bread etc.) You could undertake some of this work in Welsh, e.g.

Beth ydy hon? (What's this (fem.)?)

Coeden (A tree)

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

Coed. (Trees.)

Beth ydy hwn? (What's this (masc.)?)

Planhigyn / Planhigyn tomato / Planhigyn pupur. (A plant / A tomato plant / A pepper plant.)

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

Planhigion. (Plants.)

Wyt ti'n hoffi tomatos / pupur / pinafal? (Do you like tomatoes / peppers / pineapples? lit. Do you like tomatoes / a pepper / a pineapple?)

Sut wyt ti'n bwyta tomatos / pupur / pinafal? (How do you eat tomatoes / peppers / pineapples? lit. How do you eat tomatoes / a pepper / a pineapple?)

Wyt ti'n bwyta ŷd? (Do you eat corn?)

Sut wyt ti'n bwyta ŷd? (How do you eat corn?)

Ble wyt ti'n bwyta ŷd? (Where do you eat corn?)

Explain that you are going to read about:

compost arbennig (special compost)

planhigion arbennig (special plants)

Draw attention to the word **arbennig** – special.

Ask the pupils to consider why the compost might be **arbennig**.

Revise the following words also:

hau (to sow)

hadau (seeds)

and introduce

pinafal, pinafalau (pineapple, pineapples)

pupur, pupurau (pepper, peppers)

india-corn (sweet corn)

gwenith (wheat)

DRAFT

Explain that the book is a modern tale in the tradition of **Stori Celwydd Golau**, i.e. a tall tale that has been popular in Wales for centuries.

- Read the book. Ask the pupils for their opinions:
Beth wyt ti'n feddwl o'r llyfr? (What do you (sing.) think of the book?)
Beth ydych chi'n feddwl o'r llyfr? (What do you (pl.) think of the book?)

Mae'r llyfr yn grêt / wych. (The book is great.)

Mae'r llyfr yn ddoniol. (The book is funny.)

Mae'r llyfr yn ddiddorol. (The book is interesting.)

Mae'r llyfr yn hwyl. (The book is fun.)

Mae'r lluniau'n dda. (The pictures are good.)

Mae'r lluniau'n lliwgar. (The pictures are colourful.)

Mae'r lluniau'n ardderchog. (The pictures are excellent)

Mae'r stori'n wirion / ddwl. (The story is silly / daft.)

Dw i'n hoffi'r llyfr achos mae e'n / o'n ddoniol. (I like the book because it's funny.)

Dw i'n hoffi'r lluniau achos maen nhw'n lliwgar. (I like the pictures because they're colourful.)

Dw i'n meddwl bod y llyfr yn grêt / wych. (I think that the book is great.)

Dw i'n meddwl bod y llyfr yn ddoniol. (I think that the book is funny.)

Dw i'n meddwl bod y llyfr yn ddiddorol. (I think that the book is interesting.)

Dw i'n meddwl bod y llyfr yn hwyl. (I think that the book is fun.)

Dw i'n meddwl bod y llyfr yn wirion / ddwl. (I think that the book is silly / daft.)

Discuss the questions listed at the back of the book.

Ask the pupils to read the story aloud or to act the story in groups.

- In groups, pupils could then write similar stories – discuss ideas to begin with and provide vocabulary as necessary.

After they have written their stories, ask them to draw images / create pieces of artwork to accompany the work.

They could then read each other's stories and evaluate each other's artwork.

- Pupils could also prepare dishes containing the ingredients referred to in the book or in their work.

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

Oracy

Pupils are encouraged to communicate orally in a variety of circumstances - in pair and group work, e.g. as they undertake the tasks on the **Cardiau Siarad** (Discussion Cards).

They ask questions and give factual information in a variety of situations, e.g. in hot seating situations and as they ask for opinions and information. They express opinions in relation to the DVD, Glan-Ilyn, books etc. and role-play a variety of situations. They are asked to describe models they create and to discuss the content and images in books etc.

There are opportunities to watch and listen to the film carefully and to extract the main points in a variety of ways, e.g. by undertaking oral work, by writing and answering quiz questions, by completing grids, and pupils could also be given a synopsis of parts of the film, some of which could be **cywir** or **anghywir**, where they would be expected to spot and correct the inaccuracies after watching the film. They could also write about specific sections of the film.

Pupils could listen to each other reading weather bulletins and record the information on empty weather maps.

Reading

Pupils are encouraged to respond to various reading materials, e.g. a factual book about water, a Welsh legend, dialogues and facts and diagrams. They are asked to compare their life with that of a child living in Uganda and to arrange in correct order a sequence of events that are recorded on reading cards. Pupils are also asked to read, complete a grid and compare two tales they have read, i.e. **Dial!** (Revenge!) (Part 2) and **Cantre'r Gwaelod** (Pack 2: Unit 6, Part 1).

There are opportunities to read aloud as pupils read the dialogues and questions that have been written on card, the sentences that are to be arranged in the correct order and the film commentary that they are asked to write in Part 4.

Pupils are encouraged to read books written for Welsh learners, e.g.

Non ap Emlyn, *O, mae hi'n wlyb!*, Awen, 2009, Atebol, 2011

Non ap Emlyn, *Heini! Rasio Gwahanol*, Atebol, 2012

Non ap Emlyn, ed. *Sgram!*, Awen 2008, Atebol, 2012

There are also opportunities to read factual information contained on websites and in printed materials in relation to the Urdd centre at Glan-Ilyn.

Writing

Pupils are provided with opportunities to complete grids, write lists, dialogues, notices and invitations, e-mails, letters and questions which could be asked during a quiz activity. There are opportunities to write posters, leaflets and presentations focussing on the importance of water and materials to promote Glan-Ilyn. They write about an event in the past, e.g. an account of a visit, and there are opportunities to write a rap which they then perform in addition to nonsense poems and they are encouraged to write a poem about the rain after reading the poem entitled **Glaw**. They write factual information as they write and draw diagrams to portray the water cycle and the water-bottling process and a film commentary to accompany a clip showing what Tom does during the morning and how he wastes water.

DRAFT

The book entitled **Dial!** (Revenge!) provides opportunities to draw a story board, including text, to create a cartoon of the events, which would include text and to adapt the tale, thereby creating a completely new story.

English

Pupils are asked to search for information about Uganda and water conservation, to make notes and to share information. This will entail making use of English resources such as websites and books as they undertake their research.

Mathematics

Mathematical resources and activities could be used to revise numbers up to 100 in Welsh. Pupils are then asked to use these numbers as they calculate how many glasses of water / cups of tea etc. members of the class drink per day.

Money is revised in this unit in relation to the shop at Glan-llyn.

There are opportunities to devise questionnaires to find out how much water / pop / fruit juice / tea / coffee etc. members of the class drink each day and to draw graphs to show the results. These graphs can then be interpreted simply and the results could be compared using **mwyr** (more) / **llai** (less / fewer).

Similarly, questionnaires could be designed and used to find out how pupils use water, to compare flavoured water etc.

Further work could be undertaken in relation to percentages following the references to percentages in the book entitled **Dŵr – Y Ffeithiau!** (Water – The Facts!).

Science

This unit focuses mainly on **dŵr** (water) and its importance to humans and plant life. Some of the benefits of drinking water are illustrated on film and pupils are asked to consider the requirements for healthy plant growth and to work out why the plant is wilting. They are therefore given opportunities to learn about, to discuss and to experiment with water, e.g. how water is transported through the stems of plants, the process of photosynthesis, sowing seeds and looking after plants with and without water.

The three forms of water - liquid, solid and gas - are illustrated and an experiment is included in the book entitled **Dŵr – Y Ffeithiau!** (Water – The Facts!).

There are references to rain and the weather, the water cycle, the storage of water underground and the water-bottling process. Wasting and conserving water are also discussed and pupils could create materials to promote the responsible use of water.

Recycling could be discussed after pupils' attention has been drawn to the recycling symbol on the plastic water bottle on the film.

Geography

The points of the compass are revised in weather bulletins and the climate of Wales is compared with that of Uganda in the book entitled **Dŵr – Y Ffeithiau!** (Water – The Facts!). This book refers to a child living in Uganda and further work could be undertaken in relation to the country (location, general information, flag etc.) the people etc. Pupils could compare and contrast their lives with that of a child living in that country.

Dw i'n mynd i'r ysgol. (I go to school.)

Dydy ... ddim yn mynd i'r ysgol. (... doesn't go to school.)

Dw i'n cael dŵr o'r tap. (I get water from a tap.)

Mae ... yn cario dŵr bob dydd. (... carries water every day.) etc.

Pupils are encouraged to read the section on the *Marathon des Sables* (the Sands' Marathon) in *Heini! Rasio Gwahanol**, which could lead to further work on the Sahara Desert and the hot, dry climate.

*Non ap Emlyn, *Heini! Rasio Gwahanol*, Atebol, 2012

History

As pupils refer to taking showers, washing etc. work on the Victorians, undertaken in Part 3, could be revised.

Art and design

Pupils could search for weather idioms associated with different languages (e.g. how would someone convey "It's raining cats and dogs" in French / Spanish / Italian etc.) and draw images to convey these idioms visually. These could then be filmed and animated. The work could be arranged as a display entitled **Tywydd Od** (Strange Weather).

Pupils could produce a piece of artwork after reading the tale entitled **Dial!** (Revenge!), e.g. a collage would be particularly effective as the subject lends itself to using a variety of different materials and textures.

They could also draw images to accompany their written work and diagrams to discuss the water cycle and the process of bottling water.

Please see the document entitled **P-aC₃ Language Patterns** for language patterns which could be used as pupils undertake art work and as they evaluate the work.

Design and technology

Pupils could arrange displays entitled **Tywydd Od** (Strange Weather) or **Dŵr!** (Water). The latter could feature different types of water sports and models of monsters (please see Part 2) could be incorporated. They could also make a model of a harp which could be placed on a model of a lake.

Pupils could make finger puppets which could then be used to tell the tale of Bala Lake or they could be used in role-play situations.

They could design a story board to recount the tale of **Dial!** (Revenge!).

They could also design water bottles or labels for water bottles and could recycle bottles and other materials to make a structure such as a scarecrow.

Physical education

The party featured in the book entitled **Dial!** (Revenge!) could lead to a dance session, where pupils take part in different styles of dance and the actual tale could be portrayed through a series of dance movements, e.g. the fun and frivolity of the party, the drowning of the palace and the sad ending.

Music

Pupils could express opinions about the raps Tom performs in Part 1 and then write their own raps, which they should then perform. They could also compose and sing a song suitable for singing in the shower.

Harp music and traditional Welsh folk music could be played and appraised. Other pieces of music featuring other instruments could also be introduced as pupils adapt their tales and introduce different musicians to their new stories.

Pupils could compose and appraise pieces of music to convey different aspects of the tale entitled **Dial!** (Revenge!) and these could be used to accompany the dance movements referred to above.

They could also discuss and search for music that is appropriate for the party they plan.

ICT

Pupils could search for weather-related idioms in different languages and these could be filmed and animated, using appropriate software. They could also prepare and present a weather bulletin, which could be filmed.

DRAFT

There are opportunities to produce class displays on the themes of **Tywydd Od** (Strange Weather), **Dŵr** (Water) and also **Llyn Tegid** (Bala Lake) which could include a beautifully presented version of the tale of Bala Lake. They could also prepare and give a PowerPoint presentation about Glan-llyn and role-play and record an interview with a pupil who is staying at the Urdd camp.

Pupils are encouraged to use the internet to search for information about Uganda, the Urdd camp at Glan-llyn and information about water. They could also design posters, leaflets etc. to persuade people to protect the environment by conserving water.

Curriculum Cymreig

Part 2 focuses on Bala Lake and the Urdd camp at Glan-llyn and this provides opportunities to read and learn about the Urdd movement.

Part 3 shows a water bottling factory in South Wales.

Education for Sustainable Development and Global Citizenship

Pupils could search for weather idioms in different languages, thus raising awareness of other languages, ways of thinking etc.

They are encouraged to seriously consider how they use / waste water and to think of practical ways of conserving water.

They are also encouraged to compare and contrast their life with that of children living in Uganda or other countries that suffer from water shortage.

Developing Thinking

Pupils are given opportunities throughout the unit to use prior knowledge, e.g. by writing lists of words they have already learnt and re-using these along with other language patterns they already know, in new situations. 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.

They are also asked to plan and hold a class party and to compare and contrast two Welsh tales they have read.

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.

Developing ICT

Pupils are encouraged to search for information by using the internet and to present it in an appropriate format, making use of appropriate software. 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.

The Literacy and Numeracy Framework

Much of the work is relevant to the Literacy and Numeracy Framework and teachers should take every opportunity to develop activities in accordance with the framework.

Unit 5: Part 1 – Dŵr

Aims:

- To introduce the theme of this unit, i.e. **Dŵr** (Water)
- To revise the weather and introduce three new expressions: **Mae hi'n pistyllio**. (It's pouring.); **Mae hi'n bwrw glaw yn drwm**. (It's raining heavily.); **Mae hi'n bwrw hen wragedd a ffyn**. (It's raining cats and dogs. (lit. It's raining old ladies and sticks).)
- To revise the use of **Bydd hi'n ...** (It will be ...) and introduce a new pattern in the future tense: **Byddi di'n ...** (You (sing.) will ...)
- To revise the use of **Paid** (Don't. (sing.))
- To undertake mathematical activities, e.g. revising cardinal numbers, using questionnaires and drawing and interpreting graphs, through the medium of Welsh
- To revise and use in meaningful contexts vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Bydd hi'n pistyllio. (it will be pouring.) Bydd hi'n bwrw glaw yn drwm. (It will be raining heavily.) Bydd hi'n bwrw hen wragedd a ffyn. (It will be raining cats and dogs.) Mae glaw / dŵr yn bwysig. (Rain / water is important.) Mae ... angen dŵr. (... needs water.) Mae e/o angen dŵr. (It / He needs water.) Mae blodau / planhigion / anifeiliaid / pobl angen dŵr. (Flowers / plants / animals / people need water.) Byddi di'n teimlo'n well. (You'll feel better.) Wyt ti'n teimlo'n well? (Are you feeling better?) Mae e'n / o'n swnio fel pantio. (It sounds like panting.) Dos i nôl ... (Go and fetch ... - North Wales) / Cer i nôl ... (Go and fetch ... - South Wales)	pistyllio (pouring) yn bwysig (important) ymbarél (umbrella) teimlo'n well (feeling better) corff (body) croen (skin) meddal (soft) golchi'r corff (to wash the body) pantio (panting) gwydr (glass) nôl (to fetch)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Wyt ti'n hoffi'r glaw? (Do you (sing.) like the rain?) Ydw. (Yes (I do).) / Nac ydw. / (No (I don't).) Wyt ti'n siŵr? (Are you (sing.) sure?) Wyt ti wedi blino? (Are you (sing.) tired?) Ydw. (Yes (I am).) / Nac ydw. / (No (I'm not).) Wyt ti'n gallu clywed sŵn? (Can you (sing.) hear a sound / noise?) Ydw. (Yes (I can).) / Nac ydw. / (No (I can't).) Ydych chi'n gallu clywed sŵn? (Can you (pl.) hear a noise / sound?) Ydyn. (Yes (we can).) / Nac ydyn. / (No (we can't).) Ydy'r sŵn yn dod o'r drôr / cwpwrdd? (Is the sound / noise coming from the drawer / cupboard?) Ydy. (Yes (it is).) / Nac ydy. / (No (it isn't).) Ydy'r pridd yn sych neu'n wlyb? (Is the soil dry or wet?)	heddiw (today) y bore yma (this morning) y prynhawn yma (this afternoon) y gogledd (the north) y de (the south) y gorllewin (the west) y dwyrain (the east) eli (ointment) i lawr (down) i fyny (up) rownd a rownd (round and round) igam ogam (zig-zag) cywir (correct) yn sych (dry) yn wlyb (wet) pridd (soil) jwg (jug)

<p>Mae'r pridd yn sych. (The soil is dry.) Beth ydy'r sŵn? (What's the sound / noise?) Dw i ddim yn gwybod. (I don't know) Pam mae Bob yn pantio? (Where is Bob panting?)</p> <p>Commands Yfa. (Drink(sing.).) Yfa ddŵr. (Drink some water.) Yfa'r dŵr. (Drink the water.) Paid chwerthin. (Don't (sing.) laugh.) Paid cysgu. (Don't (sing.) sleep.) Teimla'r pridd. (Feel (sing.) the soil.)</p> <p>Other Mae hi'n bwrw glaw yng Nghymru. (It's raining in Wales.) Dw i wedi blino. (I'm tired.) Does dim dŵr yn y jug. (There's no water in the jug.) Mae'n ddrwg gen i. (I'm sorry. – North Wales) / Mae'n flin 'da fi. (I'm sorry. – South 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.

Pardwn? (Pardon?)

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

Yfa ddŵr. Byddi di'n teimlo'n well. (Drink some water. You'll feel better.)

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

Wyt ti wedi blino? (Are you (sing.) tired?); [Also: **Ydych chi wedi blino?** (Are you (pl.) tired?)]

Wyt ti'n siŵr? (Are you (sing.) sure?)

Mae'n ddrwg gen i. (I'm sorry. – North Wales); **Mae'n flin 'da fi.** (I'm sorry. – South Wales)

Wyt ti eisiau mwy o ... ? (+ soft mutation) (Do you want more ...?)

O ble mae'r sŵn yn dod? (Where is the noise / sound coming from?); **Beth ydy'r sŵn?** (What's the noise / sound?)

Beth ydy'r problem? (What's the problem?)

Dos i nôl ... (Go and fetch ... - North Wales) / **Cer i nôl ...** (Go and fetch ... - South Wales); [Also:

Ewch i nôl ... (Go (pl.) to fetch ...)]

Step-by-step suggestions:

- Explain that the theme of this unit is **Dŵr** (Water):
Rydyn ni'n mynd i ddysgu am ddŵr. (We're going to learn about water.)
- Begin by revising the weather in Welsh:
 - in the present: **Mae hi'n ...** (It's ...)
 - in the past: **Roedd hi'n ...** (It was ...)
 - in the future: **Bydd hi'n ...** (It will be ...)

Using **Bydd hi'n ...**, drill weather expressions in the future.

Explain that the next clip features a weather bulletin and that three new weather expressions are introduced:

pistyllio (to pour)

bwrw glaw yn drwm (to rain heavily)

bwrw hen wragedd a ffyn (to rain cats and dogs, lit. to rain old ladies and sticks)

In order to introduce a little fun, don't translate **bwrw hen wragedd a ffyn** before pupils watch the clip, but explain that it is an idiom – similar to "raining cats and dogs" in English. Ask them to think of other images they could use to describe heavy rain in general and then ask them to see whether they can work out the meaning of **hen wragedd a ffyn** as they watch (it is animated on screen).

Play the first section of film entitled **Dŵr** (Water) (Unit 5, Part 1). Pause the film after the section where Sgrin explains why water is important and shows photographs of people using water in different ways. This is then followed by Sgrin asking:

O ble mae'r dŵr yn dod? (Where does the water come from?)

He answers his own question, by saying:

O'r glaw, ac felly mae'r glaw'n bwysig. (From the rain, and therefore rain is important.)

- As pupils listen, ask them to raise a hand each time they hear the new expressions.

