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CANLLAWIAU GUIDANCE

CYMRAEG AR DRAWS YR YSGOL

WELSH ACROSS THE SCHOOL



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Mae Prifysgol Cymru Y Drindod Dewi Sant yn datgan ei hawl moesol dan Ddeddf Hawlfraint, Dyluniadau a Phatentau 1988 i gael ei hadnabod fel awdur a dylunydd y gwaith yn ôl eu trefn.

Cedwir pob hawl gan yr awduron unigol. Ni chaniateir atgynhyrchu unrhyw ran o'r cyhoeddiad na'i gadw mewn cyfundrefn adferadwy na'i drosglwyddo mewn unrhyw ddull na thrwy unrhyw gyfrwng electronig, electrostatig, tâp magnetig, mecanyddol, llungopïo, recordio, nac fel arall, heb ganiatâd yn ysgrifenedig ymlaen llaw gan y cyhoeddwyr uchod.

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Cyflwyniad

Mae'r pecyn hwn yn cynnwys:

- 25 o gardiau trawsgwricwlaidd A4 mewn lliw llawn
- taflen A3 sy'n cynnwys geirfa allweddol i athrawon
- cardiau bach ar fachyn sy'n cynnwys yr ymadroddion sy'n cael eu defnyddio amlaf yn y dosbarth a thudalennau gwag i athrawon gael ychwanegu eu hoff ymadroddion
- ffeiliau sain o'r eirfa a'r ymadroddion allweddol
- canllawiau a syniadau ar gyfer cyflwyno'r gweithgareddau.

Nod y pecyn yw cynnal a chefnogi athrawon wrth iddyn nhw gyflwyno'r Gymraeg ar draws y cwricwlwm mewn ysgolion lle'r addysgir y Gymraeg fel ail iaith. Mae syniadau ac enghreifftiau o weithgareddau posibl yma. Gall athrawon addasu'r gweithgareddau, ychwanegu atynt neu ddileu i ateb eu hanghenion nhw. Mae rhai o'r gweithgareddau'n cynnig cyfleoedd i adrannau gydweithio ar thema ac mae digon o gyfleoedd i ddatblygu hyn ymhellach.

Mae ynganu a goslefu'n gywir yn hollbwysig. Dyma pam mae ffeiliau sain o'r eirfa a'r ymadroddion allweddol wedi eu cynnwys. Awgrymir bod athrawon yn gwrando'n ofalus ar y ffeiliau sain wrth baratoi'r gwersi gan ailadrodd yn ofalus ar ôl y llais ar y ffeil.

Mae'r canllawiau hefyd yn cynnwys adran gyffredinol sy'n berthnasol i bob pwnc. Yma, ceir rhestr o ymadroddion defnyddiol ar gyfer y dosbarth wedi eu grwpio mewn adrannau hylaw fel cyfarchion, gorchmynion, gosod nodau gwersi ac ati. Byddai cael cytundeb holl athrawon yr ysgol i ddefnyddio'r Gymraeg ar gyfer y gweithgareddau hyn yn help i addysgu'r termau i'r dysgwyr a magu hyder yn eu gallu i gyfathrebu yn y Gymraeg.

Wrth reswm, nid oes disgwyl i athrawon gyflawni'r cyfan a awgrymir yma'n syth bin. Yn hytrach, gellid cyflwyno'r Gymraeg yn raddol. Efallai nad yw'r athrawon na'r dysgwyr yn barod i ymgymryd â gwersi drwy gyfrwng y Gymraeg ar hyn o bryd ond dylid anelu at ddefnyddio mwy a mwy o'r Gymraeg yn y tymor hir. Yn y cyfamser dylai athrawon geisio gwneud defnydd o rai adrannau o'r pecyn hwn, e.e. gosod nodau'r wers neu bennu meini prawf llwyddiant gan gynyddu'r defnydd o'r Gymraeg wrth iddyn nhw a'r dysgwyr fagu hyder. Bydd ymateb y dysgwyr hefyd yn amrywio. Bydd rhai yn gwneud mwy o ddefnydd o'r Gymraeg nag eraill. Bydd rhai yn dewis gwneud nodiadau neu gynllunio tasg yn y Gymraeg ond ni fydd yr hyder na'r gallu gan eraill i wneud hyn ar y dechrau. Bydd rhaid derbyn felly bod rhai dysgwyr yn mynd i ymateb yn y Saesneg neu mewn iaith arall ar adegau.

Introduction

This pack contains:

- 25 cross-curricular cards in full colour
- an A3 sheet that includes key vocabulary for teachers
- small cards on a key ring with the phrases used most often in class and empty pages at the end so that teachers can add their own favourite phrases
- audio files of key vocabulary and phrases
- guidance notes with ideas for delivering the activities.

The pack aims to support teachers in delivering Welsh across the curriculum in schools where Welsh is taught as a second language. There are ideas and examples of possible activities. Teachers can adapt the activities, add or delete to meet their needs. Some of the activities offer opportunities to collaborate across departments and there are plenty of opportunities to develop this further.

