

TEACHERS' GUIDELINES

CONTENTS

Introduction		3
Interactive materials		7
Cross-curricular links		9
Unit 1		16
Part 1	Ble mae Tom?	20
Part 2	Tom yn teithio	27
Part 3	Yn y gofod	36
Part 4	Tom yn Awstralia	40
Part 5	Helpu Sgrin	46
Unit 2		50
Part 1	Crad	53
Part 2	Croeso!	57
Part 3	Cychod	62
Part 4	Bowsio ... dringo ... llithro	68
Part 5	Ydych chi'n cofio?	72
Unit 3		75
Part 1	Cwpons	78
Part 2	Ble wyt ti'n byw?	86
Part 3	Ar y fferm	90
Part 4	Yr Ail Ryfel Byd	94
Part 5	Ydych chi'n cofio?	100
Unit 4		104
Part 1	Bocs arbennig	108
Part 2	Ewrop	113
Part 3	Y Ganolfan Ewropeaidd	118
Part 4	Chwarae a siopa	123
Part 5	Ydych chi'n cofio?	128
Unit 5		131
Part 1	Croeso 'nôl!	134
Part 2	Arwr	141
Part 3	Tân!	144
Part 4	Ozzy	147
Part 5	Ydych chi'n cofio?	150
Unit 6		153
Part 1	Parti ... parti ... parti	156
Part 2	Faint o'r gloch ydy hi?	160
Part 3	Ffrindiau	166
Part 4	Y parti	173
Part 5	I ffwrdd â ni!	176

INTRODUCTION

Y Pod-antur Cymraeg - P-aC4

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 in Packs 1, 2 and 3, 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 become 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.

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 every unfamiliar word 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-aC4: Uned 1, 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-aC4 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 Second World War etc.

Use these Welsh patterns as often 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 familiarizing 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, Crad and Dyfs use forms that are used in North Wales whereas Tom, Izzy and Ffion use 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, Crad, Dyfs (North Wales)	Tom, Izzy, Ffion (South Wales)	Meaning
rŵan	nawr	now
Mae'n ddrwg gen i.	Mae'n flin 'da fi / gyda fi.	I'm sorry.
Tyrd.	Dere.	Come.
Dos.	Cer.	Go.
fferins	losin	sweets

Please note:

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

The Pod-antur Cymraeg⁴

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

Unit 1: Beca has arrived back in the Pod-antur Cymraeg, following her travels at the end of Pack 3, but finds that Tom is missing. She visits Llanarthne, where he used to work, and the composting plant he visited in Pack 3 in a bid to find him. Sgrin eventually finds Tom travelling through space.

Tom lands in Norway and Australia and Beca and Sgrin discuss these countries. Sgrin reminisces about happy times with the characters who have visited the Pod-antur Cymraeg (Packs 1-3) and ends up feeling rather sad. Beca, therefore, decides to search for Crad, Ffion, Izzy and Dyfs in order to ask them to return to the Pod-antur Cymraeg and make Sgrin happy again. She finds an e-mail from Crad stating where he is working and decides to visit him.

Unit 2: Beca visits Zip World, in North Wales, where Crad is working. She has an adventure on the zip wire and invites Crad to return to the Pod-antur Cymraeg.

Sgrin is delighted when he sees that Crad has returned. Beca and Crad make model boats and discuss forces and they then visit an underground trampolining centre in Snowdonia.

Unit 3: Crad finds a ration book in the Pod-antur Cymraeg and the characters travel back in time to the Second World War – they visit a shop and a museum where Ffion works and meet some evacuees and Land Girls.

Unit 4: Beca leaves the Pod-antur Cymraeg to go to a party in Paris and Crad finds a box full of European artefacts. Crad and Sgrin discuss various countries in Europe and Crad leaves the Pod-antur Cymraeg in order to invite Izzy, who is working at an European Centre, to return. At the European Centre, Crad studies work by Picasso and meets Izzy. He also goes to a school to play handball and then goes shopping with Izzy, who needs to buy ingredients to prepare tapas for an European exhibition she is organizing. After she has made the food and arranged the exhibition, both characters return to the Pod-antur Cymraeg.

Unit 5: Izzy and Sgrin are delighted to be reunited and reminisce about past times. Although happy to see Izzy, Sgrin still feels rather sad that the other characters are not in the Pod-antur Cymraeg and therefore Crad and Izzy decide to visit Dyfs, who is working for a TV company, to invite him to return. Dyfs is working on **Prosiect Arwr** (Project Hero), a series of programmes about heroes, and so he visits local heroes – a fire fighter and a guide dog for the blind. He says that he will return to the Pod-antur Cymraeg after he has finished the project.

Unit 6: Izzy and Crad begin to organize a party for Sgrin in a bid to cheer him up and invite the other characters to attend. They decide not to phone Tom in Australia due to the time difference and this leads to an explanation about time zones. The characters arrive, get to know each other and have a great time at the party. They enjoy themselves and decide to stay on in the Pod-antur Cymraeg. They therefore discuss what they would like to do and see in the future, which provides opportunities for pupils to discuss what they would like to do in the future as they move from primary school to secondary school.

Acknowledgements:

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

The National Botanic Garden of Wales
Cwm Environmental
Zip World
Bounce Below
1940's Swansea Bay
Lower Treginnis Farm, St Davids (Farms for City Children)
Ysgol Gynradd Dewi Sant, Llanelli
Lamphey Primary School
Asda, Llanelli
Llanelli Fire Station
Guide Dogs Cymru, in particular Deborah Rees
Hanna Stevenson & Ozzy
Ceredigion County Council
Tourism Australia

Interactive materials

The story

The interactive board game depicts Beca's journey to the Pod-antur Cymraeg. As she travels, she 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, Beca 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 Beca 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 Beca moving forward a number of squares, corresponding to the number of letters in the word. Not completing the game will result in Beca 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 Beca 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, Beca 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 should 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, **Cliciwch ar y sgrin i symud ymlaen**. (Click on the screen to continue). These words are also spoken.

If a question is answered incorrectly, Beca will move back a square. If a question is answered correctly, Beca 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 Ble mae Tom? Tom yn teithio Yn y gofod Tom yn Awstralia Helpu Sgrin	Unit 2 Crad Croeso! Cychod Bownsio ... dringo ... llithro Ydych chi'n cofio?	Unit 3 Cwpons Ble wyt ti'n byw? Ar y fferm Yr Ail Ryfel Byd Ydych chi'n cofio?	Unit 4 Bocs arbennig Ewrop Y Ganolfan Ewropeaidd Chwarae a siopa Ydych chi'n cofio?	Unit 5 Croeso 'nôl! Arwr Tân! Ozzy Ydych chi'n cofio?	Unit 6 Parti ... parti ... parti Faint o'r gloch ydy hi? Ffrindiau Y parti I ffwrdd â ni!
Art and design	<ul style="list-style-type: none"> • produce posters • produce pieces of artwork to depict a scene evoked by the music <i>Morning</i> by Edvard Grieg • draw a troll • produce logos for rockets • discuss <i>The Scream</i> by Edvard Munch and produce a similar painting • produce a collage based on Y Trol o dan y Bont (The Troll under the Bridge) • produce a piece of artwork, using 'dot' techniques • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • paint slates or stones • discuss the work of Catrin Williams, draw local views in a similar style • illustrate the poem Dw i wrth fy modd ... (I love ...) • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • draw shop frontages from the Second World War • design posters including slogans • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • study the work and style of Picasso and produce similar pieces of artwork • design artwork to depict Spanish fiestas and Finnish sports • produce a collage or mobile, draw and animate the characters after reading about the musicians of Bremen • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • draw funny faces • produce logos, illustrated logos and posters etc. to promote a charity bike ride • produce artwork associated with weather idioms 	<ul style="list-style-type: none"> • draw self-portraits • illustrate party invitations / party ware • draw images to accompany their recipes • produce pieces of artwork to depict celebrations • evaluate their own work and that of their fellow pupils

	Unit 1 Ble mae Tom? Tom yn teithio Yn y gofod Tom yn Awstralia Helpu Sgrin	Unit 2 Crad Croeso! Cychod Bownsio ... dringo ... llithro Ydych chi'n cofio?	Unit 3 Cwpons Ble wyt ti'n byw? Ar y fferm Yr Ail Ryfel Byd Ydych chi'n cofio?	Unit 4 Bocs arbennig Ewrop Y Ganolfan Ewropeaidd Chwarae a siopa Ydych chi'n cofio?	Unit 5 Croeso 'nôl! Arwr Tân! Ozzy Ydych chi'n cofio?	Unit 6 Parti ... parti ... parti Faint o'r gloch ydy hi? Ffrindiau Y parti I ffwrdd â ni!
Design and technology	<ul style="list-style-type: none"> • design / create sculptures, space rockets • create 3D models or puppets • design and create didgeridoos • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • design and make model boats • prepare jelly boats • evaluate their own work and that of their fellow pupils 	<ul style="list-style-type: none"> • design and create shop frontages / model of a High Street during the Second World War • design and create a ration book or artefact from the Second World War • "plan and carry out a broad range of practical food preparation tasks safely and hygienically", e.g. Second World War recipes • undertake sewing activities in keeping with the "Make do and mend" motto 	<ul style="list-style-type: none"> • produce a class display to depict Europe, e.g. design and make models and flags • "plan and carry out a broad range of practical food preparation tasks safely and hygienically" in relation to producing European food • design and make masks for Spanish fiestas • evaluate their own work and that of their fellow pupils 		<ul style="list-style-type: none"> • design and produce invitations to a party • opportunity to make party bunting using different types of triangles • prepare a healthy hero sandwich and write the recipe • design and produce party ware, e.g. colourful paper plates, serviettes, a table cloth etc.
English	<ul style="list-style-type: none"> • search for information on the internet • record details in written form 	<ul style="list-style-type: none"> • search for information on the internet • record details in written form 	<ul style="list-style-type: none"> • search for information on the internet • record details in written form 	<ul style="list-style-type: none"> • search for information on the internet • record details in written form 	<ul style="list-style-type: none"> • search for information on the internet • record details in written form 	<ul style="list-style-type: none"> • search for information on the internet • record details in written form

	Unit 1 Ble mae Tom? Tom yn teithio Yn y gofod Tom yn Awstralia Helpu Sgrin	Unit 2 Crad Croeso! Cychod Bownsio ... dringo ... llithro Ydych chi'n cofio?	Unit 3 Cwpons Ble wyt ti'n byw? Ar y fferm Yr Ail Ryfel Byd Ydych chi'n cofio?	Unit 4 Bocs arbennig Ewrop Y Ganolfan Ewropeaidd Chwarae a siopa Ydych chi'n cofio?	Unit 5 Croeso 'nôl! Arwr Tân! Ozzy Ydych chi'n cofio?	Unit 6 Parti ... parti ... parti Faint o'r gloch ydy hi? Ffrindiau Y parti I ffwrdd â ni!
Geography	<ul style="list-style-type: none"> • identify and locate places / countries on a globe, atlas, map • study Norway / Australia and produce promotional materials • use ICT to find and present information 	<ul style="list-style-type: none"> • identify and locate places on a globe, atlas, map, using grid references if appropriate 		<ul style="list-style-type: none"> • identify and locate places on a globe, atlas, map, using grid references • discuss some of the capital cities of Europe / the world • revise the points of the compass • undertake research into Finland and Spain (and other European countries) • undertake research into the European way of life and discuss 	<ul style="list-style-type: none"> • design a cycling path / course for a bike race in the local area 	<ul style="list-style-type: none"> • revise the points of the compass • locate places on maps • discuss time zones • discuss where the food we eat originates
History	<ul style="list-style-type: none"> • opportunities to revise the Victorian era • opportunities to discuss space exploration during the 1960s 	<ul style="list-style-type: none"> • opportunity to undertake research into the slate industry in North Wales 	<ul style="list-style-type: none"> • discuss and investigate the Second World War • "identify the differences between ways of life": the Second World War and the present day • use a range of resources to ask / answer questions • "communicate ideas in a variety of ways" 	<ul style="list-style-type: none"> • opportunities to introduce aspects of European history, e.g. the voyages of discovery that departed from Europe 		<ul style="list-style-type: none"> • opportunities to revise aspects of the Second World War

	Unit 1 Ble mae Tom? Tom yn teithio Yn y gofod Tom yn Awstralia Helpu Sgrin	Unit 2 Crad Croeso! Cychod Bownsio ... dringo ... llithro Ydych chi'n cofio?	Unit 3 Cwpons Ble wyt ti'n byw? Ar y fferm Yr Ail Ryfel Byd Ydych chi'n cofio?	Unit 4 Bocs arbennig Ewrop Y Ganolfan Ewropeaidd Chwarae a siopa Ydych chi'n cofio?	Unit 5 Croeso 'nôl! Arwr Tân! Ozzy Ydych chi'n cofio?	Unit 6 Parti ... parti ... parti Faint o'r gloch ydy hi? Ffrindiau Y parti I ffwrdd â ni!
ICT	<ul style="list-style-type: none"> • “find information from a variety of sources for a defined purpose,” • produce written pieces • use a range of ICT resources e.g. to produce posters, leaflets, a story board, cartoon, tickets to visit Zip World 	<ul style="list-style-type: none"> • design and print posters, • “find information from a variety of sources for a defined purpose” • use a range of ICT resources, e.g. take photographs of the model boat making process and upload these onto the computer; include these in written work 	<ul style="list-style-type: none"> • design shop frontages • “find information from a variety of sources for a defined purpose” • prepare and give a PowerPoint presentation about life during the war years 	<ul style="list-style-type: none"> • design and create a display about Europe • “find information from a variety of sources for a defined purpose”, e.g. in relation to Cardiff, Finland, Spain, Picasso, sport etc. • produce books • film a game of handball and record a commentary • design a story board to depict the tale of the musicians of Bremen • animate the tale and record a voice-over 	<ul style="list-style-type: none"> • find information from a variety of sources for a defined purpose”, e.g. in relation to Mother Teresa, cycle races • produce a series of short programmes on the theme of “Heroes” • prepare and give a PowerPoint presentation about a hero 	<ul style="list-style-type: none"> • search for information from different sources, e.g. in relation to celebrations • design party invitations
Mathematics	<ul style="list-style-type: none"> • discuss opening hours • revise money • create a timeline • revise the time • discuss time zones 	<ul style="list-style-type: none"> • measure • adapt a recipe according to the number of people who will eat the food • revise money • revise opening hours • use grid references 	<ul style="list-style-type: none"> • revise opening hours and undertake calculations in relation to time • weigh and measure ingredients • adapt recipes by calculating the amount of ingredients 	<ul style="list-style-type: none"> • references to the properties of a cuboid • revise cardinal numbers • revise opening hours and undertake calculations in relation to time • revise money • discuss value for 	<ul style="list-style-type: none"> • revise time • calculate the total amount of money raised during a charity bike ride 	<ul style="list-style-type: none"> • calculate times in different parts of the world • make party bunting using different types of triangles

	Unit 1 Ble mae Tom? Tom yn teithio Yn y gofod Tom yn Awstralia Helpu Sgrin	Unit 2 Crad Croeso! Cychod Bownsio ... dringo ... llithro Ydych chi'n cofio?	Unit 3 Cwpons Ble wyt ti'n byw? Ar y fferm Yr Ail Ryfel Byd Ydych chi'n cofio?	Unit 4 Bocs arbennig Ewrop Y Ganolfan Ewropeaidd Chwarae a siopa Ydych chi'n cofio?	Unit 5 Croeso 'nôl! Arwr Tân! Ozzy Ydych chi'n cofio?	Unit 6 Parti ... parti ... parti Faint o'r gloch ydy hi? Ffrindiau Y parti I ffwrdd â ni!
Mathematics (cont.)			required for different numbers of people • fractions	money by comparing items, weights, prices etc. • search for summer and winter temperatures in Finland, Spain and Wales, draw graphs and compare		
Music	• discuss and evaluate background music – identify instruments and describe feelings • listen to / appraise <i>Morning</i> by Edvard Grieg • learn and perform Oes gafr eto? (Is there another goat?) • listen to didgeridoo music and appraise	• learn the Welsh folk song Fuoch chi 'rioed yn morio? (Have you ever been sailing?)	• listen to and appraise war time music, identify instruments etc. • big band and swing music • jazz music • perform a simple piece as a 'big band'	• study and appraise different styles of European music and instruments associated with different countries • listen to music by Sibelius and appraise	• choose / compose, music for the programme on heroes	• listen to and appraise party music

	Unit 1 Ble mae Tom? Tom yn teithio Yn y gofod Tom yn Awstralia Helpu Sgrin	Unit 2 Crad Croeso! Cychod Bownsio ... dringo ... llithro Ydych chi'n cofio?	Unit 3 Cwpons Ble wyt ti'n byw? Ar y fferm Yr Ail Ryfel Byd Ydych chi'n cofio?	Unit 4 Bocs arbennig Ewrop Y Ganolfan Ewropeaidd Chwarae a siopa Ydych chi'n cofio?	Unit 5 Croeso 'nôl! Arwr Tân! Ozzy Ydych chi'n cofio?	Unit 6 Parti ... parti ... parti Faint o'r gloch ydy hi? Ffrindiau Y parti I ffwrdd â ni!
Physical education	<ul style="list-style-type: none"> • choreograph dance movements associated with the tale Y Trol o dan y Bont (The Troll under the Bridge) 	<ul style="list-style-type: none"> • trampolining activities if appropriate • discuss health and safety in relation to trampolining 	<ul style="list-style-type: none"> • learn a dance from the period 	<ul style="list-style-type: none"> • dance in a Spanish / European style • investigate handball and take part in the sport • investigate and take part in other European sports 	<ul style="list-style-type: none"> • take part in a cycle race / charity bike ride 	<ul style="list-style-type: none"> • take part in a party dance, Welsh folk dance or a hopping dance • choreograph different movements suitable for a party dance • 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"> • discuss celebrations
Science	<ul style="list-style-type: none"> • revise the planets • discuss air resistance, friction in relation to model rockets • discuss wind turbines and solar power • discuss ways of making the school greener • revise composting 	<ul style="list-style-type: none"> • undertake activities associated with gravity • use different materials to make model boats • discuss the forces needed to make model boats move 	<ul style="list-style-type: none"> • discuss healthy food, how to make two dishes more healthy • opportunity to sow and plant and to revise the requirements for healthy plant growth 	<ul style="list-style-type: none"> • revise the classification of materials 		<ul style="list-style-type: none"> • opportunity to discuss healthy / unhealthy drinks / food • choose healthy fillings for a hero sandwich

	Unit 1 Ble mae Tom? Tom yn teithio Yn y gofod Tom yn Awstralia Helpu Sgrin	Unit 2 Crad Croeso! Cychod Bownsio ... dringo ... llithro Ydych chi'n cofio?	Unit 3 Cwpons Ble wyt ti'n byw? Ar y fferm Yr Ail Ryfel Byd Ydych chi'n cofio?	Unit 4 Bocs arbennig Ewrop Y Ganolfan Ewropeaidd Chwarae a siopa Ydych chi'n cofio?	Unit 5 Croeso 'nôl! Arwr Tân! Ozzy Ydych chi'n cofio?	Unit 6 Parti ... parti ... parti Faint o'r gloch ydy hi? Ffrindiau Y parti I ffwrdd â ni!
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; role-play; 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, posters, leaflets, e-mails, factual pieces, a story, a dialogue associated with the painting <i>The Scream</i> 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; give and respond to instructions, describe a fictional character 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, posters, leaflets, e-mails, poems, scenarios depicting the attributes of a good friend, film commentary, invitations 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, hot-seating activities, discuss photographs 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, questions, sentences in the past tense, paragraphs contrasting life during two periods, letters, postcards, 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, give instructions 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, fact files, books, descriptions, appraisal of a painting, leaflets, posters, film commentary, quiz questions, recipes, story, dialogues 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, discuss events in the past, 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, quiz questions, personal accounts, an account of an event in the past, film commentary, fact files, letters, 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, quiz questions, e-mails, invitations, descriptions, recipes, 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 respond appropriately in a variety of circumstances, e.g. chatting informally to a worker at **Gardd Fotaneg Genedlaethol Cymru** (the National Botanic Garden of Wales), asking for food in a café, discussing factual information, exchanging information etc.

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. in relation to the tale **Y Trol o dan y Bont** (The Troll under the Bridge) and situations contained on the discussion cards. They are encouraged to role-play in an imaginative situation based on the painting *The Scream*, by Edvard Munch, and there are opportunities to imagine the experience of working in the International Space Station and walking on the moon in the 1960s. They take part in hot-seating activities and discuss what they learn from photographs.

There are opportunities to watch and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **Cywir** (Correct) or **Anghywir** (Incorrect). They could then be asked to watch the film in order to spot the inaccuracies and correct them.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information, 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 fact files about wind turbines and solar panels, the International Space Station, Aboriginal art, a traditional Norwegian tale about a troll and a book that contains profiles and information about the main characters featured in the Pod-antur Cymraeg series. General questions that could be asked are listed in the document entitled **P-aC4 Language Patterns**, and a list of specific questions relevant to each book is to be found at the back of the books. Pupils could also read aloud the film commentary they write in Part 2.

Writing

Pupils are provided with opportunities to write lists, posters / leaflets to promote **Gardd Fotaneg Genedlaethol Cymru** (the National Botanic Garden of Wales) at Llanarthne, a notice showing the opening hours of a public building, a film commentary about a Victorian schoolroom, factual pieces, a dialogue associated with Edvard Munch's painting, *The Scream*, and a short piece containing their opinions about music. They are also encouraged to write a profile of the troll they design and create.

In part 3, they are asked to imagine that they are living in the International Space Station or walking on the moon and to write an e-mail about their experiences.

In Part 4, there are opportunities to write materials (a poster / leaflet / information for a website) to promote Australia.

In Part 5, pupils have the opportunity to write profiles of themselves, their friends or celebrities and to develop these profiles into fuller descriptions of these people.

English

Pupils are encouraged to undertake research in relation to **Gardd Fotaneg Genedlaethol Cymru** (the National Botanic Garden of Wales), space exploration and Australia.

Mathematics

Opening hours are discussed in relation to **Gardd Fotaneg Genedlaethol Cymru** (The National Botanic Garden of Wales) and the café and pupils are therefore given opportunities to discuss and to undertake calculations in relation to time, e.g.

Am faint o'r gloch mae'r ardd yn agor? (At what time does the garden open?)

Am faint o'r gloch mae'r ardd yn cau? (At what time does the garden close?)

Sawl awr? (How many hours?)

Am sawl awr mae'r siop ar agor ar ddydd ...? (For how many hours is the shop open on ...day?)

There are opportunities to buy a meal at a café which could lead to revising money and calculating the price of the meal.

Pupils could also create a timeline of relevant dates associated with space exploration.

If appropriate, the concept of time zones could be introduced at the end of Part 4 and pupils could calculate the time in different parts of the world. Further work in relation to time zones is also introduced in Unit 6.

Science

The first part of the unit revises work associated with the planets previously undertaken in Pack 3 and this is further developed in relation to the International Space Station and space exploration during the 1960s in Part 3.

There are opportunities to make rockets using different materials, which could then be “propelled” in order to show air resistance, friction etc.

At the end of Part 1, wind turbines and solar panels are introduced and pupils are encouraged to consider how green their school is and to think of ways of making it even greener.

There are opportunities to revise the process of making compost (previously discussed in Pack 3, Unit 4, Part 4) as Beca revisits a composting centre in South Wales.

History

There are opportunities to revise aspects of the Victorian era in Part 2, and Part 3 focuses on space exploration during the 1960s. There are opportunities to search for further information, to make a timeline etc.

Geography

Pupils are asked to locate countries on a map, globe or in an atlas as they see the earth spinning from space. They could look for the location of Russia (following the references to Yuri Gagarin), America and Houston (following the references to the space programme in the 60s), Norway and Australia – including specific tourist attractions. Some basic information is provided in relation to Norway and Australia and pupils could search for further information and images.

Pupils are asked to create promotional materials in relation to Australia. The guidelines that are provided could be adapted to enable them to write about any country or area.

Art and design

Pupils could design posters to promote the National Botanic Garden of Wales, create a piece of artwork to depict the scene evoked by the piece of music entitled *Morning* (Edvard Grieg) and draw a troll which could be included on a warning sign associated with the troll who lives under the bridge. Pupils could draw logos for the rockets they create.

After looking at the painting entitled *The Scream* (Edvard Munch) in Part 2, pupils could discuss it further, paying particular attention to colour tones, shades and mood. They could then try to recreate the work.

They could produce a collage based on the tale **Y Trol o dan y Bont** (The Troll under the Bridge) or a backdrop to the tale which could be used as they retell the tale.

A traditional Aboriginal painting style is introduced – dot painting – and pupils are asked to discuss images and to create their own dot paintings. They are also asked to create a piece of artwork on the ground, using sand, leaves, seeds etc., as native Aborigines used to do.

Please see the document entitled **P-aC4 Language Patterns** for language patterns which could be used as pupils undertake art work and as they evaluate the work.

Design and technology

After seeing the sculptures at the National Botanic Garden of Wales, pupils could design, make and evaluate their own sculptures. They could also design and make scarecrows, large sunflowers etc. which could be placed in the school garden.

They could design and make space rockets and discuss how design affects speed and performance.

After reading the book entitled **Y Trol o dan y Bont** (The Troll under the Bridge), they could make models or puppets of the main characters which could then be used to retell the tale. They could also make a model of the landscape which could be used as a setting as they retell the tale.

Pupils could design and make didgeridoos, which could then be used to create music.

Physical education

Pupils could choreograph dance movements to depict the different scenes in the book entitled **Y Trol o dan y Bont** (The Troll under the Bridge), e.g. the goats trotting happily across the bridge, the troll emerging to threaten them and the final attack by the largest goat.

Music

The background music to the clip showing the Victorian school – or indeed, any other background music – could be discussed. Pupils could describe the music, state how they feel, give their opinions and identify the instruments. This could lead to a session where different types and styles of music are discussed.

After seeing the statue of Edvard Grieg on the film, pupils could listen to the piece entitled *Morning* and express opinions. They could listen out for specific instruments and discuss what the piece evokes. They could then create a piece of artwork to depict this scene.

Pupils could learn and perform the traditional Welsh folk song, **Oes gafr eto?** (Is there another goat?).

After reading about traditional Aboriginal art, much of which contained stories that were told to the accompaniment of the didgeridoo, pupils could listen to didgeridoo music included on the film, express opinions and then make their own didgeridoos, which they could use to create similar music.

ICT

Pupils are encouraged to use the internet to search for information about the National Botanic Garden of Wales at Llanarthne and they could use ICT to design and produce posters, leaflets etc.

They could also make a story board or cartoon of the tale **Y Trol o dan y Bont** (The Troll under the Bridge) or they could animate the tale, which would involve designing, scripting, animating, recording a voice-over and dialogue and sound effects.

They could also design tickets for the tourist attraction, Zip World.

Curriculum Cymreig

In addition to learning Welsh as a second language, pupils are given the opportunity to visit the National Botanic Garden of Wales at Llanarthne on film and to learn that there are wind farms in Wales. They could also learn the traditional Welsh song, **Oes gafr eto?** (Is there another goat?)

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.

Developing Communication

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

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

Developing ICT

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

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 1: Part 1 – Ble mae Tom?

Aims:

- To revise language patterns learnt in Packs 1-3 and transfer these to other situations and contexts, e.g. the date and time; the question **Ydy ... ?** (Is ...?) and the answers **Ydy.** (Yes, he / she / it is.) and **Nac ydy.** (No, he / she / it isn't.); **rhy** (too): **rhy boeth** (too hot); **rhy oer** (too cold)
- To revise work undertaken in Pack 2 in relation to the planets ... and **Gardd Fotaneg Genedlaethol Cymru** (the National Botanic Garden of Wales) at Llanarthne
- To introduce the negative form **Dydy ... ddim ...** (He / she / it isn't / doesn't ...), e.g. **Dydy Tom ddim yma.** (Tom isn't here.); **Dydy hi ddim yn rhy boeth ar y Ddaear.** (It isn't too hot on Earth.)
- To discuss aspects related to green technology through the medium of Welsh, **tyrbin gwynt** (wind turbine); **tyrbinau gwynt** (wind turbines), **panel haul** (solar panel) and **cynhyrchu trydan** (to produce electricity)
- To introduce the new expressions: **Amhosib!** (Impossible!); **Mae'n amhosib.** (It's impossible.); **Posib!** (Possible!); **Mae'n bosib.** (It's possible.)
- To revise and use in meaningful contexts vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae'n neis bod yn y Pod-antur Cymraeg eto. (It's nice to be in the Pod-antur Cymraeg again.)</p> <p>Dydy Tom ddim yma. (Tom isn't here.)</p> <p>Dydy hi ddim yn rhy boeth. (It's not too hot.)</p> <p>Amhosib! (Impossible!)</p> <p>Mae'n amhosib. (It's impossible.)</p> <p>Mae'n bosib. (It's possible.)</p> <p>Os ydy Tom ar y Ddaear ... (If Tom is on the Earth ...)</p> <p>Rhagfyr dau ddeg pedwar. (December the twenty fourth.)</p> <p>Rhagfyr dau ddeg pump. (December the twenty fifth.)</p> <p>O ddeg o'r gloch tan chwech o'r gloch. (From ten o'clock until six o'clock.)</p> <p>O ddeg o'r gloch tan hanner awr wedi pedwar. (From ten o'clock until half past four.)</p> <p>Mae hi'n braf ... Ydy, mae hi'n braf iawn. (It's fine ... Yes, it's very fine.)</p> <p>Dw i ddim yn gallu ffeindio Tom. (I can't find Tom.)</p>	<p>Noswyl Nadolig (Christmas Eve)</p> <p>cerflun (sculpture)</p> <p>tyrbin gwynt, tyrbinau gwynt (wind turbine, wind turbines)</p> <p>panel haul (solar panel)</p> <p>cynhyrchu trydan (to produce electricity)</p> <p>tŷ iâ = tŷ rhew (ice house)</p> <p>Mae'n dywyll. (It's dark.)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth wyt ti'n feddwl? (What do you think? / What are you thinking?)</p> <p>Wyt ti o dan y bwrdd? (Are you under the table?)</p> <p>Ble ydw i? (Where am I?)</p> <p>Ble wyt ti? (Where are you?)</p> <p>Ble mae Tom? (Where's Tom?)</p> <p>Dw i ddim yn siwr. (I'm not sure.)</p> <p>Ydy e/o ar un o'r planedau? (Is he on one of the planets?)</p> <p>Ydy. (Yes (he is).) / Nac ydy. (No (he isn't).)</p>	<p>bwrdd (table)</p> <p>soffa (sofa)</p> <p>lamp (lamp)</p> <p>Y Planedau (The Planets)</p> <p>Mercher (Mercury)</p> <p>Gwener (Venus)</p> <p>Y Ddaear ((the) Earth)</p> <p>Mawrth (Mars)</p> <p>Iau (Jupiter)</p> <p>Sadwrn (Saturn)</p>

<p>Ydy Tom yma? (Is Tom here?) Ydy, mae e/o yma. (Yes, he's here.) / Nac ydy, dydy e/o ddim yma. (No, he's not here.) Faint o'r gloch ydy hi? (What time is it?) Mae hi'n bum munud i ddeg. (It's five to ten.) Pryd mae'r caffi'n agor? (When does the café open?) Am ddeg o'r gloch. (At ten o'clock.)</p> <p>The past tense Roedd Tom yn y goedwig. (Tom was in the woods.) Roeddwn i'n cario dŵr. (I was carrying water.)</p> <p>Commands Tyrd o 'na. = Dere 'mlaen. (Come on.) Cer at y cylch coch. = Dos at y cylch coch. (Go to red circle.)</p> <p>Other Mae'r Pod-antur Cymraeg yn hwyl. (The Pod-antur Cymraeg is fun.) Mae'r Pod-antur Cymraeg yn anhygoel. (The Pod-antur Cymraeg is amazing.) Dw i ddim yn gallu gweld Tom. (I can't see Tom.) Gawn ni weld. (Let's see.) Rydyn ni ar gau ... (We're closed.)</p>	<p>Wranws (Uranus) Neifion (Neptune)</p> <p>rhy boeth (too hot) rhy sych (too dry) rhy oer (too cold) rhy stormus (too stormy) rhy wyntog (too windy)</p> <p>yr Ardd Fotaneg Genedlaethol (The National Botanic Garden (of Wales)) Dydd Nadolig (Christmas Day)</p> <p>golau (light)</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 wyt ti'n feddwl? (What do you think?)

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

Beth am edrych? (What / How about looking?)

Faint o'r gloch ydy hi rŵan / nawr? (What time is it now?)

Step-by-step suggestions:

- Show the beginning of the film entitled **Ble mae Tom?** (Where's Tom?) (Unit 1, Part 1), up to the point where Beca leaves the Pod-antur Cymraeg.

Revise the names of the planets (introduced in Pack 3, Unit 1):

Pwy sy'n cofio? (Who remembers?)

Beth ydy enwau'r planedau? (What are the names of the planets?)

Ask groups to list the 8 planets and then compare lists. If they have not already done so, pupils could then arrange them in the correct order:

Pa drefn? (What order?)

Yn gynta, mae ... (First, there's ...)

Yn ail, mae ... (Second, there's ...)

Yn drydydd, mae ... (Third, there's ...)

Yna, mae ... (Then, there's ...)

Mae ... nesa at ... (... is next to ...)

Mae ... rhwng ... a ... (... is between ... and ...)

You could also ask them to say something about the planets, which would again revise the work undertaken in Pack 2 (Unit 1).

Mae ... yn oer / boeth. (... is cold / hot.)

Mae Mawrth yn rhy oer. (Mars is too cold.)

Mae planed Gwener yn rhy boeth. ((Planet) Venus is too hot.)

Mae dŵr ar y Ddaear. (There's water on (the) Earth.)

Cerdyn Siarad 1 (Discussion Card 1) could be introduced to enable pupils to discuss the planets in groups:

Siaradwch am y planedau. (Talk about the planets.)

Pupils could also write questions about the planets, which they could ask in a quiz activity, and marks could be awarded to teams giving the correct answers e.g.

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

Mae ... rhwng ... a ... (... is between ... and ...)

Mae ... nesa at ... (... is next to ...)

Pa liw ydy ...? (What colour is ...?)

Oes dŵr ar ...? (Is there water on ...?)

Sut mae'r tywydd ar blaned ...? (What's the weather like on (planet) ...?)

- You could re-play the section and pause the film as it shows the Earth and ask pupils to name the countries that are seen. If necessary, pupils could look for the names on a map or globe or in an atlas.
- As Beca refers to **Yr Ardd Fotaneg Genedlaethol** (the National Botanic Garden) at the end of the section, recap what the pupils know about this garden (previously introduced in Pack 3, Unit 1) – or search for information about the garden e.g.
Ble mae'r Ardd Fotaneg Genedlaethol? (Where is the National Botanic Garden?)
Beth sy yn yr Ardd Fotaneg Genedlaethol? (What's in the National Botanic Garden?)

Pupils could design posters or leaflets about the garden, as appropriate.

- Play the remainder of the film.
Pupils could discuss and list what they saw on the film and lists could be compared:
Beth sy ar dy restr di? (What's on your (sing.) list?)
Beth sy ar eich rhestr chi? (What's on your (pl.) list?)
- Play the beginning of the clip again, where Beca reads the opening hours.

Ask pupils if they remember the meaning of **Nadolig** (Christmas) and ask them to work out what **Noswyl Nadolig** (Christmas Eve) and **Dydd Nadolig** (Christmas Day) could possibly mean.

You could also draw attention to the dates mentioned on the film:

Rhagfyr dau ddeg pedwar (December the twenty fourth)

Rhagfyr dau ddeg pump (December the twenty fifth)

This would provide a good opportunity to revise dates in Welsh, e.g.

Pryd mae Noswyl Nadolig? (When's Christmas Eve?)

Dydd Nadolig (Christmas Day)

Dydd San Steffan (Boxing Day)

Dydd Calan (New Year's Day)

Noson Tân Gwyllt (Bonfire Night)

dy ben-blwydd di (your birthday)

Revise the patterns:

Pryd mae'r ardd yn agor? (When does the garden open?)

Am faint o'r gloch mae'r ardd yn agor? (At what time does the garden open?)

Pryd mae'r ardd yn cau? (When does the garden close?)

Am faint o'r gloch mae'r ardd yn cau? (At what time does the garden close?)

Am faint o'r gloch mae'r ardd yn cau ym mis Ebrill? (At what time does the garden close in April?)

Am faint o'r gloch mae'r ardd yn cau ym mis Ionawr? (At what time does the garden close in January?)

Am ... (At ...)

You could also ask the following question:

Sawl awr? (How many hours?)

Am sawl awr mae'r (siop) ar agor ar ddydd ...? (For how many hours is the (shop) open on ...day?)

Pupils could then investigate the opening hours of a tourist attraction, the local library or other public building in the area and design similar notices. They could also illustrate their work as appropriate.

Working in pairs, empty notices similar to the one below could be distributed, and pupils could then ask each other the above questions in order to find out when different places are open to the public. They could then complete the notice:

Ble:	.....
Ar agor:	
Ar gau:	

- Play the next short section, where Beca talks to the receptionist. Ask:
Sut mae'r tywydd? (What's the weather like?)
Mae hi'n braf iawn. (It's very nice / fine.)

Draw attention to the response:

Ydy, mae hi'n braf iawn heddiw. (Yes, it's very nice today.)

Up to now, **ydy** (yes) has mainly been used as an answer to the question **Ydy hi'n ...?** (Is it ...?). Here it is used to confirm a statement.

As you discuss the weather each morning, you – or the pupils – could now make a statement instead of asking a question and pupils could agree or disagree, e.g.

Mae hi'n braf heddiw. (It's fine today.)

Ydy. (Yes, it is.) (or **Nac ydy** (No, it isn't.) if they disagree).

Ydy, mae hi'n braf iawn heddiw. (Yes it's very fine / nice today.)

Mae hi'n oer heddiw. (It's cold today.)

Ydy. (Yes, it is.) (or **Nac ydy** (No, it isn't.) if they disagree).

Ydy, mae hi'n oer iawn heddiw. (Yes, it's very cold today.)

Mae hi'n bwrw glaw / eira heddiw. (It's raining / snowing today.)

Ydy. (Yes, it is.) (or **Nac ydy** (No, it isn't.) if they disagree).

Ydy, mae hi'n bwrw glaw / eira'n drwm. (Yes, it's raining / snowing heavily.)

If you wished to develop this at a later stage, you could use the following:

Roedd hi'n braf ddoe. (It was fine yesterday.) **Oedd.** (Yes, it was.) (or **Nac oedd** (No, it wasn't.) if they disagree).

Roedd hi'n oer neithiwr. (It was cold last night.) **Oedd.** (Yes, it was.) (or **Nac oedd** (No, it wasn't.) if they disagree).

Introduce **Cerdyn Siarad 2** (Discussion Card 2) and ask pupils to role-play the situation, using the patterns listed on the card and any other patterns and vocabulary they may know:

A: Rwyf ti'n gweithio yn yr Ardd Fotaneg Genedlaethol. (You work at the National Botanic Garden.)

B: Beca wyt ti. (You're Beca.)

Siaradwch. (Speak.)

They could develop the conversation as appropriate.

- The work related to time above is revised as Beca reads the opening hours of the café – and further work could be undertaken as appropriate. Please note the following expression which has previously been introduced in relation to the dates of the Tudor and Victorian periods (Packs 2 and 3):

o (+ soft mutation - from) ... **tan** ... (+ soft mutation - until)

o ddeg o'r gloch tan hanner awr wedi pedwar (from ten o'clock until half past four)

Pupils could also use these expressions to explain opening hours during maths sessions.

- Play the section that shows Beca in the café again.
Ask the pupils to adapt the situation – Beca decides to have a bite to eat before she resumes her search for Tom.

Revise the patterns for asking for things:

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

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

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

Faint ydy ... ? (How much is / are ...?)

Patterns the assistant could use:

Pa fath? (What kind?)

Pa faint? (What size?)

Sawl un? / Faint? (How many?)

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

Introduce **Cerdyn Siarad 3** (Discussion Card 3) and ask pupils to role-play the situation, using the patterns listed on the card and any other patterns and vocabulary they may know.

A: Rwyf ti yn y caffi yn chwilio am Tom ond rwyf ti eisiau bwyd. (You're in the café looking for Tom but you want some food.)

B: Rwyf ti'n gweithio yn y caffi. (You work at the café.)

Siaradwch. (Talk.)

- Play the next section. Draw attention to the word **cerflun** (sculpture), explaining that pupils already know the word **llun** (picture). **Cerfio** means *to carve* and therefore **cerflun** means a picture that has been carved.

Ask them to describe what they see or to express an opinion:

Siaradwch am y cerflun. (Talk about the sculpture.)

Tarw ydy e/o. (It's a bull.)

Mae e'n/o'n frown. (It's brown.)

Mae e'n/o'n fawr. (It's big.)

Mae e'n/o'n hardd. (It's beautiful.)

Mae e'n/o'n hyfryd. (It's lovely.)

Mae e'n/o'n rhyfedd. (It's strange.)

Mae e'n/o'n ofnadwy. (It's awful.)

Dw i'n hoffi'r cerflun achos mae e'n/o'n ... (I like the sculpture because it's ...)

Dw i'n meddwl bod y cerflun yn ... (I think that the sculpture is ...)

Pupils could design and make their own sculpture. Introduce the key words:

clai (clay)
cyllell (knife)
rholio (to roll)
taro (to pat)
mowldio (to mould)
gwneud siâp ... (to make the shape of ...)
tynnu (to pull)
pinsio (to pinch)
torri (to break, cut)

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. / I roll the clay.)
Dw i'n taro'r clai. (I'm patting the clay. / I pat the clay.)
Dw i'n gwneud siâp (tarw / ceffyl / mochyn / cylch / triongl) gyda'r clai. (I'm making / I make the shape of (a bull / a horse / a pig / a circle / a triangle) with the clay.)
Dw i'n tynnu'r clai ... yma ... ac yma ... ac yma ... (I'm pulling / I pull the clay ... here ... and here ... and here ...)
Dw i'n taro'r clai eto. (I'm patting / I pat the clay again.)
Dw i'n gwneud (coes / llinell). (I'm making / I make (a leg / a line).)
Dw i'n gwneud (pen mawr / siâp sgwâr). (I'm making / I make (a big head / a square shape).)
 etc.

Ask the pupils to make their sculptures. 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 cerflun? (Do you enjoy making a sculpture?)
Ydw. Dw i'n mwynhau gwneud cerflun. (Yes. I enjoy making a sculpture.) / **Nac ydw. Dw i ddim yn mwynhau gwneud cerflun.** (No. I don't enjoy making a sculpture.)
Beth ydy'r cerflun? (What is the sculpture?)
... ydy e/o. (It's ...)

- Focus on the final section that introduces the **tyrbin gwynt** (wind turbine), **panel haul** (solar panel) and **tŷ rhew / tŷ iâ** (ice house).
 Draw attention to the above terms and the expression:
cynhyrchu trydan (to produce electricity)

Ask the pupils to find images of wind turbines and solar panels and to find information about how these work – in English or Welsh as appropriate.

Introduce the reading card entitled **Tyrbin gwynt ... Panel Haul** (Wind Turbine ... Solar Panel) to explain the process in Welsh.

- Pupils could then discuss the question:
Ydy'r ysgol yn wyrdd? (Is the school green?)

They could discuss the following questions, for example:

Oes tyrbin gwynt yn yr ysgol? (Is there a wind turbine in the school?)
Oes panel haul yn yr ysgol? (Is there a solar panel in the school?)
Oes biniau ailgylchu yn yr ysgol? (Are there recycling bins in the school?)
Oes gardd yn yr ysgol? (Is there a garden in the school?)
Beth sy yn yr ardd? (What's in the garden?)
Oes compost yn yr ysgol? (Is there compost in the school?)
 etc.

Ydyn ni'n gwastraffu dŵr? (Do we waste water?) (You could revise Pack 3, Unit 5, Part 4 in this context.)

Ydyn ni'n diffodd y golau? (Do we switch off the light?)

Ydyn ni'n ailgylchu papur? (Do we recycle paper?)

Ydyn ni'n bwyta'n iach? (Do we eat healthily?)

etc.

The answers to these question would be either **Ydyn** (Yes (we do).) or **Nac ydyn**. (No (we don't).)

Pupils could also consider ways of making the school greener, e.g.

Rhaid ailgylchu mwy. (Must recycle more.)

Rhaid gwastraffu llai. (Must waste less.)

Rhaid tyfu ... (Must grow ...)

Dim gwastraffu dŵr. (No wasting water!)

Peidiwch gwastraffu dŵr. (Don't waste water.)

They could also make posters or leaflets or upload information onto the school's website encouraging pupils to take steps to create a greener school.

- 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 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 ddiddorol. (I think that the DVD is interesting.)

Dw i'n meddwl bod y DVD yn ddiddorol achos dw i'n hoffi dysgu am y planedau. (I think that the DVD is interesting because I like learning about the planets.)

Unit 1: Part 2 – Tom yn teithio

Aims:

- To revise language patterns learnt in Packs 1-3 and transfer them to other situations and contexts
- To revisit the Victorian schoolroom (Pack 3, Unit 3) in order to revise the Victorian period and the past tense in Welsh, **Roedd ...** (... was / were / used to / continuous past tense ...); **Roedd y plant yn ...** (The children were / used to / past tense); **Roedden nhw'n ...** (They were / used to / past tense)
- To evaluate a piece of music through the medium of Welsh
- To evaluate a painting through the medium of Welsh and to recreate that painting in the same style
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt, e.g. **Pwy wyt ti?** (Who are you?); **Ble wyt ti'n byw?** (Where do you live?); **Faint ydy dy oed di?** (How old are you (sing.)?); **Wyt ti'n hoffi ...?** (Do you (sing.) like ...?) etc.

New patterns and vocabulary

Patterns	Main vocabulary
Dw i eisiau gweld llun mwy. (I want to see a bigger picture.) Pam wyt ti'n teithio? (Why are you (sing.) travelling?) Achos dw i eisiau gweld y byd. (Because I want to see the world.) Wyt ti'n dod 'nôl i'r Pod-antur Cymraeg? (Are you (sing.) coming back to the Pod-antur Cymraeg?) Dim nawr / rŵan. (Not now.) Roedd e'n/o'n ysgrifennu miwsig. (He wrote music.) Beth ydy'r llun? (What's the picture?) Mae'r llun yma'n enwog. (This picture is famous.)	drewi (to stink) llun mwy (a bigger picture) glanio (to land) Norwy (Norway) sgrechian (to scream)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ydy Tom yn yr ardd? (Is Tom in the garden?) Ydy. (Yes (he is).) / Nac ydy. (No (he isn't).) Ble mae e/o? (Where is he?) Dw i ddim yn gwybod. (I don't know.) Gawn ni weld. (We'll see.) Beth ydy hwn? (What's this?) Beth wyt ti'n wneud? (What are you doing?) Dw i'n ... (I'm ...) Beth am ...? (What / How about ...?) Sut mae'r tywydd? (What's the weather like?) Mae hi'n braf. (It's fine.) Ga i weld llun o Norwy os gwelwch yn dda? (May I see a picture of Norway please?) Cei. (Yes (you may).) / Na chei. (No (you may not).) Beth wyt ti'n gallu gweld yn y llun? (What can you (sing.) see in the picture?) Dw i'n gallu gweld ... (I can see ...) Pa liwiau sy yn y llun? (What colours are there in the picture?)	yr ysgol Fictoraidd (the Victorian school) athrawes (a female teacher) cas (nasty) creulon (cruel) y ganolfan gompostio (the composting plant) Ych a fi! (Ugh! / Yuck!) llun (picture) mwy (bigger, larger) cerdded (to walk) coedwig (woods) mynyddoedd (mountains) môr (sea) rhaeadr (waterfall) pont (bridge) hardd (beautiful) teimlo'n drist (to feel sad)

<p>Oren a brown. (Orange and brown.) Sut wyt ti'n teimlo? (How do you feel?) Dw i'n teimlo'n ofnus. (I feel frightened.) Wyt ti'n hoffi'r llun? (Do you (sing.) like the picture?) Dw i ddim yn siwr. (I'm not sure.) Beth sy'n bod? (What's the matter?)</p> <p>Commands Edrycha. (Look (sing.).) Cer at y cylch coch. = Dos at y cylch coch. (Go (sing.) to the red circle.)</p> <p>Other Dydy Tom ddim yn hoffi'r athrawes. (Tom doesn't like the teacher.) Mae'n drewi. (It stinks.) Dere yma. = Tyrd yma. (Come here.) Mae hi'n hardd yma. (It's beautiful here.) Mae hi'n anhygoel yma. (It's incredible here.) Roedd athrawes gas yn yr ysgol. (There was a nasty teacher at the school.)</p>	
---	--

Transferring patterns to everyday situations

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

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

Dere yma = Tyrd yma. (Come here (sing.).); **Dewch yma.** (Come here (pl.).)

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

Beth wyt ti'n wneud? (What are you (sing.) doing?); **Beth ydych chi'n wneud?** (What are you (pl.) doing?)