Ask the pupils whether they've managed to work out the meaning of **hen wragedd a ffyn**.

Ask the pupils:

Sut bydd y tywydd heddiw? (What will the weather be like today?)

Sut bydd y tywydd y bore yma? (What will the weather be like this morning?)

Sut bydd y tywydd y prynhawn yma? (What will the weather be like this afternoon?)

Sut bydd y tywydd yfory? (What will the weather be like tomorrow?)

Bydd hi'n bwrw glaw / pistyllio / bwrw glaw yn drwm / bwrw hen wragedd a ffyn. (It will be raining / pouring / raining heavily / raining cats and dogs.)

- The book entitled *O, mae hi'n wlyb* could be introduced at this point. Non ap Emlyn, *O, mae hi'n wlyb*, Awen, 2009; Atebol, 2011, p.7

Pupils could read about the strange showers of candy, snakes, birds and fish and could also look on the internet for further examples, if appropriate. They could then write a weather bulletin about strange weather - **Tywydd Od**, e.g.

Y bore yma, bydd hi'n bwrw siocled yn ... (This morning, it will be raining chocolate in ... (the name of the village / town where the school is located.))

Y prynhawn yma, bydd hi'n ... (This afternoon it will be ...) etc.

Pupils could then draw images to accompany their accounts and these could be explained to other members of the group.

- Pupils could also search for and record weather idioms in other languages and draw images to convey these visually, e.g. How would someone convey *it's raining cats and dogs* in French / Spanish / Italian etc. If appropriate, these could then be filmed and animated.
- Pupils could also search relevant websites for information about the weather in the near future and write a bulletin which they could read aloud in front of the class / group. This could be filmed. Other members of the class / group could be given empty maps which they could complete with appropriate images, based on the forecast.
- You could now introduce the poem entitled *Glaw* (Rain) which is published in *Sgram!* Non ap Emlyn (ed.), *Sgram!*, Awen, 2008, Atebol, 2012, p.84

Pupils could write similar poems or they could talk about the images on the page and give reasons why the poem ends with the line

"Diolch am y glaw!"

- This could lead on naturally to considering the question: **Pam mae glaw yn bwysig?** (Why is rain important?)

Pupils could discuss this in groups, using the patterns:

Mae glaw yn helpu ... (Rain helps ...)

Mae angen glaw i ... (Rain is needed for ...)

Mae ... angen dŵr. (... need water.)

- Pupils could compare their suggestions with Sgrin's comments on the film:
Mae blodau angen dŵr. (Flowers need water.)
Mae planhigion angen dŵr. (Plants need water.)
Mae anifeiliaid angen dŵr. (Animals need water.)
Mae pobl angen dŵr. (People need water.)
- Ask the pupils
Ydych chi'n cofio? (Do you remember?)
Sut mae'r bobl ar y ffilm yn defnyddio dŵr? (How do the people on the film use water?)
Maen nhw'n brwsio dannedd. (They brush their teeth.)

pysgota (fish)
golchi dwylo (wash (their) hands)
nofio (swim)
- Before moving on to the next section, ask pupils to list as many Welsh words associated with water as possible within two minutes, e.g.
Meddylwch am eiriau dŵr. (Think of water words.)
Gwnewch restr – mewn dwy / dau funud. (Make a list – in two minutes.)
Barod? (Ready?)

They could list:

- verbs or activities such as –

yfed (to drink)
golchi (to wash (e.g. clothes))
ymolchi (to wash (oneself))
brwsio dannedd (to brush (one's) teeth)
nofio (to swim)
deifio (to dive)
padlo (to paddle)
sblasio (to splash)
 etc.

- nouns or words for objects –

bath (bath)
gwydr (glass)
tap (tap)
bwced (bucket)
cwpan (cup)
mwg (mug)
 etc.

Ask:

Pwy sy wedi gwneud y rhestr hira? (Who's made the longest list?)
Sawl gair? / Faint o eiriau? (How many words?)
Beth ydy'r geiriau? (What are the words?)

As that pupil / group reads out the words on the list, other pupils should check their lists and cross out the words that are mentioned.

At the end, compare the words that remain on everyone's lists and award 5 points per word. Ask:
Sawl marc? / Faint o farciau? (How many marks?)

- Introduce **Cerdyn Siarad 34** (Discussion Card 34).
Sut ydych chi'n defnyddio dŵr? (How do you use water?)
Siaradwch am hyn. (Discuss this.)

Using patterns included on the card, pupils should say as much as possible about how they use water. They should ask each other questions, prompt and help each other as much as possible.

- Form different groups and, using **Cerdyn Siarad 35** (Discussion Card 35), ask pupils to tell the new group how members of the first group use water:
Sut mae ... yn defnyddio dŵr? (How does ... use water?)
Siaradwch am hyn. (Talk about this.)

Again, using patterns included on the card, they should say as much as possible and prompt and help each other.

- Ask the pupils to design and use questionnaires to find out when they drink during the day, e.g.
amser codi (getting up time)
amser brecwast (breakfast time)
amser snac (snack time)
amser chwarae (playtime)
amser cinio (lunchtime)
amser mynd allan (going out time)
amser darllen (reading time)
amser mynd adre(f) (going home time)
amser te (teatime)
amser swper (suppertime)
amser gwely (bedtime)

You could also introduce:

ar ôl (after)
ar ôl chwarae (after playing)
ar ôl chwarae pêl-droed (after playing football)
ar ôl rhedeg (after running)
ar ôl neidio (after jumping)

cyn (before)
cyn cinio (before lunch)
cyn mynd i'r gwely (before going to bed)
cyn cysgu (before sleeping)
e.g.

Enw:

Amser	Beth:	Pam:
amser brecwast amser snac amser chwarae amser cinio amser mynd allan		

Wyt ti'n yfed amser ...? (Do you drink at ... time?)

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

Beth wyt ti'n yfed amser ...? (What do you drink at ... time?)

Dw i'n yfed ... (I drink ...)

Pam wyt ti'n yfed ...? (Why do you drink ...?)

Dw i'n yfed ... achos ... (I drink ... because ...)

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

... mae ... yn dda i fi / i ti / i chi. (... is good for me / for you (sing.) / for you (pl.))

You could also introduce the expression:

Mae syched arna i. (I'm thirsty.)

In groups, ask the pupils to compare findings in order to draw graphs, e.g.

Pwy sy'n yfed amser ...? (Who drinks ...time?)

Sawl un sy'n yfed amser ...? / Faint sy'n yfed amser ...? (How many drink ... time?)

Pupils could then explain the graphs to other groups, e.g.

Mae ... plentyn yn yfed amser ... (... children drink ... time.)

Mae mwy o blant yn yfed amser ... nag amser ... (More children drink ... time than ... time.)

Mae llai o blant yn yfed amser ... nag amser ... (Fewer children drink ... time than ... time.)

Please note: These last two patterns may be new, but pupils will already have come across **mwy o** (more) and **llai o** (fewer/less).

Pupils could also undertake research to find out how much water they should drink each day. You could ask them to fill in the gaps in these sentences:

Rhaid yfed litr bob dydd. (Must drink litres every day.)

Rhaid yfed gwydraid bob dydd. (Must drink glass(fuls) every day.)

- Draw attention to Sgrin's question and answer at the end of this section:
O ble mae'r dŵr yn dod? (Where does water come from?)
O'r glaw, ac felly mae'r glaw'n bwysig. (From the rain, and therefore rain is important.)
- If appropriate, this work could be developed further to explain the water cycle and the book entitled **Dŵr – Y Ffeithiau!** (Water – The Facts!) could be used to reinforce the concept. However, the word **anweddu** (to evaporate) would need to be explained beforehand and you should ensure that pupils are familiar with the process of evaporation.

Edrychwch ar y llun / diagram. (Look at the picture / diagram.)

Dyma'r haul. (Here's the sun.)

Dyma'r môr – dyma'r dŵr. (Here's the sea – here's the water.)

Dyma'r mynydd. (Here's the mountain.)

Mae'r dŵr yn codi. (The water rises.)

Mae'r dŵr yn anweddu. (The water evaporates.)

Dyma'r cymylau. (Here are the clouds.)

Mae'r cymylau'n symud. Maen nhw'n mynd dros y mynydd. (The clouds are moving. They go over the mountain.)

Mae hi'n oer dros y mynydd. (It's cold over the mountain.)

Mae'r cymylau'n oeri. (The clouds cool.)

Mae hi'n bwrw glaw. (It rains.)

Mae'r glaw yn syrthio i'r ddaear. (The rain falls to the earth.)

Mae'r dŵr yn mynd 'nôl i'r môr. (The water returns to the sea.)

Mae'r dŵr yn codi ... (The water rises ...) etc.

You could introduce **cyddwyso** (to condense) or **troi'n ddŵr** (to condense (lit. to turn into water)) if appropriate.

Most of the words in this piece have been introduced and used previously, e.g. **codi** has been introduced in relation to "getting up" (see the book entitled **Dydd Sadwrn** (P-aC₂ Unit 3, Part 3). **Symud** has been used in the context of PE and various other activities. Here they are used in a scientific context.

Pupils could then undertake further work in relation to the water cycle and draw diagrams and label them in Welsh possibly.

- Play the next section which shows why water is good for us, beginning with Tom saying,
O, dw i wedi blino. (Oh, I'm tired.)
Pause the film after Beca has said:
Mae yfed dŵr yn dda i ti. (Drinking water is good for you.)
and Tom agrees by saying
Yfa ddŵr a byddi di'n teimlo'n well. (Drink water and you'll feel better.)

- Play the clip again and ask the pupils to listen carefully for expressions that describe how Tom is feeling and what he wants.

Then, ask some questions to re-cap on the content:

Sut mae Tom yn teimlo? (How does Tom feel?)

Mae Tom wedi blino. (Tom is tired.)

Beth mae Tom yn wneud? (What does Tom do?)

Mae Tom yn yfed dŵr. (Tom drinks water.)

Sut mae Tom yn teimlo wedyn? (How does Tom feel afterwards?)

Mae Tom yn teimlo'n well. (Tom feels better.)

Beth mae Tom eisiau? (What does Tom want?)

Mae Tom eisiau bwyd. (Tom is hungry. (lit. Tom wants food.)

Beth mae Tom yn wneud? (What does Tom do?)

Mae Tom yn yfed dŵr. (Tom drinks water.)

Sut mae Tom yn teimlo wedyn? (How does Tom feel afterwards?)

Mae Tom yn teimlo'n well. (Tom feels better.)

- Ask the pupils whether they remember what *It will ... / It will be ...* is in Welsh, e.g. *It will rain / It will be raining* (revised at the beginning of this unit):

Bydd hi'n ... (It will ... / It will be...)

Ask them to work out what the following could possibly be - draw attention to the pronoun **di**.

Byddi di'n ... (You (sing.) will ...)

Draw specific attention to the patterns:

Yfa ddŵr. (Drink some water.)

Byddi di'n teimlo'n well. (You'll feel better.)

- Introduce the reading card entitled **Byddi di'n teimlo'n well** (You'll feel better.). Ask the pupils to act out these situations and then in pairs to write and act out similar situations, e.g.

Ymarfer Corff (P.E.)

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

B: Dw i'n rhedeg ... a neidio ... a dawnsio ... a sgipio ... a ... (I'm running ... and jumping ... and dancing ... and skipping ... and ...)

A: Sut wyt ti'n teimlo? (How do you feel?)

B: Dw i'n boeth iawn. (I'm very hot.)

A: Wyt ti eisiau diod? (Do you want a drink?)

B: Ydw, os gwelwch yn dda. (Yes, please.)

A: Dyma ti. Dŵr. Yfa ddŵr a byddi di'n teimlo'n well. (Here you (sing.) are. Water. Drink some water and you'll feel better.)

Teimlo'n sâl (Feeling ill)

A: O, dw i'n sâl. (Oh, I'm ill.)

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

A: Dw i'n boeth iawn, iawn a dw i'n teimlo'n sâl. (I'm very, very hot and I feel ill.)

B: Wyt ti eisiau diod? (Do you want a drink?)

A: Ydw, os gwelwch yn dda. (Yes, please.)

B: Dyma ti. Dŵr. Yfa ddŵr a byddi di'n teimlo'n well. (Here you (sing.) are. Water. Drink some water and you'll feel better.)

This situation could be developed further if pupils are familiar with the Welsh expressions for different ailments.

- In order to develop this work, pupils could read the section **Marathon poeth** (A hot marathon) in the book *Heini! Rasio Gwahanol**, after reading the second dialogue on the reading card. This section provides information about the *Marathon des Sables* (the Sands Marathon, held in the

Sahara Desert) as well as basic information about the Sahara Desert. Further work could be undertaken as appropriate.

In a hot-seating activity, for example, one of the pupils, playing the role of one of the runners, could be interviewed about the race, his / her background etc.

* Non ap Emllyn, *Heini! Rasio Gwahanol*, Atebol, 2012 (in particular pages 19-21)

- Based on their dialogues, pupils could then design and produce posters / leaflets / a PowerPoint presentation advising pupils to drink water. They could use other expressions also e.g.

Wyt ti'n teimlo'n boeth? (Are you feeling hot?)

Wyt ti wedi blino? (Are you tired?)

Wyt ti eisiau bwyd? (Are you hungry? (lit. Do you want food?))

Wyt ti eisiau diod? (Are you thirsty? (lit. Do you want a drink?))

Yfa ddŵr. Byddi di'n teimlo'n well. (Drink some water. You'll feel better.)

Mae dŵr yn dda i ti. (Water is good for you.)

Mae dŵr yn ffantastig. (Water is fantastic.)

Rhaid yfed ... litr / gwydraid bob dydd. (Must drink ... litres / glassfuls every day.)

- Play the next section, which introduces some of the health benefits of drinking water, up to the point where a strange panting sound is heard in the Pod-antur Cymraeg and Tom goes to find Bob - after the characters have realized that it is Bob making the noise.

If appropriate, you could revise parts of the body with the pupils and various games could be played, e.g.

Mae Simon yn dweud ... (Simon says ...)

Pwyntiwch at eich pen (Point at your head.)

wyneb (face)

braich / breichiau (arm / arms)

coes / coesau (leg / legs)

troed / traed (foot / feet)

llaw / dwylo (hand / hands)

bys / bysedd (finger / fingers)

trwyn (nose)

llygaid (eyes)

clust / clustiau (ear / ears)

ceg (mouth)

bol / bola (tummy)

This, however, will depend on what parts of the body have been introduced.

Introduce the words

corff (body)

croen (skin)

meddal (soft)

tu mewn (inside)

Play the section again.

Ask the pupils:

Pam mae dŵr yn dda? (Why is water good?)

Mae dŵr yn helpu'r ... (Water helps the ...)

croen (skin)

corff (body)

Mae dŵr yn golchi'r corff - tu mewn. (Water washes the body - inside.)

Further work could be undertaken in relation to the use of water in the body as appropriate.

- Play the remainder of the clip.

You could pause the film after Tom has asked **Pam mae Bob yn frown?** and ask the pupils for their suggestions, e.g.

Pam mae Bob yn frown? (Why is Bob brown?)

Mae Bob angen dŵr. (Bob needs water.)

Mae Bob eisiau dŵr. (Bob wants water.)

Rhaid cael dŵr. (Must have water.)

Does dim dŵr. (There's no water.)

Mae Bob / y pridd yn sych. (Bob / the soil is dry.)

Further work could be undertaken to emphasize that plants need water, e.g. pupils could undertake various experiments with seeds, plants / cut flowers, e.g.

- They could sow two sets of seeds. They should water one set regularly and keep the other set dry. Then they should compare the seeds that have been watered with those that have not been watered.
- They could compare two potted plants, one of which is watered regularly but the other isn't.
- They could place a cut flower, such as a white carnation, in a jar of water that contains food colouring or ink to show that the coloured water is 'sucked' up the stem and ultimately affects the colour of the flower etc.

The process of photosynthesis could also be explained simply, e.g.

Mae planhigyn angen ... (A plant needs ...)

- **golau'r haul** (sunlight)
- **dŵr** (water)
- **carbon deuocsid** (carbon dioxide)

i wneud bwyd (to make food)

You could refer to the diagram found in the book entitled **Dŵr – Y Ffeithiau!** (Water – The Facts!) to illustrate the process.

- Using the information contained in this part of the unit and the vocabulary and language patterns introduced and revised so far, pupils could then write leaflets / booklets / information sheets on the subject:

Mae dŵr yn bwysig. (Water is important.)

They could also search for other information and use any other patterns they have learnt, of course.

- To recap, play the film again and ask the pupils for their opinions:

Beth wyt ti'n feddwl o'r DVD? (What do you (sing.) think of the DVD?)

Beth ydych chi'n feddwl o'r DVD? (What do you (pl.) think of the DVD?)

Mae'r DVD yn grêt / wych. (The DVD is great.)

Mae'r DVD yn ddiddorol achos dw i wedi dysgu llawer. (The DVD is interesting because I've learnt a lot.)

Dw i'n meddwl bod y DVD yn ddiddorol achos dw i'n mwynhau dysgu am ddŵr. (I think that the DVD is interesting because I enjoy learning about water.)

Dw i'n meddwl bod y DVD yn ddiddorol achos dw i wedi dysgu llawer. (I think that the DVD is interesting because I've learnt a lot.)

Mae'r DVD yn ddiflas achos dw i ddim yn mwynhau dysgu am ddŵr. (The DVD is boring because I don't enjoy learning about water.)

Dw i'n meddwl bod y DVD yn ddiflas achos dw i ddim wedi dysgu llawer. (I think that the DVD is boring because I haven't learnt much.)

Unit 5: Part 2 – Glan-Ilyn

Aims:

- To develop the use of adjectives and comparisons, e.g. **Bwystfil mawr du, cas. Mae o fel dinosor enfawr.** (A large black monster. It's like an enormous dinosaur.)
- To provide information about the Urdd centre at Glan-Ilyn
- To provide opportunities to design and produce 3D models through the medium of Welsh, i.e. to produce a clay monster
- To introduce a traditional Welsh legend associated with the Bala area and to encourage pupils to write new stories based on the legend
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Dw i'n cytuno. (I agree.) Beth mae e'n / o'n ddweud? (What is he saying?) Dw i ddim yn siŵr. (I'm not sure.) Pa fath o fwystfil? (What kind of monster?) Bwystfil mawr, cas. (A large, nasty monster.) Bwystfil enfawr – fel crocodeil. (An enormous monster – like a crocodile.) Bwystfil mawr du, cas. Mae o fel dinosor enfawr. (A large, black, nasty monster. It's like an enormous crocodile.)	afon fach (small river) afon fawr (large river) rhaeadr (waterfall) rhaeadr arall (another waterfall) nôl (to fetch) ger (near) canwio (canoeing) cas (nasty) drewllyd (smelly) smotiog (spotty)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ble mae'r afon fawr? (Where's the large river?) Gawn ni fynd i Gymru? (Mwy we go to Wales ?) Cewch. (Yes (you may).) / (Na chewch. (No (you may not).) Pam mae'r llyn yma'n hwyl? (Why is this lake fun?) Beth am fynd i Lan-Ilyn i nôl dŵr? (What about going to Glan-Ilyn to fetch water?) Syniad da. (Good idea.) Beth sy'n bod? (What's the matter?) Wyt ti'n barod? (Are you (sing.) ready?) Ydw. / Ydw, dw i'n barod. (Yes. / Yes, I'm ready.) / Nac ydw. / Nac ydw, dw i ddim yn barod. / (No. / No, I'm not ready.) Commands Edrychwch. (Look.) Paid â phoeni. (Don't worry.) Bydda'n ofalus. (Be careful.) Bydda'n ofalus iawn. (Be very careful.) Other Mae'n ddrwg gen i. (I'm sorry. – North Wales) / Mae'n flin 'da fi. (I'm sorry. – South Wales) Rhaid cael dŵr i Bob. (Must have water for Bob.)	afon (river) llyn (lake, pond) glân (clean) hyfryd (wonderful) cwch (boat) bwced (bucket) aros (wait) tu allan (outside) wrth gwrs (of course) bwystfil (monster) crocodeil (crocodile) dinosor (dinosaur) hipopotamws (hippopotamus)

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'n cytuno. (I agree.)