Correct pronunciation and intonation are crucial. This is why audio files of vocabulary and key phrases are included. It is suggested that teachers listen carefully to the audio files when preparing lessons by carefully repeating after the voice on the file.

The guidance also includes a general section that applies to all subjects. Lists of useful phrases for the class, e.g. greetings, commands, target setting and so on, are grouped in manageable sections. Whole school agreement to use Welsh for these activities would help to teach the terms to the learners so that they gain confidence in their ability to communicate in Welsh.

Of course, teachers are not expected to deliver everything that is suggested here immediately. Instead, Welsh could be introduced gradually. Learners or teachers may not be ready to learn and teach through the medium of Welsh at the moment but should aim for that in the long term, making more and more use of Welsh as they go along. In the meantime teachers should try to make use of some sections of this pack, e.g. to set lesson aims or success criteria, increasing the use of Welsh with learners as they gain confidence. The response of the learners will also vary. Some will make more use of Welsh than others. Some will choose to plan or make notes in Welsh but others may not have the confidence or ability to do this at the beginning. It is inevitable that some learners will respond in English or another language at times.

Ynganu a phwyslais

Mae'r **pwyslais** fel arfer yn disgyn ar y sillaf olaf ond un yn y Gymraeg. Uned sain yw sillaf. Os ydych yn ansicr, ceisiwch '**siar-ad fel Da-lec**' (5 sillaf). Dylai hyn eich helpu. Mae rhoi pwyslais ar sillaf yn golygu ymestyn y sain gyda mwy o bwyslais yn y llais.

Er enghraifft, byddai pobl gydag acen Gymreig yn ynganu'r cyfenw Meredith fel Mer-**ed**-ith, ac mae'r sain olaf ond un 'ed' yn cael ei bwysleisio. Byddai pobl ag acen Saesneg yn tueddu rhoi pwyslais cyfartal ar bob un o'r tair sillaf – Mer-ed-ith.

Os yw'r pwyslais yn disgyn ar y sillaf olaf mewn gair Cymraeg mae fel arfer yn cael ei ddangos gydag acen, e.e. caraf**án**. Dim ond ychydig eiriau fel hyn sy yn y Gymraeg.

Ceisiwch ddweud y geiriau hyn: – **canol** – can**ol**fan. Mae'r pwyslais yn symud bob tro y bydd uned sain neu sillaf yn cael ei hychwanegu.

Ti a chi You

Mae dwy ffordd o ddweud 'you' yn Gymraeg – '**ti**' a '**chi**'.

Mae '**chi**' yn cael ei ddefnyddio wrth siarad â grŵp o bobl (lluosog), rhywun nad ydych yn ei adnabod yn dda neu rywun yr ydych am ddangos parch tuag ato/ati. Rydym hefyd yn defnyddio '**chi**' gyda phobl sy'n hŷn na ni.

Mae '**ti**' yn cael ei ddefnyddio wrth siarad â ffrind, neu blentyn, neu â rhywun yr ydych yn gyfarwydd iawn ag ef/hi, e.e.

Pwy ydych chi? Y pennaeth ydw i.

Pwy wyt ti? Siân ydw i.

Pronunciation and intonation

The **emphasis** usually falls on the last syllable but one in Welsh words. A syllable is a unit of sound. If you are unsure, try '**talk-ing like a Da-lek**' (6 syllables) and this should help you. Putting stress on a syllable means lengthening the sound with more emphasis in the voice.

For example, people with a Welsh accent would pronounce the surname Meredith as Mer-**ed**-ith, with the stress on the last sound but one, 'ed'. People with an English accent would tend to put equal emphasis on all three syllables – Mer-ed-ith.

If the stress falls on the last syllable of a Welsh word it is usually marked by an accent e.g. caraf**án**. There are very few words like this in Welsh.

Try saying these words: – **canol** – can**ol**fan. The stress moves on each time a unit of sound or syllable is added.

Ti a chi You

There are two ways of saying 'you' in Welsh – '**ti**' and '**chi**'.

'**Chi**' is used when speaking to a group of people (plural), to someone you don't know very well or someone to whom you want to show respect. We also use '**chi**' with people who are older than us.

'**Ti**' is used when speaking to a friend, or a child, or to someone with whom you are very familiar, e.g.

Pwy ydych chi? Y pennaeth ydw i.

Pwy wyt ti? Siân ydw i.