Discussing paintings:

Mae'r llun yma'n enwog. (This picture is famous.)

Beth ydy teitl y llun? (What's the title of the picture?)

... – gan (Edvard Munch) (... – by (Edvard Munch))

Pa liwiau sy yn y llun? (What colours are there in the picture?)

Coch ... ac oren ... a glas ... a gwyrdd ... a brown. (Red ... and orange ... and blue ... and green ... and brown.)

Beth wyt ti'n gallu gweld yn y llun? (What can you (sing.) see in the picture?)

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

Beth arall wyt ti'n gallu gweld yn y llun? (What else can you (sing.) see in the picture?)

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

Wyt ti'n hoffi'r llun? (Do you (sing.) like the picture?)

Ydw. / Nac ydw. / Dw i ddim yn siwr. (Yes (I do). / No (I don't). / I'm not sure.)

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

Dw i'n teimlo'n drist, dw i'n meddwl. (I feel sad, I think.)

Ydy'r llun yn drist / hapus? (Is the picture sad / happy?)

Mae'r llun yn ... (The picture is ...)

Ydy'r llun yn dda? (Is the picture good?)

Ydy achos ... / Nac ydy, achos ... (Yes, because ... / No, because ...)

Pam mae'r llun yn dda? (Why is the picture good?)

Achos mae'r (lliwiau)'n effeithiol ... (Because the (colours) are effective ...)

Mae stori yn y llun. (There's a story in the picture.)

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

Step-by-step suggestions:

- Before playing the film, you could revise words associated with the Victorian classroom. Please see Pack 3, Unit 3, Part 3.
- Play the first part of the film entitled **Tom yn teithio** (Tom travelling) (Unit 1, Part 2) up to the image of the Welsh Not around the child's neck.
- Ask the pupils to list what they saw on the film:
Beth sy ar y ffilm? (What's on the film?)
Gwnewch restr. (Make a list.)
Pwy sy'n gallu gwneud y rhestr hira? (Who can make the longest list?)

Pwy sy wedi ennill? (Who has won?)

Sawl gair? (How many words?)

- Play this clip again and, as various objects from the classroom are shown, revise the vocabulary by asking:
Beth ydy hwn? (What's this?)
- Explain that the pupils are going to write a commentary based on what they see and therefore play the section again, but this time ask the pupils to write notes as they watch. Then ask them to write the commentary, e.g.
Dyma'r ... (This is the ...)
Dyma'r plant. Maen nhw'n gwisgo ... (Here are the children. They're wearing ...)
Dyma'r athrawes. Mae hi'n ... (Here's the teacher. She's ...)

This could also be written in the past tense, if appropriate:

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

Dyma'r desgiau. Roedd y desgiau'n hir. (Here are the desks. The desks were long.)

Dyma'r llechi. Roedd y plant yn ysgrifennu ar y llechi. (Here are the slates. Pupils used to write on the slates.)

Play the clip again, but this time ask some of the pupils to read out their commentary as the film is playing.

- Introduce **Cerdyn Siarad 4** (Discussion Card 4) so that pupils are given the opportunity to talk about the Victorian era freely:
Siaradwch am yr ysgol Fictoraidd. (Talk about the Victorian school.)

Using the language patterns listed on the card and any other patterns and vocabulary they may know, pupils should talk about the Victorian classroom / going to school in Victorian times.

You could also revise other aspects of life during the Victorian era (Pack 3, Unit 3) as appropriate.

- Explain that you are going to listen to the background music and that you are going to ask some questions based on the music. Revise expressing opinions:

Beth wyt ti'n feddwl o'r miwsig? (What do you think of the music?)

Mae'n dawel. (It's quiet.)

araf (slow)

gyflym (fast)

gryf (strong)

uchel (loud)

dda (good)

wych (great)

ardderchog (excellent)

ofnadwy (awful)

You could also introduce the following and revise feelings:

Mae'n bwerus. (It's powerful.)

ymlaciol (It's relaxing.)

Dw i'n meddwl bod y miwsig yn dawel. (I think that the music is quiet.)

araf (slow)

gyflym (fast)

etc.

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

drist (sad)

ofnus (frightened)

nerfus (nervous)

fywiog (lively)

Dw i'n teimlo wedi blino. (I feel tired.)

Play the clip again, but this time ask the pupils to concentrate on the music. Afterwards, ask them:

Beth wyt ti'n feddwl o'r miwsig? (What do you (sing.) think of the music?)

They could then discuss this in groups.

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

Sut mae'r miwsig yn gwneud i ti deimlo? (How does the music make you (sing.) feel?)

They could then discuss this in groups.

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

You could also ask:

Pa offerynnau wyt ti'n clywed? (What instruments do you hear?)

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

They could then discuss this in groups.

Pupils could be invited to bring CDs of their favourite music into class and these could be played in order to reinforce the above patterns.

They could also write about the various clips they hear, e.g.

Darn 1	Piece 1
Enw:	Name:
Offerynnau:	Instruments:
Mae'r miwsig yn ...	The music is ...
Dw i'n teimlo'n ...	I feel ...

- Play the next section, where Beca visits the composting plant.
Ask pupils to write questions based on the content, e.g.
Ble mae Beca? (Where's Beca?)
Ble mae Beca'n mynd? (Where is Beca going?)
Pam mae Beca'n mynd i'r ...? (Why is Beca going to the ...?)
Beth sy yn y ...? (What's in the ...?)
Pa liw ydy'r lori? (What colour is the lorry?)
Beth mae Beca'n wisgo? (What's Beca wearing?)

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

Ydy Tom yn y ...? (Is Tom in the ...?)

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

Pupils could then ask these questions in a quiz activity and groups could be awarded marks for correct answers.

- You could draw attention to the symbols and the Welsh sign seen on screen:
Gwasttraff o'r ardd (Garden waste)
Pupils could then make similar signs for their composting area or garden in school.
- Work undertaken in Pack 3, Unit 4, Part 4 (the composting centre) could be revised if appropriate.
- Show the clip again and draw attention to Beca's use of:
Ydy o yn y ...? (Is he in the ...?) **Nac ydy.** (No (he isn't).) (or **Ydy** (Yes (he is).) for a yes answer).

If you wanted to practise this pattern, you could hide an object in the room and ask pupils to ask a series of questions to work out where the object is.

Similarly, you could use a map of the world, imagine that Tom is visiting a particular country and write where he is on a piece of paper, e.g.

Mae Tom yn (Ffrainc). (Tom is in (France).)

Ask the pupils to ask a series of questions to find out where he is, e.g.

Ydy Tom yn Awstria? (Is Tom in Austria?)

Nac ydy. (No (he isn't).)

Ydy Tom yn Ffrainc? (Is Tom in France?)

Ydy. (Yes (he is).) (and show the sentence written on the paper.)

Pupils could then undertake this activity themselves.

- You could then ask them to write on a piece of paper where they think Tom is. Ask them to read out their sentences and before moving on to the next section, say
Gawn ni weld ... (We'll see.)
- Play the final section in its entirety.
Ask pupils:
Ble mae Tom? (Where's Tom?)
[Answer: **Yn Norwy.** (In Norway.)]

Check whether any of the pupils have guessed Tom's location in the previous step and ask them to look for Norway on a map, in an atlas or on a globe.

Ask the following questions based on the film:

Sut mae'r tywydd yn Norwy? (What's the weather like in Norway?)

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

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

Beth mae Tom yn wneud yn Norwy? (What's Tom doing in Norway?)

Mae e'n/o'n cerdded yn y goedwig. (He's walking in the woods.)

Mae e'n/o'n gweld trol. (He sees a troll.)

Beth ydych chi'n ddysgu am Norwy o'r ffilm? (What do you learn about Norway from the film?)

Mae Norwy yn hardd. (Norway is beautiful.)

Mae Norwy yn hyfryd. (Norway is lovely.)

Mae mynyddoedd yn Norwy. (There are mountains in Norway.)

Mae trols yn Norwy. (There are trolls in Norway.)

Beth ydy enw'r llun ar y ffilm? (What's the name of the picture on the film?)

Beth ydy teitl y llun ar y ffilm? (What's the title of the picture on the film?)

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

Edvard Munch.

- Show the painting – pause the film:

Mae'r llun yma'n enwog. (This picture is famous.)

Pa liwiau sy yn y llun? (What colours are there in the picture?)

Coch ... ac oren ... a glas ... a gwyrdd ... a brown. (Red ... and orange ... and blue ... and green ... and brown.)

Beth wyt ti'n gallu gweld yn y llun? (What can you (sing.) see in the picture?)

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

Beth arall wyt ti'n gallu gweld yn y llun? (What else can you (sing.) see in the picture?)

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

Wyt ti'n hoffi'r llun? (Do you (sing.) like the picture?)

Nac ydw. / Ydw. / Dw i ddim yn siwr. (No (I don't). / Yes (I do.) / I'm not sure.)

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

Dw i'n teimlo'n drist, dw i'n meddwl. (I feel sad, I think.)

Ydy'r llun yn drist / hapus? (Is the picture sad / happy?)

Mae'r llun yn ... (The picture is ...)

Ydy'r llun yn dda? (Is the picture good?)

Ydy achos ... / Nac ydy, achos ... (Yes, because ... / No, because ...)

Pam mae'r llun yn dda? (Why is the picture good?)

Achos mae'r (lliwiau)'n effeithiol ... (Because the (colours) are effective ...)

Mae stori yn y llun. (There's a story in the picture.)

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

You could draw attention to the different shades.

Edrychwch ar y glas golau a'r glas tywyll. (Look at the light blue and the dark blue.)

Edrychwch ar yr oren tywyll a'r oren golau. (Look at the dark orange and the light orange.)

Pupils could then download an image of the painting and write a short piece to accompany it, e.g.

Dyma ... gan ... (This is ... by ...)

Teitl y llun ydy ... (The title of the picture is ...)

Yn y llun, dw i'n gallu gweld ... (In the picture, I can see ...)

Mae'r llun yn ddiddorol achos ... (The picture is interesting because ...)

Mae'r lliwiau'n gryf ... (The colours are strong ...)

Mae'r llun yn drist achos ... (The picture is sad because ...)

Dw i'n meddwl bod y llun yn ... achos ... (I think that the picture is ... because ...)

- Pupils could then recreate the painting, possibly using different shades.

Cerdyn Siarad 5 (Discussion Card 5) could then be introduced.

A: Rwy'ti'n cerdded. Yn sydyn, rwy'ti'n stopio ac rwy'ti'n sgrechian. (You're walking. Suddenly you stop and you scream.)

B: Gofynna beth sy'n bod. (Ask what's the matter.)

Using the patterns listed on the card and any other patterns and vocabulary they know, pupils could role-play this situation.

Attention should be drawn to the following patterns which may be less familiar:

Dw i wedi colli ... (I've lost ...)

O, bechod! (Oh, pity!)

They could also write the dialogue and this work could be displayed in class around a large version of *The Scream*.

- You could play the section that refers to Grieg again and draw attention to the piece of music playing in the background.

Then, play a fuller orchestral version of the piece and tell them the title: *Morning*, by Grieg.

Ask the pupils to close their eyes to imagine the morning portrayed in the piece. What does the music evoke – what can they see? They could then create pieces of artwork to depict these scenes.

If appropriate, you could revise:

Pa offerynnau wyt ti'n gallu clywed? (What instruments can you hear?) (previously introduced in Pack 2, Unit 5).

- Pupils could also express opinions about the music and **Cerdyn Siarad 6** (Discussion Card 6) could be introduced.

Gwrandewch ar y miwsig. (Listen to the music.)

Beth ydych chi'n feddwl o'r miwsig? (What do you think of the music?)

Siaradwch mewn grŵp. (Talk in a group.)

Using the patterns listed on the card and any other patterns and vocabulary they know, pupils could discuss the music. They could also write about the music.

Teitl y miwsig ydy ... gan ... (The title of the music is ... by ...)

Yn y miwsig, dw i'n gallu clywed ... (In the music, I can hear ...)

Mae'r miwsig yn ddiddorol achos dw i'n gallu gweld ... (The music is interesting because I can see ...)

Mae'r miwsig yn ... (The music is ...)

Dw i'n meddwl bod y miwsig yn ... achos ... (I think that the music is ... because ...)

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

- The film ends with references to the trolls. Ask:

Pwy ydy'r trols? (Who are the trolls?)

Beth ydy'r trols? (What are the trolls?)

Ask the pupils to find images of trolls which they should show the group. (You may need to introduce / revise parts of the body.):

Dyma trol mawr / trol bach. (This is a big troll / small troll.)

Edrychwch ar y trwyn mawr / trwyn bach. (Look at the big nose / small nose.)

Edrychwch ar y clustiau mawr / clustiau bach. (Look at the big ears / small ears.)

Mae e'n/o'n drewi. (It stinks.)

Ych a fi! (Ugh! / Yuck!)

- Read the book entitled **Y Trol o dan y Bont** (The Troll under the Bridge), which is a traditional Norwegian tale, *The Three Billy Goats Gruff*, and then undertake activities that are suggested at the back of the book.
- You could then follow steps advocated by Pie Corbett*, e.g.
 - Make a story map.
 - Use the story map the next time you tell the story and make sure that it is displayed in class.
 - Ask the pupils to make individual story maps.
 - Tell the story every day so that pupils gradually learn it.
 - Decide, as a class, which actions, expressions etc. you are going to use to convey the story.

* 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

- 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. where the troll challenges the goats.
- 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?)
Y trol ydw i. (I'm the troll.)
Sut wyt ti? (How are you?)
Dw i'n ofnadwy / grac / flin. (I'm awful / angry / angry.) / **Dw i'n teimlo'n ofnadwy / grac / flin.** (I feel awful / angry / angry.)
Pam? (Why?)
Achos mae'r buchod geifr yn cerdded dros y bont. (Because the billy goats are crossing the bridge.)
Beth wyt ti eisiau? (What do you want?)
Dw i eisiau bwyta'r buchod geifr ... (I want to eat the billy goats.)
Ble mae'r buchod geifr? (Where are the billy goats?)
Ar y bryn. (On the hill.)
- Pupils could write a warning sign which could include an image of the troll, e.g.

Byddwch yn ofalus!

Mae trol mawr ych a fi yn byw o dan y bont.

Rhaid croesi'r bont yn dawel. Dim sŵn! Dim siarad! Dim chwerthin!

Rhaid croesi'r bont yn ofalus.

Be careful!

A big, yucky troll lives under the bridge.

Must cross the bridge quietly. No noise! No talking! No laughing!

Must cross the bridge carefully.

- Pupils could make the following:
 - a collage to depict different scenes from the tale
 - puppets, e.g. finger puppets / stick puppets to depict the characters, which could then be used in role-play activities
 - models of the landscape and the characters which could be used as pupils re-tell the tale.

They could also make a story board which would involve using ICT skills.

- Pupils could learn the traditional Welsh song, **Oes gafr eto?** (Is there another goat?) which could provide a great deal of enjoyment.
- Dance movements could be choreographed to depict the different scenes, e.g. the goats trotting happily across the bridge, the troll emerging to threaten them and the final attack by the largest goat.
- When pupils have a firm grasp of the story, they could be invited to adapt it, e.g. they could change:
 - the characters
 - the troll under the bridge
 - the conversation
 - the ending.
- Ask the pupils to draw a map of their new story. They should then retell this story daily and move on to story circles and pairs before attempting to write the story, with your support to begin with.
- Pupils should write and illustrate their work appropriately.
- They could also produce an animation of their tale – or the original tale of the trolls – which would involve designing, scripting, animating, recording a voice over, dialogue and sound effects.

Unit 1: Part 3 – Yn y gofod

Aims:

- To discuss living on the International Space Station in Welsh
- To learn about space exploration during the 1960s through the medium of Welsh
- To reinforce and use in a different context, the past tense forms – **roedd** ... (... was / there was ... / ... used to ... / continuous past tense) and **roedden nhw'n** ... (they were / used to / continuous past tense) and to introduce the expression **aeth** ...
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae e'n/o'n lwcus. (He's lucky.)</p> <p>Mae pobl eraill yn teithio yn y gofod. (Other people are travelling in space.)</p> <p>Mae pobl yn byw yn y gofod. (People live in space.)</p> <p>Ble maen nhw'n byw? (Where do they live?)</p> <p>Maen nhw'n byw mewn gorsaf arbennig. (They live in a special station.)</p> <p>Sut maen nhw'n teithio i'r orsaf? (How do they travel to the station?)</p> <p>Mewn roced. (In a rocket.)</p> <p>Mae rocedi eraill wedi teithio ... (Other rockets have travelled ...)</p> <p>Dyma nhw'n mynd ... (Here they go ...)</p>	<p>gorsaf arbennig (a special station)</p> <p>dyn (man)</p> <p>Rwsia (Russia)</p> <p>cosmonot (cosmonaut)</p> <p>y dyn cynta(f) (the first man)</p> <p>arwr (hero)</p> <p>diolch (to thank)</p> <p>roced bwysig iawn (a very important rocket)</p> <p>astronot (astronaut)</p> <p>yr astronot arall (the other astronaut)</p> <p>America (America)</p> <p>o gwmpas (around)</p>

The past tense	
<p>Yn 1961, roedd dyn o Rwsia yn teithio mewn roced yn y gofod.</p> <p>Pwy oedd e/o?</p> <p>Roedd Yuri Gagarin yn gosmonot.</p> <p>Roedd pawb yn hapus.</p> <p>Roedd pawb yn hoffi Yuri Gagarin.</p> <p>Roedd e'n/o'n arwr.</p> <p>Roedd y roced yn mynd i'r Lleuad.</p> <p>Roedd yr astronots yn siarad â phobl yn Houston.</p> <p>Roedd Neil Armstrong a Buzz Aldrin yn cerdded ar y Lleuad.</p> <p>Roedd y chwe degau'n gyffrous iawn.</p> <p>Roedd pobl yn teithio yn y gofod.</p> <p>Roedd e'n / o'n wych.</p> <p>Roedden nhw'n hapus iawn.</p> <p>Ble oedd Michael Collins?</p> <p>Roedd e'n/o'n teithio o gwmpas y Lleuad.</p> <p>Aeth rocedi ...</p>	<p>In 1961, a man from Russia was travelling in a rocket in space.</p> <p>Who was he?</p> <p>Yuri Gagarin was a cosmonaut.</p> <p>Everyone was happy.</p> <p>Everyone liked Yuri Gagarin.</p> <p>He was a hero.</p> <p>The rocket was going to the moon.</p> <p>The astronauts spoke to people in Houston.</p> <p>Neil Armstrong and Buzz Aldrin walked on the Moon.</p> <p>The sixties were exciting.</p> <p>People were travelling in space.</p> <p>It was great.</p> <p>They were very happy.</p> <p>Where was Michael Collins?</p> <p>He was travelling around the Moon.</p> <p>(Rockets went ...)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ble maen nhw'n byw yn y gofod? (Where do they live in space?) Commands Edrycha. (Look (sing.).) Other Does dim llawer o ffilm. (There isn't a lot of film.)	teithio (to travel) y gofod (space) gorsaf (station) pawb (everyone) hapus (happy) roced (rocket) y Lleuad (the Moon) i fyny (up) baner (flag)

Transferring patterns to everyday situations

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

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

Wyt ti eisiau gweld ffilm o ...? (Do you (sing.) want to see a film of ...?); **Ydych chi eisiau gweld ffilm o ...?** (Do you (pl.) want to see a film of ...?)

Anhygoel! (Incredible!)

Step-by-step suggestions:

- Play the film entitled **Yn y gofod** (In Space) (Unit 1, Part 3) in its entirety.

Ask the pupils for their opinions:

Beth wyt ti'n feddwl o'r ffilm? (What do you think of the film?)

Mae'r ffilm yn ddiddorol iawn. (The film is very interesting.)

Mae'r ffilm yn ofnadwy. (The film is awful.)

Mae'r ffilm yn ddiflas iawn. (The film is very boring / miserable.)

Dw i'n meddwl bod y ffilm yn ddiddorol iawn achos dw i'n mwynhau dysgu am y gofod. (I think that the film is very interesting because I enjoy learning about space.)

Dw i wedi mwynhau'r ffilm achos mae'n ddiddorol. (I have enjoyed the film because it's interesting.)

- Replay the film step by step. Pause after the section dealing with the International Space Station.

Ask the pupils to search for images of the International Space Station, then introduce the fact file, **Yn y Gofod** (In Space).

Ensure that the pupils have understood the information. They could then write questions which could be used in a quiz activity or you could ask questions, e.g.

Beth mae'r bobl yn fwyta? (What do the people eat?)

Ble maen nhw'n cysgu? (Where do they sleep?)

Beth maen nhw'n hoffi gwneud? (What do they like to do?)

etc.

- Introduce **Cerdyn Siarad 7** (Discussion Card 7), where a group, Partner B, asks an individual, Partner A, about his / her experiences.

A: Rwyf ti'n gweithio yn y gofod. (You work in space.)

B: Gofynnwch gwestiynau i A. (Ask A some questions.)

Siaradwch. (Talk.)

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

They could then imagine that they live in the space station. They should write an e-mail to their family or to a friend, e.g.

At: Oddi wrth: Testun:
Helo ... Dw i yn yr orsaf ryngwladol yn y gofod. Dw i'n teimlo'n ... Dw i'n bwyta ... Yn y nos, dw i'n ... Rhaid cadw'n heini, felly dw i'n ... Yfory, dw i'n mynd i gerdded yn y gofod, felly, rhaid ... Mae byw yn y gofod yn ... Hwyl fawr!

To: From: Subject:
Hello ... I'm in the international station in space. I feel ... I eat ... At night, I ... Must keep fit and therefore I ... Tomorrow, I'm going to walk in space, and therefore I must ... Living in space is ... Bye!

- Focus again on the section of film that shows space exploration during the 60s.

Pupils could look for the location of Russia and Houston, America, on a map, in an atlas or on a globe.

They could also search for information about space travel during the 60s and make a timeline. In particular, they could search for further information about Apollo 11.

Following the reference to the fact that the American astronauts kept in touch with Mission Control in Houston, you could introduce **Cerdyn Siarad 8** (Discussion Card 8):

A: Rwy't ti'n cerdded ar y Lleuad. (You're walking on the Moon.)

B: Rwy't ti yn Mission Control, yn Houston. (You're in Mission Control, Houston.)
Siaradwch. (Talk.)

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

Pupils could also send an e-mail to their families after this event, e.g.

At: Oddi wrth: Testun:
Helo ... Dw i 'nôl yn Apollo 11. Dw i'n teimlo'n ... achos ... Heddiw, es i ar y Lleuad. Roedd e'n/o'n ... Roedd hi'n ... ar y Lleuad. Roedd ... yn teithio ... Dw i'n dod adre rŵan / nawr. Wela i di ar ... Hwyl fawr!

To: From: Subject:
Hello ... I'm back in Apollo 11. I feel ... because ... Today, I went onto the Moon. It was ... The weather was ... on the Moon. ... was travelling ... I'm coming home now. See you on ... Bye!

Unit 1: Part 4 – Tom yn Awstralia

Aims:

- To learn about Australia through the medium of Welsh and then produce promotional materials
- To revise descriptive and persuasive language suitable for promotional materials
- To revise discussing artwork through the medium of Welsh and to look in particular at a traditional Aboriginal artistic style, which can then be copied and evaluated
- To begin mathematical work related to time zones, if appropriate
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt.

New patterns and vocabulary

Patterns	Main vocabulary
<p>Beth mae e'n/o'n wneud yn Awstralia? (What's he doing in Australia?)</p> <p>Dw i ddim yn gwybod. (I don't know.)</p> <p>Mae'n bosib ... (It's possible ...)</p> <p>tua ... centimetr wrth ... centimetr (about ... centimetres by ... centimetres)</p>	<p>O'r diwedd! (At last!)</p> <p>enwog (famous)</p> <p>ton, tonnau (wave, waves)</p> <p>sgwba-blymio = sgwba-ddeifio (to scuba-dive)</p> <p>abseilio (to absail)</p> <p>craig (rock)</p> <p>weithiau (sometimes)</p> <p>dail ewcalyptws (eucalyptus leaves)</p> <p>yn uchel (high)</p> <p>llygad (eye)</p> <p>dannedd (teeth)</p> <p>hirsgwar = petryal (rectangle)</p> <p>neidr (snake)</p> <p>dot, dotiau (dot, dots)</p> <p>yn garedig (kind)</p>

Dw i wedi ...	I have / I've
<p>Dw i wedi syrffio ar draeth Bondi.</p> <p>Dw i wedi deifio.</p> <p>Dw i wedi dringo Pont Sydney.</p> <p>Dw i wedi gweld Ayers Rock.</p> <p>Dw i wedi gweld cangarŵ a coala.</p> <p>Dw i wedi teithio yn yr <i>Outback</i>.</p> <p>Dw i wedi teithio i lawr afon mewn caiac ... a dw i wedi gwneud naid bynji.</p>	<p>I've surfed on Bondi beach.</p> <p>I've dived.</p> <p>I've climbed Sydney (Harbour) Bridge.</p> <p>I've seen Ayers Rock.</p> <p>I've seen a kangaroo and a koala.</p> <p>I've travelled in the Outback.</p> <p>I've travelled down a river in a kayak ... and I've done a bungee jump.</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Faint o'r gloch ydy hi? (What time is it?)</p> <p>Mae hi'n ... (It's ...)</p> <p>Beth ydy'r sŵn? (What's the noise?)</p> <p>Beth ydy hwn? (What's this?)</p> <p>Beth ydy'r rhain? (What are these?)</p> <p>Beth ydy e/o? (What is it?)</p> <p>Beth sy'n bod? (What's the matter?)</p> <p>Beth sy'n digwydd? (What's happening?)</p> <p>Beth sy yn y llun? (What's in the picture?)</p> <p>Pa liwiau sy yn y llun? (What colours are in the picture?)</p> <p>Wyt ti'n hoffi ...? (Do you (sing.) like ...?)</p> <p>Commands</p> <p>Tyrd i Awstralia. = Dere i Awstralia. (Come to</p>	<p>traeth, traethau (beach, beaches)</p> <p>(g)lan y môr (seaside)</p> <p>dringo (to climb)</p> <p>cerdded (to walk)</p> <p>rhaeadr (waterfall)</p> <p>gwlad hardd (beautiful country)</p> <p>coeden (tree)</p> <p>dail (leaves)</p> <p>dawnsio (to dance)</p> <p>dawns (a dance)</p> <p>i (to)</p> <p>oddi wrth (from)</p> <p>syrpreis (surprise)</p> <p>anrheg (present)</p> <p>cinio (lunch, dinner)</p>

Australia.) Other Dyma'r ... (This / Here is the ... / These / Here are the ...) Mae rhai pobl yn ... (Some people ...) Mae llawer o bobl yn ... (Many people ...) Maen nhw'n ... (They ...) Mae Awstralia'n ddiddorol. (Australia is interesting.) Mae Awstralia'n gyffrous. (Australia is exciting.) Mae Awstralia'n anhygoel. (Australia is incredible / awesome / amazing.)	
---	--

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 ...)

Beth ydy'r sŵn? (What's the noise?)

Beth am siarad â ...? (What about talking to ...?)

Beth mae e'n/o'n wneud? (What's he doing?)

Beth ydy hwn? (What's this?)

Beth ydy e/o? (What is it?)

Step-by-step suggestions:

- Play the film entitled **Tom yn Awstralia** (Tom in Australia) (Unit 1, Part 4) up to the point where Sgrin offers to show a film of Australia and says:
Un funud ... Barod? (Just a minute ... Ready?)

Ensure that pupils have understood what's happening by asking some relevant questions, e.g.

Ble mae Tom? (Where's Tom?)

Beth mae Tom yn wneud yn Awstralia? (What's Tom doing in Australia?)

Mae e'n/o'n syrffio. (He's surfing.)

deifio

(diving)

dringo (Pont Sydney)

(climbing (Sydney (Harbour) Bridge)

teithio (yn yr Outback)

(travelling (in the Outback))

teithio mewn caia

(travelling in a kayak)

gwneud naid bynji

(doing a bungee jump)

Mae e'n/o'n gweld Ayers Rock. (He sees Ayers Rock.)

gweld cangarŵ a coala (a kangaroo and a koala)

List these on the white board.

Draw attention to the fact that Tom says that he **has** done these things – emphasize the **wedi** in the following sentences:

Dw i wedi syrffio ar draeth Bondi. (I have / I've surfed on Bondi beach.)

Dw i wedi deifio. (I have / I've dived.)

Dw i wedi dringo Pont Sydney. (I have / I've climbed Sydney (Harbour) Bridge.)

Dw i wedi gweld Ayers Rock. (I have / I've seen Ayers Rock.)

Dw i wedi gweld cangarŵ a coala. (I have / I've seen a kangaroo and a koala.)

Dw i wedi teithio yn yr Outback. (I have / I've travelled in the Outback.)

Dw i wedi teithio i lawr afon mewn caia ... a dw i wedi gwneud naid bynji. (I have / I've travelled down a river in a kayak ... and I have / I've done a bungee jump).

He then says: **Roedd e'n grêt.** (It was great.)

Ask the pupils to transfer these patterns to their own situations, e.g.

Beth wyt ti wedi gwneud heddiw? (What have you done today?)

Dw i wedi cerdded i'r ysgol. (I have / I've walked to school.)

Dw i wedi rhedeg ar yr iard. (I have / I've run on the yard.)

Dw i wedi bwyta cinio. (I have / I've eaten lunch / dinner.)

Dw i wedi ysgrifennu. (I have / I've written.)

Dw i wedi darllen. (I have / I've read.)

Dw i wedi canu. (I have / I've sung.)

Dw i wedi siarad Cymraeg. (I have / I've spoken Welsh.)

You could also remind them that they already know **Dw i wedi blino** (I'm tired), which could be translated as 'I have tired'.

Try to use these patterns as appropriate throughout the day with the pupils, e.g. at the end of an activity:

Beth wyt ti wedi gwneud? (What have you done?)

After lunch: **Beth wyt ti wedi bwyta?** (What have you eaten?)

After completing a task: **Wyt ti wedi gorffen?** (Have you finished?)

- Replay this section and focus on the background music.

Discuss this music, using patterns introduced previously in this unit.

- Focus on the section where Tom expresses opinions about Australia:
Anhygoel! (Incredible! / Awesome! / Amazing!)
Mae Awstralia'n anhygoel! (Australia is incredible / awesome / amazing.)
Mae Awstralia'n hyfryd. (Australia is lovely.)
Mae Awstralia'n gyffrous. (Australia is exciting.)
Mae Awstralia'n wych. (Australia is great.)

Make sure that pupils understand the meaning of these sentences – they have been used many times before.

- Introduce **Cerdyn Siarad 9** (Discussion Card 9):
A: Beca wyt ti. Siarada gyda Tom. (You're Beca. Speak to Tom.)
B: Tom wyt ti. Siarada gyda Beca. (You're Tom. Speak to Beca.)

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

- Move on to the next section of film – the film of Australia. However, before watching, ask pupils to watch carefully as they will be asked to list what they see on the film.
- Play the film of Australia. As they watch, you could pause the film to enable pupils to answer the questions, e.g.
Beth ydy hwn? (What's this?)
Beth ydy'r rhain? (What are these?)
If they are unsure whether the animal near the end of the film is a crocodile or an alligator, they could search for information in relation to these two animals, e.g. appearance, where they are to be found etc. and decide which animal is seen on the film.
- In groups, ask the pupils to list what they have seen on the film – in Welsh if possible, but tell them to use English words if they are not sure of the Welsh ones.

Compare lists.

- Ask them to list what activities are possible in Australia:
Mae'n bosib ... (It's possible ...)

Play the section again so that they can see the activities again. They could then search for further information.

- Ask pupils to list the opinions that are expressed.
Mae'r Tŷ Opera'n ddiddorol iawn. (The Opera House is very interesting.)
Mae Awstralia'n ... (Australia is ...)

Play the section again so that they can hear the opinions again.

Ask the pupils to express their own opinions about Australia:

Mae Awstralia'n wych achos ... (Australia is great because ...)

Dw i'n meddwl bod Awstralia'n ... achos ... (I think that Australia is ... because ...)

Explain that they are now going to write some promotional materials about Australia, e.g. a leaflet, a poster or information that can be uploaded onto a website. They will be able to use the information contained on the film, but they should also search for further information and images where possible.

Revise appropriate language patterns, e.g.

- Factual:

Mae traethau / llynnoedd / afonydd / mynyddoedd / parciau yn Awstralia. (There are beaches / lakes / rivers / mountains / parks in Australia.)

Dyma'r trefi: (Here are / These are the towns:)

Mae ... yng Ngogledd Awstralia. (... is is northern Australia.)

Mae ... yn Ne Awstralia. (... is is southern Australia.)

Mae ... yng Ngorllewin Awstralia. (... is is western Australia.)

Mae ... yn Nwyrain Awstralia. (... is is eastern Australia.)

- Descriptive:

Please note: there is a soft mutation if you use an adjective after yn:

t>d; p>b; c>g; d>dd; b>f; g> -; m>f

uchel:	Mae Ayer's Rock yn uchel.	(high: Ayers Rock is high.)
coch:	Mae Ayer's Rock yn goch.	(red: Ayers Rock is red.)
perffaith:	Mae'r traethau'n berffaith.	(perfect: The beaches are perfect.)
da:	Mae'r bwyd yn dda iawn.	(good: The food is very good.)
glas:	Mae'r môr yn las iawn.	(blue: The sea is very blue)
bendigedig:	Mae traeth Bondi yn fendigedig.	(wonderful: Bondi beach is wonderful.)
mawr:	Mae'r Outback yn fawr.	(big: The Outback is big.)

- Persuasive:

Dewch i weld y ... (Come (pl.) to see the ...)

Ydych chi'n hoffi syrffio ... deifio ... snorclo? Dewch i Awstralia achos mae'n hwyl. (Do you enjoy surfing ... diving ... snorkling? Come (pl.) to Australia because it's fun.)

Tyrd / Dere i weld y ... (Come (sing.) to see the ...)

Wyt ti'n hoffi syrffio ... deifio ... snorclo? Tyrd / Dere i Awstralia achos mae'n gyffrous. (Do you like (sing.) enjoy surfing ... diving ... snorkling? Come (sing.) to Australia because it's exciting.)

Beth am ddod i Awstralia i weld y ...? (What / How about coming to Australia to see the ...?)

Beth am ddod i Awstralia i fwynhau'r ...? (What / How about coming to Australia to enjoy the ...?)

Pupils could then read each other's work, express opinions etc.

- Play the last section, where Beca receives a gift from Tom. After she has asked **Beth ydy o?** (What is it?), ask the pupils to guess what it could be:
Beth ydy e/o? Dyfalwch. (What is it? Guess.)

This section now revises and develops the language patterns introduced in Part 2, where Edvard Munch's painting, *The Scream*, was discussed.

Beth wyt ti'n gallu gweld yn y llun? (What can you see in the picture?)

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

Wyt ti'n hoffi'r llun? (Do you like the picture?)

Ydw, mae'r neidr yn wych. (Yes, the snake is great.)

Pa liwiau sy yn y llun? (What colours are there in the picture?)

Brown ... a du ... a gwyn ... Mae'n hardd. (Brown ... and black ... and white ... It's beautiful.)

Edrycha'n ofalus ar y llun. Beth wyt ti'n gallu gweld? (Look carefully at the picture. What can you see?)

Dotiau! Dw i'n gallu gweld dotiau. Waw – llun neidr ... o ddotiau. (Dots! I can see dots. Wow – a picture of a snake ... (made) from dots.)

Mae'r llun yma'n dod o Awstralia. (This picture comes from Australia.)

The patterns introduced above could be used to discuss any artwork or pictures so that Welsh could be used realistically in art and design sessions.

- **Cerdyn Siarad 10** (Discussion Card 10) could be introduced so that pupils are given an opportunity to use these patterns to discuss another dot painting from Australia.
Siaradwch am y llun. (Talk about the picture.)

The following words could help the pupils as they discuss:

crwban (tortoise)

patrwm (pattern)

llinellau (lines)

- Pupils could look for further examples on the internet, choose one that appeals to them, download or print it and discuss it, using the above language patterns.

Explain that, traditionally, these paintings depicted aspects of nature or told a story.

- Introduce the fact sheet entitled **Dotiau** (Dots). Explain how the dot method of painting has evolved from creating pieces of artwork on the ground, using materials such as leaves, sand, pebbles etc., to painting with sticks and paint which the Aborigines produced themselves, to present day techniques using paint and brushes.

Pupils could imitate the traditional methods of creating artwork by collecting appropriate materials and then, working in groups, producing a piece of artwork on the ground.

They could then develop the process to make their own dot paintings. They should choose a subject, possibly related to the world of nature, and paint, using a series of dots.

Language patterns that can be used to describe what they are doing and to evaluate their work are to be found in the document entitled **PaC4 Language Patterns**.

- Explain that as the Aborigines produced these pieces of artwork, they very often used to sing, sometimes to the accompaniment of the didgeridoo.

Show images of a didgeridoo and play a piece of didgeridoo music. Ask pupils for their opinions:

Beth wyt ti'n feddwl o'r miwsig? (What do you think of the music?)

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

Dw i'n meddwl bod y miwsig yn ... (I think that the music is ...)

Explain that they are now going to make colourful didgeridoos and ask them for ideas as to how they could make these:

Rydych chi'n mynd i wneud dijeridw's. (You're going to make didgeridoos.)

Beth ydych chi'n mynd i ddefnyddio? (What are you going to use?)
Dw i'n mynd i ddefnyddio ... (I'm going to use ...)
Beth ydych chi'n mynd i wneud? (What are you going to do?)

They could suggest possible materials and steps in Welsh or English as appropriate.

You could follow this method:

<p>Rhaid cael / Mae angen: Rholyn cardbord Paent Brws Papur Glud Plu, siapiau papur</p> <p>If you're using one long cardboard roll*:</p> <ul style="list-style-type: none"> • Peintiwch y rholyn yn lliwgar. Beth am ddefnyddio dotiau? • Gludwch bethau ar y rholyn, e.e. plu, siapiau papur. • Defnyddiwch ddarn o bapur i wneud côn a gludwch y papur ar y top. • Eisteddwch ar y llawr. • Rhowch un pen y didgeridw yn eich ceg a'r pen arall ar y llawr a chwaraewch y didgeridw. <p>* If you're using kitchen paper rolls, these will have to be stuck together, end to end, to create a long roll.</p> <ul style="list-style-type: none"> • Defnyddiwch bapur brown a glud i gludo'r rholiau i wneud un rholyn hir. 	<p>Must have / (You) need: A cardboard roll (e.g. as found inside a roll of wrapping paper or several kitchen rolls) Paint Brush Paper Glue Feathers, paper shapes</p> <p>If you're using one long cardboard roll*:</p> <ul style="list-style-type: none"> • Paint the cardboard roll full of colour. What about using dots? • Stick things onto the roll, e.g. feathers, paper shapes. • Use the piece of paper to make a cone and glue it to the top (to make a mouthpiece). • Sit on the floor. • Place one end of the didgeridoo in your mouth and the other on the floor and play the didgeridoo. <p>* If you're using kitchen paper rolls, these will have to be stuck together, end to end, to create a long roll.</p> <ul style="list-style-type: none"> • Use brown paper and glue to stick the rolls together to make one long roll.
---	---

Play the piece of didgeridoo music again and ask the pupils to try to produce the same kind of sound using their didgeridoos.

- If appropriate, you could begin work on time zones. Play the end of the clip again and ask:
Faint o'r gloch ydy hi yn y Pod-antur Cymraeg? (What time is it in the Pod-antur Cymraeg?)
Faint o'r gloch ydy hi yn Awstralia? (What time is it in Australia?)

Explain that the Pod-antur Cymraeg is hovering over Wales. How, then, is it two o'clock in the morning in Wales but mid-day where Tom is in Australia?

You could show a map of the world showing some of the different time zones (e.g. please see the book entitled **Amser** (Time), Unit 6) and after explaining, ask questions such as:
Mae hi'n bump o'r gloch y bore yng Nghymru, faint o'r gloch ydy hi yn Awstralia? (It's five o'clock in the morning in Wales, what time is it in Australia?)
etc.

Further work in relation to the time zones is introduced in Unit 6.

Unit 1: Part 5 – Helpu Sgrin

Aims:

- To describe people's personality through the medium of Welsh
- To reintroduce characters from other packs who will make an appearance once again in this part
- To reinforce discussing pictures through the medium of Welsh by looking at photographs
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
Mae hi'n dawel yma ... Ydy, mae hi'n dawel yma. (It's quiet here ... Yes, it's quiet here.) Dyddiau da! (Good days!) Beth maen nhw'n wneud? (What are they doing?) Dw i'n cofio. (I remember.) Dw i yng Nghymru. (I'm in Wales.) Dw i'n gweithio. (I'm working.) Dw i'n mynd i ofyn i ... (I'm going to ask ...)	cyn (before) wedyn (then, afterwards) gwifren wib (zip wire); y wifren wib (the zip wire)

The past tense

Pwy oedd yn y Pod-antur Cymraeg? Pwy oedd wedyn? Yn gynta, roedd Crad a Ffion. Wedyn, roedd Dyfs ac Izzy. Roedd pawb yn hapus yn y lluniau.	Who was is the Pod-antur Cymraeg? Who was then? First, there was Crad and Ffion. Then, there was Dyfs and Izzy. Everyone was happy in the pictures.
---	---

Describing personality

Mae Crad yn ddoniol (iawn). Mae e'n/o'n garedig iawn. Mae e'n/o'n berson neis iawn. Roedd ... yn llawer o hwyl.	Crad is very funny. He's very kind. He's a very nice person. ... was a lot of fun.
--	---

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Wyt ti eisiau gweld Crad a Ffion? (Do you want to see Crad and Ffion?) O ydw, os gwelwch yn dda. (Oh yes, please.) Sawl person? (How many people?) Oes ... yn y llun? (Is there / Are there ... in the picture?) Ble maen nhw? (Where are they?) Beth ydych chi'n feddwl? (What do you (pl.) think?) Beth am ddarllen neges Crad? (What / How about reading Crad's message?) Oes e-bost yma? (Is there an e-mail here?) Oes. / Nac oes. (Yes (there is). / No (there isn't).) Ble wyt ti? (Where are you?) Ble mae Zip World? (Where's Zip World?) Ga i fynd i Gymru os gwelwch yn dda? (May I go	gweryslla (to camp) coedwig (woods) yn gynta (first) yn ail (second) yn drydydd (third) buech (cow) Dydd Gŵyl Dewi (St David's Day) dod 'nôl (to come back) e-bost (e-mail) oddi wrth (from) neges (message) Gogledd Cymru (North Wales) yng Ngogledd Cymru (in North Wales) ger (near) un funud / un munud (just a minute / one minute) dim problem (no problem) tocyn (ticket)

go Wales please?) Pam? (Why?) Dw i eisiau mynd i ... (I want to go to ...) Wyt ti'n gallu gweld ... ar y map? (Can you see ... on the map?) Ydw. / Nac ydw. (Yes. / No.) Commands Rhaid cael tocyn. (Must have a ticket.) Cer at y cylch coch. = Dos at y cylch coch. (Go to the red circle.) Other Mae hi'n dawel yma. (It's quiet here.) Dyma nhw. (Here they are.) Mae ... yn ddoniol. (... is funny.) Dyna hwyl! What fun!)	bwrdd (table) croeso (welcome)
--	-----------------------------------

Transferring patterns to everyday situations

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

Wyt ti eisiau gweld lluniau o ...? (Do you want to see pictures of ...?)

Beth ydych chi'n feddwl? (What do you think?)

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

Ga i fynd i ... os gwelwch yn dda? (May I go to ... please?); **Cei.** (Yes (you may).) / **Na chei.** (No (you may not).)

Wyt ti'n gallu gweld ... ar y map? (Can you see ... on the map?); **Ydw.** (Yes.) / **Nac ydw.** (No.)

Step-by-step suggestions:

- Play the film entitled **Helpu Sgrin** (Helping Sgrin) (Unit 1, Part 5) up to the end of the clip that shows Crad and Ffion at the **pwll nofio** (swimming pool).

You could revise work undertaken previously in relation to swimming, if appropriate, especially with regard to appropriate behaviour in a swimming pool. Please see Pack 1, Unit 5, Part 4 for further details.

- You could ask pupils to discuss in groups what they remember about Crad and Ffion.

- You could also draw attention to the patterns contained in this clip:

Mae hi'n dawel yma. (It's quiet here.)

Ydy. (Yes (it is).)

Mae hi'n dawel iawn. (It's very quiet.)

Mae Crad yn ddoniol. (Crad is funny.)

Ydy, mae Crad yn ddoniol iawn. (Yes, Crad is very funny.)

These examples reinforce the pattern introduced in Part 1 of this unit:

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

Ydy, mae hi'n braf iawn. (Yes, it's very fine.)

You could reinforce this pattern naturally in class each day.

- Play the next section of film up to the end of the clip that shows Dyfs and Izzy rapping.

Pupils could express opinions about the rap and could perform the rap themselves. They could also adapt the words and write their own versions.

Io, ho, ho ... rapio ... (Yo, ho, ho ... rapping ...)

Io, ho, ho ... rapio ... (Yo, ho, ho ... rapping ...)
Io, ho, ho ... cŵl! (Yo, ho, ho ... cool!)
Mae rapio'n rili cŵl, (Rapping is really cool ...)
Mae rapio'n hwyl a sbri, (Rapping is fun.)
Dewch, ffrindiau da, (Come, good friends)
I rapio gyda fi. (To rap with me.)
Io, ho, ho ... rapio ... (Yo, ho, ho ... rapping ...)
Io, ho, ho ... rapio ... (Yo, ho, ho ... rapping ...)
Io, ho, ho ... cŵl! (Yo, ho, ho ... cool!)

- Play the next clip, where Beca and Sgrin discuss the photos. The aim here is to reinforce patterns previously learnt in relation to discussing artwork and to transfer them to different situations, e.g.

Beth wyt ti'n gallu gweld yn y llun? (What can you see in the picture?)

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

Beth arall wyt ti'n gallu gweld yn y llun? (What else can you see in the picture?)

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

Pwy sy yn y llun? (Who's in the picture?)

Ble maen nhw? (Where are they?)

Sawl person / plentyn sy yn y llun? (How many people / children are in the picture?)
 etc.

- Pupils could then bring their own photographs to class and, using the above patterns, they could discuss these in Welsh.

They could also write about these, using patterns they already know.

Dyma ... (This is ...)

Rydyn ni yn ... (We're in / at ...)

Dw i'n gwisgo ... ac mae ... yn gwisgo. (I'm wearing ... and ... is wearing ...)

Rydyn ni'n ... (We're ...)

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

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

Maen nhw yn ... (They're in / at ...)

Mae ... yn gwisgo ... ac mae ... yn gwisgo ... (... is wearing ... and ... is wearing ...)

Maen nhw'n ... (They're ...)

Mae ... yn mwynhau ... (... enjoys ...)

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

- Play the next clip, where Beca finds Crad's e-mail and the film of Zip World. Ask the pupils what they have learnt from the e-mail:

Beth ydych chi'n ddysgu o'r e-bost? (What do you learn from the e-mail?)

(The pattern **Beth ydych chi'n ddysgu o'r llun?** (What do you learn from the picture?) has already been introduced.)

Helo Sgrin.

Sut wyt ti?

Ble wyt ti rŵan? Dw i yng Nghymru. Dw i'n gweithio yng Ngogledd Cymru. Dw i'n gweithio yn Zip World. Edrycha ar y fideo.

Dw i'n hapus iawn ond dw i eisiau dod 'nol i'r Pod-antur Cymraeg.

Hwyl fawr,

Crad

Hello Sgrin.

How are you?

Where are you now? I'm in Wales. I'm working in North Wales. I'm working at Zip World.
Look at the video.

I'm very happy but I want to come back to the Pod-antur Cymraeg.

Bye,

Crad

Mae Crad yng Ngogledd Cymru. (Crad is in North Wales.)

Mae e'n/o'n gweithio yn Zip World. (He's working at Zip World.)

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

Mae e/o eisiau dod 'nôl i'r Pod-antur Cymraeg. (He wants to come back to the Pod-antur Cymraeg.)

Ask

Sut mae Beca'n teimlo? (How does Beca feel?)

Mae hi'n teimlo'n hapus / gyffrous achos mae hi eisiau gweld Crad. (She feels happy / excited because she wants to see Crad.)

- Play the final section.
Ask the pupils:
Ble mae Zip World? (Where's Zip World?)
Beth sy yn Zip World? (What's in Zip World?)

Draw attention to the ticket:

Zip World ger Bethesda

Tocyn: un person

Ask the pupils to design a colourful, exciting ticket which would promote the venue.

- To end the unit, introduce the book entitled **Dyddiau Da!** (Good Days!).
- Pupils could then undertake the activities listed at the back of the book.

Unit 2

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

Welsh Second Language

Oracy

Pupils are encouraged to respond appropriately in a variety of circumstances, e.g. asking for personal details, giving instructions, discussing informally but in detail where they like to go, expressing opinions in a variety of situations, including in relation to artwork, and describing fictional characters.