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

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

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

Dw i ddim yn siŵr. (I'm not sure.)

Bydda'n ofalus. (Be (sing.) careful.); [Also: **Byddwch yn ofalus.** (Be (pl.) careful.)]

Pa fath o ... ? (+ soft mutation) (What kind of ...?)

Step-by-step suggestions:

- Play the film entitled **Glan-Ilyn** (Glan-Ilyn) (Unit 5, Part 2) up to the point where Sgrin closes down after we've seen a strange creature in the lake. You could explain that there have been fanciful rumours that a monster – **bwystfil** – lives in Bala Lake, similar to the rumours surrounding the Loch Ness monster. You could then discuss this.

- Make sure that the pupils have understood the content by asking a number of questions, or alternatively, pupils could write their own questions based on the film and these could be asked in a quiz activity, e.g.

Ble mae Tom yn mynd? (Where is Tom going?)

Glan-Ilyn / i Lan-Ilyn (Glan-Ilyn / to Glan-Ilyn)

Pam mae Tom yn mynd i Lan-Ilyn? (Why is Tom going to Glan-Ilyn?)

Achos mae Bob angen dŵr. (Because Bob needs water.)

I nôl dŵr i Bob. (To fetch water for Bob.)

Ydy Beca'n mynd? (Is Beca going?)

Nac ydy. (Mae Beca'n aros yn y Pod-antur Cymraeg.) (No (she isn't). (Beca's staying in the Pod-antur Cymraeg.))

Ble mae Glan-Ilyn? (Where is Glan-Ilyn?)

Ger y Bala, yng Ngogledd Cymru. (Near Bala, yn North Wales.)

Beth ydy enw'r llyn? (What's the name of the lake?)

Llyn Tegid. (Llyn Tegid.)

- Play the section again and ask the pupils to concentrate on the section featuring Glan-Ilyn. In groups, ask them to list words associated with Glan-Ilyn. Then ask:
Pwy sy wedi gwneud y rhestr hira? (Who's made the longest list?)
Sawl un? / Faint? (How many?)

Listen to the groups' suggestions and write the words on the whiteboard. As pupils read out the words on their list, other pupils should check their lists and cross out the words that are mentioned.

At the end, compare the words that remain on everyone's lists and award 5 points per word. Ask:
Sawl marc? / Faint o farciau? (How many marks?)

- Groups of pupils could visit the Glan-Ilyn website to gather as much information as possible about the centre. You could provide written information to other groups, e.g. leaflets, adverts etc. and ask them to gather information contained in these materials. Tell them to concentrate on the images in particular.

Pupils could then answer these questions in Welsh – either orally or in written form:

Ble mae Glan-Ilyn? (Where is Glan-Ilyn?)

Beth sy yng Nglan-Ilyn? (What's in Glan-Ilyn?)

Rwy't ti'n mynd i Lan-Ilyn. (You're going to Glan-Ilyn.)

Beth wyt ti eisiau gwneud yno? (What do you want to do there?)

Beth wyt ti eisiau gwisgo yno? (What do you want to wear there?)

Beth wyt ti eisiau bwyta yno? (What do you want to eat there?)

- Introduce **Cerdyn Siarad 36** (Discussion Card 36).
Rydych chi'n mynd i Lan-Ilyn. Beth ydych chi eisiau gwneud / bwyta / gwisgo? (You're going to Glan-Ilyn. What do you want to do / eat / wear?)
Siaradwch am hyn. (Discuss this.)

Using information they have gathered and information from the film, pupils should discuss as fully as possible what they want to do during their visit to Glan-Ilyn.

They could also discuss what they would pack to take with them, e.g.

Rhaid pacio ... achos dw i eisiau ... yng Nglan-Ilyn. (Must pack ... because I want ... at Glan-Ilyn.)

- Show the clip that shows the shop at Glan-Ilyn and ask the pupils to answer the question **Beth ydych chi'n gallu gweld yn y siop?** (What can you see in the shop?)

Then introduce **Cerdyn Siarad 37** (Discussion Card 37):

A: Rwyf ti yn y siop yng Nglan-Ilyn. Beth wyt ti eisiau? (You're in the shop at Glan-Ilyn. What do you want?)

B: Rwyf ti'n gweithio yn y siop yng Nglan-Ilyn. (You're working in the shop at Glan-Ilyn.)
Siaradwch. (Speak.)

This card revises work previously introduced in relation to asking for things / shopping and pupils should be encouraged to say as much as possible in their conversations.

They should swap roles after they have completed the task.

- Pupils could now design and produce materials to promote Glan-Ilyn, e.g. leaflets, posters, a PowerPoint presentation, a radio interview (possibly with someone who is staying there). They could include:

- general information, e.g.
 - Ble mae Glan-Ilyn?** (Where is Glan-Ilyn?)
 - Beth sy yng Nglan-Ilyn?** (What's at Glan-Ilyn?)
 - Beth mae'n bosib gwneud yng Nglan-Ilyn?** (What can you do at Glan-Ilyn?)
 - Yng Nglan-Ilyn, mae'n bosib...** (At Glan-Ilyn, you can ...)
 - Pa fath o fwyd sy yng Nglan-Ilyn?**
(What kind of food is there at Glan-Ilyn?)
- persuasive language, e.g.
 - Mae'n hwyl.** (It's fun.)
 - Mae'n ffantastig.** (It's fantastic.)
 - Mae'n wych.** (It's great.)
 - Mae'n gyffrous.** (It's exciting.)
 - Mae'n anturus.** (It's adventurous.)
- command forms, e.g.
 - Dewch i ...** (Come to ...)
- question forms, e.g.
 - Beth am ddod i ...?** (What / How about coming to ...?)
- questions and command forms:
 - Ydych chi'n mwynhau ...?** (Do you enjoy ...?)
 - Wel, dewch i Lan-Ilyn achos mae'n hwyl!** (Well, come to Glan-Ilyn because it's fun!)
- comments by people who are staying there:
 - Dw i'n hapus iawn yng Nglan-Ilyn achos ...** (I'm very happy at Glan-Ilyn because ...)
 - Mae Glan-Ilyn yn ... achos ...** (Glan-Ilyn is ... because ...) etc.

- Remind the pupils about the rumours surrounding the monster, **bwystfil**, that has been named **Tegi** (draw attention to the Welsh name for the lake – **Llyn Tegid**) and play the remainder of the film.

If appropriate, pupils could search on the internet for various news articles and images about **Tegi**.

As they watch the film, ask the pupils to listen out for descriptions of the monster. Here are some key words which should be introduced beforehand:

bwystfil (monster)

enfawr (enormous)

cas (nasty)

drewllyd (smelly)

smotiog (spotty)

ych a fi (yucky)

- After watching, compare the children's descriptions on the film and list these on the whiteboard. Show how the children's accounts on the film differ. Show how a number of adjectives are used in succession in order to try to give a vivid description and encourage pupils to use more than one adjective when describing, if possible. You could show images of animals, monsters etc. to practise this if appropriate.

You could also write a description of a monster, whisper it to one of the pupils and ask him / her to change it a little before he / she whispers the description to another pupil, e.g.

Bwystfil mawr ... du ... cas. Mae o fel dinosor enfawr. (Large ... black ... nasty monster. It's like an enormous dinosaur.)

➤ **Bwystfil mawr ... coch ... cas. Mae o fel dinosor enfawr.** (Large ... red ... nasty monster. It's like an enormous dinosaur.)

➤ **Bwystfil mawr ... du ... cas. Mae o fel camel enfawr.** (Large ... black ... nasty monster. It's like an enormous camel.)

Pupils could then whisper the description to each other in a group, changing one element each time. Then, when everyone has taken part, the last pupil should describe the monster aloud in order to see how the description has changed.

- Tell the pupils that they are now going to create a 3D model of **Tegi**.

They should begin by designing the monster and they should label and explain their design, e.g.

pen mawr (a large head)

coes, coesau hir (long leg, legs)

braich, breichiau byr (short arm, arms)

corff enfawr (huge body)

cynffon smotiog (spotty tail)

troed, traed drewllyd (smelly foot, feet)

Dyma ... (the name given to the new monster)

Mae e'n / o'n fawr / enfawr / ddu / llwyd / smotiog etc. (It's large / enormous / black / grey / spotty.)

Mae e / o fel crocodeil / camel / dinosor. (It's like a crocodile / camel / dinosaur.)

They could either base their designs and models on the descriptions on the film or create a completely new monster. Then, introduce the key words listed below:

clai (clay)

rholio (to roll)

mowldio (to mould)

taro (to pat)

gwneud siâp (to make a shape)

tynnu (to pull)

pinsio (to pinch)

Show how these can be used practically:

Dyma'r clai – clai du. (Here's the clay – black clay.)

Dw i'n defnyddio clai du. (I'm using black clay.)

Dw i'n rholio'r clai. (I'm rolling the clay.)

Dw i'n mowldio'r clai. (I'm moulding the clay.)

Dw i'n taro'r clai. (I'm patting the clay.)

Dw i'n gwneud siâp (dinosor) gyda'r clai. (I'm making a (dinosaur) shape with the clay.)

Dw i'n tynnu'r clai ... yma ... ac yma ... ac yma ... (I'm pulling the clay ... here ... and here ... and here ...)

Dw i'n taro'r clai eto. (I'm patting the clay again.)

Dw i'n gwneud coes. (I'm making a leg.)

Dw i'n gwneud pen mawr. (I'm making a large head.)

Dw i'n gwneud cynffon hir. (I'm making a long tail.)

etc.

Ask the pupils to make their models. As they do so, they should 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 ...)

Wyt ti'n mwynhau gwneud model? (Do you enjoy making a model?)

Ydw. Dw i'n mwynhau gwneud model. / Nac ydw. Dw i ddim yn mwynhau gwneud model. (Yes. I enjoy making a model / No. I don't enjoy making a model.)

Beth ydy enw'r bwystfil? (What's the monster's name?)

... (the name)

They could then be given opportunities to evaluate the work, using vocabulary and patterns listed in the document entitled **P-aC₃ Language Patterns**.

- To recap, play the film in its entirety again and ask the pupils for their opinions of Glan-Ilyn:

Beth wyt ti'n feddwl o Lan-Ilyn? (What do you (sing.) think of Glan-Ilyn?)

Beth ydych chi'n feddwl o Lan-Ilyn? (What do you (pl.) think of Glan-Ilyn?)

Mae Glan-Ilyn yn grêt / wych. (Glan-Ilyn is great.)

Mae Glan-Ilyn yn gyffrous. (Glan-Ilyn is exciting.)

Mae Glan-Ilyn yn hwyl. (Glan-Ilyn is fun.)

Mae Glan-Ilyn yn llawn antur. (Glan-Ilyn is full of adventure.)

Dw i'n meddwl bod Glan-Ilyn yn grêt / wych. (I think that Glan-Ilyn is great.)

Dw i'n meddwl bod Glan-Ilyn yn gyffrous. (I think that Glan-Ilyn is exciting.)

Dw i'n meddwl bod Glan-Ilyn yn hwyl. (I think that Glan-Ilyn is fun.)

Dw i'n meddwl bod Glan-Ilyn yn llawn antur. (I think that Glan-Ilyn is full of adventure.)

Dw i eisiau mynd i Lan-Ilyn achos ... (I want to go to Glan-Ilyn because ...)

- The book entitled **Dial!** (Revenge!) could then be introduced. Explain that the book contains a legend that is associated with **Llyn Tegid** (Bala Lake), which is similar to another tale they have read i.e. **Cantre'r Gwaelod** (Pack 2, Unit 6, Part 1).
- You could then follow steps advocated by Pie Corbett* if you wish, 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.

* 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 confident, groups could tell the story, e.g. girls, boys, groups sitting around tables etc.
 - Story circles could be established where pupils tell each other the story, helping each other as necessary.
 - Pupils could also mime specific scenes.
 - They could act specific scenes, e.g. using **Cerdyn Siarad 38** (Discussion Card 38):
Rydych chi yn y parti yn y palas ac rydych chi'n gweld llawer o bobl yno.
Siaradwch â'r bobl.
 (You're at the party in the palace and you see a lot of people there.
 Speak to the people.)
 This would provide an excellent opportunity to revise patterns previously introduced because pupils could choose what they speak about as they socialize at the party, e.g. personal details, hobbies, likes and dislikes, music, their opinions of the party.
 - They could act out the story, possibly during a school assembly, using appropriate props.
 - They could also take part in a hot-seating session, e.g. one of the characters could sit in the hot seat and other pupils could ask some of the following questions:
Pwy wyt ti? (Who are you?)
Dafydd ydw i. (I'm Dafydd.)
Sut wyt ti? (How are you?)
Dw i'n hapus. (I'm happy.) / **Dw i'n teimlo'n hapus.** (I feel happy.)
Pam? (Why?)
Achos dw i'n mwynhau'r parti. (Because I'm enjoying the party.)
Dw i'n drist. (I'm sad.) / **Dw i'n teimlo'n trist.** (I feel sad.)
Pam? (Why?)
Achos mae'r palas o dan y dŵr. (Because the palace is under the water.)
Beth wyt ti eisiau bwyta yn y parti? (What do you want to eat at the party?)
Dw i eisiau bwyta ... (I want to eat ...)
Ble mae'r delyn? (Where's the harp?)
Ar y llyn / dŵr. (On the lake / water.)
Ble mae'r bobl? (Where are the people?)
O dan y dŵr. (Under the water.)
 - Pupils could make a collage to depict different scenes from the tale or 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
 - o the names of characters
 - o the food / drink at the party
 - o the instrument that is played **Dw i eisiau rhywun i ganu'r piano / ffliwt / sacsoffon / chwarae'r drymiau yn y parti.** (I want someone to play the piano / flute / saxophone / drums at the party.)
 - o the conversation during the party
 - o the animal that beckons the musician to leave the party.
 - Pupils should draw a map of their new story and retell this story daily; they should move on to story circles and pairs before attempting to write the story, with your support to begin with. They should also write and illustrate their work appropriately.
- As they do this work, pupils could arrange a party. This would entail:
 - o writing lists of food and drink
 - o preparing food
 - o serving food
 - o choosing suitable background music
 - o planning entertainment (e.g. singing, magic tricks, etc.)

- o choosing appropriate clothing
- o designing notices or invitations, writing a letter or e-mail or phoning to invite people to the party, e.g.

Notice:

(Please note, the aim of this notice is to encourage pupils to write to ask for further information and therefore, very little information is provided.)

<p>Bydd parti yn</p> <p>ar</p> <p>Ydych chi eisiau dod?</p> <p>Ysgrifennwch at:</p>

Pupils could reply by writing e-mails, letters, notes stating that they would like to attend the party but asking for further information, e.g.

Ble mae'r parti? (Where's the party?)

Beth sy'n digwydd yn y parti? (What's happening at the party?)

Pa fwyd sy yn y parti? (What food is there at the party?)

Oes gemau? (Are there games?)

Oes adloniant? (Is there entertainment?)

Beth mae pobl yn wisgo i'r parti? (What are people wearing to the party?)

Invitation:

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

***Bydd** Pupils will be familiar with the use of **Bydd** to describe the weather in the future tense. Here, it is used to express There will be, e.g.

Bydd bwyd a diod flasus a gemau. (There will be tasty food and drink and games. ...)

E-mail:

Oddi wrth: At: Pwnc: Annwyl ... Wyt ti eisiau dod i barti yn ... ar ...? Bydd ... yn y parti. Cofion

Telephone call:

- A: **Wyt ti eisiau dod i barti?** (Do you want to come to the party?)
 B: **O, ydw os gwelwch yn dda. Ble mae'r parti?** (Oh, yes, please. Where's the party?)
 A: **Yn (y palas).** (At (the palace).)
 B: **Pryd?** (When?)
 A: **Dydd Sadwrn – am wyth o'r gloch.** (Saturday – at eight o'clock.)
 B: **Beth fydd yn digwydd yn y parti?** (What will happen at the party?)
 A: **Bydd ...** (There will be ... / ... will ...)
 Bydd bwyd blasus a diod... (There will be delicious food and drink.)
 Bydd Dafydd yn canu'r delyn. (Dafydd will play the harp.)

- Pupils could listen to harp music and express opinions.
- In addition, they could listen to and choose music that is suitable for a party, or they could compose and perform music to convey different scenes in the story, e.g. the fun of the party compared with the sadness at the end.
- Pupils could take part in different kinds of dancing as part of the celebrations, e.g. disco dancing, Welsh folk dancing etc. and dance movements could also be choreographed to depict the different scenes, e.g. lively dancing during the party, fluid movements to convey the water drowning the palace and sombre movements to portray the end.
- Ask the pupils whether the tale reminds them of another tale they read in Pack 2 (**Cantre'r Gwaelod**, (Pack 2, Unit 6, Part 1)).

You could divide the pupils into groups (A and B) and ask each group to read one of these books. Then, you could ask them to fill in the appropriate column in a grid similar to the one below, i.e. pupils in Group A, reading **Dial!** (Revenge!), would complete Column 2 while pupils in Group B, reading **Cantre'r Gwaelod** would complete Column 3:

	Dial!	Cantre'r Gwaelod
Ble mae'r stori'n digwydd?		
Pwy ydy'r cymeriadau?		
Oes parti?		
Beth sy yn y parti?		
Beth sy'n digwydd yn y parti?		
Beth sy'n digwydd ar y diwedd?		

You could then create new groups or pairs (Group C) to include pupils from groups A and B above. Pupils originally in Group A above should now ask pupils from the original Group B about **Cantre'r Gwaelod** and vice versa in order to complete the grid.

They could then compare and contrast the tales, e.g.

Mae Dial! yn digwydd yn / ger Y Bala ond mae Cantre'r Gwaelod yn digwydd ger Aberystwyth. (Dial! is set in / near Bala but Cantre'r Gwaelod is set near Aberystwyth.)

Mae parti yn Dial! ac mae parti yn Cantre'r Gwaelod. (There's a party in Dial! and there's a party in Cantre'r Gwaelod.)

Mae pobl yn bwyta, yfed ac yn cael hwyl yn y parti yn Dial! ac yn y parti yn Cantre'r Gwaelod. (People are eating, drinking and having fun at the party in Dial! and in the party in Cantre'r Gwaelod.)

Mae'r dŵr yn dod dros y palas ac mae'r dŵr yn dod dros Gantre'r Gwaelod. (The water comes over the palace and the water comes over Cantre'r Gwaelod.)