Yr wyddor Gymraeg

The Welsh alphabet

Llythyren	Cymraeg	English
*a	tân/ <u>tan</u>	as in <u>hard</u> / <u>bat</u>
b	<u>b</u> ola	as in <u>bat</u>
c	<u>c</u> ar	as in <u>car</u> , never as <u>C</u> yril
ch	co <u>ch</u>	as in Scottish <u>loch</u>
d	<u>d</u> ant	as in <u>dentist</u>
dd	<u>dd</u> oe	as in <u>then</u> , never as <u>th</u> ing
*e	he <u>n</u> /pe <u>r</u> t	long open e sound/ <u>then</u>
f	fi/ <u>a</u> fa <u>l</u>	as in <u>vast</u> , never as <u>off</u>
ff	<u>ff</u> ôn	as in <u>ph</u> one
g	ga <u>n</u>	as in <u>gut</u> , never as <u>G</u> eorge
ng	dr <u>in</u> go	as in <u>blin</u> g
h	<u>h</u> apus	as in <u>h</u> appy
*i	ci/ <u>b</u> i <u>n</u>	as in <u>keep</u> / <u>b</u> i <u>n</u> , never as <u>sl</u> i <u>m</u> e
j	ga <u>r</u> ej	as in <u>ja</u> m
l	<u>l</u> an	as in <u>la</u> st
ll	<u>ll</u> awn	no English equivalent
m	<u>m</u> ap	as in <u>ma</u> p
n	<u>n</u> awr	as in <u>n</u> ip
*o	do/ <u>ll</u> o <u>n</u>	as in <u>ph</u> one/ <u>po</u> t
p	pe <u>th</u>	as in <u>po</u> t
ph	<u>ph</u> en	as in <u>ph</u> ysics
r	ca <u>r</u>	rolled more than English
rh	<u>rh</u> if	breathy 'r', unvoiced
s	sga <u>rr</u> ff	as in <u>se</u> t, not <u>is</u>
t	<u>t</u> i	as in <u>to</u> p
th	be <u>th</u>	as in <u>th</u> ing, never as <u>th</u> en
*u	<u>u</u> n/ <u>t</u> u <u>n</u>	as in <u>be</u> en/ <u>kiss</u> never as in <u>ru</u> mp
*w	d <u>w</u> r/ <u>j</u> w <u>g</u>	as in <u>do</u> / <u>fu</u> ll
*y	d <u>y</u> n/ <u>c</u> yn/ <u>y</u> n	as in <u>de</u> an/ <u>ti</u> n/ <u>du</u> mp

*Llafariaid Vowels

In the 'Welsh' column, examples of words with long and short vowel sounds are given.

The Welsh vowels are: **a, e, i, o, u, w, y**

O gwmpas yr ysgol

Around the school

Cymraeg	English
buarth	yard
cae chwarae	playing field
campfa	gym
cegin	kitchen
coridor	corridor
cymorth cyntaf	first aid
cyntedd	foyer
derbynfa	reception
dim mynediad	no entry
dirprwy bennaeth	deputy head
ffreutur	canteen
gofalwr/wyr	caretaker/s
iard	yard
labordy	laboratory
lolfa	lounge
llyfrgell	library
mynedfa	entrance
neuadd	hall
pennaeth	head(teacher)
pennaeth blwyddyn 7	head of year 7
preifat	private
staff yn unig	staff only
stordy	storeroom
swyddfa	office
toiledau	toilets
ysgrifennydd	secretary (m)
ysgrifenyddes	secretary (f)
ystafell aros	waiting room
ystafell gyfrifiaduron	computer room
ystafell lungopïo	photocopying room
ystafell newid	changing room
ystafell staff	staffroom
ystafell y nyrs	nurse's room

Dechrau gwers**Starting a lesson**

Cymraeg	English
Edrychwch ar y bwrdd gwyn.	<i>Look at the white board.</i>
Agorwch eich llyfrau.	<i>Open your books.</i>
Ewch i dudalen ...	<i>Go to page ...</i>
Ysgrifennwch y dyddiad.	<i>Write the date.</i>
Beth ydy'r dyddiad heddiw?	<i>What is the date today?</i>
Ewch i'ch grwpiau.	<i>Go to your groups.</i>

Nod y wers**Lesson aim**

Cymraeg	English
Nod y wers heddiw ydy ...	<i>The aim of today's lesson is ...</i>
Yn y wers yma rydyn ni'n mynd i ymarfer ...	<i>In this lesson, we're going to practice ...</i>
Heddiw rydyn ni'n mynd i ...	<i>Today, we are going to ...</i>
Heddiw rydyn ni'n mynd i ddysgu am ...	<i>Today, we are going to learn about ...</i>
Y bore 'ma rydw i'n mynd i siarad am ...	<i>This morning I'm going to talk about ...</i>
Y bore 'ma rydw i eisiau i chi feddwl am ...	<i>This morning I want you to think about ...</i>
Y prynhawn 'ma rydych chi'n mynd i ...	<i>This afternoon you are going to ...</i>
Yn y wers yma, byddwn ni'n adolygu ...	<i>In this lesson, we'll be revising ...</i>
Heddiw byddwn ni'n defnyddio'r sgiliau yma.	<i>Today we will be using these skills.</i>