There are also opportunities to act out the situations contained in the book entitled **Pwy ydy'r ffrind da?** (Who's the good friend?).

There are opportunities to watch and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **Cywir** (Correct) or **Anghywir** (Incorrect). They could then be asked to watch the film in order to spot the inaccuracies and correct them. Pupils are also asked to listen carefully and to write down specific patterns that are heard on the film.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information.

Reading

Pupils are encouraged to respond to various reading materials, such as a fact file about a zip wire, an e-mail, a poem and two books – one contains different scenarios which the pupils are asked to discuss and the other is a factual book about boats. General questions are listed in the document entitled **P-aC4 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 descriptions of characters, the dialogues contained in the book entitled **Pwy ydy'r ffrind da?** (Who's the good friend?), film commentaries and instructions which they write.

Writing

Pupils are provided with opportunities to write lists, posters and leaflets in relation to Zip World, a postcard on behalf of Beca and an e-mail on behalf of Crad. They are asked to write about different characters from books or television programmes. There are opportunities to write instructions showing how to make a model boat, which could be accompanied by photographs. After reading the book entitled **Pwy ydy'r ffrind da?** (Who's the good friend?), there are opportunities to write similar scenarios which could be performed and pupils are also encouraged to write a script or commentary to accompany parts of the film.

There are opportunities to write invitations or letters inviting people to attend a regatta.

English

Pupils are encouraged to undertake research in relation to Zip World, boats and Catrin Williams, the Welsh artist.

Mathematics

There are opportunities to revise money as Crad buys a decorated slate for Sgrin at a gift shop. In addition, opening hours could be discussed as pupils discuss where they like to go in Part 4.

There are opportunities to measure millilitres of water as pupils prepare **Cychod Jeli** (Jelly Boats) and to adapt a recipe for 4 people so that it provides sufficient jelly boats for more / fewer people.

As they look for various places on the map, pupils could use grid references.

Science

In Part 2, the word **disgyrchiant** (gravity) is introduced and the concept is explained simply. This work could be developed further as pupils undertake experiments to show the force of gravity.

There are opportunities to make model boats using different materials and to discuss what forces are needed to make these move. The book entitled **Cychod ... Cychod ... Cychod** (Boats ... Boats ... Boats) contains a recipe which pupils could prepare.

History

There are references to the slate industry in North Wales during the Victorian period and this work could be developed further.

Geography

Pupils are asked to locate places on a map, using grid references if appropriate.

Art and design

After seeing the slate that Crad has brought for Sgrin, pupils could paint slates, if available, or other stones.

They could discuss the work of Catrin Williams, the Welsh artist, search for further information about her and draw local views, using similar colours and style.

They could also illustrate the poem **Dw i wrth fy modd ...** (I love ...) or their own versions of the poem.

Please see the document entitled **P-aC₄ Language Patterns** for language patterns which could be used as pupils undertake artwork and as they evaluate the work.

Design and technology

Pupils could design and make model boats, choosing a variety of craft and recycled and then evaluate the work, using language patterns listed in the document entitled **P-aC₄ Language Patterns**.

Physical education

If appropriate, trampolining activities could be undertaken after watching Crad and Beca in the old quarry in Part 4. Health and safety issues related to trampolining could also be discussed.

Music

The traditional Welsh children's folk song, **Fuoch chi 'rioed yn morio?** (Have you ever been sailing?) is introduced and patterns originally introduced in Pack 2 (Pack 2, Unit 5, Part 1) in relation to singing are also revised.

ICT

Pupils could design and produce posters and leaflets in relation to Zip World. They are also encouraged to take photographs of different steps in the boat making process and to include these photographs with their written work.

Pupils are encouraged to use the internet to search for information about Zip World, boats and Catrin Williams, the Welsh artist.

Curriculum Cymreig

In addition to teaching Welsh as a second language, basic information is provided about the slate industry in North Wales during the Victorian era and the fact that some of the old quarries have now been turned into tourist attractions.

The traditional Welsh children's folk song **Fuoch chi 'rioed yn morio?** (Have you ever been sailing?) is introduced.

The Welsh artist, Catrin Williams, is introduced in the book entitled **Cychod ... Cychod ... Cychod** (Boats ... Boats ... Boats) and pupils are encouraged to search for further information about her and her work.

Education for Sustainable Development and Global Citizenship

Pupils learn that some pupils in Bangladesh attend school on a boat, which collects them and takes them up river to a place where they are taught on board.

PSE

There are opportunities to discuss health and safety issues in relation to adventure activities and to talk about friendship after reading the book entitled **Pwy ydy'r ffrind da?** (Who's the good friend?)

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 devise ways of making a model zip wire and to consider and choose materials suitable for making model boats.

Pupils could plan and organize a regatta, which would involve working closely together as they make decisions.

Developing Communication

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

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

Developing ICT

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

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 2: Part 1 – Crad

Aims:

- To revise work undertaken in previous packs in relation to health and safety: **Rhaid ...** (Must ...); **Dim ... !** (No ...!)
- To showcase an exciting attraction in North Wales, thus increasing the pupils' awareness of tourist attractions in Wales
- To revise and use in meaningful contexts vocabulary and patterns previously learnt, e.g. in relation to asking for and giving personal details

New patterns and vocabulary

Patterns	Main vocabulary
Mae'n hir iawn. (It's very long.) Mae'n uchel iawn. (It's very high.) Wyt ti dros saith oed? (Are you over seven years old?) Sut wyt ti'n gwybod? (How do you know?) Sut wyt ti'n gwybod fy enw i? (How do you know my name?)	clymu (to tie)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ga i helpu? (May I help?) Ga i fynd ar y wifren wib os gwelwch yn dda? (May I go on the zip wire please?) Cei. / Na chei. (Yes (you may).) / No (you may not).) Faint ydy dy oed di? (How old are you?) Ble wyt ti'n byw? (Where do you live?) Dw i'n byw yn ... (I live in ...) Beth wyt ti'n hoffi gwneud? (What do you (sing.) like to do?) Dw i'n hoffi ... achos ... (I like ... because ...) Dw i'n hoffi ... yn fawr. (I like ... very much.) Wyt ti'n hoffi ...? (Do you like ...?) Ydw. / Nac ydw. (Yes (I do). / No (I don't).) Barod? (Ready?) Beth sy yn y bag? (What's in the bag?) Commands Tyrd 'nôl i'r Pod-antur Cymraeg. = Dere 'nôl i'r Pod-antur Cymraeg. (Come back to the Pod-antur Cymraeg.) Other Dw i eisiau mynd ar y wifren wib. (I want to go on the zip wire.) Dw i ddim eisiau mynd ar y wifren wib. (I don't want to go on the zip wire.) Roedd e'n/o'n gyffrous. (It was exciting.) Mae'r Pod-antur Cymraeg yn anhygoel. (The Pod-antur Cymraeg is amazing.) Mae Sgrin yn drist / unig. (Sgrin is sad / lonely.)	cyffrous (exciting) cyflym (fast) beicio (to cycle) Eryri (Snowdonia) bob dydd Sadwrn (every Saturday) yn drist (sad) yn unig (lonely) yn hapus (happy) syrpreis (surprise)

Transferring patterns to everyday situations

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

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

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

Rhaid (clymu'r gwallt). (Must (tie (back your) hair.))

Sut wyt ti'n gwybod? (How do you know?)

Beth wyt ti'n hoffi gwneud? (What do you (sing.) like to do?)

Wyt ti'n barod? (Are you (sing.) ready?)

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

Step-by-step suggestions:

- Show the film entitled **Crad** (Unit 2, Part 1), up to the point where Beca zips away on the zip wire and is then seen 'landing'.

- You could draw attention to the sculpture (**cerflun**) at the beginning of the film and ask the pupils what it is:

Beth ydy hwn?

Draw attention to the fact that it is made from **llechi** (slates). You could then introduce other things that have been made from slate and explain that the zip wire is located in an old slate quarry in North Wales.

You could also introduce the fact file **Y Wifren Wib** (The Zip Wire), which provides introductory information about the zip wire and slates but which also introduces words that will help pupils understand the film, e.g.

yn uchel (high)

- Play the section again, but this time, ask the pupils to listen out for the safety precautions Crad takes. What questions does he ask Beca and why? What instructions does he give her? Draw attention to the following words which may be unfamiliar:

y wifren wib (the zip wire)

gwallt (hair)

clymu (to tie (back))

gemwaith (jewellery)

sandalau (sandals)

You could also revise the following patterns, and practise them in a classroom situation or in relation to the swimming pool or other relevant situation:

Dim ...! (No ...!)

Rhaid ...! (Must ...!)

Ask pupils to compare ideas in groups:

The questions that are asked:

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

Wyt ti dros saith oed? (Are you over seven years old?)

Why would he ask these questions?

Pam mae e'n/o'n gofyn y cwestiynau? (Why is he asking questions?)

Rhaid bod dros saith oed i fynd ar y wifren wib. (Must be over seven years old to go on the zip wire.)

The instructions that are given are:

Rhaid clymu'r gwallt. (Must tie (back your) hair.)

Rhaid gwisgo helmed. (Must wear a helmet.)

Dim gemwaith ar y wifren wib. (No jewellery on the zip wire.)

Dim sandalau a fflip fflops ar y wifren wib. (No sandals and flip-flops on the zip wire.)

- Introduce **Cerdyn Siarad 11** (Discussion Card 11), which provides an opportunity to practise these patterns:
A: Beca wyt ti ac rwyd ti eisiau mynd ar y wifren wib. (You're Beca and you want to go on the zip wire.)
B: Crad wyt ti ac rwyd ti'n gofyn cwestiynau i Beca ac yn helpu Beca. (You're Crad and you ask Beca some questions and you help Beca.)
Siaradwch. (Talk.)

Please note that this card includes only the first word of the patterns which the pupils should use, thus encouraging them to form their own patterns. If this proves to be difficult, you could play the clip again and ask them to record how these words are used on the film.

- Play the remainder of the film.
- Focus again on the part where Beca describes the experience and encourage pupils, wherever possible, to use these expressions as they talk about an event in the past:
Roedd o'n grêt ... roedd o'n gyffrous ... roedd o'n gyffrous iawn, iawn. Roedd o'n antur. (It was great ... it was exciting ... it was very, very exciting. It was an adventure.)
Roedd e'n grêt ... roedd e'n gyffrous ... roedd e'n gyffrous iawn, iawn. Roedd e'n antur. (It was great ... it was exciting ... it was very, very exciting. It was an adventure.)
- Play the section again where Crad asks Beca for her personal details and, in a group, ask pupils to note the questions he asks:
Pwy wyt ti? (Who are you?)
O ble wyt ti'n dod? (Where do you come from?)
Ble wyt ti'n byw? (Where do you live?)
Faint ydy dy oed di? (How old are you?)
Beth wyt ti'n hoffi gwneud? (What do you like to do?)
Wyt ti'n hoffi'r Pod-antur Cymraeg? (Do you like the Pod-antur Cymraeg?)

All these questions have been introduced and revised regularly throughout the previous packs. Ask the pupils how they could ask for even more information:

Beth wyt ti'n hoffi gwneud? (What do you like to do?) e.g.

Ble wyt ti'n hoffi ...? (Where do you like ...?)

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

Pam wyt ti'n hoffi ...? (Why do you like ...?)

Gyda pwy wyt ti'n hoffi ...? (With who do you like ...?)

Wyt ti'n hoffi'r Pod-antur Cymraeg? (Do you like the Pod-antur Cymraeg?)

Pam wyt ti'n hoffi'r Pod-antur Cymraeg? (Why do you like the Pod-antur Cymraeg?)

Beth wyt ti'n hoffi yn y Pod-antur Cymraeg? (What do you like in the Pod-antur Cymraeg?)

Beth wyt ti'n hoffi gwneud yn y Pod-antur Cymraeg? (What do you like to do in the Pod-antur Cymraeg?)

Ble wyt ti'n hoffi mynd yn y Pod-antur Cymraeg? (Where do you like to go in the Pod-antur Cymraeg?)

- Introduce **Cerdyn Siarad 12** (Discussion Card 12):
A: Crad wyt ti. Rwyd ti'n gofyn cwestiynau am Beca. (You're Crad. You're asking questions about Beca.)
B: Beca wyt ti. Rwyd ti'n gofyn cwestiynau am Crad. (You're Beca. You're asking questions about Crad.)
Siaradwch. (Talk.)

Using the patterns listed on the card and the ones discussed above, pupils should act out the situation on the card. If they do not remember details about Crad, they could refer again to the book entitled **Dyddiau Da!** (Good Days!) (Unit 1, Part 5).

- Pupils could then search on the internet for further information about Zip World and could design and create posters / leaflets. They could draw or download images to include in their work.
- They could write a postcard on behalf of Beca. They could say:
 - I'm having fun in the Pod-antur Cymraeg.
 - I went to Zip World, near ... (**ger**)
 - I went on the zip wire.
 - it was great / exciting / fun / an adventure.
 - I saw Crad there.
 - He is in the Pod-antur Cymraeg now.
 - Bye!

Ask them, in groups, how they would say these sentences in Welsh:

- I'm having fun in the Pod-antur Cymraeg – **Dw i'n cael hwyl yn y Pod-antur Cymraeg. / Dw i'n mwynhau yn y Pod-antur Cymraeg.**
- I went to Zip World, near ... **Es i i Zip World ger ...**
- I went on the zip wire. – **Es i ar y wifren wib.**
- It was great / exciting / fun / an adventure. – **Roedd e'n/o'n wych / grêt / gyffrous / hwyl / antur.**
- I saw Crad in Zip World. – **Gwelais i Crad yn Zip World.**
- He is in the Pod-antur Cymraeg now. – **Mae e / o yn y Pod-antur Cymraeg nawr / rŵan.**
- Bye! – **Hwyl fawr!**

Pupils could, of course, include new ideas and language as appropriate. They could also link these sentences using **a** (and) and **ac** (and) or, if appropriate, other conjunctions such as **ond** (but).

- 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 dydych chi'n feddwl o'r DVD? (What do you (pl.) think of the DVD?)

Mae'n grêt / wych. (It's great.)

Mae'n ddiddorol. (It's interesting.)

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

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

Mae'n gyffrous iawn. (It's very exciting.)

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 ddiddorol. (I think that the DVD is interesting.)

Dw i'n meddwl bod y DVD yn ddiddorol achos dw i'n hoffi gweld y wifren wib. (I think that the DVD is interesting because I like seeing the zip wire.)

You could also ask them for their opinions of the zip wire.

Beth wyt ti'n feddwl o'r wifren wib? (What do you (sing.) think of the zip wire?)

Beth dydych chi'n feddwl o'r wifren wib? (What do you (pl.) think of the zip wire?)

They would now be able to transfer some of the patterns listed above to answer this question.

Unit 2: Part 2 – Croeso!

Aims:

- To revise feelings: **Dw i'n teimlo'n hapus.** (I feel happy.); **Dw i mor hapus.** (I'm so happy.) and introduce the expression **Dw i wrth fy modd ...** (I love (doing something); I'm really, really happy)
- To introduce words that describe a person's character, e.g. **Mae e'n/o'n garedig / feddylgar / hwyl.** (He's kind / thoughtful / fun.); **Mae e'n/o'n ffrind da.** (He's a good friend.) (Please see below for further examples.)
- To introduce the word **disgyrchiant** (gravity) along with some basic information about gravity. This work could be developed as appropriate.
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>mor ... (+ soft mutation) (so ...) Dw i mor hapus. (I'm so happy.) Dw i mor hapus achos dw i 'nôl yn y Pod-antur Cymraeg. Dw i wrth fy modd. (I'm so happy because I'm back in the Pod-antur Cymraeg. I'm really, really happy.)</p> <p>Sut berson ydy ...? (What kind of person is ...?) Pa fath o berson ydy ...? (What kind of person is ...?) Mae ... yn ... (+ soft mutation) (... is ...) Mae e'n/o'n ddoniol. (He's funny.) Mae e'n/o'n ddiddorol. (He's interesting.) Mae e'n/o'n garedig. (He's kind.) Mae e'n/o'n feddylgar. (He's thoughtful.) Mae e'n/o'n hoffus. (He's nice.) Mae e'n/o'n ffrind da. (He's a good friend.) Mae e'n/o'n hyfryd. (He's lovely.) A bod yn onest ... (To be honest ...) Mae e'n/o'n gallu bod yn ddwl / wirion. (He can be silly.)*</p> <p>Beth sy'n bod ar bawb? (What's the matter with everyone?)</p> <p>* These descriptions could be used to refer to a girl, by changing the Mae e'n/o'n ... (He ...) to Mae hi'n ... (She ...)</p>	<p>golygus (handsome) crio (to cry) disgyrchiant (gravity) to (roof) llechen, llechi (slate, slates) chwythu (to blow)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers Wyt ti'n teimlo'n drist? (Do you feel sad?) Nac ydw, dw i'n teimlo'n hapus. (No, I feel happy.) Wyt ti'n barod i ...? (Are you (sing.) ready to ...) Wyt ti'n hapus i ...? (Are you (sing.) happy to ...) Wyt ti eisiau syrpreis? (Do you want a surprise?) Ydw. / Nac ydw. (Yes. / No) Beth am chwarae tric? (What / How about playing</p>	<p>soffa (sofa) bwrdd (table) rhewgell (freezer) blodau (flowers) lamp (lamp) Pa ffordd? (Which way?) I fyny? (Upwards?) I lawr? (Downwards?) I'r chwith? (To the left?)</p>

a trick?) Ydy e'n/o'n berson neis? (Is he a nice person?) Ydy. / Nac ydy. (Yes (he is). / No (he isn't).) Commands Sefa. (Stand (sing.).) Stopiwch. (Stop (pl.).) Esgusodwch fi. (Excuse me (pl.).) Edrychwch ar yr afal. (Look (pl.) at the apple.) Other Dyma ... (Here / This is ... / Here / These are ...) Dyma'r ... (Here / This is the ... / Here / These are the ...)	I'r dde? (To the right?)
--	--------------------------

Past tense forms

Ble oedd Crad? (Roedd e/o) yn Zip World. Beth wnest ti yn Zip World? Gwelais i Crad. Es i ar y wifren wib.	Where was Crad? (He was) at Zip World. What did you do at Zip World? I saw Crad. I went on the zip wire.
--	--

Transferring patterns to everyday situations

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

Wyt ti'n barod i ...? (Are you (sing.) ready to ...?); [Also: **Ydych chi'n barod i ...?** (Are you (pl.) ready to ...?)]

Wyt ti'n cofio ...? (Do you (sing.) remember ...?); [Also: **Ydych chi'n cofio ...?** (Do you (pl.) remember ...?)]

Pa fath o berson ydy ...? (What kind of person is ...?) (e.g. when discussing characters in books, TV programmes etc.); **Mae ... yn ...** (... is ...)

Esgusodwch fi. (Excuse (pl.) me.)

Stopiwch. (Stop (pl.).)

Ble oedd ...? (Where was ...?)

Beth wnest ti ...? (What did you do?)

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

Ardderchog! (Excellent!)

To explain gravity simply:

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

Mae'r ... yn syrthio / symud. (The ... is falling / moving.)

Pa ffordd? (Which way?)

I fyny? (Upwards?)

I lawr? (Downwards?)

I'r chwith? (To the left?)

I'r dde? (To the right?)

Mae'r ... yn syrthio / symud i lawr achos disgyrchiant. (The ... is falling / moving downward because of gravity.)

Step-by-step suggestions:

- Play the film entitled **Croeso!** (Welcome!) (Unit 2, Part 2) up to the point where Sgrin says that he remembers Crad:
Ydw, dw i'n cofio Crad, wrth gwrs. (Yes, I remember Crad, of course.)

Ask:

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

Ask them to list what he's happy to see:

Beth mae e'n/o'n hapus i weld? (What is he happy to see?)

Mae e'n / o'n hapus i weld y ... (He's happy to see the ...)

- Introduce the following expressions and explain their meaning:
Dw i mor hapus. (I'm so happy.)
Dw i wrth fy modd yn y Pod-antur Cymraeg. (I'm very very happy in the Pod-antur Cymraeg.)

Play the section again and ask pupils to raise their hands when these expressions are heard.

Pupils could then list places where they feel happy, e.g.

Ble wyt ti'n hapus? (Where are you happy?)

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

Dw i wrth fy modd ... (I'm really, really happy ...)

yn y pwll nofio (in the swimming pool)

ar y cae chwarae (on the playing field)

yn y ganolfan hamdden (in the leisure centre)

adre / gartref (at home)

yn y car (in the car)

yn yr ysgol (in school)

yn nhŷ Nain / Mam-gu (in Granny's house)

yn Wrecsam / Llanelli (in Wrecsam / Llanelli)

etc.

Ask:

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

Sawl un? / Faint? (How many?)

Darllenwch y rhestr. (Read the list.)

As other pupils listen, they could cross off the words that are read and allow themselves 5 marks for any words that remain on their list once the list has been read in its entirety.

Similarly, the group that has read the list will be awarded 5 marks for each word on their list that is not included on anyone else's list.

Pupils could then make up sentences to say why they love being in these places, e.g.

Dw i wrth fy modd yn y pwll nofio achos dw i'n hoffi nofio ac mae nofio'n dda i ti. (I'm really, really happy in the swimming pool because I like swimming and swimming is good for you.)

Dw wrth fy modd yn yr ysgol achos dw i'n hoffi chwarae gyda ffrindiau. (I'm really, really happy in school because I like to play with friends.)
etc.

- Before you move on to the next section, revise the following adjectives to describe a person:
yn neis (nice)
yn ddoniol (funny)
yn ddiddorol (interesting)
yn hyfryd (lovely)
yn garedig (kind)

Introduce the following:

yn feddylgar (thoughtful) (show the similarity to the word **meddwl** – to think)

yn hoffus (nice) (show the similarity to the word **hoffi** – to like)

yn olygus (handsome)

yn ddwl (silly)

yn wirion (silly)

In order to reinforce these, you could create cards containing either the Welsh or English forms, mix them up and then ask pupils to match the appropriate adjectives.

- Play the next section up to the point where Beca says, **Esgusodwch fi!** (Excuse me!), after Crad has thrown the handkerchief on the table. He then puts it away tidily.

As the pupils listen, ask them to raise a hand each time they hear one of the adjectives listed on the previous page.

Ask them:

Sut berson ydy Crad? (What kind of person is Crad?)

Mae Crad yn / Mae e'n/o'n ... (Crad is ... / He is ...)

Pupils could then draw an image of Crad, write the above question and describe his personality.

- In order to transfer these patterns to a different context, you could also ask pupils to describe characters in books or on the television, e.g.

Mae ... yn ddoniol. (... is funny.)

Mae ... yn ddiddorol. (... is interesting)

Introducing **Cerdyn Siarad 13** (Discussion Card 13) at this point could offer support if necessary:

Siaradwch am gymeriad mewn llyfr. (Talk about a character in a book.)

Pupils could then write about characters in books / on the television, read their descriptions aloud to a group and ask the group to guess who the characters are.

- Read the book entitled **Pwy ydy'r ffrind da?** (Who's the good friend?)

The aim of the book is to compare the behaviour of different people in similar situations and to choose which of the characters are good friends:

Pwy ydy'r ffrind da? (Who's the good friend?)

... ydy'r ffrind da. (... is the good friend.)

Mae ... yn ffrind da. (... is a good friend.)

You could ask for reasons for their answers, e.g.

Pam mae ... yn ffrind da? (Why is ... a good friend?)

Achos mae e'n/o'n / hi'n helpu. (Because he / she helps.)

Achos mae e'n/o'n / hi'n rhannu. (Because he / she shares.)

Achos mae e'n/o'n / hi'n cymryd tro. (Because he / she takes (his / her) turn.)

Achos mae e'n/o'n / hi'n meddwl am ... (Because he / she thinks about ...)

Achos mae e'n/o'n / hi'n garedig. (Because he / she is kind.)

Achos mae e'n/o'n / hi'n feddylgar. (Because he / she is thoughtful.)

Pupils could then act out these situations, possibly in a school assembly.

They could also think of new situations to exemplify friendship, write a script and act out the new script, again possibly in a school assembly.

- Play the next clip that deals with **disgyrchiant** (gravity) – up to the point where Crad explains why he is able to walk on the floor rather than float in mid-air.
- Once again, draw attention to the expression **Dw i wrth fy modd** (I love ... / I'm really, really happy) and ask the pupils for further examples.
- Draw particular attention to Beca's question:
Sut mae'r wifren wib yn gweithio? (How does the zip wire work?)

Emphasize the word **disgyrchiant** (gravity) and replay the examples that show how gravity works.

The animations and clip of the fair are seen twice, accompanied by a commentary the first time they are shown. Ask the pupils to write a commentary to accompany the second time they appear and ask some of them to read their commentary aloud as the clips are replayed on screen.

Pupils could then undertake experiments associated with gravity.

- You could ask pupils to make a small zip wire and to see whether it works (they would have to ensure that one side is higher than the other).

You could introduce the activity by saying:

Beth am wneud gwifren wib? (What about making a zip wire?)

Dyma'r clai. (Here's the clay.)

Dyma'r pren. (Here's the wood.)

Dyma'r llinyn. (Here's the string.)

Dyma'r clipiau papur. (Here are the paper clips.) (possibly linked to each other already)

Dyma'r siswrn. (Here are the scissors)

Sut mae gwneud gwifren wib? (How is a zip wire made?)

Pupils would then have to work out how to make the zip wire, e.g.:

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

Rhaid rhoi'r pren yn y clai. (Must put the wood in the clay.)

Rhaid torri'r pren arall. (Must cut the other (piece of) wood.)

Rhaid rhoi'r pren arall yn y clai. (Must put the other (piece of) wood in the clay.)

Rhaid clymu'r llinyn ar y pren yma ... ac ar y pren yma. (Must tie the string to this (piece of) wood ... and to this (piece of) wood.)

Rhaid rhoi'r clipiau papur ar y llinyn. (Must put the paper clips on the string.)

A dyna ni ... gwifren wib. (And there we are ... a zip wire.)

Ydy hi'n gweithio? (Does it work?)

Gawn ni weld. (Let's see.)

- Play the last section, where Crad gives Sgrin a surprise.
- Following Beca's question **Beth sy yn y bag?** (What's in the bag?), pupils could suggest what is in the bag.
(Answer: **llechen** (a slate))

Pupils could create a design which could then be painted onto slate, if available, or onto large stones.

As they work, 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 ...)

Beth ydy'r llun? (What's the picture?)

(Blodyn.) (A flower.)

Wyt ti'n hoffi'r llun? (Do you like the picture?)

Ydw, dw i'n hoffi'r llun – mae'n ... (Yes, I like the picture – it's ...)

These could then be evaluated, using vocabulary and patterns listed in the document entitled **P-aC4 Language Patterns**.

Unit 2: Part 3 – Cychod

Aims:

- To introduce a traditional Welsh children's folk song
- To revise Welsh expressions that can be used during singing sessions, e.g. **yn araf** (slowly); **yn gyflym** (quickly); **yn dawel** (quietly); **yn uchel** (loudly); **gyda'n gilydd** (together); **dilyna fi** (follow (sing.) me); **dilynwch fi** (follow (pl.) me)
- To revise how to make things through the medium of Welsh by using either **Rhaid** or command forms
- To look at forces through the medium of Welsh – **gwrthio** (to push); **tynnu** (to pull); **chwythu** (to blow)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Planning Design and Technology work: Edrycha ... edrycha ar luniau ... meddylia ... cynlluniau ... dewisa beth wyt ti eisiau. (Look ... look at pictures ... think ... plan ... choose what you want.) Beth sy'n bod? (What's the matter?) Dydy'r cwch ddim yn symud. (The boat isn't moving / doesn't move / won't move.) Rhaid gwrthio / tynnu / chwythu. (Must push / pull / blow.) Dewch 'mlaen! (Come on! i.e. pupils cheering in a boat race)	cân; y gân (song; the song) cwch, cychod (boat, boats) porffor (purple) streipiog (striped) smotiog (spotted) gwrthio (to push) tynnu (to pull) chwythu (to blow)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ydych chi'n hoffi'r gân? (Do you (pl.) like the song?) Beth ydych chi'n feddwl o'r gân? (What do you (pl.) think of the song?) Barod? (Ready?) Ydych chi eisiau canu? (Do you (pl.) want to sing?) 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 ...) Pam wyt ti'n ... (Why are you (sing.) ...?) Achos dw i eisiau ... (Because I want ...) Beth wyt ti'n ddefnyddio? (What are you (sing.) using?) Dw i'n defnyddio ... (I'm using ...) Beth am rasio? (What / How about racing?) Pa gwch sy'n mynd i ennill? (Which boat is going to win?) Fi sy'n ennill. (I win.) Commands Gwrandewch. (Listen (pl.).)	yn araf rŵan / nawr (slowly now) yn dawel (quietly) gyda'n gilydd (together) papur (paper) pren (wood) ffon coctel (cocktail stick) glud (glue) corc (cork) carton sudd oren (orange juice carton) carton pop (pop carton) siswrn (scissors) gwelltyn, gwellt (straw, straws) llinyn (string) elastig (elastic) cylllell (knife)

Dilynwch fi. (Follow (pl.) me.) Edrycha. (Look (sing.).) Cana gyda fi. (Sing (sing.) with me.) Edrycha ar y bwrdd. (Look (sing.) at the table.) Dechreu. (Start (sing.).) Other Mae rasio cychod yn hwyl. (Racing boats is fun.) Dw i wrth fy modd yn rasio cychod. (I love racing boats.)	
--	--

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 hoffi'r gân? (Do you (pl.) like the song?)

Beth ydych chi'n feddwl o'r gân? (What do you (pl.) think of the song?)

Ydych chi eisiau canu? (Do you (pl.) want to sing?)

Gwrandewch. (Listen (pl.).)

Gyda'n gilydd. (Together.)

Dilynwch fi. (Follow (pl.) me.)

Yn araf. (Slowly.)

Yn dawel. (Quietly.)

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 ...)

Edrycha ... edrycha ar luniau ... meddylia ... cynllunio ... dewisa beth wyt ti eisiau. (Look ... look at pictures ... think ... plan ... choose what you (sing.) want.)

Wyt ti'n barod am y ...? (Are you (sing.) ready for the ...?)

Beth am dynnu / wthio / chwythu? (What / How about pulling / pushing / blowing?)

Barod? (Ready?)

Step-by-step suggestions:

- Explain that the pupils are going to hear Crad singing a traditional Welsh children's folk song and that they will also have an opportunity to sing it. Explain that the song is about someone sailing to the Isle of Man in a frying pan, which proved to be a sad experience.

Introduce the key words:

Fuoch chi 'rioed ...? (Have you ever been ...?)

morio (sailing)

padell ffrio (frying pan)

crio (crying)

- Play the film entitled **Cychod** (Boats) (Unit 2, Part 3) up to the point where both characters have sung.
- Revise the expressions associated with singing which were originally introduced in Pack 2 (Pack 2, Unit 5, Part 1):
Gyda'n gilydd. (Together.)
Dilyna fi. (Follow me (sing.).) / **Dilynwch fi.** (Follow me (pl.).)

Ask the pupils whether they remember the Welsh expressions for:

slowly – **yn araf**

quickly – **yn gyflym**

quietly – **yn dawel**

loudly – **yn uchel**

Give the pupils a printed copy of the song:

Fuoch chi 'rioed yn morio? (Have you ever been sailing?)

Wel, do mewn padell ffrio (Well, yes in a frying pan)

Chwythodd y gwynt fi i'r Eil o Maaaaaaanaaan (The wind blew me to the Isle of Man)
A dyna lle bŵm i'n crio. (And there I was crying.)

Then ask:

Ydych chi eisiau canu? (Do you (pl.) want to sing?)

Pupils could then sing the song and possibly mime appropriate actions.

- Play the next clip, where Crad explains that he is making boats because he wants to hold a boat race. Pause the film after he has shown the various materials he is going to use to make the boats and has said,
Wel, Beca, dechreu. (Well, Beca, begin.)
- Ask the pupils to list the materials he has assembled on the table and list them on the board.

Replay the section to check that they have referred to each one.

In order to reinforce the words, you could assemble these materials on a table, along with any other materials which could be used to make model boats, and provide labels, which the pupils should place next to each item.

- The pupils could then design and make small boats, using appropriate materials.
In addition to the above words, introduce / revise relevant words and patterns:
cwch (boat); **cychod** (boats)
hwyl (sail) (if appropriate)
triongl (triangle)
baner (flag) (if appropriate)

As they work, they could use the following patterns:

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

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

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

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

Yn gynta(f), dw i'n ... (Firstly, I ...)

Yna, dw i'n ... (Then, I ...)

They could show someone else how to make the boat by using **rhaid** (must) or command forms, e.g.:

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

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

Yna, rhaid ... (Then, must ...)

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

Yn gynta(f), lliwiwch y ... (Firstly, colour the ...)

Yna, gludwch y ... (Then, glue the ...)

Introducing **Cerdyn Siarad 14** (Discussion Card 14), which lists relevant language patterns, could offer support and guidance if necessary:

Sut mae gwneud cwch? (How (do you) make a boat?)

You could also ask them to take photographs of different stages of the process so that, after they have finished, they could write about the steps they took and include photographs to show the different stages.

After they have finished, they could evaluate the boats, using language patterns contained in the document entitled **P-aC4 Language Patterns**.

- Play the next section, where Crad and Beca make boats. Pause the film when they say, “Da-ra”. You could ask the pupils to describe how Crad and Beca make their boats:
Beth mae Crad yn wneud? (What does Crad do?)
Mae e’n/o’n ... (He ...)
Beth mae Beca’n wneud? (What does Beca do?)
Mae hi’n ... (She ...)

Wyt ti’n hoffi cwch Crad / Beca? (Do you like Crad’s / Beca’s boat?)
Pam? (Why?)

- Replay the section where they make the boats and ask the pupils to concentrate on the steps Crad and Beca take. Ask them to write a commentary to accompany this part of the film.

Then, ask some of the groups to read the commentaries aloud as the film is shown again.

- Play the next section. Focus on the section where they place the boats on the water, but they do not move. Ask:
Pam dydy’r cychod ddim yn symud? (Why don’t the boats move?)

Discuss this in Welsh or English as appropriate.

Then, ask:

Sut mae’r cychod yn mynd i symud? (How are the boats going to move?)

Rhaid gwrthio. (Must push.)

Rhaid tynnu. (Must pull.)

Rhaid chwythu. (Must blow.)

- Show the next clip, where the characters decide to push the boat – **gwrthio’r cwch** – pull the boat – **tynnu’r cwch** – and blow the boat – **chwythu’r cwch** – up to the point where Sgrin asks them whether they want to see a film clip showing children racing boats.

You could then ask pupils to exert these forces on different items in order to make them move, e.g.

a book on a table

a bike

a small car

a small boat on water

etc.

They could complete grids similar to the one below, explaining what force must be used to make the object move.

Beth?	Tynnu?	Gwrthio?	Chwythu?
Llyfr	Rhaid tynnu.	Rhaid gwrthio.	
Car bach	Rhaid tynnu.	Rhaid gwrthio.	Rhaid chwythu.

- Pupils could also use the words **gwrthio** (to push) and **tynnu** (to pull) to design signs that could be placed on appropriate doors throughout the school, e.g.:
Gwrthiwch. or **Rhaid gwrthio.** (Push. or Must push.)
Tynnwch. or **Rhaid tynnu.** (Pull. or Must pull.)
- Play the remainder of the film, where school pupils are gathered to race their boats.

Pupils could describe the boats and discuss which boats are likely to win and why – in Welsh or English as appropriate.

Pa gwch sy’n mynd i ennill? (Which boat is going to win?)

Y cwch (gwyrdd) achos ... (The (green) boat because ...)

They could also comment on the regatta that is seen on film. Aak:

Beth mae'r plant yn wneud? (What are the children doing?)

They could organize their own regatta, which would involve a great deal of discussing, planning and arranging, e.g.

Beth am gael regata? (What about having a regatta?)

Pryd? (When?)

Ble? (Where?)

Beth ydyn ni'n mynd i wneud? (What are we going to do?)

Beth ydyn ni'n mynd i wisgo? (What are we going to wear?)

Beth am gael miwsig? (What about having music?)

Pa fiwsig? (What music?)

Beth am gael bwyd? (What about having food?)

Pa fwyd? (What food?)

etc.

- Introducing **Cerdyn Siarad 15** (Discussion Card 15) would offer support if necessary:
Rydych chi'n mynd i drefnu regata. (You're going to organize a regatta.)
Siaradwch am hyn. (Talk about this.)
- Pupils could invite other classes, e.g.

REGATA BLWYDDYN 6

Bydd regata Blwyddyn 6 ar ...

Bydd y regata yn ...

Ydych chi eisiau dod?

Dewch i fwynhau rasio cychod. Mae'n hwyl!

YEAR 6 REGATTA

Year 6 regatta will be on ... (date)

The regatta will be in ... (place)

Do you want to come?

Come and enjoy racing boats. It's fun!

They could also write letters to the teachers / the Head teacher inviting them to the event. Here is an example of a letter they could write, but they could, of course, change the content as they wish.

	Cyfeiriad
	Dyddiad
Annwyl ...	
Rydyn ni wedi gwneud cychod yn y dosbarth ac rydyn ni'n cael regata ar ..., yn ...	
Ydych chi eisiau dod? Mae rasio cychod yn hwyl ac rydyn ni'n mynd i gael amser da.	
Bydd miwsig a bwyd.	
Mae croeso mawr i chi.	
Yn gywir	

	Address
	Date
Dear ...	
We have made some boats in class and we're holding a regatta on ... (date), in ... (place).	
Do you want to come? Racing boats is fun and we're going to have a good time.	
There will be music and food.	
You are very welcome.	
Yours sincerely	

- You could then introduce the book entitled **Cychod ... Cychod ... Cychod** (Boats ... Boats ... Boats) which includes information about different types of boats, the Welsh artist, Catrin Williams, and a recipe for making jelly boats.

Pupils could then undertake the activities suggested at the back of the book.

- Ask the pupils for their opinions of the book:
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 ddiddorol iawn. (The book is very interesting.)
Mae'r llyfr yn ofnadwy. (The book is awful.)
Mae'r llyfr yn ddiflas iawn. (The book is very boring / miserable.)
Dw i'n meddwl bod y llyfr yn ddiddorol iawn achos dw i'n mwynhau dysgu am gychod. (I think that the book is very interesting because I enjoy learning about boats.)
Dw i wedi mwynhau'r llyfr achos mae e'n/o'n ddiddorol. (I have enjoyed the book because it's interesting.)

Unit 2: Part 4 – Bownsio ... dringo ... llithro

Aims:

- To revise expressing feelings: **Dw i'n teimlo'n nerfus.** (I feel nervous); **Dw i'n teimlo'n ofnus.** (I feel frightened.); **Dw i wrth fy modd** (I'm really, really happy.)
- To revise apologising: **Mae'n ddrwg gen i.** (I'm sorry.); Also **Mae'n flin 'da fi.** (I'm sorry.)
- To revise how to write promotional materials in Welsh
- To talk about a favourite place
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Dw i wedi torri'r llechen. (I've broken the slate.)</p> <p>O ble mae'r llechi'n dod? (Where do the slates come from?)</p> <p>O'r ddaear. (From the ground.)</p> <p>Mae'n dywyll. (It's dark.)</p> <p>Oes pobl yn gweithio o dan y ddaear heddiw? (Are there people working underground today?)</p> <p>Nac oes. (No (there aren't).)</p>	<p>llithro (to slide)</p> <p>rhwyd, rhwydi (net, nets)</p>

Talking about the past

<p>Roedd pobl yn gweithio o dan y ddaear i gael y llechi.</p> <p>Yn Oes Fictoria, roedd pobl yn gweithio yma – roedd y bobl yn cael y llechi o dan y ddaear ...</p> <p>Roedd hi'n teimlo'n nerfus. Roedd hi'n teimlo'n ofnus.</p>	<p>People used to work under the ground to obtain the slates.</p> <p>In Victorian times, people used to work here – the people used to obtain the slates from beneath the ground ...</p> <p>She was feeling nervous. She was feeling frightened.</p>
---	--

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth sy'n digwydd? (What's happening?)</p> <p>Beth ydy'r sŵn? (What's the noise?)</p> <p>Gawn ni fynd i Gymru i nôl llechen arall? (May we go back to Wales to get another slate?)</p> <p>Cewch. / Na chewch. (Yes (you may).) / No (you may not).)</p> <p>Ble mae Llechwedd? (Where's Llechwedd?)</p> <p>Ydych chi'n gallu gweld y map? (Can you see the map?)</p> <p>Ble ydyn ni? (Where are we?)</p> <p>Beth ydy'r rhain? (What are these?)</p> <p>Wyt ti'n teimlo'n nerfus / ofnus? (Do you (sing.) feel nervous / frightened?)</p> <p>Wyt ti'n barod? (Are you (sing.) ready?)</p> <p>Ydw. / Nac ydw. (Yes (I am). / No (I'm not).)</p> <p>Commands</p> <p>Tyrd i fownsio o dan y ddaear. (Come (sing.) to bounce under the ground.)</p> <p>Tyrd, rhaid mynd 'nôl i'r Pod-antur Cymraeg. (Come on (sing.), must go back to the Pod-antur Cymraeg.)</p>	<p>bownsio (to bounce)</p> <p>dringo (to climb)</p> <p>nôl (to get / fetch)</p> <p>llechen, llechi (slate, slates)</p> <p>Oes Fictoria (the Victorian Age)</p> <p>trên bach (little train)</p> <p>llithren (a slide)</p> <p>mawr (big)</p> <p>enfawr (huge)</p>

<p>Edrycha ar y lliwiau. (Look (sing.) at the colours.)</p> <p>Arhosa yma. (Wait (sing.) here.)</p> <p>Other</p> <p>Mawredd mawr! (Goodness me!)</p> <p>Mae'n ddrwg gen i. = Mae'n flin 'da fi. (I'm sorry.)</p> <p>Dim ots! (Never mind!)</p> <p>Dw i'n teimlo'n nerfus. (I feel nervous.)</p> <p>Dw i'n teimlo'n ofnus. (I feel frightened.)</p> <p>Dw i wrth fy modd yn bownsio, dringo a llithro. (I love bouncing, climbing and sliding.)</p>	
---	--

Transferring patterns to everyday situations

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

Rhaid tacluso. (Must tidy up.)

Dyna well. (That's better.)

Beth ydy'r sŵn? (What's the noise?)

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

Gawn ni fynd i ...? (May we go to ...?): **Cewch.** / **Na chewch.** (Yes (you may). / No (you may not).)

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

Ydych chi'n gallu gweld Cymru? (Can you (pl.) see Wales?)

Ydyn. / **Nac ydyn.** (Yes. / No.)

Ydych chi'n gallu gweld (Gogledd Cymru)? (Can you (pl.) see (North Wales)?)

Edrycha ar (y lliwiau). (Look (sing.) at (the colours).); **Edrychwch ar (y lliwiau).** (Look (pl.) at (the colours).)

Tyrd = Dere. (Come (on) (sing.).); [Also: **Dewch.** (Come (on) (sing.).)]

Wyt ti'n barod? (Are you (sing.) ready?); [Also: **Ydych chi'n barod?** (Are you (pl.) ready?)]

Step-by-step suggestions:

- Play the film entitled **Bownsio ... dringo ... llithro** (Bouncing ... climbing ... sliding) (Unit 2, Part 4) in its entirety.

- Ask the pupils:

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 ddiddorol. (It's interesting.)

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

Mae'n gyffrous. (It's exciting.)

Mae'n ddiflas iawn. (It's very boring.)

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

Dw i'n meddwl bod y DVD yn grêt / wych achos mae'n hwyl. (I think that the DVD is great because it's fun.)

Dw i'n meddwl bod y DVD yn ddiddorol, yn lliwgar ac yn gyffrous. (I think that the DVD is interesting, colourful and exciting.)

Dw i'n meddwl bod y DVD yn ddiddorol achos dw i'n hoffi bownsio, dringo a llithro. (I think that the DVD is interesting because I like bouncing, climbing and sliding.)

You could then ask

Beth wyt ti'n feddwl o'r lle ar y ffilm? (What do you (sing.) think of the place on the DVD?)

Beth ydych chi'n feddwl o'r lle ar y ffilm? (What do you (pl.) think of the place on the DVD?)

The above patterns could then be transferred to this context.

- Replay the beginning where Beca is clearing up and accidentally knocks over the slate.

Pupils could adapt this situations, e.g.

- A: O, naaaaaaaaa!** (Oh, noooooo!)
- B: Beth sy'n digwydd? / Beth sy'n bod?** (What's happening? / What's the matter?)
- A: Mae'n ddrwg gen i. / Mae'n flin 'da fi.** (I'm sorry.)
- B: Beth sy'n bod?** (What's the matter?)
- A: Dw i wedi torri'r ...** (I've broken the ...)
- A: O, diar ... wel dim ots!** (Oh, dear well never mind!)
- B: Dw i'n gwybod – beth am fynd i ... i nôl ... arall?** (I know – what about going to ... to get another ...?)
- A: Syniad da!** (Good idea!)

- Focus on the section where Sgrin shows the map of Wales and the location of Llechwedd and ask pupils to find the location on smaller maps. They could possibly give grid references.

Focus also on the words **llechen** (slate) and **llechi** (slates) and revise the work undertaken previously:

Ble ydych chi'n gweld llechi? (Where do you see slates?)

- Replay the next section up to the point where they go in through the green door. Focus on the poster and ensure that pupils understand the words:
bownsio (to bounce)
dringo (to climb)
llithro (to slide)

Introduce

rhwyd, rhwydi (net, nets)

These will be used again in the unit as pupils prepare promotional materials.

- Ask how Beca is feeling:
Sut mae Beca'n teimlo? (How does Beca feel?)
Mae hi'n nerfus. (She's nervous.)
Mae hi'n ofnus. (She's frightened.)
Mae hi'n ofnus achos mae hi'n dywyll o dan y ddaear. (She's frightened because it's dark underground.)

Then ask:

- Sut mae Crad yn teimlo?** (How does Crad feel?)
Mae e'n/o'n teimlo'n hapus iawn. (He feels very happy.)
Mae e'n/o'n teimlo'n hyderus iawn. (He feel very confident.)

- Replay the next section of film – the film of the caverns. Ask pupils to watch carefully as they will be asked to write questions based on what they see on the film.

In groups, ask pupils to write 5 questions that could then be asked in a quiz activity, e.g.

- Beth sy yn Llechwedd?** (What's in Llechwedd?)
Beth maen nhw'n wisgo? (What do they wear?)
Sut mae Beca / Crad yn teimlo? (How does Beca / Crad feel?)
Beth mae Beca a Crad yn wneud? (What do Beca and Crad do?)
Pa liwiau sy o dan y ddaear? (What colours are there underground?)
Ydy Beca'n hoffi bownsio? (Does Beca like to bounce?)
Oes llechi yn Llechwedd? (Are there slates in Llechwedd?)
etc.

- Pupils could now write materials to promote the bouncing centre, using words and patterns seen on the film and other relevant language.

They should search for further information, including images, and could draw a map to show the location.

They should also revise how to write persuasively in order to promote an attraction. Please see Unit 1, Part 4.

- Play the end of the film again, where Crad goes to buy a slate for Sgrin. Introduce **Cerdyn Siarad 16** (Discussion Card 16), which revises previous work associated with asking for things / buying things:
A: Crad wyt ti ac rwyd ti yn y siop, yn prynu llechen i Sgrin. (You're Crad and you're in the shop, buying a slate for Sgrin.)
B: Rwyd ti'n gweithio yn y siop. (You work in the shop.)
Siaradwch. (Talk.)

Using the patterns listed on the card, pupils should act out the situation.

- In order to revise work previously undertaken in relation to pastimes, opening hours, etc. introduce **Cerdyn Siarad 17** (Discussion Card 17):
Mae Crad a Beca'n hoffi mynd i fownsio, dringo a llithro yn Llechwedd. Ble ydych chi'n hoffi mynd? (Crad and Beca like going to bounce, climb and slide in Llechwedd. Where do you like going?)
Siaradwch am hyn. (Talk about this.)

Using the patterns listed on the card, pupils should discuss as fully as possible where they like to go. They could also write about this place.

- Introduce the e-mail **Bownsio ... Dringo ... Llithro** (Bouncing ... Climbing ... Sliding). Ensure that pupils understand the content.

Ask the pupils to find the following expressions in the piece:

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

Today was great. (**Roedd heddiw'r grêt.**)

I went to Llechwedd. (**Es i i Lechwedd.**)

We went bouncing, climbing and sliding. (**Aethon ni i fownsio, dringo a llithro.**)

(I) had to wear ... (**Roedd rhaid gwisgo ...**)

It was exciting. (**Roedd o'n gyffrous.**)

It was great. (**Roedd o'n wych.**)

Ask pupils to write an e-mail message to friends on behalf of Crad.

- If appropriate, trampolining activities could be undertaken after watching this part of the unit and health and safety issues related to trampolining could also be discussed. You could remind pupils of the instructions Crad gave Beca in Part 1 of this unit.