You could also ask them which story they like / prefer:

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

Mae'n well gen i* stori Dial! na stori Cantre'r Gwaelod achos dw i'n hoffi ... / dw i ddim yn hoffi ... (I prefer the story Dial! than the story Cantre'r Gwaelod because I like ... / I don't like ...)

Mae'n well gyda fi* stori Dial! na stori Cantre'r Gwaelod achos dw i'n hoffi ... / dw i ddim yn hoffi ... (I prefer the story Dial! than the story Cantre'r Gwaelod because I like ... / I don't like ...)

*** Please note: Mae'n well gen i ... / Mae'n well gyda fi ...** (I prefer) may be a new expression.

Pupils could also write on cards statements associated with the book, some of which are true and some of which are false. These could be collected and placed face down on the table, and in turn, pupils could pick a card, read the statement aloud and pupils would have to state that it was either **Cywir** (Correct) or **Anghywir** (Incorrect).

Unit 5: Part 3 – Dŵr mewn potel

Aims:

- To reinforce describing, using a number of adjectives in succession
- To reinforce the use of verbs in the past tense by revising: **Roedd ...** (... was); **Gwelais i ...** (I saw ...); **Clywais i ...** (I heard ...) and introducing the new forms: **Ble est ti?** (Where did you go?); **Es i i ...** (I went to ...); **Beth welaist ti?** (What did you see?); **Gwelais i ...** (I saw ...); **Beth wnest ti ...?** (What did you (sing.) do?); **Siaradais i ...** (I talked ...)
- To learn about the process of bottling water through the medium of Welsh
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Roedd bwystfil yn y llyn. (There was a monster in the lake.) o dan y ddaear (underground) i mewn i'r ddaear (into the ground / earth) drwy'r creigiau (through the rocks) Mae'n bwysig ailgylchu poteli plastig. (It's important to recycle plastic bottles.)	Twt lol! (Rubbish!) y tro yma (this time) tap (tap) peipen, y beipen (pipe, the pipe) dŵr pur (pure water) dŵr iach (healthy water) O'r diwedd! (At last!) ffatri (factory)

The past tense

Ble est ti? (Where did you go?) Es i i ... (I went to ...) Beth welaist ti? (What did you see?) Gwelais i ... (I saw ...) Beth wnest ti? (What did you do?) Siaradais i gyda'r plant. (I talked to the children.) Gwelais i ... (I saw ...)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ble ydw i? (Where am I?) Ble mae'r bwced? (Where's the bucket?) Oes bwystfil enfawr yma? (Is there an enormous monster here?) Oes. / Oes, mae bwystfil enfawr yma. (Yes. Yes, there's an enormous monster here.) / Nac oes. / Nac oes, does dim bwystfil enfawr yma. / (No. No, there isn't an enormous monster here.) Pa fath o sŵn? (What kind of noise / sound?) Pa fath o fwystfil? (What kind of monster?) Pa liw? (What colour?) Beth ar y ddaear wyt ti'n wneud? (What on earth are you (sing.) doing?) Ga i fynd? (May I go?) Beth am fynd i dde Cymru? (What about going to	bwystfil (monster) mawr (large) enfawr (enormous) llyn (lake) nôl (to fetch) y tro yma (this time) ger (near) mynydd, mynyddoedd (mountain, mountains) potel, poteli (bottle, bottles) llawer o (+ soft mutation) (many) symbol (symbol) ailgylchu (recycle)

south Wales?) Beth sy'n digwydd? (What's happening?) Wyt ti eisiau dŵr? (Do you (sing.) want water?) Commands Dewch gyda fi. (Come (pl.) with me.) Rhaid cael dŵr. (Must have water.) Other Mae Bob angen dŵr. (Bob needs water.) Mae hi'n bwrw glaw dros y mynyddoedd. (It's raining over the mountains.)	
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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.

Oes ... yma? (Is there a / Are there any ... here?)

Pa liw? (What colour?)

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

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

Dewch gyda fi. (Come with me.)

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

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

Use of the past tense

The following forms have previously been introduced in Packs 1 and 2:

Ble est ti? (Where did you (sing.) go?)

Es i i ... (I went to ...)

Beth welaist ti? (What did you (sing.) see?)

Gwelais i ... (I saw ...)

Beth gest ti? (What did you have / get?)

Ces i ... (I had ...)

A new form is introduced here:

Beth wnest ti? (What did you do?)

To answer this question, you can add **-ais** to the stem of the verb, e.g.

bwyta: **bwytais i** (I ate)

canu: **canais i** (I sang)

cerdded: **cerddais i** (I walked)

clywed: **clywais i** (I heard)

darllen: **darllenis i** (I read)

dawnsio: **dawnsiais i** (I danced)

gweld: **gwelais i** (I saw)

gwyllo: **gwyliais i** (I watched)

peintio: **peintiais i** (I painted)

rhedeg: **rhedais i** (I ran)

siarad: **siaradais i** (I spoke)

yfed: **yfais i** (I drank)

Use these as much as possible in class so that pupils become familiar with them, e.g. you could ask

Beth wnest ti? (What did you do?) after every break or lunchtime or you could ask **Beth wnest ti heddiw?** (What did you do today?) at the end of the school day.

You could also ask the following questions at appropriate times:

Beth gest ti i ginio? (What did you (sing.) have for lunch / dinner?)

Beth gest ti amser snac? (What did you (sing.) have at snack time?)

Step-by-step suggestions:

- Play the film entitled **Dŵr mewn potel** (Water in a bottle) (Unit 5, Part 3) up to the point where Tom says **O, diar!** after he has realised that he has left the water at Glan-llyn.
- Draw attention to the past tense forms:
Tom, ble est ti? (Tom, where did you go?)
Es i i Lan-llyn. (I went to Glan-llyn.)
Beth welaist ti? (What did you (sing.) see?)

Gwelais i ... (I saw ...)
Beth wnest ti? (What did you (sing.) do?)
Siaradais i gyda'r plant ... (I spoke to the children.)
Es i i'r llyn i nôl dŵr ond ... (I went to the lake to fetch water but ...)

Practise these forms with the pupils and introduce **Cerdyn Siarad 39** (Discussion Card 39).
Siaradwch am drip. (Talk about a trip / visit.)

Pupils could talk about a school or family outing or they could imagine that they have visited somewhere or attended a special event (e.g. an eisteddfod / sports event etc.). You should revise the question forms they already know, introduce **Beth wnest ti?** (What did you do?) and drill 4-5 of the most useful verbs above. Other words may be introduced gradually as needed.

Pupils could then write an account of their visit. Remind them to express opinions in the past tense:

Roedd e'n / o'n wych. (It was great.)
ffantastig (fantastic)
anhygoel (incredible)
 etc.

- Play the next section, up to the point where Beca leaves the Pod-antur Cymraeg. Make sure that the pupils understand what is happening – play the clip again if necessary.

Ask:

Ble mae Beca'n mynd? (Where is Beca going?)
I Trap. / Ger Trap. (To Trap. / Near Trap.)
Ble mae Trap? (Where is Trap?)
Yn ne Cymru. (In south Wales.)
Ble mae'r dŵr? (Where's the water?)
O dan y ddaear. (Underground.) etc.

Alternatively, these questions could be written on a piece of card and pupils could ask each other – which would involve reading aloud.

They could also write their own questions based on the film, which could then be asked in a quiz activity.

Revise the information regarding why the water is to be found underground. You could use the diagram in the book entitled **Dŵr – Y Ffeithiau!** (Water – The Facts!). Pupils could then draw similar diagrams and explain the process in Welsh.

- You could show bottles of mineral water to the children and draw particular attention to the word mineral, explaining that as water seeps through the rocks, it gathers minerals. Further work could be undertaken in relation to this and different types of mineral water could be tasted which would provide opportunities to express opinions:

Dw i'n hoffi'r dŵr yma. (I like this water.)
Mae'n well gen i'r dŵr yma. (I prefer this water.)
 etc.

- Pupils could perform the rap seen on the film and express opinions. They could also write a similar rap or even a nonsense poem in Welsh using the **ap** rhyme, e.g.

rap
tap
Trap
cap
clap
map
sgrap (scrap, e.g. papur sgrap)
strap

e.g.

**Dw i'n hoffi rap
am sgrap a strap**

**Dw i eisiau map
i fynd i Trap.**

**Dw i'n gwisgo cap
gyda strap.**

**Mae papur sgrap
o dan y map.**

**Mae strap ar y cap
Clap! Clap!**

- Play the next section, where Beca visits the water bottling factory – up to the point where she leaves.
- Cut out the sentences and images included on the reading card entitled **Dŵr mewn Poteli** (Water in Bottles) and place them on the table. Pupils could then read the sentences aloud and try to arrange them in sequence to reflect the water bottling process.

They could then write sentences in Welsh and draw diagrams to explain the process.
This would provide an opportunity to revise:

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

Yn ail, ... (Secondly, ...)

Yn drydydd, ... (Thirdly, ...)

Yna, ... (Then, ...)

Wedyn, ... (Then, ...)

- Pupils could taste different types of water, e.g. sparkling water and flavoured water, which would provide an opportunity to revise the names of fruit and reinforce expressing opinions etc.

To begin with, you could ask them to taste the different samples and to guess what flavours have been added to the water, e.g.

Potel 1 – pa flas? (Bottle 1 – what flavour?)

mefus (strawberry)

grawnwin (grape)

oren (orange)

lemwn (lemon)

You could then give them a questionnaire similar to the one below and ask them to award marks and express opinions about each flavour:

	Pa flas?	Marc allan o 10	Barn
Potel 1:			
Potel 2:			
Potel 3:			
Potel 4:			

e.g.

	Pa flas?	Marc allan o 10	Barn
Potel 1:	Mefus	8 or 2	anhygoel ardderchog blasus da diflas ofnadwy ych a fi

You could ask

Sawl un / Faint sy'n hoffi dŵr potel 1? (How many / How many like the water in bottle 1?)
etc.

and pupils could draw graphs to show the results. These graphs could then be explained.

- Play the last section.

Draw attention to the past tense forms introduced at the beginning of this part of the unit and after revising them, introduce **Cerdyn Siarad 40** (Discussion Card 40).

Beca wyt ti ac rwyf ti'n eistedd yn y gadair goch. (You're Beca and you're sitting in the hot seat (lit. the red chair).)

Rhaid ateb cwestiynau'r grŵp. ((You) must answer the group's questions.)

Using the patterns listed on the card and any other patterns they may know, pupils could take part in a hot seating activity, where one of them is Beca and the others ask her questions.

This could be followed by written work, e.g. assuming the identity of Beca, they could send a friend a post card / letter / e-mail about the visit to the bottling factory.

- As the characters on screen mention the design of the bottle, pupils could design water bottles or labels for water bottles.
- Draw attention to the recycling symbol and ask them:
Beth ydy hwn? (What's this?)
Symbol. (A symbol.)
Ailgylchu. (Recycling.)
Symbol ailgylchu. (A recycling symbol.)

Ask them to list where else they see this symbol.

Ble ydych chi'n gweld y symbol yma? Gwnewch restr. (Where do you see this symbol? Make a list.)

Compare lists:

Pwy sy wedi gwneud y rhestr hira? (Who's made the longest list?)

Sawl un? / Faint? (How many?)

This could lead to a wider discussion about recycling, e.g.

Beth ydych chi'n ailgylchu? (What do you (pl.) recycle?)

Dw i'n ailgylchu ... (I recycle ...)

Rydyn ni'n ailgylchu ... (We recycle ...)

Pupils could also make posters to emphasize how important recycling is.

You could remind pupils of the greenhouse made from recycled plastic bottles in Unit 1, Part 1, and if pupils have not already done so, they could design and make a structure (e.g. a three-sided container / a chest / a model (e.g. a scarecrow)) or a piece of artwork, using recycled bottles – and other materials as necessary.

As the undertake the work, pupils should describe in Welsh what they are doing and should then evaluate their work, using patterns contained in the document entitled **P-aC₃ Language Patterns**.

- In order to revise the past tense forms, you could ask at the end:
Beth welaist ti ar y ffilm? (What did you (sing.) see on the film?)
Gwelais i ... (I saw ...)
Beth glywaist ti ar y ffilm? (What did you (sing.) hear on the film?)
Clywais i ... (I heard ...)

Then, ask them to ask each other.

Unit 5: Part 4 – Paid gwastraffu dŵr!

Aims:

- To draw attention to water wastage and encourage pupils to consider ways of saving water
- To revise the time in Welsh: time past the hour – **wedi** – (- past -) and to introduce time to the hour – **i** (- to -) + soft mutation
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Mae Bob wedi stopio. (Bob has stopped.) Rhaid bod yn ofalus gyda dŵr. (Must be careful with water.) Rhaid bod yn ofalus iawn gyda dŵr. (Must be very careful with water.) Mae rhai pobl yn gwastraffu dŵr. (Some people waste water.) Beth dw i eisiau i frecwast? (What do I want for breakfast?) Wyt ti'n cofio? (Do you (sing.) remember?) Ydw, dw i'n cofio. (Yes. I remember.) Rhaid troi'r tap i ffwrdd. (Must turn the tap off.) Rhaid ailgylchu dŵr. (Must recycle water.) Paid gwastraffu dŵr. (Don't waste water.) Paid taflu papur yn y toiled. (Don't throw paper in the toilet.)	igian (to hiccup) gartre (= adre in North Wales)(at home) cawod (shower) gwastraffu (to waste) teggell (kettle) golchi'r llestri (to wash the dishes) llenwi (to fill) safio (to save) sbwng (sponge)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Faint o'r gloch ydy hi? (What time is it?) Mae hi'n ... (It's ...) Beth ydy'r sŵn? (What's the sound / noise?) Beth ar y ddaear ydy'r sŵn? (What on earth is the sound / noise?) Ble mae Tom? (Where's Tom?) Pwy wyt ti? (Who are you (sing.)) Oes dŵr yn y poteli? (Is there water in the bottles?) Beth am edrych? (What about looking?) Pwy sy ar y ffôn? (Who's on the phone?) Beth wyt ti'n wneud yma? (What are you (sing.) doing here?) Wyt ti eisiau te neu goffi? (Do you (sing.) want tea or coffee?) Commands Esgusodwch fi. (Excuse me.) Rhaid golchi'r llestri. (Must wash the dishes.) Other Dw i wedi blino. (I'm tired.) Dw i ddim yn deall. (I don't understand.) Does dim dŵr yn y poteli. (There's no water in the bottles.) Mae dŵr yn bwysig. (Water is important.)	dŵr (water) mwy o ddŵr (more water) ymolchi (to wash (oneself)) te (tea) coffi (coffee) grawnwin (grapes) afal (apple) golchi (to wash) dail (leaves) llwybr (path) beic (bike) yn frwnt = yn fudr (dirty) padlo (to paddle) brwsio dannedd (to brush (one's) teeth) yfori (tomorrow) powlen (bowl)

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.

Faint o'r gloch ydy hi? Mae hi'n ... (What time is it? It's ...)

Esgusodwch fi. (Excuse me.)

Beth ydy'r sŵn? (What's the sound / noise?); **Beth ar y ddaear ydy'r sŵn?** (What on earth is the sound / noise?)

Rhaid bod yn ofalus gyda (dŵr / siswrn / glud / 'r paent). (Must be careful with (water / scissors / glue / the paint.))

Dw i ddim yn deall. (I don't understand.)

Wyt ti'n cofio? (Do you (sing.) remember?); **Ydw, dw i'n cofio.** (Yes, I remember.); **Nac ydw, dw i ddim yn cofio** (No. I don't remember.)

Beth wyt ti'n wneud? (What are you (sing.) doing?); **Dw i'n ...** (I'm ...)

Rhaid troi'r tap i ffwrdd. (Must turn the tap off.)

Paid ... (Don't ...)

Paid gwastraffu (dŵr / paent / glud / papur). (Don't waste (water / paint / glue / paper.))

Step-by-step suggestions:

- Begin by revising the time in Welsh - time past the hour:

Faint o'r gloch ydy hi? (What time is it?)

Mae hi'n saith o'r gloch. (It's seven o'clock.)

bum munud wedi saith (five past seven)

ddeg munud wedi saith (ten past seven)

chwarter wedi saith (quarter past seven)

ugain munud wedi saith (twenty past seven)

bum munud ar hugain wedi saith (twenty five past seven)

hanner awr wedi saith (half past seven)

Explain that time *to* the hour follows the same pattern, except that **i** should be used instead of **wedi**, e.g.

Mae hi'n bum munud ar hugain i wyth (It's twenty five to eight.)

ugain munud i wyth (twenty to eight)

chwarter i wyth (quarter to eight)

ddeg munud i wyth (ten to eight)

bum munud i wyth (five to eight)

Please note: **i** is usually followed by a soft mutation:

Mae hi'n bum munud ar hugain i ddeg (It's twenty five to ten.)

ugain munud i ddeuddeg (twenty to twelve)

chwarter i dri (quarter to three)

ddeg munud i bedwar (ten to four)

bum munud i bump (five to five)

- Before playing the film, introduce the following expressions:

gartre (= **adre** in North Wales)(at home)

cawod (shower)

ymolchi mewn cawod (to wash in a shower)

- Play the film entitled **Paid gwastraffu dŵr!** (Don't waste water!) (Unit 5, Section 4). Concentrate on the first clip up to the point where Sgrin shows the images and explains that there is a problem with the water supply in the Pod-antur Cymraeg.

As they listen, ask the pupils to raise a hand each time they hear a reference to the time.

After they have watched the film, ask pupils:

Ydych chi'n cofio? (Do you (pl.) remember?)

Faint o'r gloch ydy hi ar y ffilm? (What time is it on the film?)

Mae hi'n ... (It's ...)

Replay the section so that pupils can hear these patterns again. Ask them also to listen out for the words that explain where Tom is.

Then, ask:

Ble mae Tom? (Where's Tom?)

Mae e / o gartre / adre. (He's at home.)

Pam mae Tom gartre / adre? (Why is Tom at home?)

Achos mae e / o eisiau cawod. (Because he wants a shower.)

Oes cawod yn y Pod-antur Cymraeg? (Is there a shower in the Pod-antur Cymraeg?)

Oes. (Yes.)

Oes problem yn y Pod-antur Cymraeg? (Is there a problem in the Pod-antur Cymraeg?)

Oes – mae problem gyda'r dŵr. (Yes – there's a problem with the water.)

Does dim dŵr yn y Pod-antur Cymraeg. (There's no water in the Pod-antur Cymraeg.)

- Play the next section, where we see Tom wasting water – up to the point where we return to the Pod-antur Cymraeg.

Stop the film and discuss what Tom does on the film:

Beth mae Tom yn wneud? (What does Tom do?)

List the verbs on the whiteboard.

Cut out the sentences that are to be seen on the reading card entitled **Gwastraffu Dŵr** (Wasting Water). Most of the words in these sentences will be familiar to the pupils but you should revise the vocabulary that is to be found on this card and reinforce in particular the expression **gwastraffu dŵr** (to waste / wasting water).

In groups, ask the pupils to read the sentences and to arrange them in the sequence they were seen on film.

When they have finished, ask them to read the sequence aloud.

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

Yn ail, ... (Secondly, ...)

Yn drydydd, ... (Thirdly, ...)

Yna, ... / Wedyn, ... (Then ...)