Diwedd y wers**The end of the lesson**

Cymraeg	English
Ydych chi wedi mwynhau ...?	<i>Have you enjoyed ...?</i>
Beth fwynheuoich chi heddiw? Pam?	<i>What did you enjoy today? Why?</i>
Ydych chi wedi dysgu rhywbeth newydd?	<i>Have you learnt something new?</i>
Pa sgiliau ydych chi wedi eu defnyddio heddiw?	<i>What skills have you used today?</i>
Beth ydych chi wedi ei ddysgu?	<i>What have you learnt?</i>
Yn y wers nesaf, byddwn ni'n ...	<i>In the next lesson, we will ...</i>
Y gwaith cartref heno ydy ...	<i>Tonight's homework is ...</i>

Y sgiliau allweddol**The key skills**

Cymraeg	English
Y sgiliau allweddol yn y wers yma ydy ...	<i>The key skills in this lesson are ...</i>
Addysg bersonol a chymdeithasol (ABCh)	<i>Personal and social education (PSE)</i>
Cyfathrebu	<i>Communication</i>
Meddwl	<i>Thinking</i>
Rhif	<i>Number</i>
Technoleg gwybodaeth a chyfathrebu (TGCh)	<i>Information and communication technology (ICT)</i>
Y Cwricwlwm Cymreig	<i>Curriculum Cymreig</i>
Beth oedd y sgiliau allweddol yn y wers yma?	<i>What were the key skills in this lesson?</i>

Cwestiynau defnyddiol

Useful questions

Cymraeg	English
Beth sy'n bod?	<i>What is the matter?</i>
Beth yw/ydy hwn?	<i>What is this?</i>
Beth yw/ydy'r rhain?	<i>What are these?</i>
Ble mae ...?	<i>Where is ...?</i>
Ble mae dy waith cartref di?	<i>Where is your homework? (sing.)</i>
Ble mae'ch gwaith cartref chi?	<i>Where is your homework? (pl.)</i>
Ble mae'r gwaith cartref?	<i>Where's the homework?</i>
Ga i weld dy waith di?	<i>Can I see your work? (sing.)</i>
Ga i weld eich gwaith chi?	<i>Can I see your work? (pl.)</i>
Pwy sy wedi anghofio'r gwaith cartref?	<i>Who's forgotten the homework?</i>
Pwy sy eisiau ...?	<i>Who wants ...?</i>
Pwy sy'n cofio?	<i>Who remembers?</i>
Pwy sy'n gwybod ...?	<i>Who knows ...?</i>
Wnei di roi'r llyfr ar y ddesg?	<i>Will you put the book on the desk? (sing.)</i>
Wnewch chi ...?	<i>Will you ...? (pl.)</i>
Wyt ti wedi gorffen?	<i>Have you finished? (sing.)</i>
Wyt ti'n barod?	<i>Are you ready? (sing.)</i>
Ydych chi wedi gorffen?	<i>Have you finished? (pl.)</i>
Ydych chi'n barod?	<i>Are you ready? (pl.)</i>
Beth ydych chi'n ei wybod am ...?	<i>What do you know about ...? (pl.)</i>
Ble mae'n dweud hynny?	<i>Where does it say that?</i>
Ydych chi'n gallu cofio?	<i>Can you remember? (pl.)</i>
Pa fath o ...?	<i>What sort of ...?</i>
Beth ydych chi'n ei feddwl?	<i>What do you think? (pl.)</i>
Pam?	<i>Why?</i>
Ydych chi'n gallu rhoi rheswm?	<i>Can you give a reason? (pl.)</i>
Ydych chi'n gallu dweud pam?	<i>Can you say why? (pl.)</i>
Beth ydych chi'n mynd i wneud nesa?	<i>What are you going to do next? (pl.)</i>
Sut ydych chi'n gallu dangos beth sy'n debyg ac yn wahanol?	<i>How can you show what is similar and different? (pl.)</i>
Pa dystiolaeth sy gyda chi? (SW)	<i>What evidence do you have? (pl.)</i>
Pa dystiolaeth sy gennych chi? (NW)	<i>What evidence do you have? (pl.)</i>
Beth ydy'ch barn chi?	<i>What's your opinion? (pl.)</i>
Sut rydych chi'n mynd i ...?	<i>How are you going to ...? (pl.)</i>