Unit 2: 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 Beth ydy’r gair? (What’s the word?) Ga i fynd ar y wifren wib rŵan / nawr? (May I go on the zip wire now?) Cei. / Na chei. (Yes (you may). / No (you may not).) Wyt ti’n gwisgo sandalau neu fflip fflops? (Are you wearing sandals or flip-flops?) Ydw. / Nac ydw. (Yes (I am). / No (I am not).) Ydydych chi eisiau canu? (Do you (pl.) want to sing?) Sut wyt ti’n teimlo? (How are you (sing.) feeling? / How do you (sing.) feel?) Dw i wrth fy modd. (I’m really, really happy. / I love ...) Ydy Crad yn dda, yn dda iawn neu yn ardderchog? (Is Crad good, very good or excellent?) Commands Tyrd gyda fi. = Dere gyda fi. (Come (sing.) with me.) Gyda’n gilydd. (Together.) Dilynwch fi. (Follow (pl.) me.) Tria eto. (Try (sing.) again.) Other Rhaid clymu’r gwallt. (Must tie (back) (your) hair.) Dim gemwaith. (No jewellery.) Mae ... yn ... (+ soft mutation) (... is ...), e.g. Mae Crad yn ddoniol. (Crad is funny.) Mae Crad yn garedig. (Crad is kind.) Mae Crad yn hwyl. (Crad is fun.) Mae Crad yn ffrind da. (Crad is a good friend.)	llechen, llechi (slate, slates) cwch, cychod (boat, boats) gwrthio (to push) tynnu (to pull) chwythu (to blow) bownsio (to bounce) dringo (to climb) gwallt (hair) tocyn (ticket) gwifren wib (zip wire); y wifren wib (the zip wire)

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 gair? (What’s the word?); **Beth ydy’r geiriau?** (What are the words?)

Ga i fynd i ...? (May I go to ...?); **Cei. / Na chei.** (Yes (you (sing.) may). / No (you (sing.) may not).); [Also: **Gawn ni fynd i ...?** (May we go to ...?); **Cewch. / Na chewch.** (Yes (you (pl.) may). / No (you (pl.) may not).)]

Ydydych chi eisiau canu? (Do you (pl.) want to sing?)

Gyda’n gilydd – iawn? (Together – alright?)

Dilynwch fi. (Follow (pl.) me.)

Un ... dau ... tri ... (One ... two ... three ...)

Sut wyt ti’n teimlo? (How are you (sing.) feeling? / How do you (sing.) feel?); **Dw i’n teimlo’n ...** (I feel ...)

Tria eto. (Try (sing.) again.); [Also: **Triwch eto.** (Try (pl.) again.)]

Step-by-step suggestions:

- Explain that the purpose of this part of the unit 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 should give the Welsh words for the items shown on screen.

Section 2

- Before you play the next section, explain that pupils will be asked to give the appropriate instructions. Revise how they would do this, e.g.
Rhaid ... (Must ...)
Dim ...! (No ...!)

Revise the following words also:

clymu (to tie)

gemwaith (jewellery)

harnais (harness)

Play the clip, pause the film and ask the pupils for the relevant instructions.

Section 3

- The aim of the next section is to revise describing a person's character.

Play the DVD and ask pupils to fill in the letters in the words so that they can answer the question:

Sut berson ydy Crad? (What kind of person is Crad?)

Section 4

This section revises the Welsh children's folk song, **Fuoch chi 'rioed yn morio?** (Have you ever been sailing? / Did you ever go sailing?)

Section 5

The next section is intended to encourage pupils to say as much as they can when asked a question.

- Play the section where Crad is asked:
Sut wyt ti'n teimlo? (How do you (sing.) feel? / How are you (sing.) feeling?)
His answer is heard on the film.

Ask the pupils to answer Sgrin's question:

Wel, blant, ydy Crad yn dda, yn dda iawn neu yn ardderchog? (Well, children, is Crad good, very good or excellent?)

Ask them to take a vote and then play the next section, where the thermometer shows that he has given a **good** response.

Pupils should then discuss how he could improve his answer, e.g. he could give a fuller answer, express more opinions, giving reasons and he could use another tense of the verb.

Play the next section and ask the pupils to answer Sgrin's question again.

Pupils could then be given the same question – or another question, which they should answer as fully as possible, e.g.:

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

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

Beth wyt ti'n wneud ar ddydd Sadwrn? (What do you do on Saturday?)

etc.

- The poem, **Dw i wrth fy modd ...** (I love ...) should then be introduced.

Ask the pupils to find the Welsh words for the five senses in the poem.

After you have read the poem, ask groups of pupils to draw images to convey the meaning of different verses.

In groups, ask pupils to list what they like seeing, hearing, tasting, smelling and feeling. Ask them to try to think of Welsh words.

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

Dw i'n hoffi gweld ... (I like to see ...)

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

Dw i'n hoffi clywed ... (I like to hear ...)

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

Dw i'n hoffi blasu ... (I like to taste ...)

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

Dw i'n hoffi arogli ... (I like to smell ...)

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

Dw i'n hoffi teimlo ... (I like to feel ...)

Pupils could also use **Dw i wrth fy modd yn ...** instead of **Dw i'n hoffi ...** above.

Now ask them to write a similar poem, e.g.

Dw i'n hoffi gweld (I like to see)

Mot, y ci bach du a (Mot the little black dog and)

Milly'r gath enfawr. (Milly the huge cat.)

etc.

Ask pupils to read their poems aloud. These could then be arranged as a colourful display.

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 ask for and express opinions in a variety of contexts, using new patterns and vocabulary previously learnt and role-play different situations, e.g. in a Second World War shop, meeting evacuees etc. They take part in hot-seating activities, e.g. in relation to a Land Girl or a child who lived during the Second World War. Pupils are also asked to discuss what they learn from photographs and to provide factual information, e.g. as they read the book entitled **Byw yn ystod yr Ail Ryfel Byd** (Living during the Second World War).

There are opportunities to watch and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **Cywir** (Correct) or **Anghywir** (Incorrect). They could then be asked to watch the film in order to spot the inaccuracies and correct them.

Pupils are also asked to listen to a series of statements about the Second World War and to express whether they agree, **cytuno**, or disagree, **anghytuno**, with the sentences.

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 the Land Girls or life during the Second World War.

Reading

Pupils are encouraged to respond to various reading materials, such as a fact file containing children's experiences during the Second World War, a book about evacuees, which also includes a letter, a factual book about life during the Second World War, a recipe and a post card written by a Land Girl. General questions are listed in the document entitled **P-aC4 Language Patterns**, and a list of specific questions relevant to each book is to be found at the back of the books.

Writing

Pupils are provided with opportunities to write lists, sentences in the past tense, a recipe, a poster or sentences and paragraphs comparing and contrasting life during the Second World War and modern-day life. There are opportunities to write letters, post cards and questions that can be asked during a quiz activity. They are also asked to write about a model of an artefact which they have created.

The book entitled **Ein Stori Ni** (Our Story), provides examples of the use of inverted commas, which can be further developed.

English

Pupils are encouraged to produce a display containing information about the Second World War. They are therefore required to search for information on English websites and in English books and then to discuss this information in groups.

Mathematics

Opening hours are discussed in relation to the Second World War shop and the museum and therefore pupils are given opportunities to discuss and to undertake calculations in relation to time. Similarly, the hours worked by the Land Girls per day and per week could be calculated.

Pupils could be given the opportunity to weigh and measure ingredients in order to prepare a recipe from the Second World War. They could also adapt the recipe which serves 4 people to serve more / fewer people. As they do this, they are asked to work with fractions in Welsh:

chwarter (a quarter)

hanner (a half)
tri chwarter (three quarters)

The DVD refers to **ceiniogau** (pennies) as the monetary unit of the Second World War – and further work could be undertaken in relation to the value of the money if appropriate.

There are opportunities to grow vegetables and to sell the produce if appropriate. This would entail working with prices and money.

Science

There are opportunities to discuss healthy food as pupils prepare a Second World War recipe and a recipe for party food today. They are asked to consider ways of making the recipe healthier.

There are opportunities to grow vegetable seeds and plants, to harvest them at the appropriate time and to express opinions about them.

History

This unit focuses on life during the Second World War and particular attention is drawn to food rationing, evacuees, Land Girls and life during the Second World War. Pupils are asked to “identify differences between ways of life” during the Second World War and the twenty first century after they have read the book entitled **Byw yn ystod yr Ail Ryfel Byd** (Living during the Second World War).

Pupils could be encouraged to search for images of the local area dating from the period and talk about these, in Welsh or English as appropriate.

They are asked to search for information about the Second World War, using a range of resources and to ask and answer questions. They are also required 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

There are opportunities to design contemporary shop frontages and a contemporary High Street. Pupils could also draw / copy posters that feature war-time slogans – in English or Welsh. They could also create posters containing new slogans relevant to the war effort.

Please see the document entitled **P-aC4 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 prepare food eaten during the Second World War and to adapt a recipe.

Pupils could design and make shop frontages, coupon books and models of war-time artefacts.

As great emphasis was placed on *Make do and mend* during the Second World War, pupils could be taught how to sew buttons onto garments and how to patch holes in items of clothing.

Music

In addition to focusing on the music that is heard in the background, pupils could listen to war-time songs and popular music, express opinions, identify instruments etc. They could also watch film clips showing performances by contemporary bands, and then perform, as a band, a simplified piece of music from the period. They could also listen to and appraise contemporary jazz pieces and learn more about the genre.

Physical education

Pupils could watch film clips of people dancing during this period and possibly learn one of the dances.

ICT

Pupils are encouraged to use the internet to search for information about the Second World War and to use appropriate software to present their work. They could also prepare and give a PowerPoint presentation about living during the Second World War.

Curriculum Cymreig

This unit focuses on the Second World War. Pupils could therefore look at the effects of the war on areas in Wales, e.g. the bombing of Swansea.

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 ways of making a recipe healthier and to compare and contrast two similar recipes. They are also asked to consider how they would spend a given number of coupons.

Developing Communication

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

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

Developing ICT

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

Developing number

Pupils develop their number skills in this unit by using cardinal numbers, gathering information in a variety of ways 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 – Cwpons

Aims:

- To introduce information about the Second World War through the medium of Welsh
- To revise talking about the past, **Roedd ...** (... was / were; there was / were ...); **Roedd pobl yn ...** (People were / used to / continuous past tense); **Doedd dim ...** (There was / were no ...)
- To revise asking for things in Welsh: **Dw i eisiau ... os gwelwch yn dda** (I want ... please.); **Dw i eisiau prynu ... os gwelwch yn dda**. (I want to buy ... please.); **... os gwelwch yn dda**. (... please.); **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).); **Mae'n ddrwg gen i / Mae'n flin gen i / gyda fi / 'da fi ond does dim ... yn y siop**. (I'm sorry, but there isn't any / aren't any ... in the shop.)
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
<p>Mae Crad a fi wedi ffeindio llyfr ... (Crad and I have found a book.)</p> <p>Disgrifiwch y llyfr. (Describe (pl.) the book.)</p> <p>Beth ydy teitl y llyfr? (What's the title of the book?)</p> <p>Beth ydy'r dyddiad (ar y llyfr)? (What's the date (on the book)?)</p> <p>Ydych chi'n gallu gweld y cwpons? (Can you see the coupons?)</p> <p>Pryd oedd yr Ail Ryfel Byd? (When was the Second World War?)</p> <p>Roedd yr Ail Ryfel Byd o un naw tri naw tan un naw pedwar pump. (The Second World War was from nineteen thirty nine until nineteen forty five.)</p> <p>Beth am fynd 'nôl i'r Ail Ryfel Byd? (What about going back to the Second World War?)</p> <p>Dyma bicnic diflas! (What a miserable picnic!)</p>	<p>Yr Ail Ryfel Byd (the Second World War)</p> <p>llyfr cwpons (ration book – lit. coupon book)</p> <p>cwpon (coupon)</p> <p>sych (dry)</p> <p>bara sych (dry bread)</p> <p>archfarchnad (supermarket)</p> <p>siop fwyd (grocery / food shop)</p> <p>siop ddillad (clothes shop)</p> <p>siop fferins / losin (sweetshop)</p> <p>siop lyfrau (book shop)</p> <p>siop lysiau (greengrocer / vegetable shop)</p>

Siarad am y gorffennol	Talking about the past
<p>Doedd dim ...</p> <p>Doedd dim brechdanau.</p> <p>Doedd dim bara gwyn.</p> <p>Doedd dim bananas.</p> <p>Doedd dim orennau.</p> <p>Doedd dim llawer o fwyd yn y siopa.</p> <p>Doedd dim llawer o fenyn.</p> <p>Doedd dim llawer o gig.</p> <p>Doedd dim llawer o ddillad yn y siopau.</p> <p>Doedd dim archfarchnad yn yr Ail Ryfel Byd.</p> <p>Roedd pobl yn ...</p> <p>Roedd pobl yn defnyddio cwpons ac arian i brynu bwyd.</p> <p>Roedd pobl yn prynu dillad yn y siop ddillad.</p> <p>Roedd pobl yn prynu losin / fferins mewn siop fferins.</p>	<p>There was / were no ... / There wasn't a ...</p> <p>There were no sandwiches.</p> <p>There was no white bread.</p> <p>There were no bananas.</p> <p>There were no oranges.</p> <p>There wasn't a lot of food in the shops.</p> <p>There wasn't a lot of butter/</p> <p>There wasn't a lot of meat.</p> <p>There weren't many clothes in the shops.</p> <p>There was no supermarket in the Second World War.</p> <p>People used to ... / People ... (past tense)</p> <p>People used to use coupons and money to buy food.</p> <p>People used to buy clothes in a clothes shop.</p> <p>People used to buy sweets in a sweetshop.</p>

Roedd pobl yn prynu llysiau mewn siop lysiau.	People used to buy vegetables at a greengrocer's / fruit and vegetable shop.
Roedd pobl yn prynu llyfrau mewn siop lyfrau.	People used to buy books in a bookshop.
Roedd pobl yn hoffi gwrando ar y radio.	People used to like to listen to the radio.
Roedd rhaid rhannu'r bwyd.	(People) had to share the food.
Roedd rhaid 'make do and mend'.	(People) had to 'make do and mend'.

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ga i dorri'r cwpons? (May I cut the coupons?) Ga i weld y cwpons? May I see the coupons? Ga i ham os gwelwch yn dda? (May I have some ham please?) Cei. / Na chei. (Yes (you (sing) may).) / No (you (sing.) may not). Gawn ni fynd i ...? (May we go to ...?) Cewch. / Na chewch. (Yes (you (pl) may).) / No (you (pl.) may not). Wyt ti'n barod? (Are you (sing.) ready?) Ydw, dw i'n barod. (Yes, I'm ready.) / Nac ydw, dw i ddim yn barod. (No, I'm not ready.) Ble ydyn ni? (Where are we?) Dw i ddim yn siŵr. (I'm not sure.) Beth sy yn y fasedg? (What's in the basket?) Commands Edrycha ... (Look (sing.).) Agorwch y llyfr. (Open (pl.) the book.) Rho'r ceiniogau yn dy boced. (Put (sing.) the pennies in your pocket.) Other Mae'n flin 'da fi. / Mae'n flin gen i. = Mae' ddrwg gen i. (I'm sorry.) Rwyd ti'n gallu prynu bwyd a dw i'n gallu prynu bwyd. (You can buy food and I can buy food.) Dw i eisiau bwyd. (I'm hungry. / I want some food.) Mae Crad eisiau bwyd. (Crad is hungry / wants some food.) Wela i di. (See you (sing.).) Does dim (orennau) yn y siop. (There are no oranges in the shop.)	llyfr (book) bach (small) brown (brown) rhannu (to share) pobl (people) pawb (everyone) gallu (can, to be able to) ham (ham) jam (jam) oren, orennau (orange, oranges) afal, afalau (apple, apples) bara (bread) bara gwyn (white bread) bara brown (brown bread) cacen (cake) siocled (chocolate) prynu (to buy) ceiniog (penny, pence) dwy geiniog (two pennies, pence) tair ceiniog (three pennies, pence) chwilio am (to look for)

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?); [Also: **Beth ydy hon?** (What's this (if you know that something is feminine?)); **Beth ydy'r rhain?** (What are these?)

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

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

Beth ydy teitl y llyfr? (What's the title of the book?)

Beth ydy'r dyddiad? (What's the date?) [Also: **Beth ydy'r dyddiad ar y llyfr?** (What's the date on the book?)]

Agorwch y llyfr. (Open (pl.) the book.) **Ydych chi'n gallu gweld (y) ...?** (Can you (pl.) see (the) ...)

Ga i fynd i'r? (May I go to the ...?); **Cei.** (Yes (you (sing.) may.); **Na chei.** (No (you (sing.) may not.); **Gawn ni fynd i'r ...?** (May we go to the ...?); **Cewch.** (Yes (you (pl.) may.); **Na chewch.** (No (you (pl.) may not.).

Ga i dorri'r ...? (May I cut the ...?)

Oes ... yn y ...? (Is / Are there ... in the ...?); **Oes.** (Yes (there is / are).); **Nac oes.** (No (there isn't / aren't).)

Beth am ... (+ soft mutation)? (What / How about ...?); **Syniad da.** (Good idea.) [Also: **Na, dw i ddim yn meddwl.** (No, I don't think so.)]

Step-by-step suggestions:

- Before showing the film, explain that you are going to watch a film about the Second World War - **yr Ail Ryfel Byd**. Ask pupils to undertake some research into life during the time and then discuss this in Welsh or English as appropriate.

You could give pupils groups of words and ask them to write sentences about **yr Ail Ryfel Byd**, using some of the words e.g.

Roedd pobl yn Roedden nhw'n	bwyta gwrando ar hoffi mwynhau tyfu edrych ar prynu chwarae	bwyd margarin y radio mynd i'r sinema bara brown recordiau afalau ffilmiau llysiau gemau fel ...
People used to They used to	to eat to listen to to like to enjoy to grow to look at to buy to play	food margarine the radio to go to the cinema brown bread records apples films vegetables games like ...

This work provides a good opportunity to revise past tense forms previously introduced in relation to the Tudors in Pack 2 (Unit 5) and the Victorians in Pack 3 (Unit 3).

- Show the beginning of the film entitled **Cwpons** (Coupons) (Unit 3, Part 1) up to the point where Crad and Beca leave the Pod-antur Cymraeg.

Ask pupils whether they've recognised the years mentioned in the clip, i.e. the following years are mentioned in relation to the ration book:

un naw pedwar pedwar (nineteen forty four)

un naw pedwar pump (nineteen forty five)

and the period of the Second World War is referred to as:

o un naw tri naw tan un naw pedwar pump. (from nineteen thirty nine until nineteen forty five)

Ask the pupils what they've learnt about the Second World War – **yr Ail Ryfel Byd** – from the film.

Prompt them by introducing the following patterns:

Doedd dim ... (There was / were no ...)

Doedd dim llawer o ... (There wasn't a lot of ... / There weren't many ...)

Roedd pobl yn defnyddio ... yn y siopau. (People used ... in the shops.)

Roedd pobl yn prynu ... mewn siop ... (People bought ... in a ... shop.)

Refer to the book the characters have found and ask

Beth ydy teitl y llyfr? (What's the title of the book?)

[Answer: Ration Book ... Ministry of Food Ration Book.]

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

[Answer: **Un naw pedwar pedwar i un naw pedwar pump.** (Nineteen forty four to nineteen forty five.)

[You could also transfer these questions to other situations in class where you introduce books.]

Ensure that the pupils understand the concept of coupons:

Roedd rhaid rhannu'r bwyd. ((People / They) had to share the food.)

- Play the section again and ask pupils to list the words associated with food that are to be heard on the film.

Compare lists and ask:

Beth mae Crad eisiau bwyta? (What does Crad want to eat?)

Beth mae Beca eisiau bwyta? (What does Beca want to eat?)

- Draw attention to the word **archfarchnad** (supermarket). Pupils could then list what is sold in supermarkets today.

Explain – **Doedd dim archfarchnad yn ystod yr Ail Ryfel Byd.** (There were no supermarkets during the Second World War. (lit., There wasn't a supermarket during the Second World War.)

Ask pupils where, therefore, would people buy the following items?

Ble roedd y bobl yn prynu ... ? (Where did people buy ...? / Where did people used to buy ...?)

bara (bread)	cot (coat)	sgarff (scarf)
llaeth / llefrith (milk)	wyau (eggs)	llyfr (book)
papur ysgrifennu (writing paper)	menig (gloves)	menyn (butter)

Ask pupils to match items with the appropriate contemporary shops e.g.

siop fwyd (food shop)	siop deganau (toy shop)	siop ddillad (clothes shop)
siop ffrwythau a llysiau (fruit and vegetable shop / greengrocer's shop)	siop fara (bread shop)	siop lyfrau (book shop)
siop gig (butcher's shop)		

Pupils could then design contemporary shop frontages or models of a contemporary High Street and evaluate each other's work:

Beth wyt ti'n feddwl o'r ...? (What do you 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 / yr ... 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.)

- If appropriate, you could draw attention to the money shown on screen and undertake further mathematical activities.
- Play the remainder of the film.

Discuss what Crad and Beca are wearing.

Beth mae Crad yn wisgo? (What's Crad wearing?)

Beth mae Beca'n wisgo? (What's Beca wearing?)

Draw attention to the patches on the clothes and to the motto *Make do and mend*.

You could discuss how people used to "make do and mend" – mothers would cut down older children's clothes to fit younger children and they would mend, patch and sew on buttons etc.

Pupils could take part in "make do and mend" activities. They could sew patches / buttons onto garments, cut down old trousers into shorts and hem them, or they could upscale a man's shirt and make it suitable for a lady by sewing a silk flower onto it etc.

- Although the shop's opening hours are not seen on screen, you could copy and distribute the following grid to each group, explaining that it shows the shop's opening hours.

Dydd Sul	Dydd Llun	Dydd Mawrth	Dydd Mercher	Dydd Iau	Dydd Gwener	Dydd Sadwrn
	9.00-1.00	9.00-1.00	9.00-1.00	9.00-12.30	9.00-12.30	9.00-5.30
AMSER CINIO						
	2.00-6.00	2.00-6.00	Ar gau	2.00-6.00	2.00-6.00	

Pupils could ask each other questions, e.g.

Pryd mae'r siop yn agor ar ddydd ...? (When does the shop open on ... day?)

Pryd mae'r siop yn cau ar ddydd ...? (When does the shop close on ... day?)

Pryd mae'r siop yn cau amser cinio ...? (When does the shop close at dinner time?)

Am ... (At ...)

Pupils could also undertake calculations, e.g.

Am sawl awr mae'r siop yn agor ar ddydd ...? (For how many hours is the shop open on ... day?)

Pupils could then make grids to show the opening hours for their own shops (i.e. the shop frontages they have designed) and could explain these hours to their partners, who should listen and fill in empty grids, e.g.

SIOP						
Dydd Sul	Dydd Llun	Dydd Mawrth	Dydd Mercher	Dydd Iau	Dydd Gwener	Dydd Sadwrn

Ar ddydd Llun, mae'r siop yn agor am ... ac mae'n cau am ... (On Monday, the shop opens at ... and closes at ...)

Ar ddydd Llun, mae'r siop yn agor o ... tan ... (On Monday, the shop is open from ... until ...)

(This pattern has been introduced previously in relation to years, e.g. **O 1485 tan 1603** (From 1485 until 1603.) – Pack 2, Unit 5, Part 5.)

- Ask the pupils whether they remember what kind of sandwiches Beca and Crad want. In the Pod-antur Cymraeg, Crad says that he wants a **brechdan jam** (jam sandwich) and Beca says that she wants a **brechdan ham** (ham sandwich).

After they have landed, Crad has changed his mind and wants a **brechdan gaws** (cheese sandwich).

By the time he has reached the shop, he has changed his mind again and asks for ham to make a **brechdan ham** (ham sandwich).

- Replay the section where Crad asks for things in the shop.

Pupils could then write questions which could be asked in a quiz activity.

Beth mae Crad eisiau? (What does Crad want?)

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

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

Faint ydy'r ...? (How much is / are the ...?)

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

- Revise the patterns for asking for things:
Dw i eisiau ... os gwelwch yn dda. (I want ... please.)
Dw i eisiau prynu ... os gwelwch yn dda. (I want to buy ... please.)
... os gwelwch yn dda. (... please)
Ga i ... os gwelwch yn dda? (May I have ... please?)

Other patterns:

Does dim ... yma / yn y siop. (There's no / There aren't any ... here / in the shop.)

Ga i weld y cwpons? (May I see the coupons?)

Ble mae'r cwpons? (Where are the coupons?)

Cerdyn Siarad 18 (Discussion Card 18) could then be introduced and pupils could role-play the situation using patterns listed on the card and any other relevant patterns they may know:

A: Rwy'ti'n byw yn ystod yr Ail Ryfel Byd ac rwy'ti eisiau prynu bwyd. (You live during the Second World War and you want to buy some food.)

B: Rwy'ti'n gweithio yn y siop. (You work in the shop.)

Siaradwch. (Talk.)

Pupils could also undertake research to find out how many coupons were needed to buy specific food items.

- Explain that coupons were also required to buy clothes and introduce the fact file entitled **Dillad Newydd** (New Clothes).

Make sure that the pupils understand the text and then ask them to undertake the activities in the box.

After they have found out how many coupons children received, pupils could explain which items they are going to buy with their coupons, e.g.

Dw i eisiau prynu ... achos ... (I want to buy ... because ...)

Dw i'n mynd i brynu ... achos dw i'n hoffi ... (I'm going to buy ... because I like ...)

Dw i'n mynd i brynu ... achos dw i eisiau ... (I'm going to buy ... because I want / need ...)

Dw i'n mynd i brynu ... achos dw i angen ... (I'm going to buy ... because I need ...)

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

Syniad da. (Good idea.)

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

Cerdyn Siarad 19 (Discussion Card 19) could then be introduced, where pupils are asked to role-play the situation of buying clothes during the Second World War:

A: Rwy'ti'n gweithio mewn siop ddillad yn yr Ail Ryfel Byd. (You work in a clothes shop during the Second World War.)

B: Rwy'ti eisiau prynu dillad yn y siop. (You want to buy clothes at the shop.)

Siaradwch. (Talk.)

In addition to the patterns listed on the card, pupils could ask each other:

Pa liw? (What colour?)

Pa faint? (What size?)

Faint? (How much? / How many?)

- Replay a section of the last clip where contemporary music is heard in the background. Explain that this music is typical of the era and ask pupils:
Pa offerynnau ydych chi'n gallu clywed? (What instruments can you hear?)
Dw i'n gallu clywed ... (I can hear ...)

Ydych chi'n hoffi'r miwsig? (Do you (pl.) like the music?)

Wyt ti'n hoffi'r miwsig? ((Do you (sing.) like the music?))

Beth ydych chi'n feddwl o'r miwsig? ((What do you (pl.) think of the music?))

Dw i'n meddwl bod y miwsig yn dda. (I think that the music is good.)

ardderchog	(excellent)
gyffrous	(exciting)
hwyl	(fun)
fywiog	(lively)
hapus	(happy)

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

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

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

fywiog (lively)

Dw i eisiau dawnsio. (I want to dance.)

You could show clips showing bands from the period and then form a class band who could perform a simplified contemporary piece.

- You could also show film clips of people dancing during this period and pupils could possibly learn one of the dances.
- To summarize, ask the 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'n grêt / wych. (It's great.)

Mae'n ddiddorol. (It's interesting.)

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

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

Mae'n ddiflas iawn. (It's vey boring.)

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. (I think that the film is interesting.)

Dw i'n meddwl bod y ffilm yn ddiddorol achos dw i'n hoffi dysgu am yr Ail Ryfel Byd. (I think that the film is interesting because I like learning about the Second World War.)

Unit 3: Part 2 – Ble wyt ti’n byw?

Aims:

- To continue with the Second World War theme by learning about evacuees through the medium of Welsh
- To revise asking for personal details, in particular **O ble wyt ti’n dod?** (Where do you come from?)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Dw i wedi colli’r bwyd. (I’ve lost the food.) Ydyn ni (ger Birmingham)? (Are we (near Birmingham)?) Ydyn. / Nac ydyn. (Yes (we are).) / No (we’re not).) Dw i’n dysgu siarad Cymraeg. (I’m learning to speak Welsh.)	faciwi, faciws (evacuee, evacuees)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Wyt ti’n iawn? (Are you alright?) Gawn ni fynd ’nôl i’r Ail Ryfel Byd? (May we go back to the Second World War?) Cewch. / Na chewch. (Yes (you (pl.) may). / No (you (pl.) may not).) Ble mae’r bwyd? (Where’s the food?) Ble ydyn ni nawr / rŵan? (Where are we now?) Ble maen nhw? (Where are they?) Pwy wyt ti? (Who are you?) ... ydw i. (I’m ...) Ble wyt ti’n byw? (Where do you live?) Yn ... (In ...) O ble wyt ti’n dod? (Where do you come from?) O ... (From ...) Faint ydy dy oed di? (How old are you?) Dw i’n ... oed. (I’m ... old.) Wyt ti’n byw yn ...? (Do you live in ...?) Wyt ti’n hoffi ...? (Do you like ...) Ydw. / Nac ydw. (Yes (I do). / No (I don’t).) Beth am chwilio am y bwyd? (What about looking for the food?) Syniad da. (Good idea.) Past tense forms*: Roedd bara brown a menyn ... (There was brown bread and butter ...) Commands Tyrd. = Dere. (Come.)	bara brown (brown bread) bara gwyn (white bread) brecheddanau (sandwiches) menyn (butter) afal, afalau (apple, apples) ham (ham) jam (jam) bananas (bananas) bwyd blasus (delicious food) siop, siopau (shop, shops) gwybod (to know) anifail, anifeiliaid (animal, animals) dafad, defaid (sheep, sheep) mochyn, moch (pig, pigs) ceffyl, ceffylau (horse, horses) helpu (to help) Hwyl fawr! (Bye!)

* Please see Unit 3, Part 1 for further examples that are revised in this part of the unit.

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?)

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

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

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

Gawn ni ...? (May we (have) ...?); **Cewch. / Na chewch.** (Yes (you (pl.) may). / No (you (pl.) may not).)

Wyt ti'n barod? (Are you (sing.) ready?); **Ydw. / Nac ydw.** (Yes (I am). / No (I'm not).)

Ardderchog. (Excellent.)

Hwyl fawr! (Bye.)

Step-by-step suggestions:

- Play the film entitled **Ble wyt ti'n byw?** (Where do you live?) (Unit 3, Part 2) in its entirety.

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'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 ffilm yn grêt / wych. (I think that the film is great.)

Dw i'n meddwl bod y ffilm yn ddoniol. (I think that the film is funny.)

Dw i'n meddwl bod y ffilm yn ddiddorol. (I think that the film is interesting.)

Dw i'n meddwl bod y ffilm yn hwyl. (I think that the film is fun.)

Dw i'n meddwl bod Crad yn ddoniol. (I think that Crad is funny.)

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 Crad yn ... (I think that Crad is ...)

Dw i'n meddwl bod Davie'n ... (I think that Davie is ...)

Dw i'n meddwl bod Beca'n ... (I think that Beca is ...)

- Replay the clip where Crad meets Davie.
Draw attention to the main questions asked – ask the pupils to list these:

Pwy wyt ti? (Who are you?)

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

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

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

[Answer: **Dw i'n chwarae gyda ffrindiau.** (I'm playing with friends.)]

Ask pupils to role play this situation.

- Replay the next section – the encounter with Lily – and again ask pupils to list the questions asked:

Helo, pwy wyt ti? (Hello, who are you?)

Wyt ti'n faciwi hefyd? (Are you an evacuee too?)

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

Wyt ti'n hoffi byw yng Nghymru? (Do you like living in Wales?)

Pam? (Why?)

[Answer: **Dw i eisiau gweld Mam a Dad ac Anti Daisy.** (I want to see Mum and Dad and Auntie Daisy.)

Pupils could now role-play this situation.

- Replay the section where Crad meets John.

Again, ask pupils to list the questions:

Pwy wyt ti? (Who are you?)

Wyt ti'n faciwî hefyd? (Are you an evacuee too?)

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

Wyt ti'n hoffi byw yng Nghymru? (Do you like living in Wales?)

Pam? (Why?)

[Answer: **Dw i'n mwynhau dysgu Cymraeg. Hefyd, dw i'n byw ar fferm a dw i'n hoffi'r anifeiliaid – y defaid, y moch, y ceffylau. Dw i'n mwynhau helpu ar y fferm. Dw i'n hapus iawn yng Nghymru.** (I enjoy learning Welsh. Also, I live on a farm and I like the animals – the sheep, the pigs, the horses. I enjoy helping on the farm. I'm very happy in Wales.)]

Pupils could then role-play this – or similar – situation.

Then, ask the pupils to transfer these language patterns to a new situation – where they act out the role of a new evacuee who meets Crad. Introduce **Cerdyn Siarad 20** (Discussion Card 20):

A: Crad wyt ti. Rwy'ti'n siarad â faciwî. (You're Crad. You're talking to an evacuee.)

B: Ti ydy'r faciwî. (You are the evacuee.)

Siaradwch. (Talk.)

- Introduce the book entitled **Ein Stori Ni.** (Our Story)

Please note: This book contains some new patterns which should be explained:

Bwytais i ... (I ate.)

Atebais i ... (I answered.)

Gofynnodd ... (He asked.)

Dywedodd ... (He said.)

As you read, ensure that the pupils understand what is happening and then the activities listed at the back of the book can be undertaken.

In groups, pupils could also act out the whole situation where they

- go to school with their mother
- say good-bye
- go to the station
- go on a train
- travel to Wales
- are met by Welsh people
- are taken to a new home.

In addition to describing what is happening to them, they should express feelings etc.

They could also write a letter to their family about their experiences.

- You could draw attention to the use of quotation marks in this book and introduce appropriate activities to practise using them.
- To summarize, ask the pupils to write questions that could be asked in a quiz activity, e.g.
Ble mae Davie'n byw? (Where does Davie live?)
O ble mae John yn dod? (Where does John come from?)
Ydy Lily'n hapus? (Is Lily happy?)
Pwy ydy Catrin? (Who's Catrin?)
Beth mae'r plant yn wneud? (What are the children doing?)

These questions could then be used in a quiz activity with points awarded for correct answers. Watch the DVD again in order to check the answers.

- You could also 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 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:

Yn yr Ail Ryfel Byd:

Roedd llawer o fwyd yn y siopau. (✗)

Doedd dim bananas yn y siopau. (✓)

Roedd faciwîs yn byw yng Nghymru. (✓)

Roedd plant o Lundain a Birmingham yn byw yng Nghymru. (✓)

Roedd pawb yn hapus. (✗)

Roedd rhai faciwîs yn drist. (✓)

Roedd rhai faciwîs yn hoffi byw ar fferm. (✓)

Roedd pobl yn defnyddio cwpons yn y siopau. (✓)

The statements:

In the Second World War:

There was a lot of food in the shops. (✗)

There were no bananas in the shops. (✓)

Evacuess lived in Wales. (✓)

Children from London and Birmingham lived in Wales. (✓)

Everyone was happy. (✗)

Some evacuees were sad. (✓)

Some evacuees lived on a farm. (✓)

People used coupons in the shops. (✓)

Pupils could compare and discuss their answers.

Unit 3: Part 3 – Ar y fferm

Aims:

- To continue with the Second World War theme: the Land Girls
- To revise and use in meaningful contexts vocabulary and language patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
<p>Rydych chi'n ciwt. (You're cute.)</p> <p>Beth arall ydych chi'n wneud? (What else do you do?)</p> <p>Dim peryg! (No chance! / No way!)</p> <p>Beth ydyn ni'n hau? (What are we sowing?)</p> <p>Mae hau hadau'n hawdd. (Sowing seeds is easy.)</p> <p>Mae'r gwaith yn galed (iawn). (The work is (very) hard.)</p> <p>Dw i wedi blino'n lân. (I'm exhausted.)</p> <p>Am faint o'r gloch ydych chi'n dechrau gweithio yn y bore? (At what time do you start work in the morning?)</p> <p>Rydyn ni'n dechrau gweithio am ... (We start work at ...)</p> <p>Am faint o'r gloch ydych chi'n gorffen? (At what time do you finish?)</p> <p>Rydyn ni'n gorffen am ... (We finish at ...)</p> <p>y bore ((in) the morning; a.m.)</p> <p>y prynhawn ((in) the afternoon; p.m.)</p>	<p>codi tatws (to harvest potatoes)</p> <p>bwydo = rhoi bwyd i (to feed)</p> <p>ieir (hens, chickens)</p> <p>godro (to milk)</p> <p>gafr (goat); yr afr (the goat); geifr (goats)</p> <p>winwns = nionod (onions)</p> <p>mewn rhes (in a row)</p> <p>tyfu (to grow)</p> <p>cennin (leeks)</p> <p>ffa (beans)</p> <p>hawdd (easy)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Pwy ydy hi? (Who's she?)</p> <p>Dw i ddim yn gwybod. (I don't know.)</p> <p>Wyt ti'n siarad Cymraeg? (Do you speak Welsh?)</p> <p>Pwy wyt ti? (Who are you (sing.)?)</p> <p>... ydw i. (I'm ...)</p> <p>Pwy ydych chi? (Who are you (pl.)?)</p> <p>Crad ydw i. (I'm Crad.)</p> <p>Ble wyt ti'n byw? (Where do you live?)</p> <p>Wyt ti'n faciwr? (Are you an evacuee?)</p> <p>Nac ydw. (No (I'm not).)</p> <p>Pam wyt ti'n gweithio ar fferm yng Nghymru? (Why are you working on a farm in Wales?)</p> <p>Achos mae'r ffermwr eisiau help. (Because the farmer needs help.)</p> <p>Wyt ti'n hoffi gweithio ar y fferm? (Do you like working on the farm?)</p> <p>Ydw, mae'n iawn. (Yes (I do), it's alright.)</p> <p>Ydych chi eisiau helpu? (Do you (pl.) want to help?)</p> <p>Ydyn. / Nac ydyn. (Yes (we do). / No (we don't).)</p> <p>Beth ydy'r rhain? (What are these?)</p> <p>Commands</p> <p>Edrycha ar y dillad. (Look (sing.) at the clothes.)</p>	<p>mwynhau (to enjoy)</p> <p>anifeiliaid (animals)</p> <p>plannu (to plant)</p> <p>llysiau (vegetables)</p> <p>hau (to sow)</p> <p>hadau (seeds)</p> <p>rhyfel (war)</p> <p>yr ardd (the garden)</p> <p>rhaw (spade)</p> <p>pridd (soil)</p> <p>dydd Llun (Monday)</p> <p>dydd Mawrth (Tuesday)</p> <p>dydd Mercher (Wednesday)</p> <p>dydd Iau (Thursday)</p> <p>dydd Gwener (Friday)</p> <p>bore dydd Sadwrn (Saturday morning)</p> <p>dydd Sul (Sunday)</p> <p>Diolch byth! (Thank goodness!)</p> <p>amser cinio (lunchtime / dinner time)</p>

Dewch i weld. (Come (pl.) and see.) Rhaid plannu'r winwns (mewn rhes). (Must plant the onions (in a row).)	
---	--

Transferring patterns to everyday situations

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

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

Beth wyt ti'n wneud? (What are you (sing.) doing?); **Beth ydych chi'n wneud?** (What are you (pl.) doing?)

Dim problem. (No problem.)

Wyt ti'n hoffi ...? (Do you (sing.) like ...?); **Ydw. / Nac ydw.** (Yes (I do). / No (I don't).)

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

Ydych chi eisiau helpu? (Do you (pl.) want to help?)

Beth am ...? (What / How about ...?); **Syniad da.** (Good idea.); **Na, dw i ddim yn meddwl.** (No, I don't think (so).)

Rhaid ... (Must ...)

Wyt ti eisiau ...? (Do you (sing.) want ...?); **Ydw. / Nac ydw.** (Yes (I do). / No (I don't).)

Ydych chi eisiau ...? (Do you (pl. and polite) want ...?); **Ydw. / Nac ydw.** (Yes (I do). / No (I don't).); **Ydyn. / Nac ydyn.** (Yes (we do). / No (we don't).)

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

Step-by-step suggestions:

- Play the film entitled **Ar y fferm** (On the farm) (Unit 3, Part 3) in its entirety.

Ask the pupils for their opinions:

Beth wyt ti'n feddwl o'r ffilm? (What do you think of the film?)

Mae'r ffilm yn ddiddorol. (The film is interesting.)

Mae'r ffilm yn ofnadwy. (The film is awful.)

Mae'r ffilm yn ddiflas iawn. (The film is very boring / miserable.)

Dw i'n meddwl bod y ffilm yn ddiddorol iawn achos dw i'n mwynhau dysgu am y Land Girls. (I think that the film is very interesting because I enjoy learning about the Land Girls.)

- Play the film again and ask the pupils to focus specifically on the first Land Girl and fill in a grid similar to this one, e.g.

Enw	
Byw	
Dod o	
Mwynhau?	
Gwybodaeth arall	

Name	
Lives	
Comes from	
Enjoys?	
Other information	

- Introduce the following words:

codi tatws (to harvest potatoes) (She could also have said that she grows potatoes – **tyfu tatws** – or plants potatoes – **plannu tatws**.)
bwydo'r ieir (to feed the chickens) [Also: **bwydo'r anifeiliaid** (to feed the animals)]
godro (to milk)
hau hadau (to sow seeds)
plannu ... (to plant)

Ask the pupils to listen again and to list the work the Land Girls did on this particular farm.

- Ask them to list when the Land Girls work:
Dydd Llun (Monday)
Dydd Mawrth (Tuesday)
Dydd Mercher (Wednesday)
Dydd Iau (Thursday)
Dydd Gwener (Friday)
O hanner awr wedi saith tan bump o'r gloch. (From half past seven until five o'clock.)
Dydd Sadwrn – bore. (Saturday – morning.)
- Pupils could calculate how many hours per day / per week the Land Girls work.
- Introduce the reading material, **Cerdyn post** i.e. the postcard written by a Land Girl and ask the pupils to complete a grid similar to the one seen on the previous page.

You could also ask pupils to write two sentences each – one of which is correct and the other is false. They should read their sentences aloud to the group, who should decide which one is **Cywir** (correct) and which is **Anghywir** (incorrect).

Pupils could assume the identity of a Land Girl and write a similar postcard or letter to their family. They could say:

- where they are
- when they work
- what they do at work
- what they do in their free time
- how they feel.
- Pupils should now be able to take part in a hot-seating activity where they ask one of the girls about her work
Pwy wyt ti? (Who are you?)
Ble wyt ti'n byw? (Where do you live?)
O ble wyt ti'n dod? (Where do you come from?)
Beth wyt ti'n wisgo? (What do you wear?)
Beth wyt ti'n wneud ar y fferm? (What do you do on the farm?)
Pryd wyt ti'n gweithio? (When do you work?)
Dw i'n gweithio o ... tan ... (I work from ... until ...)
Dw i'n dechrau am ... (I start at ...)
Dw i'n gorffen am ... (I finish at...)
Wyt ti'n mwynhau ...? (Do you enjoy ...?)
Ydw. (Yes (I do).) / **Nac ydw.** (No (I don't).)
Pam? (Why?)
Achos ... (Because ...)
Sut wyt ti'n teimlo? (How do you feel?)
Dw i'n teimlo'n hapus ac yn drist. (I feel happy and sad.)
Pam? (Why?)
Achos ... (Because...)
- Focus again on the section of film where they decide to sow seeds.

Ask the pupils whether they remember how to sow seeds and revise the process, using the appropriate materials:

Ydych chi'n cofio sut i hau hadau? (Do you remember how to sow seeds?)

Mae angen: (... are needed / You need ...:)

pot (pot)

pridd (soil)

hadau (seeds)

cerrig bach (small stones / pebbles)

rhaw (spade)

dŵr (water)

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 hadau ar y pridd. (Must put seeds on the soil.)

Rhaid rhoi pridd ar yr hadau. (Must put soil on the seeds.)

Rhaid rhoi dŵr ar y pridd. (Must put water on the soil.)

Rhaid aros. (Must wait.)

- Introduce **Cerdyn Siarad 21** (Discussion Card 21):
Sut mae hau hadau? Siaradwch am hyn. (How (do you) sow seeds? Talk about this.)

Using the patterns listed on the card, pupils should describe the process.

They could then sow vegetable seeds and when appropriate, pick these out and transplant them. They could then harvest the crop and either share it and express opinions about it or they could set up a stall and sell it to staff and parents. This would entail research into appropriate prices and working with money.

- You could also draw attention to the music heard in the background, especially the jazz piece that features the piano. Pupils could discuss their opinions and feelings and you could also introduce information about jazz.

Unit 3: Part 4 – Yr Ail Ryfel Byd

Aims:

- To continue with the Second World War: a visit to a Second World War museum
- To reinforce the use of the past tense: **Roedd ...; Roedden nhw'n**
- To revise and use in meaningful contexts vocabulary and language patterns previously introduced.

New patterns and vocabulary

Patterns	Main vocabulary
Rydyn ni'n lwcus. (We're lucky.) Ydych chi eisiau edrych o gwmpas? (Do you (pl.) want to look around?) Rydych chi'n edrych fel ... (You look like ...) Amhosib! (Impossible!) Beth ydy hwn? (What's this?) Dw i'n hapus i dy weld ti. (I'm happy to see you.) Dim heddiw. (Not today.) Beth ydy dy rif ffôn di? (What's your phone number?) Beth am ddod â rhywbeth o'r Ail Ryfel Byd i'r parti? (What / How about bringing something from the Second World War to the party?) Rhaid i fi fynd. (I must go.)	amgueddfa (museum) efallai (perhaps) dyn (man) peiriant gwnïo (sewing machine) trefnu parti (to organize a party) dod â (to bring) rhywbeth (something) fel syrpreis (as a surprise)

Past tense forms

Roedd pobl yn eistedd yma yn darllen ... Roedd pobl yn hoffi gwrandio ar y radio. Roedd merched yn gwneud dillad. Pan oedd bomiau'n syrthio, roedd pobl yn cuddio yn yr Anderson Shelter. Doedd dim llawer o ddillad newydd.	People used to sit here reading ... People used to like listening to the radio. Women / girls used to make clothes. When bombs fell, people used to hide in the Anderson Shelter. There weren't many new clothes.
--	---

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ydy'r bwyd yn flasus? (Is the food tasty?) Ydy. / Nac ydy. (Yes (it is). / No (it isn't).) Oes llythyr yn y drôr yma? (Is there a letter in this drawer?) Oes masg nwy yn yr amgueddfa? (Is there a gas mask in the museum?) Oes. / Nac oes. (Yes (there is). / No (there isn't).) Beth am fynd i'r amgueddfa i weld Ffion? (What / How about going to the museum to see Ffion?) Gawn ni fynd i'r amgueddfa yn Abertawe? (May we go to the museum in Swansea?) Cewch. / Na chewch. (Yes (you (pl.) may. / No (you (pl.) may not).) Beth wyt ti'n wneud? (What are you doing?) Dw i'n ... (I'm ...) Beth ydy'r sŵn? (What's the noise / sound?)	chwilio am (to look for) llythyr (letter) e-bost (e-mail) neges (message) darn o bapur (piece of paper) dysgu (to learn) pethau (things) diddorol (interesting) masg nwy (gas mask) bwyd (food) dillad (clothes) syrpreis (surprise) oriau agor (opening hours) bob dydd (every day) gweithio (to work) mwynhau (to enjoy) ystafell fyw (living room) druan (poor thing)

Ga i'ch helpu chi? (May I help you?) Beth ydy hwn? (What's this?) Pam ydych chi yma? (Why are you here?) Commands Edrycha. (Look (sing.).) Edrychwch ar y baneri. (Look (pl.) at the flags.) Dewch gyda fi. (Come (pl.) with me.) Tyrd. = Dere. (Come (sing.).) Other Mae'r bara'n sych. (The bread is dry.) Dw i wedi blino. (I'm tired.) o ddeg o'r gloch tan bump o'r gloch. (from ten o'clock until five o'clock) Mae Sgrin yn drist. (Sgrin is sad.) Mae Sgrin yn unig. (Sgrin is lonely.) Mae'n ddrwg gen i. = Mae'n flin 'da fi/gen i. (I'm sorry.)	gêm (game) pobl (people)
--	-----------------------------

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 (amgueddfa)? (What's a (museum)?)

Beth ydy hwn? (What's this?)

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

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

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

Wyt ti'n barod? (Are you (sing.) ready?); [Also: **Ydych chi'n barod?** (Are you (pl.) ready?)]

Rhaid ... (Must ...)

Dim problem. (No problem.)

Step-by-step suggestions:

- Play the film entitled **Yr Ail Ryfel Byd** (The Second World War) (Unit 3, Part 4) up to the point where Crad and Beca leave the Pod-antur Cymraeg.

Draw attention to the word **amgueddfa** (museum).

Ask the pupils if they remember:

Pryd mae'r amgueddfa'n agor? (When does the museum open?)

Pryd mae'r amgueddfa'n cau? (When does the museum close?)