Replay the film without the sound and ask the pupils to write a commentary to accompany the film. Some may want to include the time:

Mae hi'n ... (+ soft mutation) **ac mae Tom yn ...** (It's ... and Tom ...)

Am ... (+ soft mutation), **mae Tom yn ...** (At ..., Tom ...)

- Ask the pupils to discuss and list how Tom wastes water. Introducing **Cerdyn Siarad 41** (Discussion Card 41) at this point will provide support for this task:

Sut mae Tom yn gwastraffu dŵr? (How does Tom waste water?)

Siaradwch am hyn. (Discuss this.)

Compare ideas.

- You could also ask pupils to write a series of questions related to the film, e.g.
Beth mae Tom yn wneud am saith o'r gloch? (What does Tom do at seven o'clock?)
Beth mae Tom yn wneud am ugain munud wedi saith? (What does Tom do at twenty past seven?)
Mae e'n / o'n ... (He ...)
etc.

These questions could be asked in a quiz activity and marks could be awarded for correct answers.

- You could ask pupils to talk about what they do at specific times, e.g.

Beth wyt ti'n wneud am ...? (What do you do at ...?)
Dw i'n ... am ... (I ... at ...)

Pupils could report back about each other:

Mae ... yn ... am ... (... is ... at ...)

- Play the remainder of the film and ask the pupils to try to work out what advice Beca gives Tom in relation to saving water.

You could introduce beforehand the following expressions:

cyflym (quick)

Rhaid troi'r tap i ffwrdd. (Must turn the tap off.)

llenwi (to fill)

Play the film again and ask the pupils to focus again on the advice.

Cut out the following sentences:

Rhaid cael cawod gyflym.
Rhaid troi'r tap i ffwrdd.
Paid taflu papur yn y toiled.
Paid llenwi'r tegell.
Rhaid golchi'r ffrwythau mewn powlen.
Rhaid troi'r tap i ffwrdd i ateb y ffôn.
Paid taflu dŵr glân. Beth am ddefnyddio'r dŵr i olchi'r llestri?
Rhaid defnyddio powlen fach.

Ask the pupils to read through the advice and to place the appropriate sections by the side of the sentences which describe how Tom wastes water (the sentences from the reading card that were previously arranged in sequence), e.g.

Mae Tom yn cael cawod hir ac mae o'n gwastraffu dŵr.	Rhaid cael cawod gyflym.
Mae o'n brwsio dannedd ac mae o'n gwastraffu dŵr.	Rhaid troi'r tap i ffwrdd.
Mae o'n taflu papur yn y toiled ac mae o'n gwastraffu dŵr.	Paid taflu papur yn y toiled.

Compare ideas.

Then, play the film again to compare pupils' answers with Beca's suggestions on the film.

- Now, introduce **Cerdyn Siarad 42** (Discussion Card 42).
Helpwch Tom i safio dŵr. (Help Tom to save water.)

Using the patterns listed on the card and any other patterns and vocabulary they may know, ask the pupils to give Tom some advice as to how he could save water.

- Using these expressions, pupils could then create materials to give advice in relation to saving water, e.g. leaflets, posters, script for a radio announcement, a PowerPoint presentation. They could:

- state that water is important: **Mae dŵr yn bwysig.** (Water is important.)
 - state that wasting water is terrible: **Mae gwastraffu dŵr yn ofnadwy.** (Wasting water is awful.)
 - give advice regarding how to save water: **Rhaid bod yn ofalus gyda dŵr.** (Must be careful with water.)
- Sut i safio dŵr ...:** (How to save water ...:)

They could also make posters to display in appropriate areas of the school, e.g.

- in the toilets: **Paid / Peidiwch taflu pethau yn y toiled.** (Don't throw things into the toilet.)
- above the sinks: **Rhaid troi'r tap i ffwrdd.** (Must turn the tap off.)
Paid / Peidiwch gwastraffu dŵr. (Don't waste water.)
- In order to revise the time, you could play both sections that show the time Tom does various activities and ask the pupils to compare both sections, e.g.
Yn Ffilm 1, mae Tom yn gwneud brecwast am ... ond yn Ffilm 2, mae Tom yn gwneud brecwast am ... (In Film 1, Tom makes breakfast at ... but in Film 2, Tom makes breakfast at ...)
- To re-cap, play the film again. Ask some of the pupils:
Beth welaist ti ar y ffilm? (What did you (sing.) see on the film?)
Gwelais i ... (I saw ...)

Beth glywaist ti ar y ffilm? (What did you (sing.) hear on the film?)
Clywais i ... (I heard ...)

Then, ask them to ask each other.

- Ask pupils for their opinions of the film:
Beth wyt ti'n feddwl o'r ffilm? (What do you (sing.) think of the film?)
Beth ydych chi'n feddwl o'r ffilm? (What do you (pl.) think of the film?)

Mae'r ffilm yn grêt / wych achos ... (The film is great because ...)
Mae'r ffilm yn ddiddorol achos dw i wedi dysgu am wastraffu dŵr. (The film is interesting because I've learnt about wasting water.)
Dw i'n hoffi'r ffilm achos mae hi'n ddoniol. (I like the film because it's funny.)
Dw i ddim yn hoffi'r ffilm achos mae'n ddiflas. (I don't like the film because it's boring.)

If appropriate, you could revise the pattern:

Dw i'n meddwl bod y ffilm yn grêt / wych. (I think that the film is great.)
Dw i'n meddwl bod y ffilm yn ddiddorol achos dw i wedi dysgu am wastraffu dŵr. (I think that the film is interesting because I've learnt about wasting water.)
Dw i'n meddwl bod y ffilm yn ddiflas achos dw i ddim yn gwastraffu dŵr. (I think that the film is boring because I don't waste water.)

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 bydd y tywydd heddiw? (What will the weather be like today?) Bydd hi’n braf / heulog / gynnes. (It will be fine / sunny / warm.) Bydd hi’n stormus. (It will be stormy.) Bydd hi’n bwrw glaw. (It will be raining.) Bydd hi’n bwrw hen wragedd a ffyn. (It will be raining cats and dogs.) Pa fath o fwystfil? (What kind of monster?) Bwystfil mawr, du, cas, fel dinosor. (A large, black, nasty monster like a dinosaur.) Beth ydy’r arogl? (What’s the smell?) Faint o’r gloch ydy hi? (What time is it?) Mae hi’n ... (It’s ...) Other Rhaid cael dŵr i Bob. (Must get Bob some water.) Am (chwarter wedi saith) mae Tom yn ... (At (quarter past seven) Tom ...) Paid gwastraffu dŵr. (Don’t waste water.) Dyma’r mynyddoedd. (Here are the mountains.)	gogledd (north) de (south) dwyrain (east) gorllewin (west) bwystfil (monster) dinosor (dinosaur) cas (nasty) drewllyd (smelly) enfawr (enormous) smotiog (spotty) llwyd (grey) ych a fi (ugh) arogl (smell) mynydd, mynyddoedd (mountain, mountains) i mewn i’r ddaear (into the earth) drwy’r creigiau (through the rocks) o dan y ddaear (underground)

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.

Faint o’r gloch ydy hi? (What time is it?); **Mae hi’n ...** (It’s ...)

Dyma’r ... (Here is / are the ...)

Pa fath o ...? (What kind of ...?)

Bydda’n ofalus (gyda ...). (Be careful (with ...).)

Paid ... (Don’t ...)

Paid gwastraffu (dŵr / paent / glud / papur). (Don’t waste (water / paint / glue / paper).)

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 sections, as suggested below.

Section 1

- Focus on the first section.

Pupils should listen to the weather bulletin and answer the questions that are asked. They could then write their own weather forecasts, along with appropriate questions.

After reading their bulletins aloud in groups, they should ask their questions and award marks for correct answers.

Section 2

- Play the second section. If necessary, pause the film after each question and ask pupils to describe the monster.

Pupils could then draw a monster and ask other pupils to describe it:

Pa fath o fwystfil? (What kind of monster?)

Section 3

Pupils should listen to the section that describes how mineral water is formed.

They should then fill in the blanks in the subsequent sentences.

Section 4

- This section provides an opportunity to revise the time in Welsh. Pupils should say what time is shown on the clocks.

Section 5

- In this section, pupils should watch the film showing what Tom does at various times during the morning and then answer the questions.
- To summarize the unit, the book entitled **Dŵr – Y Ffeithiau!** (Water – The Facts!) could be introduced. Although some aspects have already been introduced in previous parts of the unit, it contains other interesting facts and experiments which pupils could undertake. Focus on the pages where Uganda is compared with Wales. Pupils could compare and contrast Afiya's life with their own, e.g.

Afiya	Fi
Mae Afiya'n byw yn Uganda.	Dw i'n byw yng Nghymru.
Dydy Afiya ddim yn mynd i'r ysgol.	Dw i'n mynd i'r ysgol.
Mae Afiya'n cario dŵr.	Dw i'n cael dŵr o'r tap.

They could also read about Karabo and Lesotho again (Pack 2, Unit 3, Part 5) as she also had to carry water to her home very early in the morning.

Pupils could search for further information about Uganda, exchange information and create a display about the country, possibly comparing it with Wales.

- Then, ask the pupils for their opinions:
Beth wyt ti'n feddwl o'r llyfr? (What do you (sing.) think of the book?)
Beth ydych chi'n feddwl o'r llyfr? (What do you (pl.) think of the book?)

Mae'r llyfr yn grêt / wych. (The book is great.)

Mae'r llyfr yn ddiddorol. (The book is interesting.)

Mae'r lluniau'n dda. (The pictures are good.)

Mae'r lluniau'n lliwgar. (The pictures are colourful.)

Mae'r lluniau'n ardderchog. (The pictures are excellent.)

Mae'r lluniau'n ddiflas. (The pictures are boring.)

Dw i'n hoffi'r llyfr achos mae e'n / o'n ddiddorol. (I like the book because it's interesting.)

Dw i'n hoffi'r lluniau achos maen nhw'n lliwgar. (I like the pictures because they're colourful.)

Dw i'n meddwl bod y llyfr yn grêt / wych. (I think that the book is great/excellent.)

Dw i'n meddwl bod y llyfr yn ddiddorol. (I think that the book is interesting.)
Dw i'n meddwl bod y llyfr yn ddiflas. (I think that the book is boring.)

- To end the unit, you could ask again:
Beth welais ti ar y ffilm? (What did you (sing.) see on the film?)
Gwelais i ... (I saw ...)
Beth glywaist ti ar y ffilm? (What did you (sing.) hear on the film?)
Clywais i ... (I heard ...)

You could also introduce

Beth ddysgaist ti yn yr uned / yn y llyfr? (What did you (sing.) learn in the unit / in the book?)

Encourage them to give facts, e.g.

Mae dŵr yn bwysig. (Water is important.)

Rhaid bod yn ofalus gyda dŵr. (Must be careful with water.)

Mae dŵr yn solet, yn hylif ac yn nwy. (Water is a solid, a liquid and a gas.)
etc.

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

Oracy

Pupils are encouraged to communicate orally in a variety of circumstances – in pair and group work. They ask questions and give factual information in a variety of situations, e.g. as they discuss what Wales has to offer visitors on **Cerdyn Siarad 44** (Discussion Card 44) and as they describe the process of seed dispersal.

They also give personal information in relation to keeping fit and hobbies and express opinions in relation to music, dancing, books etc.

They take part in a variety of role-play situations linked to the discussion cards. They give instructions in relation to preparing food, keeping fit, dancing and directing each other around the school. They also speculate and express ideas regarding where Bob is likely to visit.

There are opportunities to watch and listen to the film carefully and to extract the main points in a variety of ways, e.g. by undertaking oral work, by writing and answering questions in a quiz context, by completing grids, and pupils could also be given a synopsis of parts of the film, some of which could be **cywir** or **anghywir**. They would then be expected to spot and correct the inaccuracies after watching the film, e.g. in Part 2, pupils are asked to identify and correct six inaccuracies in a news bulletin. Pupils could also write about specific sections of the film.

Reading

Pupils are encouraged to respond to various reading materials, e.g. a factual book about Wales, a story about Bob, information about seed dispersal, a recipe and a diary. There are opportunities to read factual information contained on Welsh websites and in printed materials about Wales. Activities associated with the reading materials are included in the back of the books and in these guidelines.

Writing

Pupils are provided with opportunities to complete grids, write lists, post cards and recipes in addition to questions which could be asked during a quiz activity. There are opportunities to write posters, leaflets and presentations to promote Wales. Pupils are also encouraged to write about events in the past, e.g. in their diaries in Part 6.

They are asked to write fictional pieces as they imagine how the tale entitled **Bob, Druan!** (Poor Old Bob!) will end. They are asked to write factual pieces in relation to seed dispersal and the materials written to promote the national parks of Wales. There are also opportunities to write persuasive pieces, e.g. advertisements to promote Wales and a script for an advertisement to promote the muesli they have created in Part 4, which could be filmed. Pupils could also write a book about the area where they live – similar to the book entitled **Dewch i Gymru!** (Come to Wales!)

English

Pupils are asked to search for information about Wales, the national parks and Russia. This will entail searching English websites, reading English promotional materials etc.

Mathematics

There are opportunities to devise questionnaires to find out which cereals are eaten for breakfast and which are the healthiest. Pupils are given opportunities to draw graphs to compare different cereals.

They could also adapt a recipe for **Miwsli** (Muesli) by calculating the amount of ingredients required for different numbers of people

Science

Work in relation to the planets, previously introduced in Unit 1, is revised in this unit and pupils are asked to consider once again the requirements for healthy plant growth as they work out why Bob can live on Earth but cannot live on other planets.

Various methods of seed dispersal are introduced in Part 3 and pupils are asked to write factual pieces to explain the processes.

Healthy cereals are discussed in Part 4, where Beca chooses to eat cereals that contain no sugar and salt because:

Mae gormod o halen a siwgr yn ddrwg i chi. (Too much salt and sugar are bad for you.)

Pupils are encouraged to compare the nutritional value of cereals by reading the labels on packets, drawing graphs etc.

There are opportunities to plant flowers, plants, shrubs, vegetable plants at the end of Part 5.

Geography

There are further references to the points of the compass – **gogledd Cymru** and **de Cymru** – and pupils are encouraged to recognise features such as lakes, mountains etc. on a map. The book entitled **Dewch i Gymru!** includes information about Wales and the national parks of Wales. After reading the book, pupils could plot the places referred to in the book on an empty map of Wales, which would entail using atlases or maps and using co-ordinates to find the location of these places. They could then include appropriate symbols, shading and colours to denote what is to be found in these places, e.g. mountains, rivers, lakes, castles, historical monuments, railways, caves, national parks etc.

Pupils could play a game where they think of a place in Wales, give clues to describe where they are – as Bob does in Unit 1, Part1 – and then ask the group to work out the name of the place or the region.

History

The book **Dewch i Gymru!** (Come to Wales!) refers to some of the historical features of Wales and this could lead to further research into castles, the Celts / Castell Henllys, Pentre Ifan, the Tudors etc.

Art and design

Pupils could draw maps of Wales and flags associated with different countries referred to in this unit and images to accompany the factual pieces they write. They could also include images in their recipes and in other written work. They could also design posters.

Please see the document entitled **P-aC₃ Language Patterns₃** for lists of language patterns which could be used as pupils undertake art work and as they evaluate the work.

Design and technology

Pupils could design and produce leaflets, posters etc. to promote Wales as a tourist destination, after watching the film for Part 1 and reading the book entitled **Dewch i Gymru!** (Come to Wales!).

There are opportunities to design carnival costumes or floats and to describe these in Welsh.

In Part 2, there are opportunities to prepare simple dishes, e.g. a salad, rice dishes etc. and in Part 4, the characters make **Miwsli** (Muesli). Pupils are encouraged to adapt this recipe.

Physical education

After reading about the carnival in Cardiff, pupils could devise dance movements suitable for a carnival procession. Then, wearing colourful clothes / costumes, they could perform this dance on the school yard / in the school hall.

There are opportunities to study, practise and perform Russian dances in Part 3 and this could lead to a study of dances associated with other cultures, e.g. the Jewish dance, Hava Nagila, the Spanish dance, the Flamenco etc.

There are opportunities to take part in keep-fit routines and to devise new routines which pupils could demonstrate.

Music

Pupils could listen to jazz or Caribbean music after reading about the carnival in Part 1 and could appraise this music. If appropriate, music played by steel bands could also be played and particular attention could be paid to the instruments. Pupils could also choose suitable music to accompany their carnival dance / procession. (Please see above.)

Music from different parts of the world is heard in Part 2 and pupils could listen to music from various countries, identify instruments and express opinions.

ICT

Pupils are encouraged to use the internet to search for information about places in Wales and to design posters, leaflets etc. to promote Wales. They are also encouraged to search for images depicting seed dispersal and for further information about Russia.

They could film an advertisement to promote the muesli they have made or the area where they live.

Curriculum Cymreig

Part 1 focuses on Wales and provides geographical, historical and cultural information. Part 2 provides an opportunity to learn the Welsh national anthem.

Education for Sustainable Development and Global Citizenship

Different languages and cultures are introduced in this unit and further work could be undertaken to further the pupils' understanding of different languages and cultures.

Developing Thinking

Pupils are given opportunities throughout the unit to use prior knowledge, e.g. by writing lists of words they have already learnt and re-using these, along with language patterns they already know, in new situations.

They are asked to remember places the Pod-antur has visited in previous packs and to try to work out where in Wales Bob will visit.

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.

Developing ICT

Pupils are encouraged to search for information by using the internet and to present it in an appropriate format, making use of appropriate software. They are encouraged to use technology for various purposes, e.g. filming their area.

Developing number

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

The Literacy and Numeracy Framework

Much of the work is relevant to the Literacy and Numeracy Framework and teachers should take every opportunity to develop activities in accordance with the framework.

Unit 6: Part 1 – Ble mae Bob?