NW North Wales
SW South Wales

Ymateb i ddysgwyr

Responding to learners

Cymraeg	English
Gorffennwch y gwaith.	<i>Finish the work. (pl.)</i>
Ysgrifennwch mewn brawddegau.	<i>Write in sentences. (pl.)</i>
Gwylwch yr atalnodi.	<i>Watch the punctuation. (pl.)</i>
Gwylia'r atalnodi.	<i>Watch the punctuation. (sing.)</i>
Gwylwch y sillafu.	<i>Watch the spelling. (pl.)</i>
Gwylia'r sillafu.	<i>Watch the spelling. (sing.)</i>
Tanlinellwch y teitl.	<i>Underline the title. (pl.)</i>
Tanlinella'r teitl.	<i>Underline the title. (sing.)</i>
Ysgrifennwch baragraff arall.	<i>Write another paragraph. (pl.)</i>
Ysgrifenna baragraff arall.	<i>Write another paragraph. (sing.)</i>
Eitha da.	<i>Quite good.</i>
Ardderchog!	<i>Excellent!</i>
Bendigedig!	<i>Wonderful!</i>
Llongyfarchiadau!	<i>Congratulations!</i>
Rhagorol!	<i>Brilliant!</i>
Gwych!	<i>Great!</i>
Gwaith gwych.	<i>Great work.</i>
Gwaith taclus.	<i>Neat work.</i>
Gwell o lawer.	<i>Much better.</i>
Ddim yn ddrwg.	<i>Not bad.</i>
Rydych chi'n gweithio'n dda heddiw.	<i>You're working well today. (pl.)</i>
Dw i wedi mwynhau.	<i>I've enjoyed.</i>
Da iawn.	<i>Very good/Well done.</i>
Triia eto.	<i>Try again. (sing.)</i>
Triwch eto.	<i>Try again. (pl.)</i>
Syniad da.	<i>Good idea.</i>
Pam wyt ti'n dweud hynny?	<i>Why do you say that? (sing.)</i>
Pam ydych chi'n dweud hynny?	<i>Why do you say that? (pl.)</i>
Rho reswm.	<i>Give a reason. (sing.)</i>
Rhowch resymau.	<i>Give reasons. (pl.)</i>
Esbonia pam.	<i>Explain why. (sing.)</i>
Esboniwch pam.	<i>Explain why. (pl.)</i>

Gorchmynion

Commands

Dyma'r gorchmynion lluosog. Defnyddiwch nhw gyda'r dosbarth cyfan neu grwpiau o ddysgwyr.

Here are the plural commands. Use them with the whole class or with groups of learners.

Cymraeg	English
Brysiwch.	Hurry up.
Byddwch yn ofalus.	Be careful.
Cerddwch.	Walk.
Codwch yn dawel.	Get up quietly.
Dewch i mewn.	Come in.
Dewiswch ...	Choose ...
Edrychwch.	Look.
Eisteddwch.	Sit.
Ewch i nôl ...	Go and get ...
Ewch i ofyn i ...	Go and ask ...
Gofynnwch gwestiynau i'ch partner.	Ask your partner questions.
Gweithiwch mewn grŵp.	Work in a group.
Gweithiwch mewn paru.	Work in pairs.
Gwrandewch (ar ...)	Listen (to ...)
Rhaid i chi ...	You must ...
Rhowch ...	Put ...
Rhowch y lluniau mewn trefn.	Put the pictures in order.
Siaradwch am y cardiau.	Talk about the cards.

Dyma'r gorchmynion unigol. Defnyddiwch nhw pan rydych chi'n siarad gydag un dysgwr.

Here are the singular commands. Use them when you are speaking to one learner.

Cymraeg	English
Brysia.	Hurry up.
Bydda'n ofalus.	Be careful.
Cerdda.	Walk.
Cer i nôl ... (SW)	Go and get ...
Cer i ofyn i ... (SW)	Go and ask ...
Coda'n dawel.	Get up quietly.
Dere i mewn. (SW)	Come in.
Dewisa ...	Choose ...
Dos i nôl ... (NW)	Go and get ...
Dos i ofyn i ... (NW)	Go and ask ...
Edrycha.	Look.
Eistedda.	Sit.
Gofynna gwestiynau i dy bartner.	Ask your partner questions.
Gweithia mewn grŵp.	Work in a group.
Gweithia mewn pâr.	Work in a pair.
Gwranda (ar ...)	Listen (to ...)
Rhaid i ti ...	You must ...
Rho ...	Put ...
Rho'r lluniau mewn trefn.	Put the pictures in order.
Siarada am y cardiau.	Talk about the cards.
Tyrd i mewn. (NW)	Come in.

Meini prawf llwyddiant

Success criteria

Rhaid	<i>(I/you/he/she) must</i>	gofyn cwestiynau. siarad yn glir. llenwi'r bylchau.	<i>ask questions. speak clearly. fill in the blanks.</i>
Rydw i wedi	<i>I have</i>	gwrando.	<i>listened.</i>
Rwyt ti wedi	<i>You have (sing.)</i>	gwneud y syms.	<i>done the sums.</i>
Mae e wedi	<i>He has (SW)</i>	gorffen y map.	<i>finished the map.</i>
Mae o wedi	<i>He has (NW)</i>	ateb y cwestiwn.	<i>answered the question.</i>
Mae hi wedi	<i>She has</i>		
Rydych chi wedi	<i>You have (pl.)</i>		
Wyt ti wedi	<i>Have you (sing.)</i>	sillafu'n gywir?	<i>spelt correctly?</i>
Ydych chi wedi	<i>Have you (pl.)</i>		
Rwyt ti wedi	<i>You have</i>	rhoi rheswm.	<i>given a reason.</i>
Rydych chi wedi			
Mae John wedi	John has	defnyddio priflythyren, atalnod llawn a marc cwestiwn.	<i>used a capital letter, a full stop and a question mark.</i>
Tro nesaf rhaid ...	<i>Next time</i> <i>(I/you/he/she ...) must ...</i>	defnyddio geiriau newydd.	<i>use new words.</i>
Tro nesaf rhaid i ti ...	<i>Next time you must ...</i>	siarad yn uchel.	<i>speak loudly.</i>
Tro nesaf rhaid i chi ...			
Tro nesaf rhaid i Ann ...	<i>Next time, Ann must ...</i>	ateb dau gwestiwn.	<i>answer two questions.</i>
Tro nesaf, rydw i'n mynd i ...	<i>Next time, I'm going to ...</i>	wrando'n ofalus.	<i>listen carefully.</i>