Mathematical activities related to time and reading timetables could be undertaken and

Cerdyn Siarad 22 (Discussion Card 22) and **Cerdyn Siarad 23** (Discussion Card 23) could be introduced.

Cerdyn Siarad 22 (Discussion Card 22)

A: **Rwyt ti'n gweithio yn yr Amgueddfa Dillad. Rhaid i ti ateb cwestiynau B. Paid dangos y cerdyn i B.** (You work at the Clothes Museum. You must answer B's questions. Don't show the card to B.)

B: **Rwyt ti eisiau gwybod pryd mae'r Amgueddfa Dillad yn agor ac yn cau. Gofynna i A.** (You want to know when the Clothes Museum opens and closes. Ask A.)

Cerdyn Siarad 23 (Discussion Card 23)

A: **Rwyt ti'n eisiau gwybod pryd mae'r Amgueddfa Bwyd yn agor ac yn cau. Gofynna i B.** (You want to know when the Food Museum opens and closes. Ask B.)

B: **Rwyt ti'n gweithio yn yr Amgueddfa Bwyd. Rhaid i ti ateb cwestiynau A. Paid dangos y cerdyn i A.** (You work at the Food Museum. You must answer A's questions. Don't show the card to A.)

Working in pairs, one partner should look at **Cerdyn Siarad 22** (Discussion Card 22) while the other looks at **Cerdyn Siarad 23** (Discussion Card 23). They should then ask each other about the opening times of the respective museums and record the answers in an empty grid similar to this one:

Amgueddfa						
Dydd Llun	Dydd Mawrth	Dydd Mercher	Dydd Iau	Dydd Gwener	Dydd Sadwrn	Dydd Sul

The following patterns should be revised but these are also provided in the Help section on both cards.

Pryd mae'r amgueddfa'n agor ar ddydd ...? (When does the museum open on ... day?)

Pryd mae'r amgueddfa'n cau ar ddydd ...? (When does the museum close on ... day?)

Am faint o'r gloch mae'r amgueddfa'n agor ar ddydd ...? (At what time does the museum open on ... day?)

Am faint o'r gloch mae'r amgueddfa'n cau ar ddydd ...? (When does the museum close on ... day?)

Am ... (At ...)

Mae'r amgueddfa'n agor / cau am ... (The museum opens / closes at ...)

Ydy'r amgueddfa'n agor ar ddydd ...? (Does the museum open on ... day?)

Ydy. / Nac ydy. (Yes (it does). / No (it doesn't).)

Pryd? (When?)

Am ... (At ...)

- Ask pupils whether they've understood what a museum is. As Crad and Beca are going to visit a Second World War museum, ask groups to list what they might find there. You could remind them of the personal research they have undertaken and the work they have done in previous parts of the unit which should assist them with this work. If they are not sure of the Welsh words, ask them to list English words in addition to the Welsh words they know.

Compare lists. If possible, provide the appropriate Welsh words as required.

- Play the remainder of the film.

Ask pupils to write sentences about what they have learnt from the film about life during the Second World War, e.g.

Roedd pobl yn gwrando ar y radio. (People used to listen to the radio. / People listened to the radio.)

Roedd pobl yn gwisgo ... (People used to wear ... / People wore ...)

Roedd pobl yn casglu ... (People used to collect ... / People collected ...)

Roedd merched yn gwnïo dillad. (Women / girls used to sew clothes. / Women / girls sewed clothes.)

Roedd bomiau'n syrthio. (Bombs used to fall. / Bombs fell.)

You could then broaden this to ask pupils to write other facts, following the same pattern, e.g.

Roedd faciws yn dod o Lundain i Gymru. (Evacuees came from London to Wales.)

Roedd y Land Girls yn gweithio ar y fferm. (The Land Girls worked on the farm.)

You could also revise the following patterns:

Roedden nhw'n ... (They ...), e.g.

Roedd faciws yn dod o Lundain i Gymru. Roedden nhw'n dod ar y trê. Roedden nhw'n gwisgo ... Roedd rhai'n drist ac roedd rhai'n hapus. (Evacuees came from London to Wales. They came by train. They wore ... Some were sad and some were happy.)

Doedd dim ... (There was / were no ...), e.g.

Roedd pobl yn defnyddio cwpons yn y siopau achos doedd dim llawer o fwyd yn yr Ail Ryfel Byd. Doedd dim llawer o ham, doedd dim llawer o (People used coupons in the shops because there wasn't a lot of food during the Second World War. There wasn't much ham, there wasn't much ...) etc.

- Pupils could undertake further research to find out what people ate during this period. They could then share this information with other groups:

Roedd pobl yn bwyta ... (People ate ...)

Roedden nhw'n bwyta ... (They ate ...)

- Introduce the fact sheet, **Tost y Tylwyth Teg** (Fairy Toast).

After reading the recipes, different groups could prepare the food, which could then be shared, e.g.

Wyt ti eisiau Tost y Tylwyth Teg / Bara'r Tylwyth Teg? (Do you (sing.) want Fairy Toast / Fairy Bread?)

Ydych chi eisiau Tost y Tylwyth Teg / Bara'r Tylwyth Teg? (Do you (pl.) want Fairy Toast / Fairy Bread?)

Pupils could also express opinions about the food, e.g.

Beth wyt ti'n feddwl o'r bwyd? (What do you think of the food?)

Mae e'n / o'n neis iawn. (It's very nice.)

hyfryd	lovely
flasus	delicious
fendigedig	gorgeous

Mae'r bwyd yn flasus. (The food is delicious.)

felys	sweet
rhy felys	too sweet
feddal	soft
galed	hard
hyfryd	lovely
ddi-flas	tasteless
ofnadwy	awful
sych	dry

If appropriate, new patterns could be introduced:

Mae hwn yn well na hwn. (This is better than this.)

Mae'n well gen i hwn na hwn achos ... (I prefer this to this because ...)

Mae'n well 'da fi ... na ... (I prefer ... to ...)

Mae hwn yn fwy blasus na hwn. (This is more delicious than this.)

lliwgar	(colourful)
sych	(dry)
diflas	(boring)

You could also compare the two recipes on the fact file, in Welsh or English as appropriate, e.g.

Beth sy'n debyg? (What's similar?)

8 darn o fara (8 pieces of bread)

siâp trionglaau (triangular shapes)

Beth sy'n wahanol? (What's different?)

bara sych / bara ffres (dry bread / fresh bread)

pobi / dim pobi (bake / no baking)

Mae margarîn yn rysâit 2. (There's margarine in recipe 2.)

Mae cannoedd a miloedd yn rysâit 2 – does dim yn rysâit 1. (There are hundreds and thousands in recipe 2 – there aren't in recipe 1.)

rysáit o Gymru / rysáit o Awstralia / Seland Newydd (a recipe from Wales / a recipe from New Zealand / Australia)

rysáit heddiw / rysáit o'r Ail Ryfel Byd (a recipe from today/ a recipe from the Second World War)

Mae rysáit 2 yn fwy lliwgar na rysáit 1. (Recipe 2 is more colourful than recipe 1.)
diddorol (interesting)

- Ask the following questions:

Sawl darn o fara? (How many slices of bread?)

Explain that the quantity shown on screen is sufficient to serve 4 people. Ask the pupils to work out how many pieces of bread and how much of the other ingredients would be required for 8 people, 16 people, 24 people etc.

Before undertaking this work, pupils would need to revise numbers up to a thousand:

dau gant (two hundred)

tri chant (three hundred)

pedwar cant (four hundred)

pum cant (five hundred)

chwe chant (six hundred)

saith cant (seven hundred)

wyth cant (eight hundred)

naw cant (nine hundred)

mil (thousand)

tri chant dau ddeg gram (three hundred and twenty grams)

pedwar cant wyth deg gram (four hundred and eighty grams)

etc.

Please note: Pupils will be familiar with the words **chwarter** (quarter) and **hanner** (half), but you may need to introduce **tri chwarter** (three quarters) – depending on the calculations.

Pupils could then discuss the question,

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

Ydy, mae'r bwyd yn iach achos mae ... yn y bwyd. (Yes, the food is healthy because there is /are ... in the food.)

does dim ... yn y bwyd (there no /aren't any... in the food.)

Nac ydy, dydy'r bwyd ddim yn iach achos mae ... yn y bwyd. . (No, the food isn't healthy because there is /are ... in the food.)

mae gormod o ... yn y bwyd (there's too much / many ... in the food)

does dim ... yn y bwyd (there no /aren't any ... in the food.)

They could also discuss:

Sut mae gwneud y bwyd yn fwy iach? (How (do you) make the food more healthy?)

e.g.

Beth am roi ffrwythau ar y bara? (What / How about putting fruit on the bread?)

Beth am roi tomato ar y bara yn lle cannoedd a miloedd? (What / How about putting tomato on the bread instead of hundreds and thousands?)

Dw i eisiau rhoi ... ar y bara yn lle cannoedd a miloedd ... (I want to put ... on the bread instead of hundreds and thousands.)

Dw i ddim eisiau rhoi margarin ar y bara. (I don't want to put margarine on the bread.)

- Pupils could look for other recipes. If appropriate, they could choose one or two to prepare and they could then write the recipe in Welsh:

<p>(Title)</p> <p>Mae angen (... is / are needed) (list of utensils)</p> <p>Cynhwysion (Ingredients) (list of ingredients)</p> <p>Dull (Method) (numbered list to show the method)</p> <p>1. Rhaid pwyso ... / Pwyswch ... (Must weigh ... / Weigh ...)</p>

- Other aspects of life during the Second World War could also be studied. You could, for example, play music that was popular during the period and pupils could then express their opinions. **Cerdyn Siarad 24** (Discussion Card 24) would give support and guidance to those pupils lacking in confidence:
Gwrandewch ar y miwsig. (Listen to the music.)
Beth ydych chi'n feddwl o'r miwsig? (What do you (pl.) think of the music?)

Unit 3: Part 5 – Ydych chi’n cofio?

Aim:

- To revise the factual content of the unit
- To reinforce the use of the past tense forms: **Roedd ... yn ...** (... was ... / ... were ... / used to ... / continuous past tense) and **Roedden nhw’n ...** (They were ... / used to ... / continuous past tense) and **Doedd dim ...** (There was / were no ...)
- To produce written pieces and images to be included in a display entitled **Yr Ail Ryfel Byd**
- To encourage pupils to compare modern-day life with that during the Second World War
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Pryd oedd yr Ail Ryfel Byd? (When was the Second World War?) Roedd yr Ail Ryfel Byd o un naw tri naw tan un naw pedwar pump. (The Second World War was from nineteen thirty nine until nineteen forty five.) Beth ydy hwn? (What’s this?) Pwy ydy’r rhain? (Who are these?) Ga i helpu? (May I help?) Ga i ham os gwelwch yn dda? (May I have some ham please?) Cei. / Na chei. (Yes (you (sing.) may. / No (you (sing.) may not.) Pwy wyt ti? (Who are you?) ... ydw i. (I’m ...) Ble wyt ti’n byw? (Where do you live?) Yn ... (In ...) O ble wyt ti’n dod? (Where do you come from?) O ... (From ...) Faint ydy dy oed di? (How old are you?) Dw i’n ... oed. (I’m ... old.) Wyt ti’n hoffi ...? (Do you (sing.) like ...?) Ydw. / Nac ydw. (Yes (I do). / No (I don’t).) Other Dw i’n meddwl bod yr Ail Ryfel Byd yn ofnadwy. (I think that the Second World War was awful.)	ham (ham) jam (jam) oren, orennau (orange, oranges) afal, afalau (apple, apples) bara (bread) bara gwyn (white bread) bara brown (brown bread) cacen (cake) siocled (chocolate) cwpon, cwpons / cwponau (coupon, coupons) ceiniog (penny, pence) dw y geiniog (two pennies, two pence)

Talking about the past

Roedd yr Ail Ryfel Byd o un naw tri naw tan un naw pedwar pump. Roedd pobl yn tyfu bwyd. Roedd y Land Girls yn helpu i dyfu bwyd. Roedd faciŵs yn dod i Gymru o Lundain a Birmingham achos roedd bomiau’n syrthio yn Llundain a Birmingham. Roedd pobl yn defnyddio cwpons ac arian i brynu bwyd ond doedd dim llawer o fwyd yn y siopau. Doedd dim llawer o ham a doedd dim llawer o fenyn. Doedd dim bara gwyn.	(The Second World War was from nineteen thirty nine until nineteen forty five.) People grew food. The Land Girls helped to grow food. Evacuees came to Wales from London and Birmingham because bombs were falling in London and Birmingham. People used coupons and money to buy food but there wasn’t much food in the shops. There wasn’t much ham and there wasn’t much butter. There was no white bread.
---	---

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?)

Ga i helpu? (May I help?)

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

Pardwn? (Pardon?)

Faint? (How much / many?)

Does dim ... yn y ... (There's no / There aren't any ... in the ...)

Beth wyt ti'n wneud? (What are you (sing.) doing?); [Also: **Beth ydych chi'n wneud?** (What are you (pl.) doing?)]

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.

Pupils should give the Welsh words for the items shown on screen.

Section 2

- Play the first clip of the second section.

Then ask, **Ydych chi'n cofio?** (Do you remember?)

Play the next clip. Each time the Pause logo appears on screen, pupils should try to remember what the missing word is.

Section 3

- The aim of the next section is to form questions using the cues on the screen.

Play the DVD and ask pupils to form the questions.

After they have done so, you could replay the relevant section of Part 2 so that the pupils can hear these questions being asked in a realistic context.

Section 4

This section is intended to encourage pupils to say as much as possible about **Yr Ail Ryfel Byd** (The Second World War).

- Watch Beca's first attempt to talk about the war as many times as required. Draw attention to the fact that the thermometer stops at **Da iawn** (Very good).

Ask the pupils to discuss how she can improve her answer. Then, play her second attempt, pause the film and ask:

Ydy Beca'n dda, yn dda iawn neu'n ardderchog? (Is Beca good, very good or excellent?).

Pupils could take a vote before you show the final result.

- This section ends with the words,
Eich tro chi nawr. (Your turn now.)

In groups, pupils should say as much as they can about **Yr Ail Ryfel Byd** (The Second World War),

e.g.

Roedd pobl yn gwrando ar y radio. (People listened to the radio.)

Roedd merched yn gwnïo dillad. (Women / girls sewed clothes.)

Roedd bomiau'n syrthio. (Bombs fell.)

Roedd faciwis yn dod o Lundain i Gymru. (Evacuees came from London to Wales.)

Roedd y Land Girls yn gweithio ar y fferm. (The Land Girls worked on the farm.)

You could also encourage them to combine patterns:

Roedd faciwis yn dod o Lundain i Gymru. Roedden nhw'n dod ar y trê'n ac roedden nhw'n gwisgo ... Roedd rhai'n drist ac roedd rhai'n hapus. (Evacuees came from London to Wales. They came on the train and they wore ... Some were sad and some were happy.)

Roedd pobl yn defnyddio cwpons yn y siopau achos doedd dim llawer o fwyd yn yr Ail Ryfel Byd. Doedd dim llawer o ham, doedd dim llawer o ... (People used coupons in the shops because there wasn't much food in the Second World War. There wasn't much ham, there wasn't much ...)

Introduce the book entitled **Byw yn ystod yr Ail Ryfel Byd** (Living during the Second World War), which provides more information about the home front.

- Pupils could then compare and contrast their lives with life during the war years, e.g.
 - the home
 - leisure activities
 - food
 - etc.

They could complete a grid similar to this one, or they could also use the Comparison Alley method of recording similarities and differences.

Yr Ail Ryfel Byd	Heddiw
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

This could lead to writing paragraphs comparing specific aspects of modern-day life with life during the Second World War.

- Further activities are suggested in the back of the book, but pupils could use information – and language patterns and vocabulary – contained in this book, along with other information they have gathered, to arrange a class display entitled **Yr Ail Ryfel Byd** (The Second World War).
- Using appropriate materials, pupils could then draw or make models of an object related to the war years. 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 (I'm making a model of a ...)
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:

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.)

The models, drawings and written pieces could be included in the display, along with other appropriate images and artefacts. Pupils could also design posters which could include slogans relevant to the war years, which could be included in the display.

- To recap on the content of the unit, pupils could take part in a hot-seating activity. An individual pupil could assume the identity of Partner A and a group of pupils could ask him / her questions in order to gather as much information as possible about the war years. They would therefore be Partner B.

Introduce **Cerdyn Siarad 25** (Discussion Card 25) to provide support and assistance as required.

A: Rwyf ti'n byw yn ystod yr Ail Ryfel Byd. Rwyf ti yn y gadair goch. (You live during the Second World War. You're in the hot seat.)

B: Gofynnwch gwestiynau i A. (Ask A some questions.)

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?)

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 dinner at school?)

Pwy ydy dy ffrindiau di? (Who are your friends?)

Ydy hi'n neis? / Ydy e'n / o'n neis? / Ydyn nhw'n neis? (Is she nice? / Is he nice? / Are they nice?)

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

Oes llawer o fwyd yn y siopau? (Is there much food in the shops?)

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

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, e.g. asking for personal details and factual information (e.g. in relation to opening times, comparing prices, capital cities), giving instructions during a 'team talk' before a game of **pêl-law** (handball).

They are encouraged to express opinions about the DVD, the reading materials, the cities that are seen on the film, some of Picasso's paintings, Spanish fiestas and alternative sporting competitions associated with Finland and to role-play situations, e.g. buying items, discussing prices etc.

There are opportunities to watch and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **Cywir** (Correct) or **Anghywir** (Incorrect). They could then be asked to watch the film in order to spot the inaccuracies and correct them. Pupils are also asked to listen carefully and to write down specific patterns that are heard on the film.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information.

Reading

Pupils are encouraged to respond to various reading materials, such as fact files about Paris and Picasso, factual books about Finland and Spain and an old German folktale.

General questions that could be asked are listed in the document entitled **P-aC4 Language Patterns**, and a list of specific questions relevant to each book is to be found at the back of the books.

Writing

Pupils are provided with opportunities to write a fact file about **Caerdydd – Prifddinas Cymru** (Cardiff – the Capital City of Wales), a factual book similar to the books entitled **Hei o'r Ffindir!** (Hello from Finland!) and **iHOLA o Sbaen!** (Hello from Spain), descriptions of objects and a description and appraisal of one of Picasso's paintings.

There are opportunities to write the text for a leaflet / poster / website in relation to the game **pêl-law** (handball) which could include a general description of the game along with the rules. Pupils could also write and record a commentary for the game.

Pupils could write quiz questions and recipes and, after reading the tale in Part 5, they could write a story board or they could write the tale in their own words, which would include dialogue between the characters. This could be included as a voice-over in an animated version of the tale.

English

Pupils are encouraged to undertake research in relation to various capital cities and the life and work of Pablo Picasso.

Mathematics

There are references to **ciwboid** (cuboid) and cardinal numbers are referred to throughout the unit.

The time is revised as opening hours are discussed in Part 2 and the Welsh expressions for "a.m." and "p.m." are also introduced. There are opportunities to calculate how long shops remain open – which could of course be developed to discuss the time spent doing various activities.

Money is revised and pupils are asked to compare prices and to identify objects that are cheaper than others – **yn rhatach na** ... (cheaper than ...). This could lead to work associated with discussing value for money.

Pupils are asked to search for information in relation to summer and winter temperatures in Finland and Spain, to record these in the form of graphs and to work out the difference between summer and winter temperatures. They are also asked to search for similar information in relation to Wales and to compare the temperatures of the three countries.

As they look for various places on the map, pupils could give grid references.

Science

Welsh words associated with various materials are introduced and pupils are given the opportunity to classify various objects according to the materials they have been made from.

History

You could introduce historical aspects associated with some of the European countries if you wished, e.g. some of the explorers who left Europe on voyages of discovery.

Geography

In this unit, pupils use maps, globes and atlases to find the location of countries and capital cities and they are given opportunities to search for and gather information in relation to European countries. They are asked to name 10 capital cities in the world and plot them on a map of the world. The flags of different countries are also introduced.

The points of the compass are revised and the following could be introduced / revised as pupils discuss the location of countries, cities, etc.

gogledd-orllewin (north-west)

gogledd-ddwyrain (north-east)

de-orllewin (south-west)

de-ddwyrain (south-east)

The books entitled **Hei o'r Ffindir** (Hello from Finland) and **iHOLA o Sbaen!** (Hello from Spain!), provide information about Finland and Spain and, after undertaking research work, pupils could use the format and language contained in these books to write about other countries – or about Wales if they have not already done so in Pack 3.

Art and design

Some of Picasso's paintings are introduced and discussed in this unit, which could lead to a discussion about cubism. Pupils could paint / draw in the cubist style, which would provide valuable opportunities to discuss and evaluate the work. Please see the document entitled **P-aC₄ Language Patterns** for language patterns that could be used as pupils undertake artwork and as they evaluate the work.

Information regarding the life of Picasso is introduced on the reading card entitled **Picasso**.

After searching for further information about Spanish fiestas and alternative sporting competitions associated with Finland, pupils could create colourful pieces of art to depict these.

Pupils could undertake various art and design activities associated with the tale of the town musicians of Bremen, e.g. produce a collage or mobile, draw the characters which could then be animated, etc.

Design and technology

The main theme of this unit is Europe. Pupils are therefore encouraged to create a class display featuring different aspects of European life, which could lead to making various models, designing and printing flags, preparing food etc. In Part 4, pupils are asked to work out recipes for various tapas dishes and to produce the food after seeing examples on the film.

Pupils could create colourful masks or other models which could be used during Spanish fiestas.

Pupils could then evaluate each other's work, using language patterns listed in the document entitled **P-aC4 Language Patterns**.

Physical education

There are opportunities to study Spanish and European dances. The references to sport could lead to investigation work in relation to various sports in addition to actually participating in these sporting activities.

Music

There are opportunities to study different styles of European music and instruments associated with different countries. The reference to Sibelius in the book entitled **Hei o'r Ffindir!** (Hello from Finland!) could also lead to further work being undertaken in relation to this composer.

ICT

Pupils are encouraged to use the internet to search for information about Cardiff, Brussels, Picasso and his work, European sports, Spain and Finland etc. They could then produce written pieces associated with their research. They could also be asked to produce books that are similar to **Hei o'r Ffindir!** (Hello from Finland!) and **iHOLA o Sbaen!** (Hello from Spain!)

Pupils could take part in a game of **pêl-law** (handball), as Crad does on film, or indeed in other European sporting activities and these could be filmed. A commentary could then be written and recorded and this could be shown to other classes.

After reading the tale of the town musicians of Bremen, pupils could draw and then animate the characters using appropriate software. They could also write the tale in their own words and this could be included as a voice-over.

Curriculum Cymreig

In addition to learning Welsh as a second language, pupils are required to search for information about Cardiff and to write a fact file entitled **Caerdydd – Prifddinas Cymru**. As they read about Finland and Spain, the book **Dewch i Gymru!** (Pack 3) could be reintroduced.

Education for Sustainable Development and Global Citizenship

There are opportunities to learn how to greet people in different languages and to learn about and respect the cultures and lifestyles of different countries in Europe.

PSE

There are references to personal hygiene at the beginning of Part 3, before Crad leaves for the European Centre and these could be developed further.

Developing Thinking

Pupils are asked to consider the link between specific objects in Part 1 (Answer: they are all European). They are asked to plan and produce a display about Europe, which would entail discussing the content, delegating responsibilities etc. They are also asked to work out what ingredients would be needed to make Spanish tapas, having seen some examples on film, and are then required to prepare the food.

In addition, pupils could express opinions about the festival at Pamplona when people run with the bulls and about the alternative sporting competitions associated with Finland.

They 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.

Developing Communication

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

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

Developing ICT

Pupils are encouraged to search for information using the internet and to present it in an appropriate format, making use of appropriate software packages. There are opportunities to film a game of **pêl-law** (handball) and to add appropriate commentary and to animate the tale.

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 – Bocs arbennig

Aims:

- The main theme of Unit 4 is Europe and pupils are encouraged to begin preparing a class display associated with various aspects of European life. The first part of the unit, therefore, gradually introduces this theme.
Please note: This work could be undertaken in conjunction with Europe Day celebrations in May.
- To introduce the concept of **prifddinas** (capital city) initially in relation to Paris and, gradually, in relation to other capital cities.
- To describe different materials through the medium of Welsh
- To revise and use in meaningful contexts vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Dw i wedi cael neges ... (I've had a message.) Dw i wedi ffeindio bocs. (I've found a box.) Dw i ddim wedi edrych yn y bocs. (I haven't looked in the box.) Wela i di. (See you.) Mae e'n / o'n grwn . (It's round.) Mae e'n / o'n galed . (It's hard.) Dw i'n defnyddio hwn i (ysgrifennu / fwyta). (I use this to (write / eat).)	yn y de-ddwyrain (in the south-east) prifddinas (capital city) os (if) rhywbeth (something) plastig (plastic) ffabrig (fabric) metel (metal) pren (wood) papur (paper) cerameg (ceramic) ewro (euro) Ffrainc (France) gogledd-ddwyrain (north-east) prysur (busy) Tŵr Eiffel (the Eiffel Tower) uchel (high) adeilad (building) Sbaen (Spain) Yr Eidal (Italy)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Wyt ti eisiau dod? (Do you (sing.) want to come?) Ydw, dw i eisiau dod. (Yes, I want to come.) Ble mae Paris? (Where's Paris?) Beth sy ym Mharis? (What's in Paris?) Beth ydy hwn? (What's this?) Beth ydy o? (What is it?) Dw i ddim yn gwybod. (I don't know.) Ga i fynd rŵan / nawr? (May I go now?) Cei. / Na chei. (Yes (you may). / No (you may not).) Beth am chwarae gêm? (What / How about playing a game?) Beth sy yn y bocs? (What's in the box?) Commands Edrycha. (Look (sing.).) Tyrd / Dere 'nôl i'r Pod-antur Cymraeg. (Come back to the Pod-antur Cymraeg.) Dyfalu. (Guess (pl.).)	neges (message) oddi wrth (from) yn y gogledd (in the north) yn y de (in the south) yn y gorllewin (in the west) yn y dwyrain (in the east) ond (but) rŵan = nawr (now) traeth (beach) ciwboid (cuboid) chwe ochr (six sides) mawr (big) lliwgar (colourful) arian (money) pensil (pencil)

<p>Other Mae Sgrin yn unig. (Sgrin is lonely.) Mae Sgrin yn drist. (Sgrin is sad.) Dim problem. (No problem.) Describing Mae e'n / o'n fach. (It's small.) Mae e'n / o'n fawr. (It's big.) Mae e'n / o'n hir. (It's long.)</p>	
---	--

Transferring patterns to everyday situations

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

Wyt ti eisiau ...? (Do you (sing.) want ...?); **Ydw, os gwelwch yn dda.** (Yes, please.); **Nac ydw, dim diolch.** (No, thanks.)

Dyma ni. (Here we are.)

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

Gwylia'r ffilm. (Watch (sing.) the film.); [Also: **Gwylwch y ffilm.** (Watch (pl.) the film.)]

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

Wyt ti'n siwr? (Are you (sing.) sure?); [Also: **Ydych chi'n siwr?** (Are you (pl.) sure?)]

Ydych chi eisiau chwarae gêm? (Do you (pl.) want to play a game?)

Step-by-step suggestions:

- Show the film entitled **Bocs arbennig** (A special box) (Unit 4, Part 1), up to the point where Beca disappears.
- Ask the pupils:
Beth sy'n digwydd? (What happens?)

Mae Beca'n cael neges. (Beca has a message.) / **Mae Beca wedi cael neges.** (Beca has had a message.)

Mae Beca'n mynd i Baris. (Beca is going to Paris.)

Mae Beca'n mynd i weld ffrind ym Mharis. (Beca is going to see a friend in Paris.)

- Draw attention to the word **prifddinas** (capital city). Ask:
Beth ydy "prifddinas"? (What is "prifddinas"?) **Dyfalwch.** (Guess (pl.).)

Explain:

Paris ydy prifddinas Ffrainc. (Paris is the capital city of France.)

Caerdydd ydy prifddinas Cymru. (Cardiff is the capital city of Wales.)

You could ask the pupils whether they know of any other capital cities in the world, e.g.

Canberra ydy prifddinas Awstralia. (Canberra is the capital city of Australia.)

- Play the section again and concentrate on the film of Paris. Show other books and tourist brochures containing information about Paris and ask pupils to search for further information about Paris on the internet.
- Introduce the fact file entitled **Paris – Prifddinas Ffrainc** (Paris – the capital city of France).

Introduce the pattern:

Mae llawer o bethau i wneud ym Mharis. (There are lots of things to do in Paris.)

Ask the pupils to list what people can do on a visit to Paris and then ask whether the pupils enjoy these activities and why.

Beth mae pobl yn wneud ym Mharis? (What do people do in Paris?)

Ydych chi'n mwynhau (siopa / mynd ar drip ar yr afon / gwyllo / chwarae rygbi / chwarae mewn parc / mynd i'r ffair)? (Do you enjoy (shopping / going for a trip on the river / watching/playing rugby / playing in a park / going to the fair)?)

Ydw, dw i'n mwynhau ... achos ... (Yes, I enjoy ... because ...)

Nac ydw, dw i ddim yn mwynhau ... achos ... (No, I don't enjoy ... because ...)

Then ask:

Beth sy ym Mharis? (What's in Paris?)

Mae ... ym Mharis. (There's / There are ... in Paris.)

Beth wyt ti'n feddwl o Baris? (What do you (sing.) think of Paris?)

Mae'n grêt / wych. (It's great.)

Mae'n ddiddorol. (It's interesting.)

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

Mae'n gyffrous iawn. (It's very exciting.)

Mae'n ddiflas iawn. (It's very boring.)

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

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

Dw i'n meddwl bod Paris yn grêt / wych. (I think that Paris is great.)

Dw i'n meddwl bod Paris yn ddiddorol. (I think that Paris is interesting.)

Dw i'n meddwl bod Paris yn wych achos mae llawer o bethau i wneud ym Mharis, er enghraifft ... (I think that Paris is great because there are lots of things to do in Paris, for example ...)

You could also draw attention to the new expression:

er enghraifft (for example)

- You could now refer to the capital city of Wales:

Beth am Gaerdydd, prifddinas Cymru? (What about Cardiff, the capital city of Wales?)

Ask the pupils to undertake research into the capital city of Wales – **Caerdydd – Prifddinas Cymru** (Cardiff – the Capital City of Wales) and to write a fact file similar to the one they have just read. They should include a map to show the location of Cardiff along with appropriate text and images. As they write, they could 'recycle' some of the language patterns included on the fact file relating to Paris, e.g.

Caerdydd ydy prifddinas Cymru. (Cardiff is the capital city of Wales.)

Mae Caerdydd yn ddinas ... (Cardiff is a city.)

Mae llawer o adeiladau diddorol yma, fel ... (There are lots of interesting buildings here, such as ...)

Mae llawer o bethau i wneud yng Nghaerdydd, er enghraifft ... (There are lots of things to do in Cardiff, for example ...)

Mae Caerdydd yn ... (Cardiff is ...)

You could also revisit parts of Pack 1, when Cardiff was introduced.

- Introduce **Cerdyn Siarad 26** (Discussion Card 26):

Siaradwch am Gaerdydd – prifddinas Cymru.

(Talk about Cardiff – the capital city of Wales.)

Using the language patterns that are listed on the card and the information they have gathered, pupils could now discuss Cardiff.

- You could then set a task:

Chwiliwch am ddeg prifddinas yn y byd. (Search for ten capital cities in the world.)

Dangoswch y deg prifddinas ar y map. (Show the ten capital cities on the map.)

Working with other pupils, they could plot other capital cities on a map of the world:

Dyma Moscow – prifddinas Rwsia. (This is Moscow – the capital city of Russia.)

Dyma Oslo – prifddinas Norwy. (This is Oslo – the capital city of Norway.)

They could also write questions which could then be asked in a quiz activity:

Beth ydy prifddinas ...? (What is the capital city of ...?)

- If appropriate, the class could also discuss the meaning of the term “capital city” – in English or Welsh as appropriate.
- Play the remainder of the film. During the game section, pause the film after Crad has given clues in relation to what’s in the box and ask the pupils to guess what the object is:
Beth sy yn y bocs? (What’s in the box?)
Beth ydy’r cliwiau? (What are the clues?)
Dyfalwch. (Guess (pl.).)
Cywir. / Anghywir. (Correct. / Incorrect.)
- Ask the pupils whether they remember the words for various materials. Ask the following questions and write the words on the white board:
Beth ydy fabric **yn Gymraeg?** (What’s fabric in Welsh?)
metal
wood

You could also introduce:

cerameg (ceramic)

papur (paper)

- Using a box containing appropriate materials which you have chosen, pupils could then place their hands into the box, concentrate on one item and say the following sentence before showing the group what’s in the box:
Mae rhywbeth (ffabrig / metel / pren / cerameg / papur) yn y bocs. (There’s something (fabric / metal / wooden / ceramic / paper) in the box.)

These items could be placed onto tables and labelled appropriately.

- Pupils could then provide lists of words for objects made from these materials, e.g.

Ffabrig	Metel	Pren	Cerameg	Papur
trowsus baner	tun deg ceiniog	tegan bwrdd	plât cwpan	map llyfr

You could then ask:

(Ffabrig) – pwy sy wedi gwneud y rhestr hira? (Fabric – who’s made the longest list?)

Sawl gair? (How many words?)

Da iawn – ti / chi sy’n ennill. (Well done – you win.)

- Replay the section where Crad plays the game. Draw attention to the language patterns he uses:
Beth sy yn y bocs? (What’s in the box?)
Mae rhywbeth ... yn y bocs. (There’s something ... in the box.)
Mae e’n / o’n grwn. (It’s round)
galed (hard)
fach (small)
hir (long)
fawr (big)
(You could also introduce **yn feddal** (soft) if appropriate.)

Dw i’n defnyddio hwn i ... (I use this to ...)

Dw i’n gwisgo hwn. (I wear this.)

You could also revise:

Dw i'n darllen hwn. (I read this.)

Dw i'n bwyta hwn. (I eat this.)

Dw i'n taflu hwn. (I throw this.)

Dw i'n gwisgo hwn i ... (I wear this to ...)

Tell the pupils that they are going to secretly place an object into a large box and that they are going to give the group clues to enable them to guess what the object is.

They could therefore write a short piece in advance which they could read as they introduce the object:

Mae rhywbeth ... yn y boc. (There's something ... in the box.)

Mae e'n / o'n ... (It's ...)

Dw i'n defnyddio hwn i ... (I use this to ...)

Dw i'n ... hwn. (I ... this.)

Beth ydy e / o? (What is it?)

Introducing **Cerdyn Siarad 27** (Discussion Card 27) would provide support and assistance if required:

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

Siaradwch am hyn. (Talk about this.)

- Play the end of the film again, where Crad asks
Pam mae ewro ... pensil o Ffrainc ... crys T o'r Eidal yn y boc ... yn y Pod-antur Cymraeg? (Why is there an euro ... a pencil from France ... a T shirt from Italy in the box ... in the Pod-antur Cymraeg?)
Ask pupils to think of answers to this question.
- 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 ddiddorol. (It's interesting.)

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

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

Mae'n gyffrous iawn. (It's very exciting.)

Mae'n ddiflas iawn. (It's very boring.)

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. (I think that the film is interesting.)

Dw i'n meddwl bod y ffilm yn ddiddorol achos dw i'n hoffi dysgu am Ewrop. (I think that the film is interesting because I like learning about Europe.)

Dw i'n meddwl bod y ffilm yn ddiddorol achos dw i wedi dysgu am Baris. (I think that the film is interesting because I have learnt about Paris.)

Unit 4: Part 2 – Ewrop

Aims:

- To continue with the European theme and work towards creating a class display about Europe
- To revise time and introduce the expressions **y bore** (a.m. – the morning); **y prynhawn** (p.m. – the afternoon); **y nos** (p.m. – the evening / night)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
y bore ((in) the morning; a.m.) y prynhawn ((in) the afternoon; p.m.) y nos ((in) the evening / night; p.m.) o ddeg y gloch y bore tan bedwar o'r gloch y prynhawn (from ten o'clock in the morning until four o'clock in the afternoon) Ydych chi eisiau gwybod mwy? (Do you want to know more?) Dw i wedi clywed. (I have heard.) Mae'r ganolfan wedi cau. (The centre has closed / is closed.)	taflen (leaflet) popeth (everything) y Ganolfan Ewropeaidd (the European Centre) Portiwgal (Portugal) Andorra (Andorra) Yr Almaen (Germany) Y Ffindir (Finland)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Oes rhywbeth arall yn y bocsy? (Is there anything else in the box?) Pa liwiau sy ar y faner? (What colours are on the flag?) Beth ydy hwn? (What's this?) Pwy ydy hi? (Who's she?) Pryd mae'r ganolfan yn agor? (When does the centre open?) Pam wyt ti eisiau dysgu am Ewrop? (Why do you want to learn about Europe?) Beth am fynd i gysgu? (What about going to sleep?) Faint o'r gloch ydy hi rŵan / nawr? (What time is it now?) Mae hi'n ... (It's ...) Commands Ffoniwch. (Phone (pl.).) Edrycha. (Look (sing.).) Other Mae hi'n gweithio ... (She works.) Mae Ewrop yn fawr. (Europe is big.) Dyma Ffrainc. (This is / Here is France.) Dw i wedi blino. (I'm tired.)	ar agor (open) ar gau (closed) dydd Llun (Monday) dydd Sadwrn (Saturday) dydd Sul (Sunday) Ffrainc (France) Sbaen (Spain) Yr Eidal (Italy) prifddinas (capital city) i'r gogledd o ... (to the north of) i'r de o ... (to the south of) i'r gorllewin o ... (to the west of) i'r dwyrain o ... (to the east of) diddorol iawn (very interesting)

Transferring patterns to everyday situations

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

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

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

Beth ydy prifddinas (y Ffindir)? (What is the capital city of (Finland)?)

Diddorol iawn. (Very interesting.)

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

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

Step-by-step suggestions:

- Play the film entitled **Ewrop** (Europe) (Unit 4, Part 2) up to the point where Crad realises that it is too late to go to the European centre.

As they watch, pupils should respond to Crad's questions on screen.

Pupils could search for images of 5 other European flags and then introduce these to each other.

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

Mae'r faner yn ... (The flag is ... (colour).)

Dyma faner ... (This is the flag of (name of country).)

These could then be kept safely and included in the display at the end of the unit.

- You could draw attention to the background music that accompanies each flag and ask pupils:

Pa offerynnau ydych chi'n gallu clywed? (What instruments can you (pl.) hear?)

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

Ydy'r miwsig yn hapus neu'n drist? (Is the music happy or sad?)

Ydy'r miwsig yn dawel neu'n uchel? (Is the music quiet or loud?)

Ydy'r miwsig yn araf neu'n gyflym? (Is the music slow or fast?)

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

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

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

fywiog (lively)

Dw i eisiau dawnsio. (I want to dance.)

Ydych chi'n hoffi'r miwsig? (Do you (pl.) like the music?)

Wyt ti'n hoffi'r miwsig? Do you (sing.) like the music?)

Ydw, dw i'n hoffi'r miwsig achos mae'n hapus. (Yes, I like the music because it's happy.)

achos dw i'n teimlo'n hapus. (because I feel happy.)

Nac ydw, dw i ddim yn hoffi'r miwsig achos mae'n rhy uchel.

(No, I don't like the music because it's too loud.)

achos dw i'n hoffi miwsig araf, tawel.

(because I like slow, quiet music.)

Beth ydych chi'n feddwl o'r miwsig? (What do you (pl.) think of the music?)

Dw i'n meddwl bod y miwsig yn dda achos mae'n hapus.

(I think that the music is good because it's happy.)

ardderchog

(excellent)

gyffrous

(exciting)

hwyl

(fun)

fywiog

(lively)

hapus

(happy)

- Show the film again up to the point where the leaflet is found. Freeze the film so that pupils can read the leaflet.

Y Ganolfan Ewropeaidd

Popeth rydych chi eisiau gwybod am Ewrop

Ar agor:

Dydd Llun i Ddydd Sadwrn: 9.00 a.m. – 5.00 p.m.

Dydd Sul: 10.00 a.m. – 4.00 p.m.

Ar gau:

Dydd Nadolig, Dydd San Steffan a Dydd Calan

Ydych chi eisiau gwybod mwy?

Ffoniwch Izzy: 0875 555 6888

The European Centre

Everything you want to know about Europe

Open:

Monday to Saturday: 9.00 a.m. – 5.00 p.m.

Sunday: 10.00 a.m. – 4.00 p.m.

Closed:

Christmas Day, Boxing Day and New Year's Day

Do you want to know more?

Phone Izzy: 0875 555 6888

Ask the pupils to work out the meaning of **Y Ganolfan Ewropeaidd** (The European Centre) – they have already come across **y ganolfan hamdden** (the leisure centre) in Pack 2.

Ask them to consider what they would expect to see at an European Centre and what kind of work this centre would possibly do.

Compare ideas.

Draw attention to the following time expressions:

9.00 a.m. – 5.00 p.m.

10.00 a.m. – 4.00 p.m.

and ask how Crad refers to **a.m.** and **p.m.** on screen:

y bore	e.g. naw o'r gloch y bore	(a.m. / the morning	9:00 a.m.)
	deg o'r gloch y bore		10:00 a.m.

y prynhawn	e.g. pump o'r gloch y prynhawn	(p.m. / the afternoon	5:00 p.m.)
	pedwar o'r gloch y prynhawn		4:00 p.m.

Explain that the following expression is also used for **p.m.:**

y nos	e.g. deg o'r gloch y nos	(p.m. / the night	10:00 p.m.)
--------------	---------------------------------	-------------------	-------------

Practise these forms, e.g.

Pryd mae'r Ganolfan Ewropeaidd yn agor ar ddydd (Sadwrn)? (When does the European Centre open on (Satur)day?)

Am naw o'r gloch y bore. (At nine o'clock in the morning.)

Pryd mae'r Ganolfan Ewropeaidd yn cau ar ddydd (Sadwrn)? (When does the European Centre close on (Satur)day?)

Mae'r Ganolfan Ewropeaidd yn cau am (bump o'r gloch y prynhawn) ar ddydd (Sadwrn). (The European Centre closes at (five o'clock in the afternoon on (Satur)day.)

Introduce Cerdyn Siarad 28 (Discussion Card 28) and **Cerdyn Siarad 29** (Discussion Card 29) to reinforce these patterns:

Cerdyn Siarad 28 (Discussion Card 28)

A: Rwyf ti eisiau gwybod pryd mae'r ganolfan hamdden yn agor ac yn cau. Gofynna i B. (You want to know when the leisure centre opens and closes. Ask B.)

B: Edrycha ar y poster ac ateba gwestiynau A. (Look at the poster and answer A's questions.)

Cerdyn Siarad 29 (Discussion Card 29)

A: Edrycha ar y poster ac ateba gwestiynau B. (Look at the poster and answer B's questions.)

B: Rwyf ti eisiau gwybod pryd mae'r ganolfan arddio yn agor ac yn cau. Gofynna i A. (You want to know when the garden centre opens and closes. Ask A.)

Pupils could now undertake a variety of appropriate mathematical / numeracy tasks associated with the time and, if appropriate, they could calculate the answers to questions similar to the following:

Sawl awr mae'r ganolfan ar agor ar ddydd Sadwrn? (How many hours is the centre open on Saturday?)

Sawl awr mae'r ganolfan ar agor ar ddydd Sul? (How many hours is the centre open on Sunday?)

This work could be developed further so that pupils undertake research to see when buildings, amenities etc. in the area open and close.

- Replay the film and ask:
Pam dydy Crad ddim yn gallu mynd i'r Ganolfan Ewropeaidd? (Why can't Crad go to the European Centre?)
Mae'r Ganolfan Ewropeaidd ar gau / wedi cau. (The European Centre is / has closed.)
Faint o'r gloch ydy hi? (What time is it?)
Mae hi'n naw o'r gloch y nos. (It's nine o'clock at night.)
- Play the remainder of the film.
- Ask the pupils whether they understood the names of any countries in this clip.

Replay this clip and ask them to list the countries mentioned.

Compare lists and write the Welsh names for these countries on the board.

Ffrainc (France)

Sbaen (Spain)

Portiwgal (Portugal)

Andorra (Andorra)

Yr Eidal (Italy)

Yr Almaen (Germany)

Y Ffindir (Finland)

Sweden (Sweden)

Estonia (Estonia)

Latfia (Latvia)

Pupils could then plot these countries on empty maps of Europe, showing, if appropriate, the capital cities. You could also ask them whether they know the names of any other countries in Europe:

Enwch wledydd eraill yn Ewrop. (Name other countries in Europe.)

- Replay the clip and ask pupils to spot how to say “Hello” in different languages. Compare ideas. Other expressions, associated with one particular language, could also be introduced if appropriate.
- Concentrate on the location of **Y Ffindir** (Finland) and play the appropriate clip again:
Mae’r Ffindir i’r dwyrain o Sweden. (Finland is to the east of Sweden.)
Mae’r Ffindir i’r gogledd o Estonia a Latfia. (Finland is to the north of Latvia.)
Mae’r Ffindir i’r gorllewin o Rwsia. (Finland is to the west of Russia.)

Explain this visually and ask the pupils to explain the location of Finland and other European countries. Pupils could then play the game **Pa wlad ydy hi?** (What country is it?).

In turn, they should describe the location of a country in Europe, without naming it, e.g.

Mae’r wlad yma i’r de o Brydain. (This country is to the south of Britain.)

Mae’r wlad yma i’r gorllewin o’r Almaen. (This country is to the west of Germany.)

Mae’r wlad yma i’r gogledd o Sbaen. (This country is to the north of Spain.)

Pa wlad ydy hi? (What country is it?)

If appropriate, pupils could use:

i’r gogledd-orllewin o (to the north-west of)

i’r gogledd-ddwyrain o (to the north-east of)

i’r de-orllewin o (to the south-west of)

i’r de-ddwyrain o (to the south-east of)

- Show the film of Helsinki again but before doing so, introduce / revise the words:
harbwr (harbour)
adeilad, adeiladau (building, buildings)
amgueddfa (museum)

Ask questions based on the film to see how much the pupils have understood, e.g.:

Beth sy yn Helsinki? (What’s in Helsinki?)

Oes siopau yn Helsinki? (Are there shops in Helsinki?)

Beth mae pobl yn wneud yn Helsinki? (What do people do in Helsinki?)

Pupils could search for further information and images of Helsinki and share these with their fellow pupils:

Dyma ... yn Helsinki. (This is ... in Helsinki.)

Mae ... yn Helsinki. (There is / are ... in Helsinki.)

Mae pobl yn ... yn Helsinki. (People ... in Helsinki.)

They could also write simply about Helsinki.

You could then ask:

Beth ydych chi’n feddwl o Helsinki? (What do you think of Helsinki?)

- The book entitled **Hei o’r Ffindir!** (Hello from Finland!) could then be introduced and the activities listed at the back could be undertaken.
- Working in groups, pupils could then choose a country in Europe (preferably not Spain as further work on Spain is included in Parts 3 and 4), undertake research into that country and produce a similar book.

These books could then be shared amongst the class so that pupils read each other’s work and express opinions.