Aims:

- To promote Wales as a land of adventure, beauty, history and modernity and provide pupils with opportunities to create promotional materials
- To develop the skill of participating in pair / group discussions in Welsh by reinforcing, within a different context the pattern: **Beth wyt ti'n feddwl?** (What do you think?); **Dw i'n meddwl bod (Bob yn ...)** (I think that (Bob is/was ...))
- To introduce an element of fun and mystery to the story of Bob
- To revise and use in meaningful contexts vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Paid siarad yn wirion. (Don't (sing.) talk nonsense.)	Twt lol! (Rubbish!)
Paid siarad dwli. (Don't talk nonsense.)	yn rhywle (somewhere)
Dydy planhigyn ddim yn gallu symud. (A plant can't move.)	ar unwaith (immediately)
Mae Bob wedi mynd. (Bob has gone.)	o blaned i blaned (from planet to planet)
Fy ffrind i. (My friend.)	uchel (high)
Dyma ble roedd Dewi Sant yn byw ac yn pregethu. (This is where St David lived and preached.)	botymau siocled (chocolate buttons)
Mae Bob yn gallu byw ar y Ddaear achos ... (Bob can live on Earth because ...)	syrffio (surfing)
	gwylïo'r adar (to watch the birds)
	marchogaeth ar y traeth (to ride a horse on the beach)
	ocsigen (oxygen)
	golau (light)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers	
Beth ydy'r sŵn? (What's the sound / noise?)	chwilio (to look for)
Dw i ddim yn gwybod. (I don't know.)	ffeindio (to find)
O ble mae'r sŵn yn dod? (Where is the sound / noise coming from?)	Ble? (Where?)
Beth wyt ti'n wneud? (What are you (sing.) doing?)	Sut? (How?)
Dw i'n ... (I'm ...)	Pam? (Why?)
Beth ydych chi'n wneud? (What are you (pl.) doing?)	Pryd? (When?)
Rydyn ni'n ... (We're ...)	cwestiwn (question)
Beth sy'n bod? (What's the matter?)	neges (message)
Dim byd. (Nothing.)	teithio (to travel)
Beth ydy enw'r blaned? (What's the name of the planet?)	cael hwyl (to have fun)
Beth wyt ti'n feddwl? (What do you (sing.) think?)	llun (picture)
Dw i ddim yn siŵr. (I'm not sure.)	llyfr (book)
Ydy ... yn y cwpwrdd / drôr? (Is ... in the cupboard / drawer?)	Yr Wyddfa (Snowdon)
Ydy. (Yes (... is).) / Nac ydy. / No (... isn't.)	Eryri (Snowdonia)
Ble ydw i? (Where am I?)	lwcus (lucky)
Beth sy'n digwydd? (What's happening?)	mynydd, mynyddoedd (mountain, mountains)
Commands	afon, afonydd (river, rivers)
Dere. (Come. – South Wales)/ Tyrd. (Come. – North Wales)	llyn, llynnoedd (lake, lakes)
Meddyliwch am y cliwiau. (Think (pl.) about the clues.)	mefus (strawberries)
	trên bach (narrow steam railway)
	Sir Benfro (Pembrokeshire)
	Tyddewi (St Davids)
	cliwiau (clues)
	castell (castle)
	Stadiwm y Mileniwm (the Millennium Stadium)

<p>Edrycha ar y llyfr yma. (Look (sing.) at his book.)</p> <p>Other</p> <p>Dw i ddim yn gallu ... (I can't ...)</p> <p>Dydy e / o ddim ... (He isn't / doesn't ...)</p> <p>Dw i'n meddwl bod ... (I think that ...)</p> <p>Mae'n flin 'da fi. (I'm sorry. – South Wales)/</p> <p>Mae'n ddrwg gen i. (I'm sorry. – North Wales)</p>	<p>Y planedau (The planets)</p> <p>planed goch (red planet)</p> <p>Mae hi'n oer ... (It's cold ...)</p> <p>Mae hi'n sych ... (It's dry ...)</p> <p>Mawrth (Mars)</p> <p>planed wyrddlas (green-blue, turquoise planet)</p> <p>cylchau (rings)</p> <p>Wranws (Uranus)</p> <p>dŵr (water)</p> <p>Mae hi'n gynnes. (It's warm.)</p> <p>ddim yn rhy oer (not too cold)</p> <p>ddim yn rhy boeth (not too hot)</p> <p>golau (light)</p> <p>y Ddaear (the Earth)</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'r sŵn? (What's the noise / sound?)

O ble mae'r sŵn yn dod? (Where is the noise / sound coming from?)

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

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 ...)]

Tyrd yma ar unwaith. (Come (sing.) here at once – North Wales); **Dere yma ar unwaith.** (Come (sing.) here at once – South Wales); **Dewch yma ar unwaith.** (Come (pl.) here at once – North and South Wales)

Ydy ... yn y cwpwrdd / yn y drôr? (Is ... in the cupboard / drawer?); **Ydy.** (Yes (... is).); **Nac ydy.** (No (... isn't).)

Beth ydy enw'r blaned? (What's the name of the planet?)

Meddyliwch am y cliwiau. (Think about the clues.)

Beth wyt ti'n feddwl? (What do you (sing.) think?); **Beth ydych chi'n feddwl?** (What do you (pl.) think?)

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

Mae'n ddrwg gen i. (I'm sorry – North Wales.); **Mae'r flin 'da fi.)?** (I'm sorry – South Wales.)

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

Step-by-step suggestions:

- Play the first clip entitled **Ble mae Bob?** (Where's Bob?) (Unit 6, Part 1), where Bob travels from planet to planet and finally to Earth, up to the point where Sgrin, Tom and Beca consider where in Wales he will visit. Pause the film after Sgrin has considered the matter and has said: **Dw i ddim yn siwr.** (I'm not sure.)

As you play the film, pause it when different planets are described and ask the pupils to consider the clues and respond to the question:

Ble mae e / o? (Where is he?)

Mae e / o ar blaned ... (He's on (planet) ...)

Then, show the correct answer so that pupils can see whether they have worked out the clues and chosen the correct planets.

- Revise the negative forms by drawing attention to these patterns:

Dydy e / o ddim yma. (He isn't here.)

Dydy e / o ddim yn gallu symud. (He can't move.)

Dydy planhigyn ddim yn gallu symud. (A plant can't move.)

and ask:

Pam dydy Bob ddim eisiau mynd i blaned Mawrth? (Why doesn't Bob want to go to Mars?)

Pam dydy Bob ddim eisiau mynd i blaned Wranws? (Why doesn't Bob want to go to Uranus?)

Pam mae Bob eisiau mynd i'r Ddaear? (Why does Bob want to go to Earth?)

- Draw attention to the question form:
Beth wyt ti'n feddwl? (What do you (sing.) think?)

This question has previously been introduced in relation to expressing opinions about the DVD, books and places. Here, pupils are asked to speculate in relation to where Bob may be going. Ask them to list possible places in Wales, e.g. places they have visited, have come across in the Pod-antur Cymraeg packs, places in the locality etc.

Then, introduce **Cerdyn Siarad 43** (Discussion Card 43):

I ble yng Nghymru mae Bob yn mynd tybed? (Where in Wales is Bob going [I] wonder?)

Siaradwch am hyn. (Talk about this.)

Pupils should suggest two places each where Bob has gone, giving reasons, e.g.

Dw i'n meddwl bod Bob yn mynd i Lan-llyn achos mae e'n / o'n mwynhau canwio a dringo. (I think that Bob is going to Glan-llyn because he enjoys canoeing and climbing.)

Dw i'n meddwl bod Bob yn mynd i Gastell Henllys* achos mae e'n / o'n hoffi dysgu am y Celtiaid achos maen nhw'n ddiddorol. (I think that Bob is going to Castell Henllys because he enjoys learning about the Celts because they're interesting.)

* Castell Henllys was referred to in Pack 1, Unit 2.

Ask pupils to tell you what other members of the group have suggested. They will therefore need to change the **Dw i'n meddwl** (I think ...) to **Mae ... yn meddwl** (... thinks):

Mae ... yn meddwl bod Bob yn mynd i ... (... thinks that Bob is going to ...)

- Introduce the book, or part of the book, entitled **Dewch i Gymru** (Come to Wales). You could look at specific sections and ask pupils to undertake relevant work in relation to these sections, e.g.

(a) Mae Cymru'n gyffrous. (Wales is exciting.) (page 4)

You could ask for pupils' responses:

Wyt ti'n mwynhau mynd i garnifal? (Do you (sing.) enjoy going to carnivals (lit. a carnival)?)

Ydych chi'n mwynhau mynd i garnifal? (Do you (pl.) enjoy going to carnivals (lit. a carnival)?)

Pryd? (When?)

Ble? (Where?)

They could design a carnival costume or float and describe the design in Welsh.

Beth am wneud gwisg / fflôt? (What about making a costume / float?)

They could listen to Caribbean music, jazz or music played by steel bands, express opinions and talk about the instruments:

Beth am wrando ar fiwsig jazz? (What about listening to jazz music?)

Beth am wrando ar fiwsig band dur? (What about listening to steel band music?)

Wyt ti'n hoffi'r miwsig? (Do you (sing.) like the music?)

Pam? (Why?)

Pa offerynnau wyt ti'n gallu clywed? (What instruments can you (sing.) hear?)

Pa offerynnau ydych chi'n gallu clywed? (What instruments can you (pl.) hear?)

- This could lead to devising dance movements suitable for a carnival procession, e.g.
I'r chwith – chwech (To the left – six)
I'r dde – pump (To the right – five)
Syth ymlaen – pedwar (Straight on – four)

Igam-ogam ... ac eto ... (Zigzag ... and again ...)
Rownd a rownd ... (Round and round ...)
Gyda'n gilydd ... (Together ...)
Symud fel neidr. (Move like a snake.)
 etc.

Then, wearing colourful clothes / costumes, and after choosing suitable music, pupils could perform this dance on the school yard or in the school hall.

(b) Mae Cymru'n gyffrous. (Wales is exciting) (page 5)

You could ask for pupils' responses:

Wyt ti'n mwynhau beicio / canŵio / caiacio ...? (Do you (sing.) enjoy biking / canoeing / kayaking?)

Ydych chi'n mwynhau beicio / canŵio / caiacio ...? (Do you (pl.) enjoy biking / canoeing / kayaking?)

Pryd? (When?)

Ble? (Where?)

Gyda pwy? (With who?)

Pam? (Why?)

Pupils could then write about this activity.

(c) Mae Cymru'n hardd. (Wales is beautiful) (pages 6-7)

Pupils could look at the national parks' websites in order to gather further information, e.g.

Ffeindiwch dri darn o wybodaeth am y parciau cenedlaethol. (Find three pieces of information about the national parks.)

They could then share this information – in Welsh or English as appropriate – and design and produce materials to promote the national parks or write a postcard to a friend. They could adapt and use much of the language that is seen on these pages, e.g.

Annwyl ... (Dear ...)

Dw i'n aros yn ... (I'm staying at ...)

Mae'n hardd / ddiddorol. (It's beautiful / interesting.)

Mae'r bywyd gwyllt yn wych / hardd / ddiddorol / arbennig. (The wildlife is great / beautiful / interesting / special.)

Ddoe, es i i ... a gwelais i ... (Yesterday, I went to ... and I saw ...)

Hwyl fawr! (Bye!)

Pupils could also discuss the questions listed at the bottom of page 6, which refer back to Unit 1 in this pack.

Similar activities could be undertaken in relation to the remaining sections of the book.

- Pupils could also write persuasive pieces, e.g. adverts to promote Wales or they could write a book about the area where they live – similar to the book entitled **Dewch i Gymru!** (Come to Wales!)
- Using **Cerdyn Siarad 43** (Discussion Card 43) again, pupils could again imagine where in Wales Bob will visit by focusing their suggestions and choosing two specific locations featured in the book, giving reasons for their choices.
- Play the remainder of the film and check whether any of the pupils have referred to the places mentioned on the film in their discussions above.

At the end of this clip, pupils could discuss what could be happening to Bob – in Welsh or English as appropriate.

Beth sy'n bod? Beth wyt ti'n feddwl? (What's the matter? What do you (sing.) think?)

Mae Bob yn syrthio. (Bob is falling.)

Dw i'n meddwl bod Bob yn syrthio. (I think that Bob is falling.)

Compare ideas and end with:

Gawn ni weld. (We'll see.)

- Pupils could then write questions based on the film and the book for a quiz activity, e.g.
Beth mae Bob yn wneud yn Llandudno? (What does Bob do in Llandudno?)
Beth mae Tom / Beca'n mwynhau gwneud yn Sir Benfro? (What does Tom / Beca enjoy doing in Pembrokeshire?)
Beth mae Bob yn weld yn ...? (What does Bob see in ...?)
etc.
- Pupils could search for further information about places featured in the book or on the film.

Based on the information in the book and their personal research, pupils could then undertake the task on **Cerdyn Siarad 44** (Discussion Card 44):

Mae dau ffrind post yn siarad ar linc fideo: (Two pen-pals talk on a video link:)

A: Rwyf ti'n byw yng Nghymru. Ateba gwestiynau B. (You live in Wales. Answer B's questions.)

B: Rwyf ti'n byw yn Awstralia ac rwyf ti eisiau gwybod beth sy yng Nghymru. (You live in Australia and you want to know what's in Wales.)

Using patterns listed on the card and their personal research, pupils should undertake this task.

- Pupils could plot the places referred to in this book on an empty map of Wales, which could entail referring to atlases or maps and using co-ordinates. They could then include appropriate symbols, shading and colours to denote what is to be found in these places, e.g. mountains, rivers, lakes, castles, historical monuments, railways, caves, national parks etc.
- After talking about what is to be found in Wales, pupils could design and produce materials to promote Wales, e.g. posters, leaflets a PowerPoint presentation etc. These could include maps and images. They could use many of the patterns listed in the book, e.g.
Mae Cymru'n gyffrous. (Wales is exciting.)
Mae Cymru'n hardd. (Wales is beautiful.)
Mae Cymru'n ddiddorol. (Wales is interesting.)
Mae Cymru'n hen. (Wales is old.)
Mae Cymru'n fodern. (Wales is modern.)
Dewch i Gymru! (Come to Wales!)
- To recap, play the film again and ask the pupils for their opinions:

Beth wyt ti'n feddwl o'r DVD? (What do you (sing.) think of the DVD?)

Beth ydych chi'n feddwl o'r DVD? (What do you (pl.) think of the DVD?)

Mae'r DVD yn grêt / wych. (The DVD is great.)

Mae'r DVD yn ddoniol. (The DVD is funny.)

Mae'r DVD yn ddiddorol. (The DVD is interesting.)

Mae'r DVD yn hwyl. (The DVD is fun.)

Dw i'n hoffi'r DVD achos mae e'n / o'n ddoniol. (I like the DVD because it's funny.)

Dw i'n hoffi'r DVD achos mae Bob yn ddoniol. (I like the DVD because Bob is funny.)

Dw i'n meddwl bod y DVD yn grêt / wych. (I think that the DVD is great.)

Dw i'n meddwl bod y DVD yn ddoniol. (I think that the DVD is funny.)

Dw i'n meddwl bod y DVD yn ddiddorol. (I think that the DVD is interesting.)

Dw i'n meddwl bod y DVD yn hwyl. (I think that the DVD is fun.)

Dw i'n meddwl bod y DVD yn ddiflas achos mae'r stori'n wirion. (I think that the DVD is boring because the story is silly.)

- To end this part of the unit, you could ask:
Beth welaist ti ar y ffilm? (What did you (sing.) see on the ffilm?)
Gwelais i ... (I saw ...)
Beth glywaist ti ar y ffilm? (What did you (sing.) hear on the ffilm?)
Clywais i ... (I heard ...)

Beth ddysgaist ti yn yr uned / yn y llyfr? (What did you (sing.) learn in the unit / in the book?)
Dysgais i am Gymru. (I learnt about Wales.)

Unit 6: Part 2 – Bob, druan!

Aims:

- To continue the story of Bob in a light-hearted way and introduce the expression **Druan!** (Poor thing!)
- To develop the use of the imperfect (past) tense: **Roedd y planhigyn ...; Roedd e'n canu ...** a.y.b.
- To teach the chorus of the Welsh national anthem
- To raise awareness of other languages and cultures
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Brysia. (Hurry (sing.))</p> <p>Dw i'n trio ... (I'm trying ...)</p> <p>Dyma'r newyddion. (Here is the news.)</p> <p>Roedd y planhigyn yn Stadiwm y Mileniwm. (The plant was at the Millennium Stadium.)</p> <p>Roedd e'n canu ... (It was singing ...)</p> <p>Roedd e'n gwisgo ... (It was wearing ...)</p> <p>Roedd y planhigyn yn sgrechian. (The plant was screaming.)</p> <p>Roedd y ddau ddyn yn gwisgo ... (The two men were wearing ...)</p> <p>Daeth dau ddyn ... (Two men came ...)</p> <p>Pleidiol wyf i'm gwlad. (I support my country., i.e. a line from the national anthem)</p> <p>Beth oedden nhw'n wisgo? (What were they wearing?)</p> <p>Beth ydy'r rhif ffôn? (What's the phone number?)</p> <p>Y rhif ffôn ydy ... (The phone number is ...)</p> <p>Ffoniwch ... (Phone ...)</p>	<p>bwletin newyddion (news bulletin)</p> <p>heddlu (police)</p> <p>oferôls (overalls)</p> <p>balaclafas (balaclavas)</p> <p>gwlad (country)</p> <p>arbennig (special)</p> <p>gwerthu (sell)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ble mae Bob? (Where's Bob?)</p> <p>Beth sy'n bod? (What's the matter?)</p> <p>Beth am wrando ar y bwletin eto? (What / How about listening to the bulletin again?)</p> <p>Syniad da. (Good idea.)</p> <p>Gawn ni wrando ar y bwletin eto? (May we listen to the bulletin again?)</p> <p>Cewch wrth gwrs. (Yes, of course (you may).) / (Na chewch. (No, (you may not).))</p> <p>Sawl dyn? (How many men?)</p> <p>Pwy ydych chi? (Who are you (pl.)?)</p> <p>Beth am fynd allan i nôl pizza? (What about going out to fetch a pizza?)</p> <p>Commands</p> <p>Yfa ddŵr a byddi di'n teimlo'n well. (Drink water and you'll feel better.)</p> <p>Arhoswch – un funud. (Wait (pl.) – one moment.)</p> <p>Edrychwch. (Look (pl.).)</p>	<p>planhigyn mawr, gwyrdd, rhyfedd (a large, green, strange plant)</p> <p>baner (flag)</p> <p>dail (leaves)</p> <p>cliwiau (clues)</p> <p>hadau (seeds)</p> <p>llawer o arian (a lot of money)</p> <p>Croeso 'nôl. (Welcome back.)</p>

Rhaid helpu Bob. (Must help Bob.) Dim sŵn! (Not a sound!) Symuda. (Move (sing.).) Other Dydy e ddim yn gallu symud. (He can't move.) Wela i di. (See you.) Pardwn? (Pardon?)	
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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.

Ble mae ...? (Where is ...?)

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

Beth sy'n bod ar (Bob)? (What's the matter with (Bob)?)

Sawl ...? (How many ...?)

Arhoswch. (Wait.)

Dim sŵn! (No noise! / Not a sound!)

Step-by-step suggestions:

- Begin by introducing the story entitled **Bob, Druan!** (Poor old Bob!). The main aim of this book is to introduce an element of fun into the lessons. However, as Bob is seen singing the Welsh national anthem, pupils could be taught the anthem, or at least the chorus.

After they have read the story, they could discuss what they think will happen next:

Beth sy'n digwydd nesa? Beth wyt ti'n feddwl? (What happens next? What do you (sing.) think?)

Mae Tom / Beca'n dod i helpu Bob. (Tom / Beca comes to help Bob.)

Mae Bob yn neidio allan o'r ffenest. (Bob jumps out of the window.)

Dw i'n meddwl bod Tom / Beca'n dod i helpu Bob. (I think that Tom / Beca comes to help Bob.)

Dw i'n meddwl bod Bob yn neidio allan o'r ffenest. (I think that Bob jumps out of the window.)

Ask them to write their own endings to the story and to read their suggestions aloud.

Say:

Gawn ni weld. (We'll see.)

- Make sure that pupils understand the references to seeds and revise if necessary the science associated with seed formation. In this tale, the time has not quite come for Bob to produce seeds (which are extremely valuable!).
- Play the film **Bob, druan!** (Poor Old Bob!) (Unit 6, Part 2) in its entirety and then ask the pupils for their opinions:

Beth wyt ti'n feddwl o'r ffilm? (What do you (sing.) think of the film?)