Y treigladau

The mutations

Yn Gymraeg, weithiau bydd cytsain gyntaf gair yn newid. Treigladau ydy'r enw ar y newid hwn. Mae tri math gwahanol o dreigladau yn Gymraeg.

Sometimes in Welsh, the first consonant of a word will change. This change is called a mutation. There are three different types of mutations in Welsh.

Y treigladau The mutations			
Cysefin Original	Meddal Soft	Trwynol Nasal	Llaes Aspirate
p pensil <i>pencil</i>	b > dy b ensil <i>your pencil</i>	mh > fy mh ensil <i>my pencil</i>	ph > ei ph ensil <i>her pencil</i>
t trwyn <i>nose</i>	d > dy d rwyn <i>your nose</i>	nh > fy nh rwyn <i>my nose</i>	th > ei th rwyn <i>her nose</i>
c cap <i>cap</i>	g > dy g ap <i>your cap</i>	ngh > fy ngh ap <i>my cap</i>	ch > ei ch ap <i>her cap</i>
b brawd <i>brother</i>	f > dy f rawd <i>your brother</i>	m > fy m rawd <i>my brother</i>	
d desg <i>desk</i>	dd > dy dd esg <i>your desk</i>	n > fy n esg <i>my desk</i>	
g gardd <i>garden</i>	- > dy ardd <i>your garden</i>	ng > fy ng ardd <i>my garden</i>	
l llaw <i>hand</i>	l > dy l aw <i>your hand</i>		
m mam <i>mother</i>	f > dy f am <i>your mother</i>		
rh rhaw <i>spade</i>	r > dy r aw <i>your spade</i>		

Y cardiau *The cards*

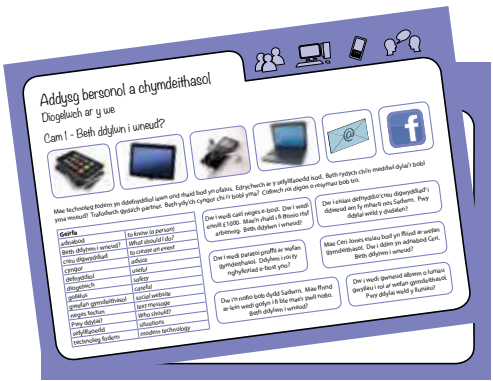
[illegible][illegible]

Addysg bersonol a chymdeithasol

Diogelwch ar y we

Ymadroddion allweddol

Cymraeg	English
ffôn smart	smart phone
map meddwl	mind map
peryglus	dangerous
pwysig	important
taflen wybodaeth	information leaflet
Dylai e/hi	he/she should
Ddylai e/hi ddim	he/she shouldn't
Ddylai e/hi? Dylai/Na ddylai	Should he/she? Yes/No



English translation of the main points on the card

Internet safety

Step 1 – What should I do?

Modern technology is very useful but it should be used carefully. Look at the situations below. What do you think these people should do? Discuss with your partner. What's your advice to these people? Remember to give plenty of reasons every time.

- I've had an e-mail message. I have won £1000. I must phone a special number. What should I do?
- I have prepared a profile on a social website. Should I put my e-mail address there?
- I swim every Saturday. An on-line friend has asked me where the swimming pool is. What should I do?
- I want to use 'create an event' to tell people about my party on Saturday. Who should see the page?
- Ceri Jones wants to be a friend on a social website. I don't know Ceri. What should I do?
- I have made a holiday photo album to put on a social website. Who should see the photos?

Step 2 – The leaflet

You must prepare a leaflet to give advice on internet safety for 11 year old learners. In your group, discuss what you want to say. Make notes of the main points in a mind map below.

Nod y wers

Nod y wers ydy:

- trafod pwysigrwydd diogelwch ar y we
- codi ymwybyddiaeth o rai o'r peryglon
- trafod technoleg fodern yn Gymraeg
- paratoi taflen wybodaeth i ddysgwyr iau ar ddiogelwch ar y we.