Unit 4: Part 3 – Y Ganolfan Ewropeaidd

Aims:

- To continue with the European theme and work towards producing a class display
- To learn about Picasso through the medium of Welsh and inspire the pupils to recreate his style as they create pieces of artwork
- To describe in Welsh, e.g. **Mae'r gwallt yn wyrdd.** (The hair is green.); **Mae'r ffrog yn goch.** (The dress is red.)
- To express opinions in Welsh, e.g. **Mae'r llun yn drawiadol iawn.** (The picture is very striking.); **Mae'r llun yn effeithiol iawn.** (The picture is very effective.); **Mae'r llun yn wahanol iawn.** (The picture is very different.); **Mae'r llun yn drawiadol achos mae e'n / o'n wahanol iawn.** (The picture is striking because it's very different.); **Yn fy marn i, mae'r llun yn ...** (In my opinion, the picture is ...)
- To introduce some basic information about Spain
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Wela i chi. ((I'll) see you.)	acrobat (acrobat)
Dw i'n meddwl bod y llun ... (I think that the picture is ...)	gan (by)
... yn rhyfedd. (... strange)	portread (portrait)
... yn drawiadol (... striking)	dynes (lady)
... yn wahanol (... different)	llygaid (eyes)
... yn effeithiol (... effective)	trwyn (nose)
... yn lliwgar (... colourful)	ceg (mouth)
Mae angen tacluso. (Need to tidy up.)	coler (collar)
O ble wyt ti wedi dod? (Where have you come from?)	ffwr (fur)
Dw i wedi dod o'r Pod-antur Cymraeg. (I've come from the Pod-antur Cymraeg.)	boch (cheek)
	talcen (forehead)
	trefnu (to arrange, organize)
	arddangosfa (exhibition)
	ffan (fan)
	clogyn (cloak)
	enw llawn (full name)
	jocian (to joke)
	pêl-law (handball)
	bysedd (fingers)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers	Y Ganolfan Ewropeaidd (the European Centre)
Faint o'r gloch ydy hi? (What time is it?)	tŷ bach (toilet)
Mae hi'n saith o'r gloch. (It's seven o'clock.)	ymolchi (to wash oneself)
Pwy ydy hwn? (Who's this (masc.)?)	brwsio fy nannedd (to brush my teeth)
Pwy ydy hon? (Who's this (fem.)?)	brwsio fy ngwallt (to brush my hair)
Beth ydy hwn? (What's this (masc.)?)	amhosib (impossible)
Ydych chi'n hoffi'r llun? (Do you (pl.) like the picture?)	gwallt (hair)
Beth ydych chi'n feddwl? (What do you think?)	blodyn (flower)
Dw i'n meddwl bod y llun yn ... (I think that the picture is ...)	patrwm (pattern)
Pwy wyt ti? (Who are you?)	dydd Llun (Monday)
Beth wyt ti'n wneud yma? (What are you doing here?)	dydd Sadwrn (Saturday)
Beth ydy dy enw di? (What's your name?)	dydd Sul (Sunday)
	Diolch byth! (Thank goodness!)
	llyfr (book)
	baner (flag)

<p>Pam wyt ti'n gwisgo ...? (Why are you wearing ...?)</p> <p>Pam mae blodyn ar dy foch di? (Why is there a flower on your cheek?)</p> <p>Ydy hi'n gweithio yn y Ganolfan Ewropeaidd? (Does she work at the European Centre?)</p> <p>Ydy hi yma heddiw? (Is she here today?)</p> <p>Ble mae hi? (Where is she?)</p> <p>Ga i ddod? (May I come?)</p> <p>Cei, os wyt ti eisiau. (Yes, if you want.)</p> <p>Commands</p> <p>Paid â phoeni. (Don't (sing.) worry.)</p> <p>Cer allan. = Dos allan. (Go (sing.) out.)</p> <p>Cer o 'ma. = Dos o 'ma. (Go (sing.) away.)</p> <p>Edrycha. (Look (sing.).)</p> <p>Other</p> <p>Dw i'n chwilio am ... (I'm looking for ...)</p> <p>Mae Sgrin yn drist. (Sgrin is sad.)</p> <p>Mae Sgrin yn unig. (Sgrin is lonely.)</p> <p>Does dim tapas ar y plât. (There are no tapas on the plate.)</p>	<p>pêl (ball)</p> <p>gêm gyffrous (an exciting game)</p> <p>cicio (to kick)</p> <p>prifddinas (capital city)</p> <p>plât (plate)</p> <p>prynu (to buy)</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.

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

Esgusodwch fi. (Excuse (pl.) me.)

Amhosib! (Impossible!)

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

Beth ydy hwn? (What's this?)

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

Ydych chi'n hoffi'r llun? (Do you (pl.) like the picture?)

Mae'r llun yn ... (The picture is ...)

Pardwn? (Pardon?)

Beth ydy enw prifddinas ...? (What's the name of the capital city of ...?)

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

Step-by-step suggestions:

- Play the film entitled **Y Ganolfan Ewropeaidd** (The European Centre) (Unit 4, Part 3) up to the point where Crad gets up after painting his face.

- Ask the pupils:

Pwy ydy'r artist ar y ffilm? (Who's the artist on the film?)

Picasso (ydy'r artist). (Picasso (is the artist).)

Ask:

Pwy sy yn y lluniau? (Who's in the pictures?)

Answers: **acrobat** (an acrobat)

dynes (a lady)

dynes mewn het a choler ffwr (a lady in a hat and fur collar)

- Replay the clip that shows the portrait of the woman in the hat and fur collar again and then ask:

Beth ydych chi'n gofio am y ddynes mewn het a choler ffwr? (What do you remember about the lady in a hat and fur collar?)

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

Pa liw ydy'r llygaid? (What colour are the eyes?)

Pa liw ydy'r gwallt? (What colour is the hair?)
Pa liw ydy'r het? (What colour is the hat?)
Pa liw ydy'r clogyn? (What colour is the cloak?)
Pa liw ydy'r coler? (What colour is the collar?)
 etc.

- Introduce / revise the following adjectives:

yn ddiddorol (interesting)

yn drawiadol (striking)

yn rhyfedd (strange)

yn wahanol (different)

Play the section that features the paintings and the face painting again and ask the pupils to listen out for opinions that are expressed in the clip. Compare suggestions and list the expressions on the white board. Draw particular attention to the new pattern:

Yn fy marn i ... (In my opinion ...)

Yn fy marn i, mae'r llun yn ddiddorol iawn. (In my opinion, the picture is very interesting.)

Yn fy marn i, mae'r patrwm ar y talcen yn cŵl iawn. (In my opinion, the pattern on the forehead is very cool.)

Yn fy marn i, mae'r lluniau'n ddiddorol iawn – ond maen nhw'n rhyfedd. (In my opinion, the pictures are very interesting – but they're strange.)

Ydych chi'n hoffi'r llun? (Do you like the picture?)

Dw i'n meddwl bod y llun yn ddiddorol. (I think that the picture is interesting.)

Dw i'n meddwl bod y llun yn rhyfedd – ond mae'n ddiddorol iawn. (I think that the picture is strange – but it's very interesting.)

Mae'r lliwiau'n ddiddorol (achos mae'r gwallt yn wyrdd ...) (The colours are interesting (because the hair is green ...))

Mae blodyn ar y foch ... patrwm ar y talcen. (There's a flower on the cheek ... a pattern on the forehead.)

Dw i'n meddwl bod y llun yn drawiadol iawn. (I think that the picture is very striking.)

Dw i'n meddwl bod y llun yn wahanol iawn. (I think that the picture is very different.)

Mae o'n lliwgar iawn ac mae o'n gyffrous iawn. (It's very colourful and it's very exciting.)

Dw i wrth fy modd gyda'r llun. (I love the picture.)

- Ask the pupils to express opinions about the paintings seen on screen and then introduce **Cerdyn Siarad 30** (Discussion Card 30) which features an example of Picasso's work:
Beth ydych chi'n feddwl o'r llun yma? (What do you (pl.) think of this picture?)
Siaradwch am hyn. (Talk about this.)

Using the language patterns listed on the card and any others they may know, pupils should discuss the painting and express opinions.

- The fact file **Picasso** could then be introduced.
- You could ask the pupils to find another example of Picasso's work, which they could then describe and appraise.

This work could lead to a discussion about cubism and pupils could be encouraged to draw / paint a portrait in the cubist style. This could then provide opportunities for pupils to describe and evaluate each other's work.

- As Crad draws attention to the objects seen on the table, pupils could consider which country is being depicted. You could also remind them of Picasso.
- Play the section where Izzy comes in and is frightened by Crad up to the point where Crad shakes her hand. Pupils could then role-play this situation in groups as this would provide an excellent opportunity to revise patterns previously learnt, e.g.
Pwy wyt ti? (Who are you (sing.)?)

Beth wyt ti? (What are you (sing.)?)

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

Dw i'n chwilio am Izzy. (I'm looking for Izzy.)

Pam? (Why?)

Achos dw i'n ffrind i Sgrin. (Because I'm Sgrin's friend?)

O ble wyt ti'n dod? (Where do you come from?) / **O ble wyt ti wedi dod?** (Where have you come from?)

Dw i'n dod o'r Pod-antur Cymraeg. (I come from the Pod-antur Cymraeg.) / **Dw i wedi dod o'r Pod-antur Cymraeg.** (I've come from the Pod-antur Cymraeg.)

Pam? (Why?)

Dw i'n chwilio am Izzy. (I'm looking for Izzy.)

Pam? (Why?)

Achos mae Sgrin yn drist. (Because Sgrin is sad.)

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

Dw i'n dod o Llandudno – ond dw i'n byw yn y Pod-antur Cymraeg rŵan. (I come from Llandudno – but I live in the Pod-antur Cymraeg now.)
etc.

They could also talk about likes and dislikes if they wish to.

- Play the next section up to the point where they begin to watch a film about Barcelona.
- Following the references to **pêl-law** (handball), pupils could search for an image and a fact about this sport. They could then compare information. However, further work will be undertaken in relation to handball in Part 4.
- Revise the following words:
uchel (high)
eglwys (church)
adeilad, adeiladau (building, buildings)
harbwr (harbour)
cwch, cychod (boat, boats)

Play the film featuring Barcelona – up to the point where Izzy explains that Madrid is the capital city of Spain and she says ...

... ond mae Barcelona'n ddiddorol iawn. (but Barcelona is very interesting.)

Ask the pupils some general questions about Barcelona and ask them for their opinions of the city.

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

Oes ... yn Barcelona? (Is there / Are there ... in Barcelona?)

Beth mae pobl yn wneud yn Barcelona, tybed? (What do people do in Barcelona, I wonder?)

Beth ydych chi'n feddwl o Barcelona? (What do you think of Barcelona?)

Pupils could then search for further information and interesting images of Barcelona, which they could share with their fellow pupils:

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

Mae ... yn Barcelona. (There is / are ... in Barcelona.)

Yma, maen nhw'n ... (Here, they ...)

Mae ... yn ddiddorol iawn. (... is very interesting.)

Pupils could then ask each other for their opinions about the city.

You could also draw attention to the buildings that have been designed by Gaudi, search for further examples and undertake further work in relation to Gaudi if appropriate.

- Play the remainder of the film.

Focus on the references to tapas – Spanish finger food.

On the film, Izzy shows carrot sticks in order to explain the concept of finger food, but pupils could search on the internet for images of tapas in order to gain a fuller understanding. Further work will be undertaken on tapas in Part 4.

- Ask the pupils what Crad's and Izzy's plans are:

Beth mae Crad ac Izzy'n mynd i wneud? (What are Crad and Izzy going to do?)

Mae Crad yn mynd i chwarae pêl-law. (Crad is going to play handball.)

Maen nhw'n mynd i siopa. (They're going to go shopping.)

Maen nhw'n mynd i brynu bwyd i wneud tapas. (They're going to buy food to make tapas.)

Mae Izzy'n mynd i drefnu arddangosfa. (Izzy is going to arrange an exhibition.)

Maen nhw'n mynd i fynd 'nôl i'r Pod-antur Cymraeg. (They're going to go back to the Pod-antur Cymraeg.)

Draw particular attention to the fact that they are going to go shopping and revise how to ask for things and how to deal with money in Welsh.

Introduce **Cerdyn Siarad 31** (Discussion Card 31):

A: Rwyf ti'n mynd i'r farchnad i brynu'r pethau ar y rhestr. (You go to the market to buy the things on the list.)

B: Rwyf ti'n gweithio yn y farchnad. (You work at the market.)
Siaradwch. (Talk)

Using patterns listed on the card, and any other patterns they may know, pupils should role-play a situation where one of them is shopping for ingredients required to make tapas. They should then swap roles so that they have an opportunity to ask and answer the questions.

- Focus on the expression:
trefnu arddangosfa (to arrange an exhibition)

Tell the pupils that they are going to arrange a display about Europe and ask them what they would like to include in the display. They could base some of their ideas on what they have seen in the unit thus far.

Rydych chi'n mynd i drefnu arddangosfa am Ewrop. (You're going to arrange an exhibition about Europ.)

Beth ydych chi eisiau rhoi yn yr arddangosfa? (What do you want to put in the exhibition?)

Siaradwch am hyn mewn grŵp. (Talk about this in a group.)

They could then write their ideas on post-its and discuss these in turn.

Dw i eisiau rhoi ... yn yr arddangosfa achos ... (I want to put ... in the exhibition because ...)

Beth am roi ... yn yr arddangosfa achos ...? (What / How about putting ... in the exhibition because ...?)

Syniad da. (Good idea.)

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

They could also decide that they want to look for further information about specific aspects of European life, e.g.

Beth am chwilio am wybodaeth am ...? (What about looking for information about ...?)

Syniad da. (Good idea.)

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

Unit 4: Part 4 – Chwarae a siopa

Aims:

- To continue with the European theme by concentrating in particular on Spain
- To provide an opportunity for pupils to undertake a physical exercise activity through the medium of Welsh – **pêl-law** (handball)
- To discuss aspects associated with 'value for money' by comparing prices and showing which items are **rhatach** (cheaper)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Sut mae chwarae? (How (do you) play?)</p> <p>Rhaid sgorio gôl. (Must score a goal.)</p> <p>Rhaid rhedeg gyda'r bêl. (Must run with the ball.)</p> <p>Tri cham yn unig. (Three steps only.)</p> <p>Rhaid dal y bêl. (Must catch the ball.)</p> <p>Rhaid bownsio'r bêl. (Must bounce the ball.)</p> <p>Rhaid taclo. (Must tackle.)</p> <p>Dimicio. (No kicking.)</p> <p>Mae'r bara yma'n rhatach. (This bread is cheaper.)</p> <p>Mae'r tomatos yma'n rhatach. (These tomatoes are cheaper.)</p>	<p>sgorio (to score)</p> <p>gôl (goal)</p> <p>taclo (to tackle)</p> <p>pwnsio (to punch)</p> <p>cam (step)</p> <p>yn unig (only)</p> <p>sardîns (sardines)</p> <p>rhatach (cheaper)</p> <p>y kilo (per kilo)</p> <p>yr un (each)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Ga i chwarae os gwelwch yn dda? (May I play please?)</p> <p>Cei, wrth gwrs. (Yes, of course.)</p> <p>Ble mae Crad? (Where's Crad?)</p> <p>Faint o'r gloch ydy hi? (What time is it?)</p> <p>Mae hi'n ... (It's ...)</p> <p>Beth wyt ti eisiau? (What do you (sing.) want?)</p> <p>Dw i eisiau ... (I want ...)</p> <p>Faint ydy'r ...? (How much is / are the ...?)</p> <p>Saith deg ceiniog. (Seventy pence.)</p> <p>Punt wyth deg (ceiniog). (One pound eighty (pence).)</p> <p>Dwy bunt pedwar deg (ceiniog). (Two pounds forty (pence).)</p> <p>Faint ydy'r bil? (How much is the bill?)</p> <p>Un deg pum punt, dau ddeg naw (ceiniog). (Fifteen pounds, twenty nine (pence).)</p> <p>Ga i'r newid os gwelwch yn dda? (May I have the change please?)</p> <p>Wyt ti'n siŵr? (Are you sure?)</p> <p>Other</p> <p>Pob lwc! (Good luck!)</p>	<p>llawer o (a lot of, many)</p> <p>Sbaen (Spain)</p> <p>pêl-law (handball)</p> <p>archfarchnad (supermarket)</p> <p>moron (carrots)</p> <p>bara Ffrengig (French bread)</p> <p>tomato (tomato)</p> <p>ham (ham)</p> <p>pupur (pepper)</p> <p>afalau (apples)</p> <p>darn o gaws (piece of cheese)</p> <p>tatws (potatoes)</p> <p>pys wedi rhewi (frozen peas)</p>

Transferring patterns to everyday situations

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

Ga i ...? (May I (have) ...?); **Cei. / Na chei.** (Yes (you (sing.) may.) / No (you (sing.) may not.)
Barod? (Ready?); **Wyt ti'n barod?** (Are you (sing.) ready?); **Ydw. / Nac ydw.** (Yes. / No.); [Also:
Ydych chi'n barod? (Are you (pl.) ready?); **Ydyn. / Nac ydyn.** (Yes. / No.)]
Rhaid rhedeg ... rhaid pasio'r bêl ... dimicio! (Must run ... must pass the ball ... no kicking!)
Faint ydy'r ...? (How much is / are the ...?); **... ceiniog.** (... pence.)
Maen nhw'n rhatach. (They're cheaper.)
Mae'r ... yn rhatach. (The ... is / are cheaper.)
Faint ydy'r bil? (How much is the bill?)

Step-by-step suggestions:

- Play the film entitled **Chwarae a siopa** (Playing and shopping) (Unit 4, Part 4) up to the point where Crad sends Izzy a message saying that he's on his way to meet her.
- Ask the pupils to list what they have learnt regarding how to play **pêl-law** (handball).

Play the section again if necessary, so that pupils can list the instructions heard on screen e.g.

Pel-law – sut i chwarae (Handball – how to play)

Rhaid sgorio gôl. (Must score a goal.)

Rhaid taflu'r bêl. (Must throw the ball.)

Rhaid rhedeg gyda'r bêl – un ... dau ... tri ... (tri cham yn unig). (Must run with the ball. – one ... two ... three ... (three steps only).)

Rhaid pasio'r bêl. (Must pass the ball.)

Rhaid dal y bêl. (Must catch the ball.)

Rhaid bownsio'r bêl. (Must bounce the ball.)

Dimicio! (No kicking!)

Replay the section after the pupils have written their lists so that they can check their answers.

Pupils could undertake research into the game and write a short piece to explain the game and its rules. They could look specifically for the following information:

Sawl tîm? (How many teams?)

Mae ... dîm yn chwarae. (... teams play.)

Sawl person sy yn y tîm? (How many people are there in the team?)

Mae ... person yn y tîm. (There are ... people in the team.)

Ble i chwarae? (Where to play?)

Rhaid chwarae ar ... (Must play on ...)

Sut i chwarae? (How to play?)

I chwarae, rhaid ... (To play, (you) must ...)

Sut i sgorio? (How to score?)

I sgorio, rhaid ... (To score, (you) must ...)

They could then play the game in Welsh. To begin with, they could have a 'team talk' where they go through the rules to make sure that everyone knows how to play. Then, as they play, they could call to each other using the following expressions:

Yma. (Here.)

Ata i. (To me.)

Dw i yma. (I'm here.)

Hei ... yma. (Hey ... (over) here.)

Edrycha ... (Look (sing.))

This activity could be filmed so that pupils, at a later date, have an opportunity to write and record a commentary. Pupils could also be filmed giving their opinions of the game, e.g.

Mae pêl law yn ... (Handball is ...)

Dw i'n meddwl bod pêl-law yn ... (I think that handball is ...)

This film, including the commentary and the opinions, could then be shown to other classes and it could also be included in the European display.

Pupils could also undertake research into other sports played in European countries and these could be represented in their display.

- Before you play the next section, make sure that pupils are familiar with the Welsh words for money and that they are able to deal with amounts such as:

£1.60 – **punt chwe deg** or **punt chwe deg ceiniog**

£3.20 – **tair punt dau ddeg** or **tair punt dau ddeg ceiniog**

£5.60 – **pum punt chwe deg** or **pum punt chwe deg ceiniog**

Etc.

You could undertake a number of mathematical activities, where pupils have to recognise prices – in Welsh – to reinforce this work.

Also, introduce the expression:

rhatach (cheaper)

Mae ... yn rhatach na ... (... is cheaper than ...)

- Play the next section up to the point where the characters leave the supermarket.

Ask the pupils to list what Izzy wants to buy and then ask:

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

Faint? (How many?)

Gawn ni weld. (Let's see.)

Play the section where she refers to her list again to check the pupils' lists.

- Replay the next section and ask pupils to jot down the prices they hear on screen. You could pause the DVD at appropriate points to enable them to do this.

Faint ydy'r ...? (How much is / are the ...?)

Play each section individually so that pupils can hear the correct answer each time.

Now draw attention to the word **rhatach** (cheaper) and the expressions:

Mae'r ... yma'n rhatach. (This ... is cheaper. / These ... are cheaper.)

Maen nhw'n rhatach. (They're cheaper.)

You could now set up a stall in class containing similar items with different prices, e.g.

a pack of bananas / loose bananas

packs of strawberries that are priced differently

different kinds of apples

packs of biscuits that are of different sizes

etc.

You could give the pupils a list and a specific amount of money and ask them to buy the items that offer the best value for money each time, e.g.

Ga i'r ... yma achos maen nhw'n rhatach? (May I have these ... because they're cheaper?)

Dw i eisiau'r ... yma achos maen nhw'n rhatach. (I want these ... because they're cheaper.)

Pupils could then compare the items they bought.

They could also calculate how much money they spent, how much they have left and how much they have saved by buying cheaper goods.

- In pairs, introduce **Cerdyn Siarad 32** (Discussion Card 32) and **Cerdyn Siarad 33** (Discussion Card 33) at the same time, so that members of each pair are looking at different cards.

Cerdyn Siarad 32 (Discussion Card 32)

Partner A

Rwyd ti'n gweithio yn siop Mr Evans. (You work in Mr Evans' shop.)

Gofynna i dy bartner di faint ydy pris y bwyd yn siop Mr Jones. (Ask your partner how much the food costs in Mr Jones' shop.)

Ydy'r bwyd yn rhatach yn siop Mr Evans neu yn siop Mr Jones? (Is the food cheaper in Mr Evans' shop or Mr Jones' shop?)

Cerdyn Siarad 33 (Discussion Card 33)

Partner B

Rwyd ti'n gweithio yn siop Mr Jones. (You work in Mr Jones' shop.)

Gofynna i dy bartner di faint ydy pris y bwyd yn siop Mr Evans. (Ask your partner how much the food costs in Mr Evans' shop.)

Ydy'r bwyd yn rhatach yn siop Mr Evans neu yn siop Mr Jones? (Is the food cheaper in Mr Evans' shop or Mr Jones' shop?)

You should give them a grid similar to this one:

Faint ydy'r ...?	Siop Mr Evans	Siop Mr Jones	Mae'r ... yn rhatach yn siop ...	Faint yn rhatach?
ciwcymbr				
letys				
tomatos				
afalau				
orennau				
grawnwin				

Pupils should fill in the grid relating to their own shop, i.e. pupils reading **Cerdyn Siarad 32** (Discussion Card 32) will complete the second column (**Siop Mr Evans**) and those reading **Cerdyn Siarad 33** (Discussion Card 33) will complete column 3 (**Siop Mr Jones**).

They should then ask each other the prices of the goods in each other's shops so that they can fill column 2 or 3.

Mr Jones, faint ydy'r ciwcymbr? (Mr Jones, how much is the cucumber?)

Wyth deg ceiniog. (Eight pence.)

They should then write the name of the shop where the item is cheaper in column 4 and record in the final column how much cheaper the goods are.

Check the answers.

- This work could lead to further work comparing prices and discussing value for money, thus targeting the numeracy framework, e.g.
Faint ydy hwn? (How much is this?)
Faint y kilo? (How much per kilo?)
Faint y kilo ydy hwn? (How much per kilo is this?)
Mae ... yn rhatach na ... (... is cheaper than ...)
- Play the last clip in this part of the unit.

Freeze the film that shows the tapas and ask the pupils to explain what the tapas are, e.g.
bara Ffrengig (French bread)
moron (carrots)
salad llysiau (vegetable salad)

Ask them to choose one of the tapas featured, or another example, and to work out how the food was made.

Sut mae gwneud y tapas? (How (do you) make the tapas?)

Pupils should write the recipe, e.g.:

<i>Title</i>
Rhaid cael: <i>or</i> Mae angen: <i>or</i> Cynhwysion: <i>[followed by a list of ingredients]</i>
Dull <i>[followed by the instructions]</i>
1. 2. 3.

<i>Title</i>
Must have ... <i>or</i> ... are needed <i>or</i> Ingredients <i>[followed by a list of ingredients]</i>
Method <i>[followed by the instructions]</i>
1. 2. 3.

If appropriate, these could be given to other pupils, who would then read and understand them before preparing the tapas.

Photographs could be taken which could be included, along with the recipes, in the European display which the pupils are creating.

The food could then be shared, through the medium of Welsh, and pupils could express opinions.

Pupils could also undertake research into other European foods, which they could make and which could also be included in the display.

- The book **iHOLA o Sbaen!** (Hello from Spain!) could then be introduced and the activities suggested at the back could be undertaken.

Pupils could then design and write their own books about countries in Europe, similar to **Hei o'r Ffindir!** (Hello from Finland!), **iHOLA o Sbaen!** (Hello from Spain!)) or the book entitled **Ffrainc** (France), by Sioned V. Hughes (CAA, 2010), or they could create their own style of book. These books could also be included in the European display.

Unit 4: Part 5 – Ydych chi’n cofio?

Aim:

- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
Beth ydy’ch barn chi? (What’s your opinion?)	

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Faint o’r gloch ydy hi? (What time is it?) Mae hi’n ... y bore. (It’s ... (in) the morning.) Mae hi’n ... y prynhawn. (It’s ... (in) the afternoon.) Mae hi’n ... y nos. (It’s ... at night.) Pryd mae’r ganolfan hamdden yn agor / cau ar ddydd Sadwrn? (When does the leisure centre open / close on Saturday?) Am ... y bore. (At ... (in) the morning / a.m.) Am ... y prynhawn. (At ... (in) the afternoon / p.m.) Am ... y nos. (At ... at night / p.m.) Ydych chi’n hoffi’r llun? (Do you (pl.) like the picture?) Ydw. / Nac ydw. (Yes. / No.) Beth ydy’r rheolau? (What are the rules?) Rhaid ... (Must ...) Beth ydy prifddinas ...? (What’s the capital city of ...?) Other Mae ... yn rhatach na ... (... is / are cheaper than ...) Yn fy marn i, mae’r llun yn ... (In my opinion, the picture is ...) Dw i’n meddwl bod y llun yn ... (I think that the picture is ...)	canolfan hamdden (leisure centre) het (hat) gwallt (hair) ffrog (dress) clogyn (cloak) boch (cheek) talcen (forehead) llun (picture) pêl-law (handball) y kilo (per kilo) yr un (each)

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 ar y (poster / llun) ac atebwch y cwestiynau. (Look (pl.) at (the poster / picture) and answer the questions.)

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

Beth sy ar y ...? (What’s on the ...?)

Beth ydy’ch barn chi? (What’s your opinion?); **Yn fy marn i, mae’r (llun / llyfr / poster / gwaith) yn ddiddorol.** (In my opinion, the (picture / book / poster / work) is interesting.)

Dw i’n meddwl bod (y llun / llyfr / poster / gwaith) yn ddiddorol. (I think that the (picture / book / poster / work) is interesting.)

Beth ydy prifddinas Ffrainc? (What’s the capital city of France?)

Beth am ddarllen stori (o Ewrop)? (What / How about reading a story (from Europe)?)

Step-by-step suggestions:

- Explain that the purpose of this part of the unit is to revise.
- Show the film entitled **Ydych chi'n cofio?** (Do you remember?) (Unit 4, Part 5) in stages, as suggested below.

Section 1

- Focus on the first section.

Pupils should give the Welsh expressions for the time shown on screen. They should use:

y bore (a.m.)

y prynhawn (p.m.)

y nos (p.m.)

Explain that the arrow in the centre of the screen points towards a.m. or p.m.

- **Cerdyn Siarad 28** (Discussion Card 28) and **Cerdyn Siarad 29** (Discussion Card 29) could be re-introduced in order to reinforce this work and other appropriate mathematical tasks could also be undertaken through the medium of Welsh.

Section 2

- Pupils should answer the questions, giving the correct times.

Section 3

- Pupils should answer the questions, based on the image that is shown on screen.

Section 4

- Pupils should compare the prices shown on screen and state which is the cheaper each time – A or B, e.g.
Mae A yn rhatach na B. (A is cheaper than B.)

Section 5

- Pupils should answer the questions. Teams could play against each other, answering alternate questions.
- Pupils could then make up their own questions, which could also be asked in a quiz activity.

Section 6

- After Crad has suggested reading a story from Europe, introduce the book entitled **Cerddorion Bremen** (The Musicians of Bremen), which is a traditional German folktale.
- You could then follow steps advocated by Pie Corbett*, as you introduce further work in relation to the tale, e.g.
 - You could make a story map.
 - Use this the next time you tell the story – make sure that it is displayed in class.
 - Ask the pupils to make individual story maps.
 - Tell the story every day so that pupils gradually learn it.

* 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

- 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.
 - 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?)
Yr asyn ydw i. (I'm the donkey.)
Sut wyt ti? (How are you?)
Dw i'n ofnadwy / drist. (I'm awful / sad.) / **Dw i'n teimlo'n ofnadwy / drist.** (I feel awful / sad.)
Pam? (Why?)
Achos dw i'n rhy hen i weithio. (Because I'm too old to work.)
Beth wyt ti eisiau? (What do you want?)
Dw i eisiau mynd i Bremen. (I want to go to Bremen.)
Pwy wyt ti'n gweld ar y ffordd? (Who do you see on the way?)
Dw i'n gweld ... (I see...)
- Pupils could make the following:
 - a collage to depict different scenes from the tale
 - puppets, e.g. finger puppets / stick puppets to depict the characters, which could then be used in role-play activities
 - models of the different animals / a model of the animals standing on top of each other.
- They could also make a story board which would involve using ICT skills.
- They could write e-mails, letters or postcards to invite former friends to visit them at their new home.
 - When pupils have a firm grasp of the story, they could adapt it, e.g. they could change
 - the animals
 - the characters in the cottage
 - what happens to the intruder
 - the ending.
 - Ask the pupils to draw a map of their new story. They should then retell this story daily and move on to story circles and pairs before attempting to write the story.
 - Pupils should write and illustrate their work appropriately. They could also animate the tale.
 - Pupils could then search for other popular European tales and tell these tales to each other. They could also write story boards for these tales or animate them and include them in the European display.

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 respond appropriately in a variety of circumstances, e.g. talking about personal photographs, describing faces and personal characteristics, discussing feelings and expressing their opinions about the film, books and the characters depicted in books. They also talk about events in the past, e.g. in relation to photographs and a past outing.

Pupils are asked to make a presentation about their **arwr** / **arwres** (hero / heroine).

There are opportunities to watch and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **Cywir** (Correct) or **Anghywir** (Incorrect). They could then be asked to watch the film in order to spot the inaccuracies and correct them. Pupils are also asked to listen carefully and to write down specific patterns that are heard on the film.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information.

Reading

Specific reading materials have been written to accompany this unit in the form of a story book entitled **Y Ras Feiciau** (The Bike Race), in which a young boy performs a heroic deed, a book about guide dogs entitled **Arwyr** (Heroes) and a book that asks **Pwy ydy dy arwr di?** (Who is your hero?). Two fact files have also been written, i.e. **Parafeddyg** (Paramedic) and **Diffoddwr Tân** (Firefighter) which are associated with the theme of "Heroes".

There are opportunities to read aloud as pupils read their written descriptions of photos.

Writing

Pupils are given opportunities to write lists, quiz questions, personal accounts in relation to photographs and a film a commentary in the past tense. They write descriptions of faces and people, a piece to introduce Izzy and a factual piece about **Y Fam Teresa** (Mother Teresa).

There are opportunities to write fact files about different breeds of dogs and to draft a letter offering their services as puppy walkers, which would entail introducing themselves, stating why they would like to become puppy walkers and explaining why they would be suitable.

After reading the various reading materials and watching the film clips associated with heroes, pupils should write about their **arwr** / **arwres** (hero / heroine).

English

Pupils are encouraged to search for information about Mother Teresa and other heroes / heroines.

Mathematics

Time is revised in relation to the firefighter's work and pupils could calculate the total amount of money raised during a charity bike ride. They could also share this money equally between a number of charities.

History

Pupils may choose to write about historical characters as they write about their heroes.

Geography

After reading the book entitled **Y Ras Feiciau** (The Bike Race), pupils could design a cycle course around the area, paying particular attention to safety issues. They could also plan their own charity bike ride in the area.

Art and design

Pupils could draw / paint funny faces and describe these in Welsh.

They could produce logos, illustrated slogans, posters etc. to promote their charity bike ride.

Please see the document entitled **P-aC4 Language Patterns** for language patterns which could be used as pupils undertake artwork and as they evaluate the work.

Music

Pupils could choose or compose music for the opening and end titles of programmes about heroes. Please see ICT below.

Physical education

Pupils could cycle along the cycle route they have designed.

ICT

Pupils are encouraged to use the internet to search for information about **Y Fam Teresa** (Mother Teresa) and other heroes and, after reading the book entitled **Y Ras Feiciau** (The Bike Race), they could search for information about Welsh cyclists and various bike races, e.g. the *Tour de France*.

They could also produce a series of programmes about heroes, similar to Dyfs' series, where they interview different heroes in groups. This would involve choosing suitable music for the opening and end titles, producing the title and end credits, talking to the camera to introduce the heroes in addition to actually interviewing these people, who could be local heroes or heroes interviewed in role-play situations, in which case they could be heroes from the past or the present.

They are also asked to make a presentation to introduce their hero to the group / class. PowerPoint could therefore be used.

Curriculum Cymreig

Some Welsh personalities are introduced in the book entitled **Pwy ydy dy arwr di?** (Who's your hero?) and pupils may choose to write about a Welsh personality. After reading the book entitled **Y Ras Feiciau**, they could search for information about Welsh cyclists and the Welsh rugby team.

PSE

There are opportunities to discuss friendship, what makes a good friend, kindness, putting others first and helping people.

Pupils learn about heroic qualities and are given insights into the lives of people and animals who perform heroic deeds, e.g. guide dogs, firefighters, paramedics and those featured in the book entitled **Pwy ydy dy arwr di?** (Who's your hero?).

Developing Thinking

Pupils are given opportunities throughout the unit to use prior knowledge. They are asked to plan and develop ideas through the medium of Welsh, e.g. they could plan and organize their own charity bike ride in the area. They are also encouraged to respond to their own work and to that of others.

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.

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

Developing ICT

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

Developing number

Pupils develop their number skills in this unit by using cardinal numbers, gathering information in a variety of ways and discussing 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 5: Part 1 – Croeso 'nôl!

Aims:

- The main focus of this unit is **Arwyr** (Heroes) and vocabulary and patterns previously introduced will be revised within this new theme.
- To discuss personal traits. Some personal characteristics were introduced in Unit 2, when Beca and Sgrin discussed Crad's character. The work will be further developed in this unit as pupils are given the opportunity to consider the characteristics of a hero / heroine.
- To revise Welsh patterns associated with describing people
- To develop expressing feelings in Welsh: **Dw i mor hapus.** (I'm so happy.); **Dw i'n falch.** (I'm pleased.)
- To revise and use in meaningful contexts vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Dw i'n falch o ... (I'm pleased to ...) Dw i'n falch iawn. (I'm very pleased.) Dw i wrth fy modd i fod 'nôl yn y Pod-antur Cymraeg. (I'm very, very happy / I'm delighted to be back in the Pod-antur Cymraeg.) Mae hi'n meddwl am bobl eraill. (She thinks of other people.)	hen ffilm (old film) dyddiau da (good days) dyddiau ardderchog (excellent days) arwr (hero), arwres (heroine), arwyr (heroes) gweithio i (to work for) cwmni teledu (television company)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Sut wyt ti'n teimlo? (How do you (sing.) feel?) Dw i'n teimlo'n hapus. (I feel happy.) Pwy ydy hi? (Who's she?) Izzy ydy hi. (She's Izzy.) Sut berson ydy hi? (What kind of person is she?) Pa fath o berson ydy hi? (What kind of person is she?) Ga i ddod 'nôl i'r Pod-antur Cymraeg os gwelwch yn dda? (May I come back to the Pod-antur Cymraeg please?) Cei, wrth gwrs. (Yes, of course (you may).) Ble mae Dyfs? (Where's Dyfs?) Commands Edrycha. (Look (sing.).) Other Dw i wrth fy modd. (I love ...; I'm really, really happy. / I'm delighted.) Dyma ... (This / Here is ...; These / Here are ...) Bydd Sgrin yn hapus. (Sgrin will be happy.) Mae hi'n dod o ... (She comes from ...) Mae hi'n mwynhau ... (She enjoys ...)	'nôl (back) gwych (great) ffantastig (fantastic) anhygoel (incredible, awesome, amazing) cofio (to remember) gwahodd (to invite) wedyn (then, afterwards)

The Past Tense

Es i i ...	I went to ...
Ces i ...	I had ...
Gwisgais i ...	I wore ...
Sglefriaais i ...	I skated ...
Bwytais i ...	I ate ...
Cerddais i ...	I walked ...
Taflais i ...	I threw ...
Chwaraeais i ...	I played ...
Roedd e'n / o'n wych / ddiddorol.	It was great / interesting.

Describing people

Mae e'n / o'n / hi'n neis / ddiddorol garedig feddylgar	He / She is nice. interesting kind thoughtful
Mae ... gyda hi. (Mae ... 'da hi.) Mae ... gyda fe. (Mae ... 'da fe.)	She has (got) ... – South Wales He has (got) ... – South Wales
Mae ganddi hi ... Mae ganddo fo ...	She has (got) ... – North Wales He has (got) ... – North Wales

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.

Dyma lun o ... (This / Here is a picture of ...); **Dyma luniau o ...** (These / Here are pictures of ...)

Sut berson ydy ...? / Pa fath o berson ydy ...? (What kind of person is ...?) (e.g. when discussing fictional / historical characters / heroes etc.)

Mae e'n / o'n / hi'n (garedig / feddylgar / ffrind da iawn). (He / She is (kind / thoughtful / a good friend).)

Ga i ... (May I (have) ...?); **Cei. / Na chei.** (Yes. / No.)

Wyt ti'n cofio? (Do you (sing.) remember?); **Ydw. / Nac ydw.** (Yes (I do) / No (I don't.)); [Also:

Ydych chi'n cofio? (Do you (pl.) remember?); **Ydyn. / Nac ydyn.** (Yes (we do) / No (we don't.))

Beth am ...? (What / How about ...); **Syniad da.** (Good idea.) [Also: **Na, dw i ddim yn meddwl.** (No, I don't think so.)]

Step-by-step suggestions:

- Show the film entitled **Croeso 'nôl!** (Welcome back!) (Unit 5, Part 1), up to the point where Crad says, "Mae Sgrin yn hapus iawn."
- Ask the pupils:
Sut mae Sgrin yn teimlo? (How does Sgrin feel?)
Mae Sgrin yn teimlo'n hapus iawn. (Sgrin feels very happy.)
Pam mae Sgrin yn teimlo'n hapus? (Why does Sgrin feel happy?)
Achos mae Izzy ('nôl) yn y Pod-antur Cymraeg. (Because Izzy is (back) in the Pod-antur Cymraeg.)
- Draw attention to the photographs at the beginning of this part of the unit and, in particular, focus on the pattern:
Dyma Dyfs a fi'n ... (Here / This is Dyfs and me ...)

Show various photographs, e.g. of class / school activities that feature the pupils and ask them to discuss these. Encourage them to say as much as possible and to use as many language patterns as possible, e.g.

Dyma ... a ... yn ... (Here / This is ... and ... in ...)

Rydyn ni ar y trip ysgol ym mis ... (We're on the school trip in (the month of) ...)

Rydyn ni'n ... (We're ...)

Maen nhw'n ... (They are ...)

Rydyn ni'n teimlo'n hapus achos ... (We feel happy because ...)

Maen nhw'n teimlo'n hapus achos ... (They feel happy because ...)

Beth wyt ti'n gallu gweld yn y llun? (What can you see in the picture?)

Dw i'n gallu gweld ... yn y llun. (I can see ... in the picture.)

Mae ... yn ddiddorol / wych achos ... (... is interesting / excellent because ...)

Ask the pupils to bring photographs of their families, different occasions etc. to class and introduce **Cerdyn Siarad 34** (Discussion Card 34).

Siaradwch am eich ffotograffau chi. (Talk about your photographs.)

Using the patterns listed above, the patterns on the card and any other patterns they may know, pupils should talk about their photographs.

Pupils could also choose one of the photographs, write about it, and then read the description to the group so that they have to listen carefully and choose the appropriate photograph from a selection of photographs that have been placed on the table.

- Play the section again, up to the point where Sgrin and Izzy are reunited.

Ask the pupils to list what they remember about Izzy, i.e.

Izzy Evans ydy hi. (She's Izzy Evans.)

Mae hi'n dod o Aberystwyth. (She comes from Aberystwyth.)

Mae hi'n mwynhau cerdded, nofio, gymnasteg a trampolinio. (She enjoys walking, swimming, gymnastics and trampolining.)

Mae hi'n dda iawn mewn gymnasteg. (She's very good at gymnastics.)

Draw particular attention to the new patterns.

If you teach in South Wales, introduce the following:

Mae gwallt brown gyda hi / 'da hi. (She's got brown hair.)

Mae llygaid ... gyda hi / 'da hi. (She's got ... eyes.)

[Also – if required, e.g. if you wanted to talk about Crad:

Mae gwallt brown gyda fe / 'da fe. (He's got brown hair.)

Mae llygaid ... gyda fe / 'da fe. (He's got ... eyes.)]

If you teach in North Wales, introduce the following:

Mae ganddi hi wallt brown. (She's got brown hair.)

Mae ganddi hi lygaid ... (She's got ... eyes.)

[Also – if required, e.g. if you wanted to talk about Crad:

Mae ganddo fo wallt brown. (He's got brown hair.)

Mae ganddo fo lygaid ... (He's got ... eyes.)]

Drill these patterns, using relevant images. You could also introduce other parts of the face if you wish, e.g.

clustiau mawr / bach (big / small ears)

trwyn mawr / bach / hir / byr (a big / small / long / short nose)

ceg fawr / fach (a big / small mouth)

Please note: Mae ganddi hi ... and Mae ganddo fo ... are followed by a soft mutation:

Mae ganddi hi glustiau mawr. (She's got big ears.)

Mae ganddi hi drwyn bach. (She's got a small nose.)

Mae ganddo fo geg fawr. (He's got a big mouth.)

Mae ganddo fo drwyn mawr. (He's got a big nose.)

- Introduce **Cerdyn Siarad 35** (Discussion Card 35) :
Disgrifiwch y wynebau. (Describe the faces.)

Using the patterns contained on the card, pupils should describe the faces.

They could then draw a funny face, focusing on the eyes, ears, hair, nose and mouth.

Without showing the picture to the group, pupils should describe the face they have drawn and the group should try to draw the same face.

They should compare the drawings.

- Ask the pupils to listen to this section again, but this time, ask them to write down adjectives used to describe Izzy's personality.

List them on the whiteboard, i.e.

Sut berson ydy hi? (What kind of person is she?) or **Pa fath o berson ydy hi?** (What kind of person is she?)

Mae hi'n neis. (She's nice.)

garedig (kind)

feddylgar (thoughtful)

ddiddorol (interesting)

hoffus (nice / likeable)

hyfryd (lovely)

Beth arall? (What else?)

Mae hi'n hoffi jôc. (She likes a joke.)

Mae hi'n helpu pobl. (She helps people.)
Mae hi'n meddwl am pobl. (She thinks of people.)

Most of these words and expressions have already been introduced in relation to Crad in Unit 2.

- You could then ask the pupils to write a piece about Izzy, e.g.
Mae Izzy'n dod i'r ysgol i'ch helpu chi i ddysgu Cymraeg. Ysgrifennwch ddarn i ddisgrifio Izzy.
 ([Imagine that] Izzy is coming to the school to help you learn Welsh. [You are going to introduce her during a school assembly.] Write a piece to describe her.)
- Introduce **Cerdyn Siarad 36** (Discussion Card 36):
Siaradwch am eich ffrind chi. (Talk about your friend.)

Using the language patterns listed on the card and any other patterns they may know, pupils should talk about their friend. They should then write about their friend, using the patterns listed on the card and any other relevant language patterns they may know.

They could then write descriptions of celebrities without naming them, read the descriptions aloud and ask other members of the group to name the person described, e.g.

Mae e'n / o'n / hi'n fawr / fach. (He / She's big / small.)
Mae e'n / o'n / hi'n dal / fyr. (He / She's tall / short.)
Mae e'n / o'n / hi'n actio yn ... (He / She acts in ...)
Mae e'n / o'n / hi'n chwarae pêl-droed i ... (He / She plays football for ...)
Mae e'n / o'n / hi'n canu'n dda. (He / She sings well.)
Mae ... 'da fe / hi. (South Wales) (She / He has got ...)
Mae ganddo fo ... (North Wales) (He's got ...)
Mae ganddi hi ... (North Wales) (She's got ...)
Pwy ydy e / o / hi? (Who's he / she?)

- Play the remainder of the clip.
Sut mae Sgrin yn teimlo? (How does Sgrin feel?)
Mae Sgrin yn teimlo'n hapus iawn. (Sgrin feels very happy.)
Mae Sgrin yn teimlo mor hapus. (Sgrin feels so happy.)

Mae Sgrin yn teimlo'n falch. (Sgrin feels pleased.)
Mae Sgrin yn teimlo mor falch. (Sgrin feels so pleased.)

Draw attention to the pattern
mor (+ soft mutation) (so ...), e.g.
mor hapus (so happy)
mor drist (so sad)
mor ofnus (so frightened)
mor nerfus (so nervous)

Pupils could then mime these feelings. The expression **mor** (+ soft mutation) could be used naturally during the school day, e.g.

Dw i mor hapus gyda dy waith di. (I'm so happy with your (sing.) work.)
Dw i mor hapus gyda'ch gwaith chi. (I'm so happy with your (pl.) work.)
Dw i mor falch. (I'm so pleased.)
 etc.

- Replay the section where Izzy reminisces with Sgrin about past events.
 Ask the pupils to listen out for words / verbs that describe what she did in the past with Dyfs, e.g.
Es i i ... (I went to ...)
Edrychais i (ar) ... (I looked (at) ...)
Sblasiais i ... (I splashed ...)
Ces i ... (I had ...)
Gwisgais i ... (I wore ...)
Sglefriaais i ... (I skated ...)
Bwytais i ... (I ate ...)
Cerddais i ... (I walked ...)
Taflais i ... (I threw ...)
Chwaraeais i ... (I played ...)

Ask them to list these words and then ask what is common to most of these verbs [Answer: they end in **-ais**.] Explain that if pupils wish to talk about doing something in the past, they should use this ending. With many verbs, you generally remove the ending and add **-ais** (to talk about **I** did...), as can be seen above.

- Replay this section, but this time, turn down the sound and ask the pupils to assume the identity of Izzy and to include a commentary to explain what she did during particular situations. Encourage pupils to use the above verbs.

Pupils could then bring in photographs of an event in the past and talk about what they did during this event. They could also use

Roedd hi'n ... to describe the weather, e.g. **Roedd hi'n bwrw glaw.** (It was raining.)

Roedd e'n / o'n ... to express an opinion, e.g. **Roedd e'n / o'n wych.** (It was great.)

Encourage them to use the expression introduced in Unit 4, **Yn fy marn i ...** (In my opinion ...).

- Introduce **Cerdyn Siarad 37** (Discussion Card 37) and ask pupils to transfer these patterns to the task referred to on the card:
Siaradwch am drip yn y gorffennol. (Talk about a trip in the past.)
- Play the last section again – where Izzy tells Sgrin:
Ti ydy fy arwr i. (You are my hero.)

Explain the meaning of **arwr** (hero) and explain also that the next 3 films in Unit 5 will concentrate on the theme of **arwr** (hero).

Pupils could discuss – in Welsh or English as appropriate – what a hero is. You could refer back to the descriptions of Izzy if you wish and change them slightly so that pupils can use the same vocabulary to talk about a hero, e.g.

Sut berson ydy Izzy? Pa fath o berson ydy Izzy?	What kind of person is Izzy?	Sut berson ydy arwr / arwres? Pa fath o berson ydy arwr / arwres?	What kind of person is a hero / heroine?
Mae hi'n neis. garedig feddylgar hoffus hyfryd	She's nice. kind thoughtful likeable lovely	Mae arwr yn neis. Mae arwres yn garedig feddylgar hoffus hyfryd	A hero is nice. A heroine is kind thoughtful likeable lovely
Beth arall? Mae hi'n helpu pobl. Mae hi'n meddwl am bobl (eraill).	What else? She helps people. She thinks of (other) people.	Beth arall? Mae arwr / arwres yn helpu pobl. Mae arwr / arwres yn meddwl am bobl (eraill).	What else? A hero / heroine helps people. A hero / heroine thinks of (other) people.

- Introduce the book entitled **Y Ras Feiciau** (The Bike Race).

After you have read it, you could introduce the activities listed at the back of the book but in addition, the pupils could discuss:

Pwy ydy'r arwr? Pam? (Who's the hero? Why?)

Pwy ydy'r arwres? Pam? (Who's the heroine? Why?)

Pwy ydy'r arwyr? Pam? (Who are the heroes? Why?)

Possible answers:

Sam ydy'r arwr achos mae e'n / o'n beicio yn y ras. (Sam is the hero because he cycles in the race.)

mae e'n / o'n ymarfer, ymarfer, ymarfer. (he trains, trains, trains.)

mae e'n / o'n helpu'r Tŷ Anifeiliaid. (he helps the Animal Home)

mae e'n / o'n garedig / feddylgar. (he's kind / thoughtful)

mae e'n / o'n helpu pobl. (he helps people)

etc.

Dad ydy'r arwr achos mae e'n / o'n helpu Sam. (Dad is the hero because he helps Sam.)
mae e'n / o'n ymarfer gyda Sam. (he trains with Sam.)

Mam ydy'r arwres achos mae hi'n helpu Sam. (Mam is the hero because she helps Sam.)
mae hi'n gwneud bwyd iach i Sam. (she makes healthy food for Sam.)
mae hi'n gwneud dillad i Sam. (she makes clothes for Sam.)

Ffrindiau Sam ydy'r arwyr achos maen nhw'n helpu Sam.
 (Sam's friends are the heroes because they help Sam.)