Beth ydych chi'n feddwl o'r ffilm? (What do you (pl.) think of the film?)

Mae'r ffilm yn ddoniol achos ... (The film is funny because ...)

Mae'r ffilm yn hwyl achos ... (The film is fun because ...)

Mae'r ffilm yn wirion achos ... (The film is silly because ...)

Dw i'n hoffi'r ffilm achos mae hi'n ... (I like the film because it's ...)

Dw i'n hoffi'r ffilm achos mae Bob yn ... (I like the film because Bob ...)

If appropriate, you could revise the pattern:

Dw i'n meddwl bod y ffilm yn grêt / wych. (I think that the film is great.)

Dw i'n meddwl bod y ffilm yn ddoniol achos mae Bob yn ddoniol. (I think that the film is funny because Bob is funny.)

Dw i'n meddwl bod y ffilm yn hwyl achos mae Bob yn ddoniol. (I think that the film is fun because Bob is funny.)

Dw i'n meddwl bod y ffilm yn wirion / ddwl achos ... (I think that the film is silly / daft because ...)

- After the bulletin, Beca summarizes the clues relating to Bob's disappearance. Pause the film each time she asks a question and ask pupils to answer. Then, play the film to see whether they have answered correctly.
- Ask the pupils to try to help Beca and Tom find Bob. Ask them to summarize the information relating to his abduction, by listening once again to the bulletin and completing this grid.

Ble oedd Bob?	
Sawl dyn?	
Beth oedd y dynion yn wisgo?	
Beth ydy'r rhif ffôn?	

Answers:

Yn Stadiwm y Mileniwm; 2 ddyn; oferôls gwyn a balaclafas du; 0976 333

- In groups, pupils could then script a televised appeal to try to find Bob. They could describe the events leading up to his abduction, describe the men and then issue the phone number. This could be filmed.
- Play the section that contains the news bulletin again, i.e.

Mae'r heddlu'n chwilio am ddau ddyn. Maen nhw'n cario planhigyn mawr, gwyrdd, rhyfedd.
Roedd y planhigyn yn Stadiwm y Mileniwm, yng Nghaerdydd, ac roedd e'n canu'r anthem, "Hen Wlad fy Nhadau".
Yn sydyn, daeth dau ddyn i fyny at y planhigyn, rhoi baner Cymru dros y dail, ac yna rhoi'r planhigyn mewn car.
Roedd y planhigyn yn sgrechian.
Roedd y ddau ddyn yn gwisgo oferols gwyn a balaclafas du.
Os ydych chi'n gweld y ddau ddyn, ffoniwch yr heddlu. Y rhif ffôn ydy:
0976 333

Explain that another, incorrect bulletin has been released on another television channel and ask them to correct the mistakes.

Print out the following bulletin and ask the pupils to read it carefully and to identify and correct seven mistakes in the piece:

Y newyddion

Mae'r heddlu'n chwilio am dri dyn. Maen nhw'n cario planhigyn mawr, gwyrdd, rhyfedd.

Roedd y planhigyn yn Stadiwm y Mileniwm, yn Llanelli, ac roedd e'n canu'r anthem – "God Save the Queen".

Yn sydyn, daeth tri dyn i fyny at y planhigyn, rhoi baner Cymru dros y dail ac yna rhoi'r planhigyn mewn lori.

Roedd y planhigyn yn sgrechian.

Roedd y tri dyn un gwisgo oferols du a balaclafas gwyn. Os ydych chi'n gweld y tri dyn, ffoniwch yr heddlu. Y rhif ffon ydy:

0976 444

- Play the beginning of the section again, where Sgrin tries to pick up news of Bob's whereabouts.

Focus on the greetings in different languages and the background music and ask the pupils whether they have any idea what these languages are and where the music comes from.

You could teach a few phrases in French / Spanish / Russian / Italian and introduce music from these or other countries. Ask pupils to identify musical instruments and to express opinions.

Introducing **Cerdyn Siarad 45** (Discussion Card 45) at this point could provide assistance and support as pupils undertake this activity:

Gwrandewch ar y miwsig. (Listen to the music.)

O ble mae'r miwsig yn dod? (Where does the music come from?)

Beth ydych chi'n feddwl o'r miwsig? (What do you (pl.) think of the music?)

- References to food in the unit could lead to pupils making specific dishes, e.g. salad, a simple Chinese rice dish or curry, or to a food tasting session, which would lead to expressing opinions.

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

Cerdyn Siarad 46 (Discussion Card 46) could be used to support this work:

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

Siaradwch am hyn. (Discuss this.)

Pupils could write the recipe for their dish, using command forms, or **Rhaid ...** (Must ...) and following the recipe format seen on the reading card entitled **Crempogau** (Pancakes), (Unit 3, Part 1).

- To end this part of the unit, you could ask:
Beth welaist ti / welest ti ar y ffilm? (What did you (sing.) see on the film?)
Gwelais i ... (I saw ...)
Beth glywaist ti ar y ffilm? (What did you (sing.) hear on the film?)
Clywais i ... (I heard ...)

Unit 6: Part 3 – Hadau a dawns

Aims:

- To introduce information regarding the dispersal of seeds through the medium of Welsh
- To introduce a traditional Russian dance through the medium of Welsh
- To reinforce **Beth wyt ti'n feddwl o ...? Dw i'n meddwl bod ...**
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae hadau yn y ffrwythau. (There are seeds in the fruit)</p> <p>Bydd planhigion newydd yn tyfu. (New plants will grow.)</p> <p>Rhaid rhoi'r hadau yn y pridd. (Must put the seeds in the soil.)</p> <p>Sut mae'r hadau'n mynd i'r pridd? (How do the seeds get to the soil?)</p> <p>Mae rhai hadau'n teithio yn y gwynt. (Some seeds tavel in the wind.)</p> <p>teithio ar y dŵr (travel on the water)</p> <p>arnofio (float)</p> <p>teithio ar anifeiliaid (travel on animals)</p> <p>byrstio (burst)</p> <p>Maen nhw'n glanio ar y pridd. (They land on the soil.)</p> <p>Mae pobl yn hau hadau. (People sow seeds.)</p> <p>Rhaid cael dŵr. (Must have water.)</p> <p>pridd (soil)</p> <p>golau (light)</p> <p>ocsigen (oxygen)</p> <p>gwres (heat)</p> <p>ddim yn rhy oer (not too cold)</p> <p>ddim yn rhy boeth (not too hot)</p> <p>Beth am ddawnsio gyda'n gilydd? (What about dancing together?)</p> <p>Bydd o'n mynd i Gymru. (He'll be going to Wales.)</p>	<p>arnofio (to float)</p> <p>cario (to carry)</p> <p>ffwr (fur)</p> <p>saff (safe)</p> <p>Rwsia (Russia)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth ydy hwn? (What's this?)</p> <p>Beth sy'n digwydd? (What's happening?)</p> <p>Ga i weld eto? (Can I see gain?)</p> <p>Cei, wrth gwrs. (Yes, of course (you may).) / Na chei. / No (you may not.)</p> <p>Pa fiwsig? (What music?)</p> <p>Y miwsig o Rwsia. (The music from Russia.)</p> <p>Beth am ddawnsio? (What / How about dancing?)</p> <p>Ble wyt ti'n mynd? (Where are you (sing.) going?)</p> <p>Beth mae Tom yn wneud? (What is Tom doing?)</p> <p>Wyt ti eisiau trio'r ddawns? (Do you want to try</p>	<p>hadau (seeds)</p> <p>ffrwythau (fruit)</p> <p>afal (apple)</p> <p>oren (orange)</p> <p>tomato (tomato)</p> <p>grawnwin (grapes)</p> <p>melon (melon)</p> <p>llawer o hadau (many seeds)</p> <p>fel (like)</p> <p>y Ddaear (the Earth)</p> <p>y ddau ddyn (the two men)</p> <p>oferôls gwyn (white overalls)</p>

<p>the dance?)</p> <p>Commands</p> <p>Edrycha ar y ffrwythau. (Look (sing.) at the fruit.)</p> <p>Other</p> <p>Mae'n flin 'da fi. (I'm sorry. – South Wales)/</p> <p>Mae'n ddrwg gen i. (I'm sorry. – North Wales)</p> <p>Mae'n gyffrous. (It's exciting.)</p> <p>Mae'r miwsig yn dechrau'n araf. (The music starts slowly.)</p> <p>Yna, mae'r miwsig yn gyflym. (Then, the music is fast.)</p> <p>Dw i wedi blino. (I'm tired.)</p> <p>Mae e / o wedi blino. (He's tired.)</p> <p>Dw i'n meddwl bod y ddawns yn gyffrous. (I think that the dance is exciting.)</p>	<p>balaclafas du (black balaclavas)</p> <p>dŵr (water)</p> <p>mwynhau (to enjoy)</p> <p>smart (smart)</p> <p>ardderchog (excellent)</p> <p>anhygoel (incredible)</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 hwn? (What's this?)

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

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

Cywir. (Correct.)

Un funud os gwelwch yn dda. (Just a minute please – South Wales); **Un munud os gwelwch yn dda.** (Just a minute please – North Wales)

Gwrandda. (Listen (sing.).); [Also: **Gwrandewch.** (Listen (pl.).)]

Beth wyt ti'n wneud? (What are you (sing.) doing?); [Also: **Beth ydych chi'n wneud?** (What are you (pl.) doing?)]

Beth wyt ti'n feddwl o'r ...? (What do you (sing.) think of the ...?); [Also: **Beth ydych chi'n feddwl o'r ...?** (What do you (pl.) think of the ...?)]

Step-by-step suggestions:

- Play the film entitled **Hadau a dawns** (Seeds and a dance) (Unit 6, Part 3) up to the point where Sgrin tells Tom and Beca that they must wait until tomorrow before going to Earth: **Ond dim heddiw – beth am fynd yfory?** (But not today – what about going tomorrow?)

Ask the pupils whether they remember the word for seeds – **hadau** – (introduced in Unit 1) and ask them what is happening on the DVD. You may need to play the clip a few times to make sure they understand.

Ask them

Pa liw ydy hadau'r afal? (What colour is the apple's seeds?)

oren (orange)

grawnwin (grapes)

tomato (tomato)

melon (melon)

You could then ask them about other fruit and seeds and show examples as appropriate.

- Explain that Bob has now produced fruit / seeds and is beginning to disperse them. Introduce / revise the following words:
pridd (soil)
byrstio (burst)
anifeiliaid (animals)
pobl (people)
dŵr (water)

gwynt (wind)

and explain:

Mae hadau'n teithio ar anifeiliaid. (Seeds travel on animals.)

Mae hadau'n teithio ar y dŵr. (Seeds travel on the water.)

Mae hadau'n teithio yn y gwynt. (Seeds travel with the wind.)

Mae rhai ffrwythau'n byrstio. (Some fruit burst.)

Watch the film again and ask the pupils whether they've understood how seeds are dispersed.

- Introduce the reading card **O'r Ffrwyth i'r Pridd** (From the Fruit to the Soil) to reinforce the patterns and vocabulary.
- Introduce **Cerdyn Siarad 47** (Discussion Card 47) to reinforce the various methods of seed dispersal:
Sut mae'r hadau'n mynd o'r ffrwyth i'r pridd? (How do the seeds go from the fruit to the soil?)
Siaradwch am hyn. (Talk about this.)
- Pupils could then write factual pieces to explain how seeds are dispersed and could draw images or search for appropriate images on the internet.
- Show the remainder of the film.
- Draw attention to the clothes Tom and Beca are wearing and ask them to describe them, e.g. possibly as part of a quiz activity:
Beth mae Tom yn wisgo? (What is Tom wearing?)
Beth mae Beca'n wisgo? (What is Beca wearing?)

Explain that the characters are wearing the traditional national costume of Russia – Russians do not wear these clothes on a daily basis. Ask them to describe the Welsh national dress.

Pupils could then search for further information about Russia, e.g. the flag, location of the country, capital city etc.:

Tynnwch lun y faner. (Draw a picture of the flag.)

Ble mae Rwsia ar y map? (Where is Russia on the map?)

Beth ydy arian Rwsia? (What is Russia's currency?)

Beth ydy prifddinas Rwsia? (What's the capital city of Russia?)

Ydy Rwsia yn y Cylch Arctig? (Is Russia in the Arctic Circle?)

Pa iaith mae pobl Rwsia yn siarad? (What language do the people of Russia speak?)

Sut mae'r tywydd yn yr haf? (What is the weather like in the summer?)

Sut mae'r tywydd yn y gaeaf? (What is the weather like in the winter?)
etc.

- Focus on the dance.

After watching, pupils could express opinions, e.g.

Beth wyt ti'n feddwl o'r ddawns? (What do you (sing.) think of the dance?)

Beth ydych chi'n feddwl o'r ddawns? (What do you (pl.) think of the dance?)

Mae'r ddawns yn gyffrous. (The dance is exciting.)

Dw i'n hoffi'r ddawns achos mae hi'n ... (I like the dance because it's ...)

If appropriate, you could revise the pattern:

Dw i'n meddwl bod y ddawns yn grêt / wych. (I think that the dance is great.)

Dw i'n meddwl bod y ddawns yn gyffrous. (I think that the dance is exciting.)

Dw i'n meddwl bod y ddawns yn ddiflas achos ... (I think that the dance is boring because ...)

They could then try to perform this dance – or a similar dance – themselves.

- Then, focus on Beca's dance, ask pupils to express opinions. Pupils could perform this dance – or a similar dance.

They could then perform both dances at the same time, as Tom and Beca do on the film, with the boys dancing Tom's dance and the girls dancing Beca's dance, possibly.

You could also introduce dances that are important in other cultures, e.g. the Jewish dance, *Hava Nagila*, the Spanish dance, the *Flamenco* etc. Pupils could express their opinions of these dances and take part in them. At the end, they could also say:

Dw i wedi mwynhau. (I've enjoyed.)

Dw i wedi mwynhau dawnsio. Mae'r ddawns yn wych. (I've enjoyed the dancing. The dance is great.)

- To end this part of the unit, you could ask:
Beth welaist ti ar y ffilm? (What did you (sing.) on the film?)
Gwelais i ... (I saw ...)
Beth glywaist ti ar y ffilm? (What did you (sing.) hear on the film?)
Clywais i ... (I heard ...)

Beth ddysgaist ti yn yr uned? (What did you learn in the unit?)

Dysgais i am hadau. (I learnt about seeds.)

Dysgais i ddawns o Rwsia. (I learnt a dance from Russia.)

Unit 6: Part 4 – Paratoi

Aims:

- To undertake some physical education routines / keep fit routines through the medium of Welsh
- To prepare a healthy breakfast through the medium of Welsh.
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae syched arna i. (I'm thirsty.)</p> <p>Dyma ble wyt ti. (This is where you are.)</p> <p>Maen nhw'n dda i chi. (They're good for you.)</p> <p>Mae e'n / o'n dda i chi. (It's good for you.)</p> <p>Does dim halen yn y grawnfwyd. (There's no salt in the cereal.)</p> <p>Does dim siwgr yn y grawnfwyd. (There's no sugar in the cereal.)</p> <p>Mae gormod o halen a siwgr yn ddrwg i chi. (Too much salt and sugar is bad for you.)</p> <p>Dw i ddim yn gallu gweld ... (I can't see ...)</p> <p>Mae'n hawdd. (It's easy.)</p> <p>Mae'r miwsli yma'n dda iawn ond mae'r miwsli yma'n well. (This muesli is very good but this muesli is better.)</p>	<p>cryf, yn gryf (strong)</p> <p>yn heini (fit)</p> <p>rhesins (raisins)</p> <p>miwsli (muesli)</p> <p>egni (energy)</p> <p>bricyll (apricots)</p> <p>coconyt (coconut)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth wyt ti'n wneud? (What are you (sing.) doing?)</p> <p>Dw i'n cadw'n heini. (I'm keeping fit.)</p> <p>Pam wyt ti'n cadw'n heini heddiw? (Why are you keeping fit today?)</p> <p>Beth am gadw'n heini gyda fi? (What about keeping fit with me?)</p> <p>Iawn. (Ok.)</p> <p>Barod? (Ready?)</p> <p>Ble mae'r bwyd? (Where's the food?)</p> <p>Beth sy yn y drôr yma? (What's in this drawer?)</p> <p>Beth wyt ti'n fwyta? (What are you eating?)</p> <p>Beth am roi ffrwythau yn y miwsli? (What / How about putting fruit in the muesli?)</p> <p>Commands</p> <p>Rhaid gwisgo dillad chwaraeon. (Must wear sports clothes.)</p> <p>Rhaid gwisgo treinyrs. (Must wear trainers.)</p> <p>Rhaid rhoi'r uwd yn y bowlen. (Must put the porridge in the bowl.)</p> <p>Rhaid rhoi'r rhesins yn y bowlen. (Must put the raisins in the bowl.)</p> <p>Rhaid cymysgu. (Must mix.)</p> <p>Other</p> <p>Dw i eisiau bwyd. (I'm hungry.)</p> <p>Does dim ... (There's no ... / There are no ...)</p>	<p>i'r chwith (left)</p> <p>i'r dde (right)</p> <p>i lawr (down)</p> <p>dau ddyn (two men)</p> <p>oferôls gwyn (white overalls)</p> <p>balaclafas du (black balaclavas)</p> <p>dŵr (water)</p> <p>bwyd (food)</p> <p>cawod (shower)</p> <p>rhewgell (freezer)</p> <p>cwpwrdd (cupboard)</p> <p>O'r diwedd! (At last!)</p> <p>uwd (porridge)</p> <p>ffrwythau (fruit)</p> <p>ffrwythau sych (dried fruit)</p> <p>bacwn (cig moch) (bacon)</p> <p>wy, wyau (egg, eggs)</p> <p>sosej, sosejis (sausage, sausages)</p> <p>tomato, tomatos (tomato, tomatoes)</p> <p>grawnfwyd (cereal)</p> <p>gormod (to much, too many)</p> <p>powlen (bowl)</p> <p>llaeth / llefrith (milk)</p> <p>yma (here)</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.

I'r chwith / dde ... (Left / Right ...)

I lawr ... (Down ...) [Also: **I fyny ...** (Up ...)]

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

Beth wyt ti'n wneud? (What are you (sing.) doing?); [Also: **Beth ydych chi'n wneud?** (What are you (pl.) doing?)

Beth am ... ? (+ soft mutation); (What/ How about ...?); **Syniad da.** (Good idea!); **Na, dw i ddim yn meddwl.** (No, I don't think so.)

Rhaid (gwisgo dillad chwaraeon). (Must (wear sports clothes).)

Faint o'r gloch ydy hi ? (What time is it?); **Mae hi'n ...** (It's ...)

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

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

Mae gormod o ... yn ddrwg i chi. (Too much ... is bad for you.)

Beth wyt ti'n fwyta? (What are you eating?)

Rhaid defnyddio ... (Must use ...)

Mae ... yn dda iawn ... ond mae ... yn well. (... is very good but ... is better.)

Step-by-step suggestions:

- Explain that you are going to watch a section of film which shows Tom keeping fit – **cadw'n heini**.
Rydyn ni'n mynd i edrych ar y ffilm. Mae Tom yn cadw'n heini ar y ffilm. (We're going to look at a film. Tom is keeping fit on the film.)