Cyflwyniad

Adolygwch y termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *social website* yn Gymraeg?
- Beth ydy *modern technology* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, mae'n rhaid i'r dysgwyr ystyried chwe sefyllfa wahanol ac yna roi cyngor. Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Dw i eisiau i chi ddarllen y sefyllfaoedd un ar y tro.
- Ydy'r sefyllfa yma'n beryglus? Pam?
- Beth ddylai'r person yma wneud?
- Ddylai e/hi ddweud ble mae'r pwll nofio?

Cam 2

Nesaf, rhaid i'r dysgwyr baratoi taflen wybodaeth i roi cyngor i ddysgwyr 11 oed. Cyn dechrau ysgrifennu, dylai'r dysgwyr gael cyfle i baratoi mewn grŵp a gwneud nodiadau mewn map meddwl. Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Beth sy'n gwneud taflen wybodaeth dda?
- Beth ydych chi'n mynd i ddweud ar y daflen?
- Ydych chi'n mynd i roi lluniau ar y daflen? Pa luniau?
- Oes angen graffeg?
- Ydych chi'n mynd i ysgrifennu am wefannau cymdeithasol?
- Ydych chi'n mynd i ddweud rhywbeth am ffônau smart?

Wedyn rhwch gyfle i'r dysgwyr baratoi eu taflenni.

Ar ddiwedd y wers, efallai y byddwch chi am ofyn i'r dysgwyr edrych ar daflenni ei gilydd. Dylent werthuso eu gwaith drwy gyfeirio yn ôl at yr hyn sy'n gwneud taflen wybodaeth dda. Beth am ofyn iddyn nhw beth fydden nhw'n gwneud yn wahanol y tro nesaf?

Cofiwch gloi'r wers yn briodol.

The aim of the lesson

The aim of the lesson is to:

- discuss the importance of internet safety
- raise awareness of some of the dangers
- discuss modern technology in Welsh
- prepare an information sheet for younger learners on internet safety.

Introduction

Revise the terms that the learners will be using. You can do this by using flash cards or by asking questions such as:

- What is social website in Welsh?
- What is modern technology in Welsh?

Step 1

To do the activity on the card, learners must consider six different situations and then give advice. Here are some useful sentences and questions for you:

- I want you to read the situations one at a time.
- Is this situation dangerous? Why?
- What should this person do?
- Should he/she say where the swimming pool is?

Step 2

Next, the learners must prepare an information leaflet to give advice to 11 year old learners. Before starting to write, learners should have an opportunity to prepare in a group and to make notes on a mind map. Here are some useful sentences and questions for you:

- What makes a good information leaflet?
- What are you going to say on the leaflet?
- Are you going to put pictures on the leaflet? Which pictures?
- Are graphics needed?
- Are you going to write about social websites?
- Are you going to say something about smart phones?

Then, give the learners an opportunity to prepare their leaflets.

At the end of the lesson, you may want to ask the learners to look at one another's leaflets. They should evaluate the work by referring back to what makes a good information leaflet. How about asking them what they would do differently next time?

Remember to end the lesson appropriately.

Diwylliant

Ymadroddion allweddol

Cymraeg	English
Beth sy yn y llun yma?	What's in this picture?
Disgrifiwch y llun.	Describe the picture.
Beth ydy hwn?	What is this?
Pa fwyd sy yn y lluniau?	What foods are in the pictures?
Disgrifiwch y dillad yn y llun yma.	Describe the clothes in this picture.
Beth sy'n digwydd yma?	What's happening here?
Beth ydy enw'r blodyn yma?	What's this flower called?
Beth maen nhw'n ei fwyta yn Sbaen?	What do they eat in Spain?
Beth ydy blodyn cenedlaethol Lloegr?	What is the national flower of England?
Ydyn nhw'n chwarae rygbi yn yr Almaen?	Do they play rugby in Germany?
Pa gemau maen nhw'n chwarae yn Ffrainc?	What games do they play in France?
Ym mha wlad maen nhw'n dathlu La Tomatina?	In which country do they celebrate La Tomatina?
Oes dathliadau arbennig yn Japan?	Are there special celebrations in Japan?
Oes gwyliau arbennig yn Iwerddon?	Are there special festivals in Ireland?
Disgrifiwch ddillad cenedlaethol Sbaen.	Describe the national dress of Spain.



Culture

Step 1 - Wales

Describe the pictures. Why are these things important to the Welsh people?

Step 2 - Other countries

What makes other countries special?

Here are some ideas for you.

- food
- flowers
- games
- celebrations
- special holidays
- clothes.

Which country's traditions do you like best? Why?

Prepare a leaflet to show what is special about your favourite country.

Beth sy'n arbennig am y Cymry?

Mae lluniau ar y cerdyn ond os ydych chi eisiau gallwch ddewis eich lluniau eich hunain.

Nod y wers

Nod y wers ydy:

- trafod traddodiadau gwahanol wledydd
- deall bod traddodiadau'n bwysig a'u bod yn amrywio o wlad i wlad
- dysgu am draddodiadau gwledydd eraill
- gwerthfawrogi traddodiadau pobl eraill
- defnyddio'r Gymraeg.