George North ydy'r arwr achos mae e'n / o'n chwarae rygbi dros Gymru.
 (George North is the hero because he plays rugby for Wales.)

Y diffoddwyr tân ydy'r arwyr achos maen nhw'n stopio'r tân.
 (The firefighters are the heroes because they stop the fire.)

- You could also ask pupils about the characters featured in the book:

Sut berson ydy Sam / Mam / Dad / George North? Mae ... yn neis. garedig feddylgar hoffus hyfryd Beth arall? Mae e'n/o'n/hi'n helpu pobl. Mae e'n/o'n/hi'n meddwl am bobl eraill.	What kind of person is Sam / Mam / Dad / George North? ... is nice. kind thoughtful likeable lovely What else? He / She helps people. He / She thinks of other people.
---	--

- Ask the pupils for their opinions of the book:

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'n grêt / wych. (It's great.)

Mae'n ddiddorol. (It's interesting.)

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

Mae'n gyffrous iawn. (It's very exciting.)

Mae'n ddiflas iawn. (It's very boring.)

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

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 ddiddorol. (I think that the book is interesting.)

Dw i'n meddwl bod y llyfr yn dda achos mae'r stori'n gyffrous. (I think that the book is good because the story is exciting.)

Yn fy marn i, mae'r llyfr yn ddiddorol iawn achos ... (In my opinion, the book is very interesting because ...)

Dw i wedi mwynhau'r llyfr / stori achos ... (I've enjoyed the book / story because ...)

- Pupils could then design a cycle course around the area, paying particular attention to safety issues, of course.
- They could also plan their own charity bike ride in the area, which would involve planning the route, deciding on a charity / charities, producing promotional materials and sponsorship forms, writing rules (e.g. suitable clothing, which should include helmets), inviting someone to start the race etc. It would also involve mathematical skills as pupils could add the total amount of money collected by groups of pupils / by the whole class etc. If they chose more than one charity to support, they would also have to divide the money between these charities.
- To summarize the content of the unit, you could introduce **Cerdyn Siarad 38** (Discussion Card 38):

Meddyliwch am berson mewn llyfr, ar y teledu neu yn y dosbarth. Pa fath o berson ydy o/e / hi? (Thinks of a person in a book, on the television or in class. What kind of person is he / she?)

Rhaid i'r grŵp ddyfalu pwy ydy'r person. (The group must guess who the person is.)

Pupils should think of a fictional character or person, describe him / her (without naming him / her), paying particular to personal qualities, and the group should work out who he / she is.

Unit 5: Part 2 – Arwr

Aims:

- To continue with the **Arwyr** (Heroes) theme – **Beth ydy arwr?** (What is a hero?); **Pwy ydy dy arwr di?** (Who is your hero?)
- To develop conversations where pupils express opinions by introducing **cytuno** (to agree) and **anghytuno** (to disagree)
- To reinforce words that describe a person's character, e.g. **Mae e'n / o'n / hi'n garedig**. (He / She is kind.); **Mae e'n / o'n / hi'n ffrind da**. (He / She is a good friend.) (Please see below for further examples.)
- To begin using the expression **heb os nac oni bai** (without a doubt)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Beth ydy arwr? (What is a hero?)</p> <p>Mae arwr yn ... (A hero is ...), e.g.</p> <p>Mae arwr yn berson arbennig. (A hero is a special person.)</p> <p>Mae arwr yn rhoi pobl eraill yn gynta. (A hero puts other people first.)</p> <p>Mae arwr yn meddwl am ei ffrindiau. (A hero thinks of his friends.)</p> <p>Dw i'n cytuno. (I agree.)</p> <p>Dw i'n anghytuno. (I disagree.)</p> <p>Pwy ydy dy arwr di? (Who's your hero?)</p> <p>... ydy fy arwr i. (... is my hero.)</p> <p>Roedd hi'n garedig. (She was kind.)</p> <p>Roedd hi'n feddylgar. (She was thoughtful)</p> <p>Roedd hi'n rhoi pobl eraill yn gynta. (She put other people first.)</p> <p>Roedd hi'n gweithio yn India. (She worked in India.)</p>	<p>prosiect (project)</p> <p>rhaglen, rhaglenni (programme, programmes)</p> <p>sefyll o flaen y camera (to stand in front of the camera)</p> <p>siarad â'r camera (to talk to the camera)</p> <p>siarad gydag arwyr (to talk to heroes)</p> <p>yn ddewr (brave)</p> <p>yn gryf (strong)</p> <p>pobl sâl (sick people)</p> <p>pobl dlawd (poor people)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers</p> <p>Beth sy'n digwydd? (What happens? / What's happening?)</p> <p>Ble ydyn ni? (Where are we?)</p> <p>O ble wyt ti wedi dod? (Where have you come from?)</p> <p>O ... (From ...)</p> <p>Wyt ti wedi dod o'r Pod-antur Cymraeg? (Have you come from the Pod-antur Cymraeg?)</p> <p>Ydw. / Nac ydw. (Yes. / No.)</p> <p>Sut mae Sgrin? (How's Sgrin?)</p> <p>Mae e'n / o'n drist / unig. (He's sad / lonely.)</p> <p>Pwy ydy hwn? (Who's this?)</p> <p>Beth wyt ti'n wneud? (What are you (sing.) doing?)</p> <p>Dw i'n gweithio. (I'm working.)</p> <p>Commands</p> <p>Edrycha. (Look (sing.).)</p> <p>Edrychwch. (Look (pl.).)</p> <p>Eistedda. (Sit down (sing.).)</p> <p>Other</p> <p>Dw i'n hapus ... dw i mor hapus. (I'm happy ... I'm so happy.)</p> <p>Dyfs, dyma Crad. Crad, dyma Dyfs. (Dyfs, this is Crad. Crad, this is Dyfs.)</p>	<p>arwr (hero)</p> <p>map meddwl (mind map)</p> <p>yn feddylgar (thoughtful)</p> <p>meddwl am bobl eraill (to think of other people)</p> <p>helpu pobl (to help people)</p> <p>rhoi pobl eraill yn gynta (to put other people first)</p>

Transferring patterns to everyday situations

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

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

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 ...);]

Edrycha. (Look (sing.).); [Also: **Edrychwch.** (Look (pl.).)]

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

Beth ydy hwn? (What's this?)

Eistedda. (Sit down (sing.).) [Also: **Eisteddwch.** (Sit down (pl.).)]

Dw i'n cytuno. (I agree.); **Dw i ddim yn cytuno.** (I don't agree.); **Dw i'n anghytuno.** (I disagree.)

Pwy ydy dy arwr di? (Who's your (sing.) hero?); [Also: **Pwy ydy'ch arwr chi?** (Who's your (pl.) hero?)]

Step-by-step suggestions:

- Play the film entitled **Arwr** (A hero) (Unit 5, Part 2) in its entirety.

Ask the pupils for their opinions of the film, but as they offer an opinion, agree or disagree with them using **cytuno** (to agree) / **anghytuno** (to disagree).

Dw i'n cytuno. (I agree.)

Dw i'n anghytuno. (I disagree.)

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 ddiddorol. (It's interesting.)

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

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

Mae'n gyffrous. (It's exciting.)

Mae'n ddiflas iawn. (It's very boring.)

Yn fy marn i, mae'n ddiflas iawn. (In my opinion, it's very boring.)

Heb os nac oni bai, mae'n ddiddorol iawn. (Without a doubt, it's very interesting.)

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 ddiddorol. (I think that the DVD is interesting.)

Dw i'n meddwl bod y DVD yn ddiddorol achos dw i'n hoffi dysgu am arwyr. (I think that the DVD is interesting because I like learning about heroes.)

Ask them to discuss the film in groups and to agree or disagree with each other.

- The above patterns could then be transferred to talk about Crad.

Beth wyt ti'n feddwl o Crad? (What do you (sing.) think of Crad?)

Mae e'n grêt / wych. (He's great.)

Dw i'n cytuno achos mae e'n ddoniol / wych. (I agree because he's funny / great.)

Dw i'n anghytuno achos mae e'n / o'n wirion / ddwl. (I disagree because he's silly.)

Dw i'n meddwl bod Crad yn wirion / ddwl achos mae e'n / o'n actio'n wirion / ddwl. (I think that Crad is silly because he acts silly.)

Dw i ddim yn cytuno. Dw i'n meddwl bod Crad yn ddoniol iawn ac mae e'n / o'n ffrind da i Sgrin. (I don't agree. I think that Crad is very funny and he's a good friend to Sgrin.)

- Replay the film and ask the pupils to listen out for the qualities of a hero. They should list these – or include them in a mind map similar to the one Dyfs is completing.
- Focus on the question and answer:
Pwy ydy dy arwr di? (Who's your hero?)
... ydy fy arwr i. (... is my hero.)

Ask pupils the above question.

Then ask them to give a reason for their answer, using the language they have learnt so far, e.g.

Dad ydy fy arwr i achos mae e'n / o'n garedig – mae e'n / o'n helpu fi i chwarae pêl-droed.

(Dad is my hero because he's kind – he helps me play football.)

George North ydy fy arwr i achos mae e'n / o'n chwarae rygbi'n dda iawn.

(George North is my hero because he plays rugby very well.)

Aaron Ramsey ydy fy arwr i achos mae e'n / o'n chwarae pêl-droed dros Gymru. Mae e'n / o'n wych.

(Aaron Ramsey is my hero because he plays football for Wales. He's great.)

Alex Jones ydy fy arwres i achos mae hi ar *The One Show* ac mae hi'n helpu pobl.

(Alex Jones is my heroine because she's on *The One Show* and she helps people.)

Ask them to ask each other. Encourage them to use the expressions:

Dw i'n cytuno. (I agree.)

Dw i'n anghytuno. (I disagree.)

Introduce **Cerdyn Siarad 39** (Discussion Card 39) to encourage pupils to discuss:

Pwy ydy dy arwr di? (Who's your hero?)

- Ask:
Pwy ydy arwr Crad? (Who's Crad's hero?)
Pwy ydy arwr Izzy? (Who's Izzy's hero?)

If appropriate, pupils could search for further information about **Y Fam Teresa** (Mother Teresa) and write about her simply.

- End with the reference to Crad's hero and introduce the fact file entitled **Parafeddyg** (Paramedic).

Ask some general questions about the piece to ensure that they have understood the content.

- Pupils could then take part in a hot-seating activity where they ask the paramedic some questions. Introduce **Cerdyn Siarad 40** (Discussion Card 40) to offer support and assistance if required.
A: Parafeddyg wyt ti. Rwyd ti yn y gadair goch. (You're a paramedic. You're in the hot seat.)
B: Gofynnwch gwestiynau i A. (Ask A some questions.)

One of the pupils could assume the identity of the paramedic (Partner A) and the group (Partner B) could ask him / her questions.

- You could then ask the pupils:
Pam mae'r parafeddyg yn arwr? (Why is the paramedic a hero?)
Mae'r parafeddyg yn arwr achos ... (The paramedic is a hero because ...)
- You could also read about some of the heroes in the book entitled **Pwy ydy dy arwr di?** (Who's your hero?) and discuss why they are heroes. Pupils could undertake some of the activities suggested at the back of the book and, eventually, create a similar class book.

Unit 5: Part 3 – Tân!

Aims:

- To continue with the **Arwyr** (Heroes) theme by introducing a firefighter – **diffoddwr tân**
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Please see the section entitled Transcript .	diffoddwr tân (firefighter) diffoddwyr tân (firefighters) tân (fire) mwg (smoke) larwm (alarm) canu (to ring) gorsaf dân (fire station); yr orsaf dân (the fire station) peipen ddŵr (hose pipe) seiren (siren) diffodd (to extinguish, put out) yn beryglus (dangerous) go iawn (real, proper) injan dân (fire engine)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ydych chi eisiau gweld y ffilm? (Do you (pl.) want to see the film?) Ydyn, os gwelwch yn dda. (Yes (we do) please.) Ydych chi'n arwr? (Are you a hero?) Ydych chi'n gwybod am arwr? (Do you know of a hero?) Beth ydy arwr? (What is a hero?) Other Rydyn ni'n mynd i weld arwr anhygoel. (We're going to see an amazing hero.) Mae e'n / o'n ... (He ...) Rydyn ni'n mynd i siarad am ... (We're going to talk about ...) Maen nhw'n gryf. (They're strong.) ddewr (brave) feddylgar (thoughtful) rhoi pobl eraill yn gyntaf (put other people first) Please see the section entitled Transcript .	croeso (welcome) yn ddewr (brave) heb os nac oni bai (without a doubt)

Transferring patterns to everyday situations

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

Ydych chi eisiau gweld ffilm am ...? (Do you (pl.) want to see a film about ...)

Ydyn, os gwelwch yn dda. (Yes (we do) please); [Also: **Nac ydyn, dim diolch.** (No (we don't) thank you.)]

Step-by-step suggestions:

- Play the film entitled **Tân!** (Fire!) (Unit 5, Part 3) in its entirety.

Draw attention to the following words:

tân (fire)
mwg (smoke)
larwm (alarm)
canu (to ring)
diffoddwr tân, diffoddwyr tân (firefighter, firefighters)

Ask the pupils to write questions based on the film, which they could then ask in a quiz activity, e.g.

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

[Possible answers: **Mae tân.** (There's a fire.); **Mae larwm yn canu.** (An alarm rings.); **Mae'r diffoddwyr tân yn rhedeg.** (The firefighters run / are running.)

Ble mae Dyfs? (Where's Dyfs?)

Pwy ydy'r diffoddwr tân? (Who's the firefighter?)

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

You could play the DVD so that pupils gain a better understanding and are able to write additional questions.

- Replay the beginning again, where the firefighters respond to the alarm.
 Ask pupils to write a commentary for this section. To help them, discuss what words and patterns they could use, e.g.
Bob! bach! (Goodness me!)
Mae tân. (There's a fire.)
Edrychwch ar y ... (Look at the ...)
mwg (smoke)
larwm (alarm)
canu (to ring)
diffoddwyr tân (firefighters)
rhedeg (to run)
injan dân (fire engine)
mynd (to go)
yn gyflym (quickly)
seiren (siren)
Gwrandewch! (Listen!)
Mae angen ... (... is / are needed)
peipen ddŵr (hose pipe)
masg / mwgwd (mask)
dŵr (water)
Dyma ni. (Here we are.)
i mewn (into)
yn ofalus iawn (very careful)
- As pupils watch the DVD, pause the film when Dyfs asks questions to enable pupils to answer, e.g. in the sections featuring the firefighters' clothes:
Beth ydych chi'n gallu gweld? (What can you see?)
- The fact file entitled **Diffoddwr Tân** (Firefighter) could then be introduced. After ensuring that pupils have understood the text, **Cerdyn Siarad 40** (Discussion Card 40), previously introduced in Part 2, could be adapted and reintroduced to encourage pupils to speak about the work of a firefighter, e.g.
A: Diffoddwr tân wyt ti. Rwyt ti yn y gadair goch. (You're a firefighter. You're in the hot seat.)
B: Gofynnwch gwestiynau i A. (Ask A some questions.)
- They could also discuss why the firefighter is a hero. They could then search for an image of a firefighter and write about him / her in Welsh, stating why he / she is a hero / heroine.

Transcript

The conversation between the firefighter is a natural conversation which has not been scripted beforehand and so it contains many words and patterns the pupils may not know. However, they will still be able to get the gist of what is said by focussing on words they understand and paying attention to what is seen on the film. Here is a transcript of what is said:

Dyfs: **Sut ydych chi'n clywed am dân?** (How do you hear about a fire?)

Emyr: **Gan larwm o'r uned reoli. Wedyn, (rydyn) ni'n mynd ma's ar yr alwad.** (Via an alarm from the command centre. Then we go out on the call.)

Dyfs: **Beth ydych chi'n wisgo i ymladd tân?** (What do you wear to fight a fire?)

Emyr: **Rydyn ni'n gwisgo helmet fawr, cot ac esgidiau trwm.** (We wear a big helmet, a coat and heavy shoes.)

Dyfs: **Beth ydych chi'n wneud bob dydd?** (What do you do every day?)

Emyr: **Rydyn ni'n dechrau tua hanner awr wedi wyth y bore, rydyn ni'n checo'r offer, ymarfer, mynd allan i siarad â'r cyhoedd, ac, os oes 'na alwad, rydyn ni'n mynd i'r alwad tân.** (We start about half past eight in the mornig. We check the equipment, train, go out to talk to the public and, if there's a call, we respond to the call.)

Dyfs: **Ydych chi'n gweithio yn y nos?** (Do you work at night?)

Emyr: **Rydyn ni'n gweithio drwy'r dydd a drwy'r nos.** (We work all day and all night.)

Dyfs: **Ydych chi'n mynd allan i siarad â grwpiau o bobl?** (Do you go out to speak to groups of people?)

Emyr: **Ydyn, yn ddyddiol – grwpiau ... y cyhoedd ... ma's i helpu a dangos beth i wneud os byddai tân.** (Yes, on a daily basis – groups, the public ... out to help and to show what to do if there's a fire.)

Dyfs: **Sut ydych chi'n teimlo pan rydych chi'n diffodd tân? Ydych chi'n nerfus?** (How do you feel when you're fighting a fire? Are you nervous?)

Emyr: **Na, dim rhagor oherwydd yr ymarfer a nifer y galwadau rydyn ni'n mynd arno.** (No, not now because of the training and the number of calls we attend.)

Dyfs: **Mae diffodd tân yn beryglus iawn.** (Firefighting is very dangerous.)

Emyr: **Mae tân yn beryglus iawn.** (Fire is very dangerous.)

Unit 5: Part 4 – Ozzy

Aims:

- To continue with the **Arwyr** (Heroes) theme: the work of guide dogs
- Provide pupils with the opportunity to prepare and give a presentation about their hero
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Mae Ozzy a Hanna yn ffrindiau da. (Ozzy and Hanna are good friends.) Maen nhw'n hoffi chwarae yn yr ardd. (They like to play in the garden.) Mae Ozzy yn helpu Hanna bob dydd. (Ozzy helps Hanna every day.) Mae e'n / o'n helpu Hanna i ... (He helps Hanna to ...)	palmant (pavement) yn ddiogel (safely)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ydych chi'n arwr? (Are you a hero?) Ydych chi'n gwybod am arwr? (Do you know of a hero?) Beth ydy arwr? (What is a hero?) Commands Edrychwch ar y ffilm. (Look at the film.) Other Rydyn ni'n mynd i weld arwr anhygoel. (We're going to see an incredible hero.) Mae'r arwr yma'n ffrind da. (This hero is a good friend.) Mae e'n / o'n ... (He ...)	anifail, anifeiliaid (animal, animals) arwr, arwyr (hero, heroes) rhaglen (programme) heno (tonight) syrpreis (surprise) anhygoel (incredible, amazing, awesome) ffrind anhygoel (an amazing friend) ffyddlon (faithful, loyal) heb os nac oni bai (without a doubt) yn Ne Cymru (in South Wales) hoffi (to like) chwarae (to play) mynd allan o'r tŷ (to go out of the house) cerdded (to walk) o gwmpas y dre (around the town) siopau (shops) aros (to stay, wait) yn dawel (quiet, quietly)

Transferring patterns to everyday situations

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

Edrychwch. (Look (pl.)); [Also: **Edrycha.** (sing.)]

Beth am ...? (What / How about ...?); **Syniad da.** (Good idea.); **Na, dw i ddim yn meddwl.** (No, I don't think so.)

Step-by-step suggestions:

- Play the film entitled **Ozzy** (Unit 5, Part 4) in its entirety.
- Ask the pupils:
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 ddiddorol. (It's interesting.)

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

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

Mae'n gyffrous. (It's exciting.)

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 ddiddorol. (I think that the DVD is interesting.)
Dw i'n meddwl bod y DVD yn ddiddorol achos dw i'n hoffi'r ci. (I think that the DVD is interesting because I like the dog.)

Dw i wedi mwynhau'r ffilm achos mae Ozzy'n hyfryd. (I've enjoyed the film because Ozzy is lovely.)

- Some of the above patterns could then be transferred to talk about the guide dog.

Beth wyt ti'n feddwl o'r ci? (What do you (sing.) think of the dog?)
Beth ydych chi'n feddwl o'r ci? (What do you (pl.) think of the dog?)

Mae e'n / o'n grêt / wych. (He's great.)
Mae e'n / o'n glyfar. (He's clever.)
Mae e'n / o'n garedig. (He's kind.)
Mae e'n / o'n feddylgar. (He's thoughtful.)
Mae e'n / o'n anhygoel achos mae'n (He's incredible because ...)
Mae e'n / o'n wych achos mae'n helpu Hanna. (He's great because he helps Hanna.)

Dw i'n meddwl bod y ci'n grêt / wych achos (I think that the dog is great because ...)
Dw i'n meddwl bod y ci'n grêt / wych achos mae e'n / o'n helpu Hanna. (I think that the dog is great because he helps Hanna.)
Dw i'n meddwl bod y ci'n grêt / wych achos mae e'n / o'n garedig iawn. (I think that the dog is great because he's very kind.)

- Pupils could write questions based on the film which they could ask each other in a quiz activity, e.g.
Beth ydy enw'r ferch / ci? (What's the name of the girl / dog?)
Ble maen nhw'n chwarae? (Where do they play?)
Beth maen nhw'n hoffi gwneud? (What do they like to do?)
Sut mae Ozzy yn helpu Hanna? (How does Ozzy help Hanna?)
Ydy Ozzy yn frown? (Is Ozzy brown?)
Ble mae Hanna'n mynd? (Where does Hanna go?)
etc.
- They could then read the book entitled **Arwyr** (Heroes) and undertake the activities suggested at the back of the book.
- They could also make posters or leaflets, which should include images, to explain what guide dogs do.
- They could search for signs in the local area that show that guide dogs are welcome and list these places.
- They could also write a set of rules for someone who is about to take in a guide dog to train it.
- Play the beginning of the clip again and draw particular attention to the patterns:
Dyma ... (This / Here is ...; These / Here are ...)
Mae Ozzy yn byw yn ... (Ozzy lives in ...)
Mae Ozzy yn helpu ... achos ... (Ozzy helps ... because ...)
Mae Ozzy yn helpu ... i ... (Ozzy helps ... to ...)
Mae Ozzy yn ffyddlon. (Ozzy is faithful / loyal.)

You could also revise the qualities of a hero introduced throughout this unit, e.g.

Mae ... yn ddewr. (... is brave.)
gryf (strong)
ffrind da (a good friend)
ffyddlon (faithful / loyal)
garedig (kind)
onest (honest)
rhoi pobl eraill yn gynta (puts other people first)

Pupils could then write about their hero / heroine, stating why he is a hero / she is a heroine:

Mae ... yn arwr achos ... (... is a hero because ...)
Mae ... yn arwres achos ... (... is a heroine because ...)

This could be in the form of a fact file, a leaflet, a book about heroes or a PowerPoint presentation.

Pupils should then be given the opportunity to read their work aloud.

Unit 5: Part 5 – Ydych chi’n cofio?

Aim:

- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
Beth am eich ffrind chi? (What about your friend?)	

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Pwy ydy dy arwr di? (Who’s your hero?) ... ydy fy arwr i. (... is my hero.) Mae e’n / o’n arwr achos mae e’n / o’n ... (He’s a hero because he ...) Mae hi’n arwres achos mae hi’n ... (She’s a heroine because ...) Other Dyma ... (This / Here is ...; These / Here are ...) Mae hi’n ... (She’s ...) Yn fy marn i, ... (In my opinion, ...)	coedwig (woods); y goedwig (the woods) parc (park) traeth (beach) ffair (fair) tŷ Tuduraidd (Tudor house) cerdded (to walk) rhedeg (to run) nofio (to swim) beicio (to cycle) gymnasteg (gymnastics) mwynhau (to enjoy) helpu (to help) yn ddewr (brave) yn garedig (kind) yn ffyddlon (faithful, loyal) arwr (hero) heb os nac oni bai (without a doubt)

The past tense

Es i ... Ces i ... Gwelais i ... Bwytais i ... Yfais i ... Gwisgais i ... Roedd hi’n bwrw glaw. Roedd e’n / o’n hwyf.	I went ... I had ... I saw ... I ate ... I drank ... I wore ... It was raining. It was fun.
--	--

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.

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

Beth ydy’r geiriau? (What are the words?)

Step-by-step suggestions:

- Explain that the purpose of this part of the DVD is to revise.
- Show the film entitled **Ydych chi’n cofio?** (Do you remember?) (Unit 5, Part 5) in stages, as suggested below.

Section 1

- Focus on the first section.

Using the pattern **Dyma ... yn ...** (This / Here is ... in; These / Here are ... in), pupils should explain what is to be seen in the photographs.

Pupils could then bring photographs to class and discuss these in groups. If possible, they should bring in different photographs from those discussed in Part 1.

Cerdyn Siarad 34 (Discussion Card 34) could be re-introduced to offer assistance to those who require support:

Siaradwch am eich ffotograffau chi. (Talk about your photographs.)

Section 2

- Before you play the next section, explain that pupils will be asked to introduce each other.

Play the clip, pause the film and ask the pupils to respond to the question at the end of this section:

Beth am eich ffrind chi? (What about your friend?)

This could be an oral task where pupils provide information about their friend, or they could write a brief profile and refer to this as they speak.

Cerdyn Siarad 36 (Discussion Card 36) could be re-introduced to offer assistance to those who require support:

Siaradwch am eich ffrind chi. (Talk about your friend.)

Section 3

- The aim of the next section is to revise the past tense.

Explain that pupils are going to form sentences in the past tense.

Play the DVD and ask pupils to fill in the letters in the words.

Pupils could then revise talking about the past by referring to a trip or visit in the past.

Cerdyn Siarad 37 (Discussion Card 37) could be re-introduced to offer assistance to those who require support:

Siaradwch am drip yn y gorffennol. (Talk about a trip in the past.)

Section 4

The next section is intended to revise some of the traits associated with a hero.

- Play the next section and ask the pupils to re-arrange the letters in the anagrams so that they form words associated with an **arwr** (hero).

Section 5

The final section is intended to encourage pupils to speak freely about their hero.

- Play Izzy's first answer to the question, **Pwy ydy dy arwr di?** (Who's your hero?) and ask the pupils whether her answer is **da** (good), **da iawn** (very good) or **ardderchog** (excellent).
- Show the thermometer on screen to see whether it agrees with them. Ask the pupils how she could improve her answer.
- Play the next section, and again ask whether her answer is **da** (good), **da iawn** (very good) or **ardderchog** (excellent). Ask the pupils to discuss how she has improved on the previous answer – she has answered more fully and has expressed opinions well, giving reasons.
- Ask the pupils to talk about their heroes.
- The book entitled **Pwy ydy dy arwr di?** (Who is your hero?) could then be introduced and activities suggested at the back of the book could be undertaken.

You could draw attention to the language patterns used in this book and in the other reading resources that accompany this unit and you could then ask pupils to produce a series of films about their heroes, which could involve talking to the camera as pupils introduce the heroes, role-playing

a situation where they interview the heroes, in addition to choosing opening and closing music, producing the title and end credits etc.

- In addition, you could draw attention to the idiom **bwrw hen wragedd a ffyn** (lit. to rain old ladies and sticks = to rain cats and dogs / to rain very heavily) in the section on Dai Hughes and introduce other interesting Welsh idioms, which pupils could depict in various forms.

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 respond appropriately in a variety of circumstances, e.g. asking for personal details, discussing arrangements, talking about the future and expressing opinions in a variety of situations. They are provided with opportunities to give instructions in relation to a party dance, to invite a friend to a party and to socialize in a party through the medium of Welsh. Pupils are also asked to discuss factual information in the form of comparing the time in different time zones of the world.

In addition, pupils are encouraged to talk about themselves at length in Part 3, giving as many details as possible about themselves without the aid of question cues.

There are opportunities to watch and listen to the film carefully and to extract the main points. Pupils could be given a synopsis of parts of the film, some of which could be **Cywir** (Correct) or **Anghywir** (Incorrect). They could then be asked to watch the film in order to spot the inaccuracies and correct them. Pupils are also asked to listen carefully and to write down specific patterns that are heard on the film.

Grids based on specific clips of film could be provided and pupils could be asked to fill in the necessary information, e.g. pupils could listen to Crad and Izzy's plans in relation to the party they are arranging and record them in a grid, as seen in Part 1.

Reading

Pupils are encouraged to respond to various reading materials, such as a book entitled **Dathlu** (Celebrating), which refers to celebrations around the world, **Amser** (Time), which provides interesting facts related to time and **Edrych 'Nôl ... Edrych 'Mlaen** (Looking Back ... Looking Forward) which looks back over some of the experiences the characters have had in the Pod-antur Cymraeg and their hopes for the future. This book provides patterns and vocabulary which pupils could use as they talk and write about past experiences and their hopes and aspirations. Similarly, the two profiles – one written using patterns commonly heard in South Wales and the other containing North Walian patterns – could serve as a template when pupils write or talk about themselves.

A Welsh recipe book for children could be introduced when discussing party food in order to give them ideas for preparing party food.

Writing

Pupils are provided with opportunities to write letters and e-mails inviting friends to a party and to create a colourful invitation including Welsh text. In addition, there are opportunities to write lists, quiz questions, instructions relating to a party dance, a description to accompany a self-portrait, a recipe and a diary entry.

In this unit, pupils write more detailed pieces about themselves and about past experiences and future aspirations.

English

Pupils could search for further information about some of the celebrations featured in the book entitled **Dathlu** (Celebrating), e.g. what food is eaten during the thanksgiving dinner in America and when and why is thanksgiving celebrated; facts about Saint Willibrord; facts about the last photograph in the book. Most of this information will probably be in English.

Mathematics

There are opportunities to compare the time in different time zones around the world and to make party bunting consisting of a number of equilateral or isosceles triangles.

Science

When the characters discuss the food and drink they will provide at the party, Izzy states that pop is unhealthy and suggests that Crad should drink water and fruit juice instead. Further work could be undertaken in relation to healthy / unhealthy drinks, discussing why some drinks are more healthy / unhealthy than others.

There are also opportunities to make a **brechdan arwr** (hero sandwich) and pupils could discuss healthy fillings, discussing why some are healthier than others.

History

There are references to playing ludo during the Second World War, which could lead to revising aspects of life during the Second World War. Please see Unit 3.

Geography

There are opportunities to locate places on maps, atlases, globes and to revise the points of the compass. Pupils also learn about different time zones.

The reference to **bwyd o Ewrop** (food from Europe) could lead to a discussion about where the food we eat originates.

Art and design

There are opportunities to create colourful party invitations and a self-portrait. These could then be evaluated. After reading the book entitled **Dathlu** (Celebrating), pupils could create colourful pieces of artwork to depict some of the celebrations, e.g. paintings or collages.

Please see the document entitled **P-aC4 Language Patterns** for language patterns which could be used as pupils undertake artwork and as they evaluate the work.

Design and technology

Pupils could design paper plates, mugs, serviettes and a table cloth suitable for a party, in addition to party food. They could then evaluate each other's work, using language patterns listed in the document entitled **P-aC4 Language Patterns**.

Pupils are also encouraged to make hero sandwiches and to write the recipe.

Physical education

In addition to performing the party dance seen on the film, pupils could choreograph another party dance and provide instructions regarding how it should be performed. They could also take part in Welsh folk dances or create a hopping dance after they have read the section on dancing in the book entitled **Dathlu** (Celebrating).

Music

Pupils could listen to party music and appraise it. Please see the document entitled **P-aC4 Language Patterns** for language patterns which could be used.

ICT

Pupils could search for further information about some of the celebrations featured in the book entitled **Dathlu** (Celebrating), e.g. what food is eaten during Thanksgiving in America and when and why is Thanksgiving celebrated? They could search for facts about Saint Willibrord and information relating to the last photograph in the book entitled **Dathlu** (Celebrating).

Pupils are encouraged to design invitations and a recipe for **brechdan arwr** (hero sandwich).

Education for Sustainable Development and Global Citizenship

Different European celebrations are introduced and there are opportunities to discuss different time zones.

PSE

There are opportunities to discuss healthy food and drinks.

Developing Thinking

Pupils are given opportunities throughout the unit to use prior knowledge. They are asked to plan and develop ideas through the medium of Welsh, e.g. in relation to arranging a party and to respond to their own work and to that of others. They are also asked to consider ways of improving their work, e.g. by expressing opinions in greater depth at the beginning of Part 5. They are asked to work out what a **brechdan arwr** (hero sandwich) is and to create and write a recipe. They are asked to search for information relating to the last photograph in the book entitled **Dathlu** (Celebrating), after being given a number of clues.

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 on the internet and to present it in an appropriate format, making use of appropriate software.

Developing number

Pupils develop their number skills in this unit by using cardinal numbers and by discussing different time zones.

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 – Parti ... parti ... parti

Aims:

- This unit concentrates on the theme of celebration, in particular organizing a party to celebrate friendship, the end of an era, the beginning of a new era. The main aim of this unit, therefore, is to discuss arrangements for a party. This will revise language patterns previously introduced in the Pod-antur Cymraeg series, when Crad and Ffion arranged a St David's Day party (Pack 1) and Dyfs and Izzy arranged a World Book Day celebration (Pack 2).
- To introduce a new pattern associated with expressing wishes: **Hoffwn i ...** + soft mutation (I would like ...)
- To reinforce language patterns that will help pupils develop discussions through the medium of Welsh, e.g. **Dw i'n cytuno achos ...** (I agree because ...); **Dw i ddim yn cytuno achos ...** (I don't agree because ...); **Dw i'n anghytuno achos ...** (I disagree because ...)
- To revise patterns associated with expressing opinions in order to extend and develop their discussions
- To revise and use in meaningful contexts vocabulary and patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
Dw i'n cytuno. (I agree.) Dw i'n cytuno achos ... (I agree because ...) Dw i ddim yn cytuno. (I don't agree.) Dw i ddim yn cytuno achos ... (I don't agree because ...) Dw i'n anghytuno. (I disagree.) Dw i'n anghytuno achos ... (I disagree because ...) Hoffwn i ... (+soft mutation) (I would like / I'd like ...) Hoffwn i gael parti. (I'd like to have a party.) Hoffwn i chwarae gemau. (I'd like to play games.) Hoffwn i gael hwyl. (I'd like to have fun.) Hoffwn i ddawnsio . (I'd like to dance.) Hoffwn i fwyta bwyd blasus. (I'd like to eat tasty food.) Beth ydyn ni'n mynd i wneud? (What are we going to do?) Bydd e'n / o'n hwyl. (It will be fun.)	dillad pob dydd (everyday clothes) wythnos nesa (next week) sosejis ar ffyn (sausages on sticks) caws ar ffyn (cheese on sticks) ein parti ni (our party) syniad twp = syniad gwirion (a silly idea)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Wyt ti eisiau bwyd? (Do you (sing.) want food?) Ydw, os gwelwch yn dda. (Yes, please.) Beth am chwarae gêm? (What / How about playing a game?) Syniad da. (Good idea.) Pa gêm? (What game?) Pwy ydy'r arwr? (Who's the hero?) Beth wyt ti'n wneud? (What are you (sing.) doing?) Dw i'n ... (I'm ...) Beth sy ar y ffilm? (What's on the film?) Pa gemau? (What games?) Commands Dewch i chwarae gêm. (Come (pl.) to play a game.) Edrychwch. (Look (pl.).) Other Mae ... yn ... (... is / are ...) Maen nhw'n ... (They're ...) Rydyn ni ... (We're ...) Expressing opinions Beth wyt ti'n feddwl o'r parti? (What do you (sing.) think of the party?)	bwyd (food) chwarae (to play) dawnsio (to dance) cael (to have) dillad smart (smart clothes) ble (where) pryd (when) diod (drink) dyddiad (date) amser (time) yfory (tomorrow) ffonio (to phone) e-bostio (to e-mail) tectio (to text) dydd Sadwrn (Saturday) brecheddanau (sandwiches) pizza (pizza) ffrwythau (fruit) cacen (cake) dŵr (water) sudd ffrwythau (fruit juice) taflu (to throw)

Dw i'n meddwl bod y parti'n hwyl. (I think that the party is fun.) Rwy'ti'n edrych yn smart. (You look smart.) Yn fy marn i, mae'r miwsig yn wych. (In my opinion, the music is great.)	Sbaen (Spain) Yr Eidal (Italy)
---	-----------------------------------

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. / Nac ydw.** (Yes (I do). / No (I don't).); **Ydych chi eisiau ...?** Do you (pl.) want ...?); **Ydyn. / Nac ydyn.** (Yes (we do). / No (we don't).)

Beth am (ddawnsio / chwarae gêm)? (What / How about dancing / playing a game?); **Syniad da.** (Good idea.)

Beth wyt ti'n feddwl o'r ...? (What do you (sing.) think of the ...?); **Dw i'n meddwl bod y ... yn ...** (I think that the ... is ...)

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

Dw i'n cytuno. (I agree.); **Dw i ddim yn cytuno.** (I don't agree.); **Dw i'n anghytuno.** (I disagree.)

Step-by-step suggestions:

- Show the film entitled **Parti ... parti ... parti** (Party ... party ... party) (Unit 6, Part 1), up to the point where Crad asks Beca:
Beth wyt ti eisiau yn y parti? (What do you want in the party?)
and she replies
Wel, hoffwn i gael ... (Well, I'd like to have ...)
- Ask the pupils some general questions in order to ensure that they have understood the clip:
Beth sy'n digwydd? (What's happening?)
Ble mae'r plant? (Where are the children?)
Beth mae'r plant yn wneud yn y parti? (What do the children do at the party?)
Sut mae Sgrin yn teimlo? (How does Sgrin feel?) (Pupils will have to interpret how he feels from what he says and the way he speaks.)
Beth mae Sgrin eisiau? (What does Sgrin want?)
Mae Sgrin eisiau cael parti. (Sgrin wants to have a party.)
chwarae gemau parti (to play party games)
cael hwyl gyda ffrindiau (to have fun with friends)
cael llawer o hwyl gyda ffrindiau (to have a lot of fun with friends)
- Draw attention to his actual words:
O, hoffwn i gael parti. (Oh, I'd like to have a party.)
Hoffwn i chwarae gemau parti. (I'd like to play party games.)
Hoffwn i gael hwyl gyda ffrindiau. (I'd like to have fun with friends.)
Hoffwn i gael llawer o hwyl gyda ffrindiau. (I'd like to have a lot of fun with friends.)

Ask the pupils whether **Hoffwn i** resembles another word they already know (**hoffi**) and explain the meaning:

Hoffwn i ... – I would like / I'd like ...

If appropriate you could explain that there is a letter change in words that follow this expression.

Practise this pattern:

Beth wyt ti eisiau gwneud heno? (What do you want to do tonight?)

Hoffwn i nofio. (I'd like to swim.)

chwarae pêl-droed (to play football)

chwarae gêm cyfrifiadur (to play a computer game)

fwyta pizza (to eat pizza)

wylïo'r teledu (to watch the television)

Beth wyt ti eisiau gwneud nawr / rŵan? (What do you want to do now?)

Hoffwn i fynd allan i chwarae. (I'd like to go out to play.)

ddarllen (to read)

ddefnyddio'r cyfrifiadur (to use the computer)

- Replay the section and draw attention to the patterns. Draw particular attention to the final question in this section:
Beth wyt ti eisiau yn y parti? (What do you want in the party?)

and Izzy's response:

Wel, hoffwn i gael ... (Well, I'd like to have ...)

Explain that the pupils are going to arrange a party – to celebrate the end of term, the end of the year or another occasion.

Ask them to discuss in general what they would like to have in this party. Introduce **Cerdyn Siarad 41** (Discussion Card 41) to prompt them:

Rydych chi'n mynd i drefnu parti, ond beth ydych chi eisiau yn y parti? (You're going to arrange a party, but what do you want in the party?)

Siaradwch am hyn. (Talk about this.)

Compare ideas.

- Play the remainder of the film, where Crad and Izzy arrange their party.

You could then give each pupil a grid similar to the one below, play the clip again and ask the pupils to write the decisions in the appropriate sections.

Draw attention to the new expression: **dillad pob dydd** (everyday clothes)

Parti Crad ac Izzy	
Ble:	
Pryd:	Dydd ... Amser
Bwyd:	
Diod:	
Pwy:	
Dillad:	
Gwneud:	

- Replay the clip and pause after the answer to each section has been given so that pupils can check their work.
- Then, ask pupils to draw a mind map (possibly similar to the one seen on the film) to help them discuss the party they are going to arrange. This will provide an opportunity to revise language patterns previously introduced in Pack 1, when Crad and Ffion arranged a St David's Day party and in Pack 2, when Dyfs and Izzy arranged a World Book Day celebration. Draw particular attention to these patterns:
Dw i'n cytuno. (I agree.)
Dw i ddim yn cytuno. (I don't agree.)
Dw i'n anghytuno. (I disagree.)

Before they start, revise the patterns they will need and introduce **Cerdyn Siarad 42** (Discussion Card 42) to offer support and assistance.

Trefnwch eich parti chi. (Arrange your party.)

As they discuss, pupils should complete the mind maps.

Ask the pupils to keep these safe as they will be required to tell others about their party at the beginning of Part 2.

- Play the section again, where Crad refers to throwing tomatoes and oranges and ask:
Ble mae pobl yn taflu tomatos? (Where do people throw tomatoes?)
orennau (oranges)
- Pam mae pobl yn taflu tomatos?** (Why do people throw tomatoes?)
orennau (oranges)
- Introduce the book entitled **Dathlu** (Celebrating) and concentrate on the section that deals with throwing tomatoes and throwing oranges during festivals in Spain and Italy (pages 10-11).

Ask

Beth wyt ti'n feddwl o daflu tomatos / orennau? (What do you (sing.) think of throwing tomatoes / oranges?)

Beth ydych chi'n feddwl o daflu tomatos / orennau? (What do you (pl.) think of throwing tomatoes / oranges?)

Mae'n grêt / wych.	(It's great.)
Mae'n ddiddorol.	(It's interesting.)
Mae'n hwyl.	(It's fun.)
Mae'n ofnadwy.	(It's awful.)
Mae'n gyffrous iawn.	(It's very exciting.)
Mae'n ddiflas iawn.	(It's very boring.)
Mae'n dwp / wirion iawn.	(It's very silly.)

Yn fy marn i, mae taflu tomatos yn grêt / wych. (In my opinion, throwing tomatoes is great.)

hwyl	(fun)
ddiddorol	(interesting)
ofnadwy	(awful)
gyffrous	(exciting)
ddiflas iawn	(boring)
dwp / wirion iawn	(silly)
frwnt / fudr	(dirty)

Dw i'n meddwl bod taflu tomatos yn grêt / wych. (I think that throwing tomatoes is great.)

Dw i'n meddwl bod taflu tomatos yn ddiddorol. (I think that throwing tomatoes is interesting.)

Dw i'n meddwl bod taflu tomatos yn dwp / wirion achos mae pobl eisiau bwyta tomatos. (I think that throwing tomatoes is very silly because people want to eat tomatoes.)

Ask them to comment on each other's responses:

Dw i'n cytuno achos ... (I agree because ...)

Dw i ddim yn cytuno achos ... (I don't agree because ...)

Read the remainder of the book and introduce the activities suggested at the back of the book as appropriate.

Unit 6: Part 2 – Faint o'r gloch ydy hi?

Aims:

- To continue with the party theme
- To revise **Bydda i'n ...** (I'll (be) ...) and **Bydd ...** (He / She / It will (be) ... / There will be ...) and introduce further patterns in the future tense: **Ble / Pryd fydd y parti?** (Where / When will the party be?); **Bydd y parti ...** (The party will be ...); **Beth fydd yn y parti?** (What will be in the party?); **Beth fyddwn ni'n wneud?** (What will we do?); **Byddwn ni'n ...** (We will ...)
- To revise language patterns that will help pupils develop discussions through the medium of Welsh, e.g. **Dw i'n cytuno achos ...** (I agree because ...); **Dw i ddim yn cytuno achos ...** (I don't agree because ...); **Dw i'n anghytuno achos ...** (I disagree because ...);
- To undertake mathematical work in relation to time zones 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>Ble fydd y parti? (Where will the party be?) Bydd y parti yn y Pod-antur Cymraeg. (The party will be in the Pod-antur Cymraeg) Pryd fydd y parti? (When will the party be?) Bydd y parti wythnos nesa. (The party will be next week.) Pwy fydd yn y parti? (Who will be at the party?) Beth fydd yn y parti? (What will be in the party?) Bydd bwyd blasus yn y parti. (There will be tasty food in the party.) Byddwn ni'n dawnsio. (We'll dance.) Byddwn ni'n chwarae gemau. (We'll play games.) Byddwn ni'n bwyta ... (We'll eat ...) Byddwn ni'n cael hwyl. (We'll have fun.) Fyddwn ni ddim yn taflu tomatos. (We won't throw tomatoes. / We won't be throwing tomatoes.) Bydda i yno. (I'll be there.) Bydda i'n hapus. (I'll be happy.) Bydd Sgrin yn hapus. (Sgrin will be happy.)</p> <p>Beth wyt ti eisiau dweud? (What do you want to say?)</p>	<p>ar ffyn (on sticks) sosejis ar ffyn (sausages on sticks) caws ar ffyn (cheese on sticks) i ddechrau (to begin with)</p> <p>Amser (Time) un awr (one hour) dwy awr (two hours) tair awr (three hours) pedair awr (four hours) plws (plus) adio (to add) ar y blaen i Gymru (ahead of Wales)</p> <p>minws (minus) tynnu (to subtract) ar ôl Cymru (after Wales)</p>

Combining patterns

<p>Bydd parti yn y Pod-antur Cymraeg dydd Sadwrn nesaf am bedwar o'r gloch. Byddwn ni'n dawnsio ac yn chwarae gemau ac yn bwyta bwyd blasus.</p>	<p>There will be a party in the Pod-antur Cymraeg next Saturday at four o'clock. We'll dance and play games and eat tasty food.</p>
---	--

Familiar patterns and vocabulary

Patterns	Main vocabulary
<p>Questions and answers Beth am anfon e-bost at Dyfs a Beca? (What about sending an e-mail to Dyfs and Beca?) Syniad da. (Good idea.) Beth nesa(f)? (What next?) Wyt ti eisiau dod i barti Sgrin? (Do you (sing.) want to come to Sgrin's party?) Ydw, os gwelwch yn dda. (Yes (I do), please.) Am faint o'r gloch? (At what time?)</p>	<p>parti (party) wythnos nesaf (next week) dydd Sadwrn nesaf (next Saturday) ffonio (to phone) e-bostio (to e-mail) tecstio (to text) sosejis (sausages) dawnsio (to dance) chwarae (to play)</p>

<p>Am bedwar o'r gloch. (At four o'clock.) Faint o'r gloch ydy hi? (What time is it?) Mae hi'n bump o'r gloch. (It's five o'clock.) Gawn ni help os gwelwch yn dda? (May we have some help please?) Gawn ni weld map o'r byd? (May we see a map of the world?) Cewch, wrth gwrs. (Yes, of course (you may).) / Na chewch, mae'n ddrwg gen i. / mae'n flin 'da fi. (No (you may not) sorry.) Beth sy'n bod? (What's the matter?) Wyt ti'n gallu gweld symbol ar y map? (Can you (sing.) see a symbol on the map?) Ydw. / Nac ydw. (Yes. / No.) Ble mae Tom? (Where's Tom?) Mae e / o yn Canberra dw i'n meddwl. (He's in Canberra I think.) Commands Edrychwch ar eich watshys. (Look (pl.) at your watches.) Edrycha ar y map. (Look (sing.) at the map.) Paid ffonio ... (Don't (sing.) phone.) Other Dw i'n cytuno. (I agree.) Dw i ddim yn cytuno. (I don't agree.) Mae ... yn dod. (... is coming.) Dyma ni. (Here we are.) Rydyn ni'n mynd i ... (We're going to ...) Mae hi'n bump o'r gloch. (It's five o'clock.) Mae hi'n bum munud wedi pump. (It's five past five.) Mae hi'n ddeg munud wedi pump. (It's ten past five.)</p>	<p>taflu (to throw) tomatos (tomatoes) orenau (oranges) hwyl (fun) llawer o hwyl (a lot of fun) anfon (to send) ym Mharis (in Paris) yng Nghymru (in Wales) y Ffindir (Finland) 'nôl (back) yn drist (sad) yn unig (lonely) heb os nac oni bai (without a doubt)</p>
--	--

Transferring patterns to everyday situations

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

Dw i'n cytuno. (I agree); **Dw i'n anghytuno.** (I disagree)

Gwrandda. (Listen (sing.)); **Gwrandewch.** (Listen (pl.));

Wyt ti eisiau ...? (Do you (sing,) want ...?); **Ydw. / Nac ydw.** (Yes (I do), / No (I don't).); **Ydych chi eisiau ...?** (Do you (pl,) want ...?); **Ydyn. / Nac ydyn.** (Yes (we do), / No (we don't).)

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

Gawn ni help os gwelwch yn dda? (May we have some help please?); **Cewch, wrth gwrs.** (Yes, of course (you may).)

Wyt ti'n gallu gweld ... (ar y map / yn y llun)? (Can you (sing.) see ... (on the map / in the picture)?)