Before playing the film, ask

Sut ydych chi'n cadw'n heini? (How do you (pl.) keep fit?)

Revise words such as

neidio (to jump)

rhedeg (to run)

cerdded (to walk)

nofio (to swim)

chwarae pêl-droed (to play football)

chwarae rownderi (to play rounders)

etc.

- Introduce **Cerdyn Siarad 48** (Discussion Card 48)
Sut ydych chi'n cadw'n heini? (How do you (pl.) keep fit?)
Siaradwch am hyn. (Talk about this.)

Using the patterns listed on the card and any other vocabulary and patterns they may know, pupils should discuss this question.

After they have finished, ask **Sut mae Tom yn cadw'n heini? Gawn ni weld.** (How does Tom keep fit? We'll see.)

- Show the film entitled **Paratoi** (Preparing) (Unit 6, Part 4) up to the point where Tom and Beca finish their work-out and drink water.
- Pupils could then write a number of questions based on the clip which they could ask other teams in a quiz activity, e.g.
Beth mae Tom yn wneud? (What is Tom doing?)
Sut mae Tom yn cadw'n heini? (How does Tom keep fit?)
Mae e'n / o'n rhedeg. (He runs.)
Mae e'n / o'n symud i fyny ac i lawr / i'r chwith ac i'r dde. (He moves up and down / left and right.)
Beth mae Tom yn wneud ar ôl cadw'n heini? (What does Tom do after keeping fit?)

Beth ydy'r gair Cymraeg am ...? (What's the Welsh word for ...?)

- If the topic has not been raised during the quiz, ask the pupils to list what Tom and Beca wear for their keep-fit routine.

Beth mae Tom / Beca yn wisgo? (What is Tom / Beca wearing?)

Pa liw ydy crys T Tom? (What is the colour of Tom's T-shirt?)

Emphasize:

Rhaid gwisgo dillad chwaraeon i gadw'n heini. (Must wear sports clothes to keep fit.)

Pam? (Why?)

Achos rydyn ni'n chwysu. (Because we sweat.)

Then ask, **Beth ydy dillad chwaraeon?** (What are sports clothes?)

Ask them to list in 1 minute the words associated with **dillad chwaraeon** (sports clothes).

- Play the section again to check the answers, but this time ask the pupils to listen out for words associated with the keep-fit routines also, e.g.

I'r chwith ... (Left ...)

I'r dde ... (Right ...)

I lawr ... (Down ...)

... a rhedeg. (... and running.)

Rheda ... (Run (sing.) ...)

Cerdda'n gyflym ... (Walk (sing.) quickly...)

Neidia a ... clapia ... (Jump (sing.) ... and clap ...)

Plyga ... (Bend (sing.) ...)

Rheda ... (Run ... (sing.) ...)

Stopia. (Stop (sing.).)

Ask pupils for their suggestions and list these on the whiteboard.

Pupils could then form groups in order to devise their own keep-fit routines which they could demonstrate and teach to other groups of pupils. What is important is that they use Welsh as a natural means of communication throughout.

- Play the next section of film and draw attention to the fact that Beca reads the cereal packs and opts for a cereal where:

Does dim halen a does dim siwgr yn y grawnfwyd. (There's no salt and there's no sugar in the cereal.)

because

Mae gormod o halen a siwgr yn ddrwg i chi. (Too much salt and sugar is bad for you.)

You could ask pupils to bring empty cereal packets to class and you could ask them to compare the sugar and salt content in each cereal in order to draw up a list of healthy / less healthy cereals.

They could fill in questionnaires or grids, e.g.

Faint o siwgr sy yn ...? (How much sugar is there in ...?)

Faint o halen sy yn ...? (How much salt is there in ...?)

These findings could be recorded in the form of graphs, which, in turn, could be explained simply. The cereals could then be compared:

Mae ... yn well na ... achos mae llai o siwgr yn ... nag yn ... (... is better than ... because there's less sugar in ... than in ...)

- Watch the remainder of the film in its entirety and concentrate on the way the characters make **miwsli** (muesli).

- Introduce the reading card entitled **Miwsli** (Muesli). Pupils could now make muesli, adding new ingredients and adapting the recipe as they wish.

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

This muesli could then be shared and pupils could express opinions about each other's muesli.

Introduce **Cerdyn Siarad 49** (Discussion Card 49) to recap and ensure that they have understood:

Sut mae gwneud miwsli? (How do you make muesli?)

Siaradwch am hyn. (Discuss this.)

Following the recipe format seen on the reading resource entitled **Crempogau** (Pancakes), (Unit 3, Part 1), pupils could write out the recipe, using command forms or **Rhaid ...** (Must). They could also think of a new name for their muesli.

They could also write a script for an advertisement to promote their muesli, e.g. they could think of:

- the setting for the advert, e.g. **yn yr ysgol / yn y cartref / ar y traeth / yn y Pod-antur Cymraeg** (at school / at home / on the beach / in the Pod-antur Cymraeg)
- what happens in the advert, e.g. **Mae'r plant yn cysgu ... / Mae'r plant yn deffro / dihuo..** (The children are asleep ... / The children wake up.)
- an explanation as to why their muesli is healthy e.g. **Does dim halen a does dim siwgr yn y grawnfwyd ...** (There's no salt and there's no sugar in the cereal ...) because **Mae gormod o halen a siwgr yn ddrwg i chi.** (Too much salt and sugar is bad for you.)
- descriptions of the taste, e.g. **Mae'n flasus / anhygoel / wych / fendigedig.** (It's tasty / incredible / great / wonderful.)

If appropriate, this work could be filmed and shown to other groups.

- Pupils could also undertake mathematical activities associated with this recipe, e.g. what quantities of ingredients would they required if they made muesli for 4 / 6 / 10 people etc.?
Faint o uwd? (How much porridge?)
Faint o ffrwythau? (How much fruit?)
etc.

- To end this part of the unit, you could ask:
Beth welaiast ti ar y ffilm? (What did you (sing.) see on the film?)
Gwelais i ... (I saw ...)
Beth glywaiast ti ar y ffilm? (What did you (sing.) hear on the film?)
Clywais i ... (I heard ...)

Beth ddysgaist ti yn yr uned? (What did you learn in the unit?)

Dysgais i sut i wneud miwsli. (I learnt how to make muesli.)

Unit 6: Part 5 – Mynd adre

Aim:

- To bring Bob's story to an end
- To revise instructions
- To revise the past tense
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
<p>I ble yng Nghymru ydyn ni'n mynd? (Where in Wales are we going?)</p> <p>Dw i'n meddwl bod Bob yn cuddio'r map. (I think Bob is hiding the map.)</p> <p>Pam mae angen hwn? (Why is this needed?)</p> <p>Dw i wedi cael digon. (I've had enough.)</p> <p>Diolch byth! (Thank heavens!)</p>	<p>goglais (to tickle)</p> <p>offer (equipment, tools)</p> <p>digon (enough)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ydych chi'n barod? (Are you (pl.) ready?)</p> <p>Ydyn. (Yes (we are).) / Nac ydyn. (No (we're not).)</p> <p>Wyt ti'n barod? (Are you (sing.) ready?)</p> <p>Ydw. (Yes (I am).) / Nac ydw. (No (I'm not).)</p> <p>Ble mae'r dŵr? (Where's the water?)</p> <p>Dw i ddim yn gwybod. (I don't know.)</p> <p>Ble mae "adre"? (Where's "home"?)</p> <p>Wyt ti eisiau mynd adre? (Do you (sing.) want to go home?)</p> <p>Ydw. (Yes (I do).) / Nac ydw. (No (I don't).)</p> <p>Beth ydy hwn? (What's this?)</p> <p>Beth ydy'r rhain? (What are these?)</p> <p>Beth ydy'r sŵn? (What's the noise / sound?)</p> <p>O ble mae'r sŵn yn dod? (Where is the noise / sound coming from?)</p> <p>Beth sy'n bod? (What's the matter?)</p> <p>Wyt ti'n (gallu) clywed? (Can you (sing.) hear?)</p> <p>Ydw. (Yes (I can).) / Nac ydw. (No (I can't).)</p> <p>Commands</p> <p>Edrycha yn y pridd. (Look (sing.) in the soil.)</p> <p>Ewch i'r sgrin nesa. (Go (pl.) to the next screen.)</p> <p>Brysia – yn dawel. (Hurry (sing.) – quietly.)</p> <p>Dere. (Come. – South Wales)/ Tyrd. (Come. – North Wales)</p> <p>Byddwch yn ofalus. (Be (pl.) careful.)</p> <p>Cerddwch ymlaen – chwech (Walk (pl.) forward – six.)</p> <p>Trowch i'r chwith. (Turn (pl.) left.)</p> <p>Trowch rownd a rownd. (Turn (pl.) round and round.)</p> <p>Paid siarad yn wirion. (Don't (sing.) talk nonsense.)</p>	<p>map (map)</p> <p>pridd (soil)</p> <p>rhyfedd (strange)</p> <p>Pardwn? (Pardon?)</p> <p>Croeso. (You're welcome.)</p> <p>Yn gynta ... (Firstly ...)</p> <p>cylch coch (red circle)</p> <p>rhaw (spade)</p> <p>fforch (fork)</p> <p>can dŵr (watering can)</p> <p>rhoi dŵr i ... (to give water to ...; to water)</p> <p>drwy (through)</p> <p>o dan (under)</p> <p>at y (up to the; towards the)</p> <p>adar (birds)</p> <p>planhigyn (plant)</p> <p>deg mil o bunnau (ten thousand pounds)</p> <p>bwystfil (monster)</p> <p>enfawr (enormous)</p> <p>drewllyd (smelly)</p> <p>Ych a fi! (Ugh!)</p> <p>rhy sych (too dry)</p> <p>rhy dywyll (too dark)</p> <p>twll (hole)</p>

<p>Paid siarad dwli. (Don't (sing.) talk nonsense.)</p> <p>Rhaid ateb y cwestiynau. (Must answer the questions.)</p> <p>Rhaid plannu Bob yn y pridd. (Must plant Bob in the soil.)</p> <p>Plannwch Bob. (Plant (pl.) Bob.)</p> <p>Rhaid gwneud twll. (Must make a hole.)</p> <p>Rhaid rhoi Bob yn y pridd. (Must put Bob in the soil.)</p> <p>Rhaid rhoi pridd o gwmpas Bob. (Must put soil around Bob.)</p> <p>Rhaid rhoi dŵr i Bob. (Must water Bob.)</p> <p>Other</p> <p>Mae Bob yn hapus achos mae e'n mynd adre. (Bob is happy because he's going home.)</p> <p>Does dim map yn y pridd. (There's no map in the soil.)</p> <p>Dim problem. (No problem.)</p> <p>Pob lwc! (Good luck!)</p> <p>Does dim bwystfil yn y llyn. (There's no monster in the lake.)</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.

Ydych chi'n barod? (Are you (pl.) ready?); **Ydyn.** (Yes (we are).); **Nac ydyn.** (No (we are not).)

Wyt ti'n barod? (Are you (sing.) ready?); **Ydw.** (Yes (I am).); **Nac ydw.** (No (I am not).)

Ble mae'r ...? (Where is the ...?)

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

Does dim ... yn y ... (There is / are no ... in the ...)

Wyt ti eisiau mynd adre? (Do you (sing.) want to go home?); **Ydw.** (Yes (I do).) **Nac ydw.** (No (I don't).); **Ydych chi eisiau mynd adre?** (Do you (pl.) want to go home?); **Ydyn.** (Yes (we do).); **Nac ydyn.** (No (we don't).)

Beth ydy hwn? (What's this?); **Beth ydy'r rhain?** (What are these?)

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

O ble mae'r sŵn yn dod? (Where is the noise / sound coming from?)

Rhaid ateb y cwestiynau. (Must answer the questions.)

Rhaid gwneud y tasgau. (Must do the tasks.)

Pob lwc! (Good luck!)

Yn dawel (Quietly)

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

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

Pardwn? (Pardon?)

Step-by-step suggestions:

- Show the film entitled **Mynd adre** (Going home) (Unit 6, Part 5) in its entirety. Ask the pupils for their opinions.

Beth wyt ti'n feddwl o'r ffilm / stori? (What do you (sing.) think of the film / story?)

Beth ydych chi'n feddwl o'r ffilm / stori? (What do you (pl.) think of the film / story?)

Mae'r ffilm / stori yn hapus achos ... (The film / story is funny because ...)

Mae'r ffilm / stori yn gyffrous achos ... (The film / story is exciting because ...)

Mae'r ffilm / stori yn ddiflas achos ... (The film / story is boring because ...)

Mae'r ffilm / stori yn ... achos dw i ddim yn hoffi ... (The film / story is ... because I don't like ...)

Dw i'n meddwl bod y ffilm / stori yn gyffrous achos ... (I think that the film / story is exciting because ...)

Dw i'n meddwl bod y ffilm / stori yn ddiflas achos ... (I think that the film / story is boring because ...)

Dw i'n meddwl bod y ffilm / stori yn ofnadwy achos ... (I think that the film / story is awful because ...)

Mae Josh a Bert yn ddoniol iawn. (Josh and Bert are very funny.)

Mae Josh a Bert yn rhyfedd. (Josh and Bert are strange.)

- Focus on the sections where instructions are given and ask the pupils to listen out for them:
Cerddwch ymlaen chwech. (Walk forward six.)
Trowch i'r chwith ... yna cerddwch ymlaen pump. (Turn (pl.) left ... and then walk forward five.)
Trowch rownd a rownd ac yna cerddwch ymlaen tri deg – drwy'r gât ... heibio i'r coed mawr ac at y llyn. (Turn (pl.) round and round and then walk (pl.) forward thirty (steps / paces) – through the gate ... past the large trees and to the lake.)

Revise giving instructions in Welsh, e.g.

Ewch i'r chwith ... (Go (pl.) to the left ...)

Ewch i'r dde ... (Go (pl.) to the right ...)

Ewch syth ymlaen ... (Go (pl.) straight on ...)

Ewch heibio i'r ... (Go (pl.) past the ...)

Ewch o dan y ... (Go (pl.) under the ...)

Ewch o flaen y ... (Go (pl.) in front of the ...)

Ewch drwy'r ... (Go (pl.) through the ...)

In pairs, ask the pupils to work out a specific route within the school grounds. They should then draw a map to show the route and explain the directions. This should be given to another pair of pupils, who should follow the map and the directions to see where the route takes them.

- Focus again on the section where Beca calls out to the 'monster' in the lake:

Wyt ti yno? (Are you (sing.) there?)

Wyt ti'n fawr? (Are you (sing.) big?)

Wyt ti'n enfawr? (Are you (sing.) enormous?)

Wyt ti'n ddrewllyd? (Are you (sing.) smelly?)

Wyt ti'n ych a fi? (Are you (sing.) ugh?)

Make sure that the pupils understand what is being said and ask them what other questions she could have asked. Steer clear of the 'Have you got ...?' patterns unless you have already introduced this pattern:

Wyt ti'n goch? (Are you (sing.) red?)

Wyt ti'n ddu? (Are you (sing.) black?)

Wyt ti'n wyn? (Are you (sing.) white?)

Wyt ti'n wyrdd? (Are you (sing.) green?)

Please note: The adjective mutates after **yn** or **'n**.

They could also ask:

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

Wyt ti'n mwynhau byw yn y llyn? (Do you (sing.) enjoy living in the lake?)

Wyt ti'n bwyta pobl? (Do you (sing.) eat people?)

Wyt ti'n dod allan o'r llyn? (Do you (sing.) come out of the lake?)

Wyt ti'n gallu rhedeg? (Can you (sing.) run?)

Wyt ti'n gallu cerdded? (Can you (sing.) walk?)

Wyt ti'n gallu dringo? (Can you (sing.) climb?)

Wyt ti'n gallu neidio? (Can you (sing.) jump?)

etc.

Ask them to write 5 questions each and then to compare what they have written.

- Focus on the section where Tom gives the following instructions:
Rhaid gwneud twll. (Must make a hole.)
Rhaid rhoi Bob yn y twll. (Must put Bob in the hole.)
Rhaid rhoi pridd o gwmpas Bob. (Must put soil around Bob.)
Rhaid rhoi dŵr i Bob. (Must water Bob.)

Pupils could then plant different flowers or plants, shrubs or vegetable plants in the school garden / in troughs etc., using these instructions as they do so.

- Introduce the book entitled **Dyddiadur Bob** (Bob's Diary).

Draw attention to the label at the beginning of the book and then give the pupils similar labels, e.g.

Enw:	.....
Cyfeiriad:	.....
Rhif ffôn:	.....
Oed:	.....
Hobiau:	.....
Hoff fwyd:	.....
Hoff ddiod:	.....
Hoff liw:	.....

Ask them to complete these labels with information about their partner. **Cerdyn Siarad 50** (Discussion Card 50) could be introduced to offer assistance and support as necessary.

A: Gofynna gwestiynau i dy bartner di i lenwi'r ffurflen. (Ask your partner questions to fill the form.)

B: Ateba'r cwestiynau. (Answer the questions.)

This task revises much of the work undertaken in previous packs and units.

- The diary is intended to encourage pupils to write their own diary entry.

Draw attention to the past tense forms that have already been introduced and introduce the new ones, showing that they all follow the same pattern – they end in **-ais** or **-es**. (Please see page 15.)

Ask the pupils to tell each other about 5 things that they did recently, using these past tense forms. If appropriate, you could ask them to express an opinion as well, using **roedd** (was), e.g.

Es i i Aberystwyth. Roedd e'n / o'n wych. (I went to Aberystwyth. It was great.)

Bwytais i salad i swper. Roedd e'n / o'n flasus. (I ate salad for supper. It was tasty.)

Read the diary entry on page 12 and draw attention to the past tense forms and the linking words and then ask pupils to write a similar entry, using the past tense forms listed on page 15.

- Ask pupils to identify and record expressions in the diary that denote feelings:

Dw i'n ...		Dw i'n teimlo'n ...	
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.
Dw i'n grac / flin.	I'm cross / angry.	Dw i'n teimlo'n grac / flin.	I feel cross / angry.
Dw i'n nerfus.	I'm nervous.	Dw i'n teimlo'n nerfus.	I feel nervous.
Dw i'n unig.	I'm lonely.	Dw i'n teimlo'n unig.	I feel lonely.
Dw i'n sâl.	I'm ill.	Dw i'n teimlo'n sâl.	I feel ill.
		Dw i'n teimlo'n gyffrous.	I feel excited.
		Dw i'n teimlo'n wych.	I feel great.
		Dw i'n teimlo'n ddiflas.	I feel miserable.
		Dw i'n teimlo'n ofnadwy.	I feel awful.

Then, in a team game, ask them to mime different feelings so that their team can guess how they are feeling.

- To end, ask them to guess what's going to happen in Pack 4 of Y Pod-antur Cymraeg:
Beth sy'n digwydd nesa? (What happens next?)
Beth sy'n digwydd ym Mhecyn 4. (What happens in Pack 4?)
Mae Tom a Beca'n mynd i ... (Tom and Beca go to ...)
Mae Tom a Beca'n teithio i ... (Tom and Beca travel to ...)
Mae Tom a Beca'n gweld ... (Tom and Beca see ...)
Mae Tom a Beca'n bwyta ... (Tom and Beca eat ...)

Ask them to select 4 sentences and compare ideas.