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

Pardwn? (Pardon?)

Dim problem. (No problem.)

Step-by-step suggestions:

- Play the film entitled **Faint o'r gloch ydy hi?** (What time is it?) (Unit 6, Part 2) up to the point where Izzy sends an e-mail. In this section, Crad and Izzy discuss the decisions they have made in relation to the party and use the future tense forms to refer to the party that **will** happen in the future.

Draw attention to the future tense forms in the clip. Then, play the clip again and ask the pupils to listen out for the **bydd** forms which denote the future tense. Ask the pupils to raise a hand each time they hear the future tense forms. The patterns heard on the film are listed on the next page:

Ble fydd y parti? (Where will the party be?)

Bydd y parti yn y Pod-antur Cymraeg. (The party will be in the Pod-antur Cymraeg.)

Pryd fydd y parti? (When will the party be?)

Bydd y parti dydd Sadwrn nesaf. (The party will be next Saturday.)

Beth fydd yn y parti? (What will be in the party?)

Bydd bwyd parti ... bydd brechdanau ... (There will be party food ... there will be sandwiches/)

Pwy fydd yn y parti? (Who will be at the party?)

Beth fyddwn ni'n wneud? (What will we do?)

Byddwn ni'n dawnsio. (We'll dance.)

Dw i'n cytuno – byddwn ni'n dawnsio. (I agree – we'll dance.)

Byddwn ni'n chwarae gemau. (We'll play games.)

Dw i'n cytuno – byddwn ni'n chwarae gemau. (I agree – we'll play games.)

Byddwn ni'n taflu tomatos (We'll throw tomatoes.)

Dw i DDIM yn cytuno – fyddwn ni DDIM yn taflu tomatos. (I DON'T agree – we will NOT throw tomatoes.)

O wel ... byddwn ni'n taflu orennau. (Oh, well ... we'll throw oranges.)

Dw i ddim yn cytuno – fyddwn ni DDIM yn taflu orennau. (I don't agree – we WON'T throw oranges.)

Byddwn ni'n cael hwyl. (We'll have fun.)

Byddwn ni'n cael llawer o hwyl. (We'll have a lot of fun.)

Bydd parti yn y Pod-antur Cymraeg. (There will be a party in the Pod-antur Cymraeg.)

Bydd parti yn y Pod-antur Cymraeg dydd Sadwrn nesaf am bedwar o'r gloch. (There will be a party in the Pod-antur Cymraeg next Saturday at four o'clock.)

Byddwn ni'n dawnsio ... ac yn chwarae gemau ... ac yn bwyta bwyd blasus. (We'll dance ... and play games ... and eat tasty food.)

- Ask the pupils to refer back to the party they recorded on their mind maps and to tell other groups what **will** happen at this party. Introduce **Cerdyn Siarad 43** (Discussion Card 43) to provide assistance as necessary:

Dwedwch wrth grŵp arall am eich parti chi. (Tell another group about your party.)

- Pupils could then design colourful invitations to their party using the patterns listed above. They should try to say as much as possible about the party.

They could also send letters or e-mails inviting friends to their party.

- Play the next section – the conversation with Beca – up to the point where Beca hangs up.

Again, draw attention to the patterns, play the section again and ask pupils to raise a hand each time they hear the **bydd** patterns.

Ask them to list the questions asked in the piece.

Discuss these and list them on the white board. The transcript of the relevant section can be seen on the next page.

Beca:	Helo.
Crad:	Bonjour, Beca.
Beca:	Mmm ... Bonjour.
Crad:	C'est Crad ici.
Beca:	Crad ... sut wyt ti?
Crad:	Dw i'n dda iawn diolch. Sut wyt ti?
Beca:	Da iawn, diolch.
Crad:	Gwranda. Wyt ti eisiau dod i barti Sgrin?
Beca:	Pryd?
Crad:	Dydd Sadwrn nesaf.
Beca:	Am faint o'r gloch?
Crad:	Am bedwar o'r gloch. Wyt ti eisiau dod?
Beca:	O, ydw, os gwelwch yn dda. Wwww, beth fydd yn y parti?
Crad:	Bydd bwyd blasus ... a miwsig ... a gemau.
Ffion:	Beth fyddwn ni'n wneud yn y parti?
Crad:	Byddwn ni'n bwyta bwyd blasus – wrth gwrs! Byddwn ni'n dawnsio a byddwn ni'n chwarae gemau parti.
Beca:	Gwych!

Beca:	Hello.
Crad:	Bonjour, Beca.
Beca:	Mmm ... Bonjour.
Crad:	C'est Crad ici. (It's Crad here.)
Beca:	Crad ... how are you?
Crad:	I'm fine thanks. How are you?
Beca:	Very well, thanks.
Crad:	Listen. Do you want to come to Sgrin's party?
Beca:	When?
Crad:	Next Saturday.
Beca:	At what time?
Crad:	At four o'clock. Do you want to come?
Beca:	Oh, yes please. Wwww, what will there be at the party?
Crad:	There'll be tasty food ... and music ... and games.
Ffion:	What will we do at the party?
Crad:	We'll eat tasty food – of course! We'll dance and we'll play party games.
Beca:	Great!

Introduce **Cerdyn Siarad 44** (Discussion Card 44) and, using the language patterns listed on the card, ask pupils to role play a situation similar to the one seen in the film:

A: Crad wyt ti. Rwyd ti'n ffonio Beca. (You're Crad. You're phoning Beca.)

B: Beca wyt ti. (You're Beca.)

Siaradwch. (Talk.)

They could then adapt this situation so that they invite pupils from other groups to the party they are arranging.

- Play the clip again and draw attention to the background music. Discuss as usual, e.g.
Pa offeryn ydych chi'n gallu clywed? (What instrument can you hear?) (You could play other pieces featuring the accordion, show photographs showing the instrument being played in French settings etc. You could also discuss 'national' instruments, e.g. the harp associated with Wales, etc.)
Beth wyt ti'n feddwl o'r miwsig? (What do you think of the music?)
Dw i'n meddwl bod y miwsig yn ... (I think that the music is ...)

Sut wyt ti'n teimlo? (How do you feel?)
Dw i'n teimlo'n ... (I feel ...)

- Before you play the next section of film, revise the time in Welsh.

Introduce the expressions:

plws (plus)

ar y blaen i (ahead of)

- Play the remainder of the film.

Ask the pupils to write 5 questions each which relate to the film, e.g.

Faint o'r gloch ydy hi yng Nghymru / yn y Pod-antur Cymraeg? (What time is it in Wales / in the Pod-antur Cymraeg?) (Assume that the Pod-antur Cymraeg is hovering over Wales.)

Faint o'r gloch ydy hi ym Mharis? (What time is it in Paris?)

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

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

Ble mae Crad ac Izzy'n mynd gynta? (Where do Crad and Izzy go first?)

Ble mae Crad ac Izzy'n mynd wedyn? (Where do Crad and Izzy go afterwards?)

Beth ydy'r symbol wrth ochr Paris? (What's the symbol by the side of Paris?)

Beth ydy'r symbol wrth ochr Canberra? (What's the symbol by the side of Canberra?)

Beth ydy prifddinas y Ffindir / Norwy? (What's the capital city of Finland / Norway?) (This refers back to Unit 5.)
etc.

- Concentrate on the map and discuss the time zones. Draw attention to the symbols and explain:
Edrychwch ar y symbol – plws (un / dau / tri). (Look at the symbol – plus (one / two / three).)
Mae (name of place) ... un awr / dwy awr / tair awr / pedair awr / pump awr ...) **ar y blaen i Gymru.** ((name of place) is one hour / two hours / three hours / four hours / five hours ahead of Wales.)
Rhaid adio ... (Must add (the number).)
Mae hi'n un o'r gloch yng Nghymru – faint o'r gloch ydy hi yn ...? (It's one o'clock in Wales, what time is it in ...?)

After practising this, introduce the map in the book entitled **Amser** and ask the pupils to ask each other these questions. The language patterns and vocabulary are listed on pages 8-9.

Although the following patterns are not shown on the film, you could also introduce:

Edrychwch ar y symbol – minws (un / dau / tri). (Look at the symbol – minus (one / two / three).)

Mae ... un awr / dwy awr / tair awr / pedair awr / pump awr ... **ar ôl Cymru.** ((name of country) is one hour / two hours / three hours / four hours / five hours ... behind Wales.)

Rhaid tynnu ... (Must subtract ... (the number).)

Mae hi'n ddeg o'r gloch yng Nghymru – faint o'r gloch ydy hi yn ...? (It's ten o'clock in Wales – what time is it in ...?)

You could then refer once again to the book entitled **Amser** (Time) and ask the pupils to discuss the time in countries located to the west of Wales.

Further work could be undertaken in relation to time zones as appropriate.

- Pupils could also read other sections of the book entitled **Amser** (Time) before undertaking the activities listed at the back of the book.

Please note: On page 5 of the book, there are references to the twenty four hour clock. Although we say "sixteen hundred hours", "twenty one hours" in English, we must use the usual way of referring to time in Welsh and add one of the following to explain which part of the day we are referring to:

y bore (a.m. – (in) the morning)

y prynhawn (p.m. – (in) the afternoon)

y nos (p.m. – (at) night)

Therefore,

9:00 – **Mae hi'n naw o'r gloch y bore.**

21:00 – **Mae hi'n naw o'r gloch y nos.**

Pupils could undertake further work associated with the 24 hour clock as appropriate.

- They could then express opinions about the book, e.g.

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'n grêt / wych. (It's great.)

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 llyfr yn grêt / wych. (I think that the book is great.)

Dw i'n meddwl bod y llyfr yn ddiddorol. (I think that the book is interesting.)

Dw i'n meddwl bod y llyfr yn ddiddorol achos dw i'n hoffi dysgu am amser. (I think that the book is interesting because I like learning about time.)

Yn fy marn i, mae'r llyfr yn ddiddorol achos dw i wedi dysgu am (In my opinion, the book is interesting because I've learnt about ...)

Mae'r llyfr yn ddiddorol – heb os nac oni bai. (The book is interesting, without a doubt.)

Dw i wedi mwynhau dysgu am amser. (I've enjoyed learning about time.)

Unit 6: Part 3 – Ffrindiau

Aims:

- To continue the party theme: socializing in a party setting
- To enable pupils to speak in detail about themselves
- To enable pupils to write detailed profiles about themselves
- To introduce **Mae gen i ...** (I've got – North Wales); **Mae ... gyda fi.** (I've got – South Wales)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
<p>Wyt ti'n nabod ...? (Do you know ...)</p> <p>Ydw. / Nac ydw. (Yes (I do). / No (I don't).)</p> <p>Pryd mae dy ben-blwydd di? (When's your birthday?)</p> <p>(Mae fy mhen-blwydd i ar ...) Chwefror chwech. ((My birthday is on) February the sixth.)</p> <p>Beth wyt ti'n hoffi gwneud? (What do you like to do?)</p> <p>Beth ydy dy hoff fwyd di? (What's your favourite food?)</p> <p>... ydy fy hoff fwyd i. (... is my favourite food.)</p> <p>[Beth ydy dy gas fwyd di?] (What's the food you like least of all (lit. What's your hated food?))</p> <p>[... ydy fy nghas fwyd i. (... is the food I like least of all (lit. my hated food).)]</p> <p>South Wales</p> <p>Oes ... gyda ti? (Have you (sing.) got ...?)</p> <p>Oes, mae ... gyda fi. (Yes, I've got ...)</p> <p>[Nac oes, does dim ... gyda fi.] (No, I haven't got ...)</p> <p>Oes brawd gyda ti? (Have you (sing.) got a brother?)</p> <p>Oes, mae brawd gyda fi. (Yes, I've got a brother.)</p> <p>[Nac oes, does dim brawd gyda fi.] (No, I haven't got a brother.)</p> <p>North Wales</p> <p>Oes gen ti ... (+ soft mutation)? (Have you (sing.) got ...?)</p> <p>Oes, mae gen i ... (+ soft mutation). (Yes, I've got ...)</p> <p>[Nac oes, does gen i ddim ...] (No, I haven't got ...)</p> <p>Oes gen ti frawd? (Have you (sing.) got a brother?)</p> <p>Oes, mae gen i frawd. (Yes, I've got a brother.)</p> <p>[Nac oes, does gen i ddim brawd.] (No, I haven't got a brother.)</p>	<p>nabod (to know a person)</p> <p>tŷ teras (terraced house)</p> <p>tŷ semi (semi-detached house)</p> <p>wrth ochr (by the side of)</p> <p>Chwefror (February)</p> <p>Ebrill (April)</p> <p>brawd (brother)</p> <p>chwaer (sister)</p> <p>anifail anwes (pet)</p> <p>o'r enw (named)</p> <p>fy mrawd (my brother)</p> <p>fy chwaer (my sister)</p> <p>popeth (everything)</p>

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Ble mae'r bwyd? (Where's the food?) Ble wyt ti'n byw? (Where do you live?) Beth ydy'r rhain? (What are these?) Ydych chi'n barod? (Are you (pl.) ready?) Ydyn. / Nac ydyn. (Yes (we are). / No (we're not).) Other Mae'n ddrwg gen i. / Mae'n flin 'da fi. (I'm sorry.) Dyma ... (This / Here is ... / These / Here are ...) Mae e'n / o'n frown / ddu. (He's / It's brown / black.) Yn fy marn i ... (In my opinion, ...) Mae ... yn dda i chi. (... is / are good for you.) Dw i wrth fy modd yn ... (I love ... / I'm really, really happy.) Dw i eisiau bwyd. (I'm hungry. / I want some food.)	neis (nice) fel (like) parti pen-blwydd (birthday party) ffrind da (good friend) ffyddlon (faithful / loyal) mwynhau (to enjoy) cerdded (to walk) rhedeg (to run) cadw'n heini (to keep fit) nofio (to swim) gwersylla (to camp) heb os nac oni bai (without a doubt) anrheg, anrhegion (present, presents) yr Ail Ryfel Byd (the Second World War)
Please see the transcript at the end of this part of the unit.	

Transferring patterns to everyday situations

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

Mae'n ddrwg gen i. / Mae'n flin 'da fi. (I'm sorry.); **Dim problem.** (No problem.)

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

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

Ydych chi'n barod? (Are you (pl.) ready?); **Ydyn. / Nac ydyn.** (Yes (we are). / No (we're not).)

Step-by-step suggestions:

- Play the film entitled **Ffrindiau** (Friends) (Unit 6, Part 3) up to the point where Crad leaves to get the food.

Draw attention to the following patterns and play the clip again so that pupils can hear them clearly:

Wyt ti'n nabod ...? (Do you know ...?)

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

Ask pupils to imagine that they are in a party or other similar situation where they have to introduce two or more characters to each other. Ask them to act out this situation using the above patterns.

- Draw attention to the table and ask:
Beth sy ar y bwrdd? (What's on the table?)
Platiau parti. (Party plates)
Mygiau parti. (Party mugs)
Lliain bwrdd parti. (Party tablecloth) (This will probably be new.)
Serviettes parti. (Party serviettes)

Pupils could then design their own range of party plates, boxes, gift bags, mugs, serviettes etc. As they work, they should describe what they are doing in Welsh:

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

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

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

Dw i'n tynnu llun ... (I'm drawing.)

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

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

Dw i'n argraffu llun ... (I'm printing a picture.)

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

They could then arrange a display of the party ware and evaluate each other's work using language patterns listed in the document entitled **P-aC4 Language Patterns**.

- Then, play either the next section of film (South Wales version) **or** the clip that follows this section (North Wales version), depending on where the school is situated. Do not show both clips to the pupils.

- The South Wales section features Izzy and Ffion and contains South Walian forms.
- The North Wales section features Dyfs and Beca and contains North Walian forms.

- Ask the pupils questions based on the film, e.g.
Ble mae Ffion / Dyfs yn byw? (Where does Ffion / Dyfs live?)
Pryd mae pen-blwydd Ffion / Dyfs? (When is Ffion's / Dyfs' birthday?)
Beth mae Ffion / Dyfs yn hoffi gwneud? (What does Ffion / Dyfs like to do?)
Beth ydy hoff fwyd Ffion / Dyfs? (What's Ffion's / Dyfs' favourite food?)

Listen to the clip again and draw attention to the questions that the pupils are already familiar with, i.e.

Ble wyt ti'n byw? (Where do you live?)
Beth wyt ti'n hoffi gwneud? (What do you like to do?)
Beth ydy dy hoff fwyd di? (What's your favourite food?)

If the following has not already been introduced, introduce it now – but pupils will probably know

Pryd mae ..? (When is / are ...?) e.g.
Pryd mae dy ben-blwydd? (When is your birthday?)
Chwefror chwech. (February the sixth.)
Mae fy mhen-blwydd i ar ... (My birthday is on ...)

Pupils should then role-play a situation where they meet up with 2 people in a party. One of them asks whether the other two know each other. He / she introduces them. These two characters then ask each other the above questions.

- Introduce the following:

SOUTH WALES

Oes brawd gyda ti? (Have you got a brother?)
Oes chwaer gyda ti? (Have you got a sister?)
Oes anifail anwes gyda ti? (Have you got a pet?)

Oes, mae brawd gyda fi. (Yes, I've got a brother.)
Oes, mae chwaer gyda fi. (Yes, I've got a sister.)
Oes, mae anifail anwes gyda fi. (Yes, I've got a pet.)

The negative forms – not heard on the DVD:

Nac oes, does dim brawd gyda fi. (No, I haven't got a brother.)
Nac oes, does dim chwaer gyda fi. (No, I haven't got a sister.)
Nac oes, does dim anifail anwes gyda fi. (No, I haven't got a pet.)

NORTH WALES

Oes gen ti frawd? (Have you got a brother?)
Oes gen ti chwaer? (Have you got a sister?)
Oes gen ti anifail anwes? (Have you got a pet?)

Oes, mae gen i frawd. (Yes, I've got a brother.)
Oes, mae gen i chwaer. (Yes, I've got a sister.)
Oes, mae gen i anifail anwes. (Yes, I've got a pet.)

The negative forms – not heard on the DVD –

Nac oes, does gen i ddim brawd. (No, I haven't got a brother.)
Nac oes, does gen i ddim chwaer. (No, I haven't got a sister.)
Nac oes, does gen i ddim anifail anwes. (No, I haven't got a pet.)

You could then give the pupils grids similar to the one below or questionnaires to use as they ask each other these questions:

enw	brawd (✓ / ✕)	chwaer (✓ / ✕)	anifail anwes (✓ / ✕)

As pupils progress and grow in confidence, they could develop the conversation, e.g.:

SOUTH WALES

Oes brawd gyda ti? (Have you got a brother?)

Oes, mae brawd gyda fi – mae e’n ... oed ac mae e’n mynd i Ysgol ... (Yes, I’ve got a brother – he’s ... old and he goes to Ysgol ...)

NORTH WALES

Oes gen ti chwaer? (Have you got a sister?)

Nac oes, does gen i ddim chwaer ond mae gen i frawd o’r enw ... Mae o’n ... oed ac mae o’n mynd i Ysgol ... (No, I haven’t got a sister but I’ve got a brother called ... He’s ... years old and he goes to Ysgol ...)

Please note: The transcripts of the conversations heard on the film are to be seen at the end of this unit. You may distribute these as you practise the work with the pupils if you wish.

- Introduce **Cerdyn Siarad 45** (Discussion Card 45) (South Wales) or **Cerdyn Siarad 46** (Discussion Card 46) (North Wales).
A: Rwyf ti mewn parti. (You (sing.) are in a party.)
B: Rwyf ti mewn parti. (You (sing.) are in a party.)
Siaradwch. (Talk.)

Using the patterns listed on the card, pupils should act out this situation.

- Introduce the profiles that accompany this work. They are labelled as follows:
Uned 6: Rhan 3 / Unit 6: Part 3 – the profile for schools in South Wales
Uned 6: Rhan 4 / Unit 6: Part 4 – the profile for schools in North Wales

Ask the pupils to find specific patterns, e.g.

I live in ...	.....
My birthday is on ...	.....
I have a ...	.....
He’s five years old.	.....
I enjoy ...	.....
Sometimes ...	.....
I like ...	.....
I love ...	.....
I went to ...	.....
It was ...	.....
My favourite food is ...	.....
without a doubt	.....
I don’t like ...	.....
... is my hero.	.....

You could also introduce the expression:

Fy nghas fwyd i ydy ... (The food I like least of all is ... (lit. My hated food is ...))

Ask the pupils to write a similar piece about themselves. Tell them to write as fully as possible and to use at least 10 of the expressions contained in the box.

- Introduce **Cerdyn Siarad 47** (Discussion Card 47):
A: Rwyf ti'n eistedd yn y gadair goch. (You're sitting in the hot seat.)
Siarada amdanat ti dy hun ac ateba gwestiynau'r grŵp. (Talk about yourself and answer the group's questions.)
B: Rhaid gwrando ar A ac yna rhaid gofyn cwestiynau i A. ((You) must listen to A and then (you) must ask A some questions.)

This hot-seating activity could be undertaken as a game. Individual pupils (Partner A) should speak for as long as possible about themselves, using the patterns listed on the card and any others they may know. If the group (Partner B) believes that they have omitted some information, they should ask appropriate questions. The winners will be those pupils who give as much information about themselves so that the group cannot think of any additional questions to ask.

- If appropriate, pupils could draw / paint self-portraits and then provide information about themselves. The patterns introduced above – **Mae ... gyda fi ...** (I've got ... - South Wales) and **Mae gen i ...** (I've got ... - North Wales) could be used to describe appearance, e.g.

SOUTH WALES

Mae gwallt hir / byr / du / golau gyda fi. (I've got long / short / black / fair hair.)

Mae llygaid glas / gwyrdd / brown gyda fi. (I've got blue / green / brown eyes.)

Mae clustiau mawr / bach gyda fi. (I've got big / small ears.)

Mae trwyn mawr / bach gyda fi. (I've got a big / small nose.)

Mae ceg fawr / fach gyda fi. (I've got a big / small mouth.)

NORTH WALES

Mae gen i wallt hir / byr / du / golau. (I've got long / short / black / fair hair.)

Mae gen i lygaid glas / gwyrdd / brown. (I've got blue / green / brown eyes.)

Mae gen i glustiau mawr / bach. (I've got big / small ears.)

Mae gen i drwyn mawr / bach. (I've got a big / small nose.)

Mae gen i geg fawr / fach. (I've got a big / small mouth.)

Pupils could describe their artwork to a friend who could evaluate it, using language patterns contained in the document entitled **P-aC4 Language Patterns**.

- Replay the appropriate section and then move on to the final short section, where the presents are shown. [Schools in South Wales will need to skip the section that contains the North Walian dialogue.]

Draw attention to the different party items Crad lists:

addurniadau (decorations)

gemau (games)

bwyd (food)

diod (drink)

anrhegion (presents)

Pupils could now begin preparing for their party, i.e.

- They could make decorations – possibly bunting made from **trionglau isosceles** (isosceles triangles) or **trionglau hafalochrog** (equilateral triangles).
- They could choose suitable games and write the rules in Welsh – **Rhaid ...** (Must ...) or command forms.
- They could prepare party food and drink and write the recipes in Welsh – **Rhaid ...** (Must ...) or command forms.

They could then hold this party – through the medium of Welsh if possible – and socialize as the characters do in the party in the Pod-antur Cymraeg.

CONVERSATION 1 – SOUTH WALES

Izzy:	Parti neis.
Ffion:	Neis iawn ... Mae e fel parti pen-blwydd.
Izzy:	Pryd mae dy ben-blwydd di?
Ffion:	Chwefror chwech.
Izzy:	Ble wyt ti'n byw?
Ffion:	Dw i'n byw yng Nghaerdydd. Dw i'n byw mewn tŷ teras gyda fy nheulu i wrth ochr Stadiwm y Mileniwm.
Izzy:	O, neis iawn! Oes brawd neu chwaer gyda ti?
Ffion:	Oes. Mae brawd gyda fi. Mae e'n ddeg oed ac mae e'n mynd i'r ysgol.
Izzy:	Oes anifail anwes gyda ti?
Ffion:	Oes. Mae ci gyda fi o'r enw Pero. Mae e'n bump oed ac mae e'n frown a gwyn. Mae e'n neis iawn.
Izzy:	O, dyna neis! Beth wyt ti'n hoffi gwneud?
Ffion:	Dw i'n mwynhau cerdded, cadw'n heini a rhedeg. Weithiau, dw i'n cerdded a rhedeg yn y parc – mae'n hwyl. Dw i'n hoffi nofio hefyd achos mae nofio'n dda i chi – a dw i wrth fy modd yn darllen. O, dw i eisiau bwyd.
Izzy:	Beth ydy dy hoff fwyd di?
Ffion:	Salad ydy fy hoff fwyd i. Mae salad yn dda i chi.
Izzy:	O, dyma'r bwyd yn dod nawr ...

Izzy:	Nice party.
Ffion:	Very nice ... It's like a birthday party.
Izzy:	When's your birthday?
Ffion:	February the sixth.
Izzy:	Where do you live?
Ffion:	I live in Cardiff. I live in a terraced house with my family by the side of the Millennium Stadium.
Izzy:	Oh, very nice! Have you got a brother or a sister?
Ffion:	Yes. I have a brother. He's ten years old and he goes to school.
Izzy:	Have you got a pet?
Ffion:	Yes. I've got a dog called Pero. He's five years old and he's brown and white. He's very nice.
Izzy:	O how nice! What do you like to do?
Ffion:	I enjoy walking, keeping fit and running. Sometimes, I walk and run in the park – it's fun. I like swimming also because swimming is good for you – and I love reading. Oh, I'm hungry.
Izzy:	What's your favourite food?
Ffion:	Salad is my favourite food. Salad is good for you.
Izzy:	Oh, here comes the food now ...

CONVERSATION 2 – NORTH WALES

Beca:	Parti neis.
Dyfs:	Neis iawn ... Mae o fel parti pen-blwydd.
Beca:	Pryd mae dy ben-blwydd di?
Dyfs:	Ebrill deg.
Beca:	Ble wyt ti'n byw?
Dyfs:	Dw i'n byw yn y Drenewydd. Dw i'n byw mewn tŷ semi gyda fy nheulu i yn y Drenewydd.
Beca:	O, neis iawn! Oes gen ti frawd neu chwaer?
Dyfs:	Oes. Mae gen i frawd a chwaer. Mae Siôn, fy mrawd, yn ddeg oed ac mae o'n mynd i'r ysgol. Mae Sioned, fy chwaer, yn un deg tri oed ac mae hi'n mynd i'r ysgol hefyd.
Beca:	Oes gen ti anifail anwes?
Dyfs:	Oes. Mae gen i gi o'r enw Goliath. Mae o'n bump oed ac mae o'n ddu. Mae o'n neis iawn.
Beca:	O, dyna neis! Beth wyt ti'n hoffi gwneud?
Dyfs:	Dw i'n mwynhau chwarae pêl-droed a nofio. Dw i wrth fy modd yn nofio achos mae nofio'n dda i chi. Hefyd, dw i wrth fy modd yn gwersylla.
Beca:	O, gwersylla? Ble wyt ti'n gwersylla?
Dyfs:	Dw i'n gwersylla yn y goedwig. Dw i wrth fy modd yn gwrando ar yr adar yn y bore .. a gwneud den ... a cherdded yn y goedwig. Mae'n hwyl. Bobl bach dw i eisiau bwyd rŵan.
Beca:	Beth ydy dy hoff fwyd di?
Dyfs:	Pasta ydy fy hoff fwyd i. Yn fy marn i, mae pasta'n flasus iawn. O, dyma'r bwyd yn dod rŵan ...

Beca:	Nice party.
Dyfs:	Very nice ... It's like a birthday party.
Beca:	When's your birthday?
Dyfs:	April the tenth.
Beca:	Where do you live?
Dyfs:	I live in Newtown. I live in a semi-detached house with my family in Newtown.
Beca:	Oh, very nice! Have you got a brother or a sister?
Dyfs:	Yes. I have a brother and a sister. Siôn, my brother, is ten years old and he goes to school. Sioned, my sister, is thirteen and she goes to school also.
Beca:	Have you got a pet?
Dyfs:	Yes. I've got a dog called Goliath. He's five years old and he's black. He's very nice.
Beca:	O how nice. What do you like to do?
Dyfs:	I enjoy playing football and swimming. I love swimming because swimming is good for you. Also, I love camping.
Beca:	Oh, camping? Where do you camp?
Dyfs:	I camp in the woods. I love listening to the birds in the morning ... and making a den ... and walking in the woods. It's fun. Goodness me, I'm hungry now.
Beca:	What's your favourite food?
Dyfs:	Pasta is my favourite food. In my opinion, pasta is very tasty. Oh, here comes the food now ...

Unit 6: Part 4 – Y parti

Aims:

- To continue with the party theme
- To emphasize **fy hoff** ... (my favourite ...)
- To revise and use in meaningful contexts vocabulary and language patterns previously learnt

New patterns and vocabulary

Patterns	Main vocabulary
fy hoff fara i (my favourite bread) fy hoff gaws i (my favourite cheese) fy hoff gacennau i (my favourite cakes) Dyma fy anrheg i. (This is my present.) Beth sy yn dy frechdan di? (What's in your (sing.) sandwich?) Ffôn pwy? (Whose phone?) fy ffôn i (my phone) Dyna drueni! (What a pity!)	miwsig parti (party music) colli tro (to miss a turn) brechdan arwr (hero sandwich) colli (to miss)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Pwy sy yna? (Who's there?) Beth sy ar y bwrdd? (What's on the table?) Pam mae ... ar y bwrdd? (Why is / are there ... on the table?) Achos ... (Because ...) Ga i weld yr anrhegion? (May I see the presents?) Cei. / Na chei. (Yes (you may). / No (you may not).) Beth ydy'r anrheg? (What's the present?) Pa gêm? (What / Which game?) Pa liw? (What colour?) Beth am chwarae'r gêm? (What / How about playing the game?) Syniad da. (Good idea.) Beth ydy'r rhain? (What are these?) Tapas – o Sbaen. (Tapas – from Spain.) Ble mae'r brechdanau? (Where are the sandwiches?) Commands Edrychwch. (Look (pl.).) Other Mae Sgrin yn hapus. (Sgrin is happy.) Roedd pobl yn yr Ail Ryfel Byd yn hoffi chwarae liwdo. (People liked to play ludo during the Second World War.) Yn fy marn i, ... (In my opinion, ...)	croeso (welcome) 'nôl (back) anrheg, anrhegion (present, presents) bwyd (food) gêm (game) bara (bread) caws (cheese) Sbaen (Spain) Ffrainc (France) Yr Almaen (Germany) Yr Eidal (Italy) Gwlad Belg (Belgium) Y Ffindir (Finland) Ewrop (Europe) tŷ (house) gwyrdd (green) melyn (yellow) coch (red) glas (blue) sosej (sausage) siocled (chocolate) iogwrt (yogurt) dŵr (water) yn hir (long) neges (message)

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 ar y bwrdd? (What's on the table?)

Dyma ti ... (Here you are.)

Beth am (chwarae miwsig)? (What about playing (some) music?)

Beth ydy hwn? (What's this?); **Beth ydy'r rhain?** (What are these?)

Pa liw wyt ti eisiau? (What colour do you want?)

Yn fy marn i, mae ... yn ... (In my opinion, ... is ...)

Dyna drueni! (What a pity!)

Step-by-step suggestions:

- Play the film entitled **Y parti** (The party) (Unit 6, Part 4) in its entirety.
- Ask the pupils:
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 ddiddorol. (It's interesting.)
Mae'n hwyl. (It's fun.)
Mae'n ofnadwy. (It's awful.)
Mae'n gyffrous. (It's exciting.)
Yn fy marn i, mae'r DVD yn ddiflas. (In my opinion, the DVD is 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 ddiddorol. (I think that the DVD is interesting.)
Dw i'n meddwl bod y DVD yn ddiddorol achos dw i'n hoffi mynd i barti. (I think that the DVD is interesting because I like going to parties (lit. a party).)
Mae'r DVD yn ddiddorol – heb os nac oni bai. (The DVD is interesting without a doubt.)

You could then transfer these patterns to talk about the party:
Beth wyt ti'n feddwl o'r parti? (What do you (sing.) think of the party?)
Beth ydych chi'n feddwl o'r parti? (What do you (pl.) think of the party?)
- Ask the pupils to write 5 questions each based on the film. These could then be used in a quiz activity, e.g.
Ble mae Dyfs? (Where's Dyfs?)
Beth ydy anrheg Dyfs? (What's Dyfs' present?)
Beth mae Crad yn wisgo? (What's Crad wearing?)
Sut mae Sgrin yn teimlo? (How does Sgrin feel?)
Ydy Sgrin yn hapus? (Is Sgrin happy?)
Pwy sy'n chwarae liwdo? (Who plays ludo?)
- Replay the beginning of the film up to the point where the characters finish dancing. Ask the pupils to concentrate on the dance.

Pupils could now try to perform this dance. They could recreate it as they watch to begin with and then perform it independently of the DVD.

They should then write the instructions for the dance. They could also compose new party dances and instruct each other how to perform these, e.g.
Rhaid cerdded ... (Must walk ...)
Rhaid troi ... (Must turn ...)

Ewch ... (Go ...)
Trowch ... (Turn ...)
Cerddwch ... (Walk ...)
... i'r chwith (... to the left)
... i'r dde (... to the right)
... syth ymlaen (... straight on)
Neidiwch ... (Jump ...)
... i fyny (... up)
... i lawr (... down)
- You could play a variety of songs / music suitable for a party and pupils could appraise these pieces using language patterns listed in the document entitled **P-aC4 Language Patterns**.
- Play the remainder of the film.

Ask the pupils:
Pa gêm oedd pobl yn chwarae yn yr Ail Ryfel Byd? (What game did people play in the Second World War?)
Liwdo. (Ludo.)
Roedd pobl yn chwarae liwdo. (People played ludo.)
Ydych chi'n chwarae liwdo? (Do you (pl.) play ludo?)

Pryd? (When?)

Gyda pwy? (With who?)

- Ask the pupils to name the party food seen on the screen.
Then ask them to list as many party foods as possible in 2 minutes.

After they have done so, ask:

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

Sawl gair? (How many words?)

Ask that person to read out the list; the other pupils should tick off the food items on their lists as they are mentioned. Pupils could be awarded 5 points for each word left unticked.

- The reference to foods from Europe could lead to further work relating to where our food originates. Pupils could then taste different foods and express opinions as the characters do on the film, e.g.
Yn fy marn i, mae ... yn flasus iawn. (In my opinion, ... is very tasty.)

Pupils could then write about these foods.

- After seeing examples of **brechdanau arwyr** (hero sandwiches), pupils could work out what a **brechdan arwr** (hero sandwich) is (a long roll cut in half with a variety of fillings) and write a recipe for a healthy hero sandwich, using the usual recipe format:

(Title)
Mae angen (... is / are needed) (list of utensils)
Cynhwysion (Ingredients) (list of ingredients)
Dull (Method) (numbered list to show the method)
1. Rhaid pwyso ... / Pwyswch ... (Must weigh ... / Weigh ...)

- Replay the end of the film again and draw attention to the expression
Dyna drueni! (What a pity / shame!)
Try to use this expression and encourage pupils to use this expression when appropriate in class.
- To summarize the content of the unit, ask the pupils to imagine that they have been to this party. Ask them to discuss the party in a group.

Revise relevant language patterns:

Es i i'r parti yn y ... (I went to the party in the ...)

Gwisgais i ... (I wore ...)

Chwaraeais i ... (I played ...)

Bwytais i ... (I ate ...)

Yfais i ... (I drank ...)

Gwelais i ... (I saw ...)

Clywais i ... (I heard ...)

Dawnsiais i gyda ... (I danced with ...)

Siaradais i gyda ... (I spoke to ...)

Roedd e'n / o'n ... (It was ...)

Introduce **Cerdyn Siarad 48** (Discussion Card 48) to assist them with this work:

Roeddech chi yn y parti yn y Pod-antur Cymraeg. Siaradwch am y parti. (You (pl.) were at the party in the Pod-antur Cymraeg. Talk about the party.)

- Now, ask the pupils to write a diary about the party. Encourage them to include as many details as possible and to use the above patterns along with any other relevant patterns they may know.

Unit 6: Part 5 – I ffwrdd â ni!

Aim:

- To end the party theme and, indeed, the story of the Pod-antur Cymraeg
- To revise expressing opinions, especially in the past tense
- To look towards the future by revising future tense patterns introduced in Part 2 of this unit and **Hoffwn i ...** (I would like ... / I'd like ...), introduced in Part 1
- To revise and use in meaningful contexts vocabulary and patterns previously introduced

New patterns and vocabulary

Patterns	Main vocabulary
Dyna'r parti gorau erioed. (That was the best party ever.) Dw i'n gwybod bod pobl yn nofio yn Honolulu. (I know that people swim in Honolulu.)	sgwbadeifio = sgwbabymio (to scuba dive) y Gorllewin Gwylt (the Wild West) bod (to be) (also: that) cowboi (cowboy) ffa (beans)

Looking towards the future

Patterns
Bydda i'n mynd 'nôl i ... (I'll go back to ...) Bydda i'n aros yn y Pod-antur Cymraeg. (I'll stay in the Pod-antur Cymraeg.) Fydda i ddim yn mynd 'nôl. (I won't go / be going back.) Bydd e'n / o'n grêt / wych. (It will be great.) Bydd e'n / o'n ffantastig. (It will be fantastic.) Bydd e'n / o'n hwyl. (It will be fun.) Bydd e'n / o'n anhygoel. (It will be incredible.) I ble wyt ti eisiau teithio? (Where do you want to travel to?) Hoffwn i deithio i ... (I'd like to travel to ...) Hoffwn i fynd i ... (I'd like to go to ...) Hoffwn i ... (+ soft mutation) (I'd like / I would like ...) Hoffwn i fownsio ar y Lleuad. (I'd like to bounce o the Moon.) Hoffwn i sgio ... (I'd like to ski ...) Hoffwn i gerdded ar blaned Mawrth. (I'd like to walk on (the planet) Mars.) Hoffwn i siarad â ... (I'd like to speak to ...)

Familiar patterns and vocabulary

Patterns	Main vocabulary
Questions and answers Gawn ni aros yn y Pod-antur Cymraeg os gwelwch yn dda? (May we stay in the Pod-antur Cymraeg please?) Cewch. / Na chewch. (Yes (you (pl.) may.) / No (you (pl.) may not).) Ble mae Honolulu? (Where's Honolulu?) Dw i ddim yn gwybod. (I don't know.) Commands Edrychwch. (Look (pl.).) Other Roedd y parti'n wych. (The party was great.) Yn fy marn i, roedd y parti'n ... (In my opinion, the party was ...) Mae hi'n oer / boeth. (It's cold / hot.) Mae pobl yn ... (People ...) Dw i wrth fy modd yn ... (I love ...)	yn flasus (tasty / delicious) yn hyfryd (lovely) yn fendigedig (wonderful) yn anhygoel (incredible, awesome, amazing) yn gyffrous (exciting) yn ardderchog (excellent) heb os nac oni bai (without a doubt) amgueddfa (museum) yr Ail Ryfel Byd (the Second World War) y Ganolfan Ewropeaidd (the European Centre) y stiwdio deledu (the television studio) aros (to stay / to wait) y Lleuad (the Moon) planed Mawrth ((planet) Mars) dawns (dance) mynd 'nôl mewn amser (to go back in time) dillad hardd (beautiful clothes) dillad lliwgar (colourful clothes) gemwaith (jewellery) pabell (tent) reidio camel (to ride a camel)

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.

Yn fy marn i, roedd ... (In my opinion, ... was / were ...)

Gawn ni ...? (**May we ...?**); Cewch. / Na chewch. (Yes (you (pl.)) may.) / No (you (pl.)) may not.)

Beth wyt ti eisiau gwneud? (What do you (sing.) want to do?); **Dw i eisiau ...** (I want to ...); [Also:

Beth ydych chi eisiau gwneud? (What do you (pl.)) want to do?); **Rydyn ni eisiau ...** (We want to ...)]

Step-by-step suggestions:

- Play the film entitled **I ffwrdd â ni!** (Off we go!) (Unit 6, Part 5) in its entirety.
- Ask some general questions to ensure that the pupils have understood what is happening. This could be in the form of a quiz, with two or more teams competing against each other, e.g.
Ble mae Dyfs / Izzy / Beca / Ffion / Crad eisiau mynd yn y Pod-antur Cymraeg? (Where does Dyfs / Izzy / Beca / Ffion / Crad want to go in the Pod-antur Cymraeg?)
Beth mae Dyfs / Izzy / Beca / Ffion / Crad eisiau gwneud yn y Pod-antur Cymraeg? (What does Dyfs / Izzy / Beca / Ffion / Crad want to do in the Pod-antur Cymraeg?)
- Replay the beginning of the film, where the characters discuss the party. Draw attention to the patterns used to discuss the party:
Roedd y parti'n wych. (The party was great.)
Roedd y parti'n grêt. (The party was great.)
Yn fy marn i, roedd y parti'n ffantastig ... yn wych ... yn grêt ... yn fendigedig ... yn ardderchog. (In my opinion, the party was great ... wonderful ... excellent.)
Yn fy marn i, roedd y bwyd yn dda iawn ... yn flasus ... yn hyfryd ... yn fendigedig ... yn ardderchog ... yn anhygoel. (In my opinion, the food was very good ... delicious ... lovely ... wonderful ... amazing.)
Yn fy marn i, roedd y gemau'n dda iawn ... yn hwyl ... yn gyffrous ... yn hyfryd ... yn ardderchog. (In my opinion, the games were very good ... fun ... exciting ... lovely ... excellent.)
Yn fy marn i, dyna'r parti gorau erioed – heb os nac oni bai. (In my opinion, that was the best party ever – without a doubt.)

Ask the pupils to reread their diary entries, written at the end of Part 4 of this unit, and ask them now to include opinions about the party. If they have already expressed an opinion, ask whether they can improve their work, e.g. by using the following expressions:

iawn (very)

yn fy marn i, ... (in my opinion, ...)

heb os nac oni bai (without a doubt)

They could also use the following pattern, of course:

Dw i'n meddwl bod y parti'n ... (I think that the party is / was ...)

In turn, they could then read aloud their opinions.

- Replay the section where the characters state what they will do and what they would like to do in the Pod-antur Cymraeg in the future. Ask the pupils to raise a hand each time they hear the **Hoffwn i** (I'd like / I would like) pattern. You could listen to each character one by one if you wish.

Ask them to list these patterns and write them on the white board as the pupils list them.

Ffion

Hoffwn i fynd i'r Lleuad achos hoffwn i fynd i fownsio ar y Lleuad a sgio i lawr y mynyddoedd ... (I'd like to go to the Moon because I would like to bounce on the Moon and ski down the mountains ...)

Hoffwn i fynd i blaned Mawrth. (I'd like to go to (planet) Mars.)

Hoffwn i gerdded ar blaned Mawrth. (I'd like to walk on (planet) Mars.)

Beca:

Hoffwn i fynd i Honolulu. (I'd like to go to Honolulu.)

Izzy

Hoffwn i fynd 'nôl mewn amser. (I'd like to go back in time.)

Hoffwn i fynd 'nôl i Oes y Tuduriaid ... (I'd like to go back to the Tudor era.)

Hoffwn i siarad â hi (y frenhines Elizabeth). (I'd like to speak to her (i.e. Queen Elizabeth).)

Dyfs

Hoffwn i fynd i aros mewn pabell yn y Sahara. (I'd like to stay in a tent in the Sahara.)

Hoffwn i reidio camel. (I'd like to ride a camel.)

Crad

Hoffwn i deithio i'r Gorllewin Gwyllt. (I'd like to travel to the Wild West.)

Hoffwn i reidio ceffyl. (I'd like to ride a horse.)

Hoffwn i eistedd o gwmpas y tân, yn bwyta ffa. (I'd like to sit around the fire, eating beans.)

Hoffwn i siarad â Billy the Kid a Jesse James. (I'd like to speak to Billy the Kid and Jesse James.)

Tell the pupils that they are going on an adventure in the Pod-antur Cymraeg. Ask them to write down what they would like to do, giving as many details as possible, e.g.

Hoffwn i deithio i ... achos ... (I'd like to travel to ... because ...)

Hoffwn i fynd gyda ... (I'd like to go with ...)

Hoffwn i fynd ... (I'd like to go ...) (when)

Hoffwn i wisgo ... (I'd like to wear ...)

Hoffwn i (...) yno. (I'd like (to ...) there.)

In the last sentence above, they could list as many things as possible as they refer to what they would like to do there.

Then, pupils could fold their papers, place them face down on the table and, in turn, they should pick one of the papers, read it aloud and try to guess whose work they are reading, giving a reason for their choice if possible. The person who wrote the piece should not initially reveal that he / she wrote it.

- Using the same patterns, pupils could turn their focus to moving from primary school to the secondary sector, e.g.

Hoffwn i wneud ffrindiau newydd. (I'd like to make new friends.)

Hoffwn i astudio ... (I'd like to study ...) (+ name of subject).

Read the book entitled **Edrych 'Nôl ... Edrych 'Mlaen** (Looking back ... looking forward) with the pupils.

After you have finished, ask the pupils for their opinions of the book and then focus on the pages on the right-hand side. Ask the pupils to find patterns that they could use to describe their wishes as they move from the primary sector to the secondary sector. List these on the white board, e.g.

Yn yr ysgol uwchradd: (In the secondary school:)

Hoffwn i ddysgu sut i chwarae gemau gwahanol. (I'd like to learn how to play different games / sports.)

Hoffwn i ddysgu sgiliau newydd. (I'd like to learn new skills.)

Hoffwn i wneud ffrindiau newydd. (I'd like to make new friends.)

Hoffwn i ddysgu Ffrangeg. (I'd like to learn French.)

Hoffwn i fynd i aros gyda theulu yn Ffrainc. (I'd like to go and stay with a family in France.)

Hoffwn i astudio ... (I'd like to study ...)

Hoffwn i ddysgu mwy am ... (I'd like to learn more about ...)

Hoffwn i ddysgu mwy o gymnasteg. (I'd like to learn more gymnastics.)

Hoffwn i ddysgu athletau. (I'd like to learn athletics.)

Hoffwn i gystadlu mewn cystadlaethau mawr. (I'd like to compete in big competitions.)

Hoffwn i fynd i'r clwb ... (I'd like to go to the ... club.)

Hoffwn i berfformio mewn sioe fawr. (I'd like to in a big show.)

Hoffwn i fynd ar dripiâu gyda'r ysgol. (I'd like to go on trips with the school.)

- Ask them to consider what they would like to do in the secondary school they are about to move to:

Beth wyt ti eisiau gwneud yn yr ysgol uwchradd? (What do you (sing.) want to do in the secondary school?)

Beth ydych chi eisiau gwneud yn yr ysgol uwchradd? (What do you (pl.) want to do in the secondary school?)

List some of their ideas on the white board and then introduce **Cerdyn Siarad 49** (Discussion Card 49):

Beth ydych chi eisiau gwneud yn yr ysgol uwchradd? (What do you (pl.) want to do in the secondary school?)

Using the patterns listed on the card and any other relevant patterns, pupils should discuss this.

They could also write a piece about what they would like to do at secondary school and these pieces could be displayed on the wall so that they can read about each other's aspirations.

- As in previous units and packs, further attention could be drawn to the background music, the dances and the clothes seen on film and you could, if appropriate, ask pupils to search for information about Billy the Kid and Jesse James.
- Play the clip one last time and then ask the pupils to express opinions on the series.

Beth wyt ti'n feddwl o'r Pod-antur Cymraeg? (What do you (sing.) think of the Pod-antur Cymraeg?)

Beth ydych chi'n feddwl o'r Pod-antur Cymraeg? (What do you (pl.) think of the Pod-antur Cymraeg?)

Mae'n grêt / wych. (It's great.)

Mae'n ddiddorol. (It's interesting.)

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

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

Mae'n gyffrous. (It's exciting.)

Yn fy marn i, mae'r Pod-antur Cymraeg yn ddiflas. (In my opinion, the Pod-antur Cymraeg is boring.)

Dw i'n meddwl bod y Pod-antur Cymraeg yn grêt / wych. (I think that the the Pod-antur Cymraeg is great.)

Dw i'n meddwl bod y Pod-antur Cymraeg yn ddiddorol. (I think that the the Pod-antur Cymraeg is interesting.)

Dw i'n meddwl bod y Pod-antur Cymraeg yn wych achos mae'r cymeriadau'n hwyl. (I think that the the Pod-antur Cymraeg is great because the characters are fun.)

Mae'r Pod-antur Cymraeg yn ddiddorol – heb os nac oni bai. (The Pod-antur Cymraeg is interesting without a doubt.)

Dw i wedi mwynhau'r Pod-antur Cymraeg achos ... (I've enjoyed the Pod-antur Cymraeg because ...)

- Introduce **Cerdyn Siarad 50** (Discussion Card 50) to enable pupils to undertake this activity independently.
Beth ydych chi'n feddwl o'r Pod-antur Cymraeg? (What do you think of the Pod-antur Cymraeg?)