Cyflwyniad

Adolygwch y termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *leeks* yn Gymraeg?
- Beth ydy *to compete* yn Gymraeg?
- Beth ydy *Welsh cakes* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Beth sy'n digwydd yn y llun yma?
- Beth maen nhw'n gwisgo yn y llun yma?
- Beth ydy'r Fari Lwyd?
- Beth ydy eisteddfod?
- Beth ydy bwyd traddodiadol Cymru?
- Pa wyliau sy gan y Cymry?

Cam 2

Nesaf, rhaid i'r dysgwyr drafod traddodiadau gwledydd eraill. Dyma rai brawddegau defnyddiol i chi:

- Dw i eisiau i chi feddwl beth sy'n gwneud gwledydd eraill yn arbennig.
- Meddyliwch am y pwyntiau ar y cerdyn.
- Trafodwch y pwyntiau ar y cerdyn yn eich grŵp.
- Dw i eisiau i chi wneud rhestr o'r syniadau.

Wedyn, gofynnwch i'r dysgwyr:

- Traddodiadau pa wlad ydych chi'n hoffi orau?

Gofynnwch iddyn nhw baratoi taflen wybodaeth i ddangos beth sy'n arbennig am y wlad o'u dewis.

Cofiwch gloi'r wers yn briodol.

What's special about the Welsh people?

There are pictures on the card but if you prefer, you may choose your own pictures.

The aim of the lesson

The aim of the lesson is to:

- discuss the traditions of different countries
- understand that traditions are important and that they vary from country to country
- learn about the traditions of other countries
- appreciate the traditions of other people
- use the Welsh language.

Introduction

Revise the terms that the learners will be using. You can do this by using flash cards or by asking questions such as:

- What is *leeks* in Welsh?
- What is *to compete* in Welsh?
- What is *Welsh cakes* in Welsh?

Step 1

To do the activity on the card, you must ask questions such as:

- What's happening in this picture?
- What are they wearing in this picture?
- What is the Fari Lwyd?
- What is an eisteddfod?
- What is the traditional food of Wales?
- Which celebrations do the Welsh people have?

Step 2

Next, the learners must discuss the traditions of other countries. Here are some useful sentences for you:

- I want you to think about what makes other countries special.
- Think about the points on the card.
- Discuss the points on the card in your group.
- I want you to make a list of the ideas.

Then ask the learners:

- Which country's traditions do you like best?

Ask them to prepare an information leaflet to show what is special about the country of their choice.

Remember to end the lesson appropriately.

Ymadroddion allweddol

Cymraeg	English
Beth ydy effaith y dŵr?	<i>What effect does the water have?</i>
Mae'r dŵr yn difetha ...	<i>The water ruins ...</i>
Mae'r dŵr yn achosi ...	<i>The water causes ...</i>
Sut mae pobl yn teimlo?	<i>How do people feel?</i>
Pam mae llifogydd yn beryglus?	<i>Why are floods dangerous?</i>
Mae llifogydd yn beryglus achos ...	<i>Floods are dangerous because ...</i>
Sut mae'r Cyngor yn gallu helpu?	<i>How can the Council help?</i>
Mae'r Cyngor yn gallu rhoi ...	<i>The Council can give ...</i>
glanhau draeniau	<i>to clean drains</i>
rhybudd llifogydd	<i>flood warning</i>
stopio'r afon i orlifo	<i>to stop the river from overflowing</i>



Floods

Step 1 - Effect

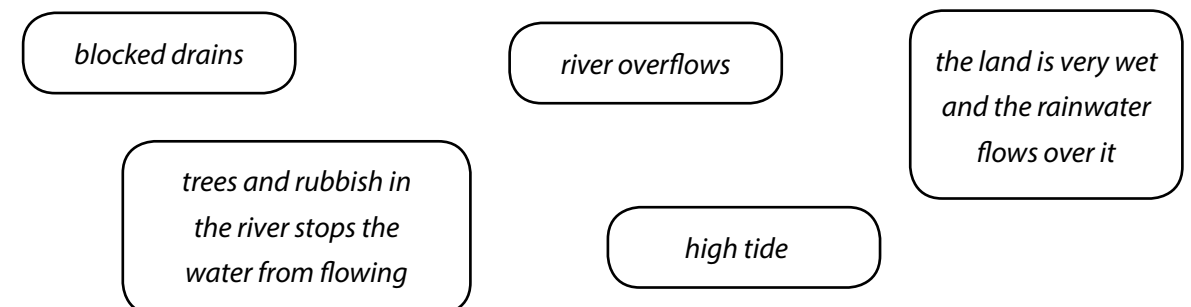
Floods happen often. Think about the effects of floods.

have to move somewhere else to live – waiting for the house to dry out	loss of property, e.g. cars, farm animals	illness	loss of electricity and gas supplies
water in the houses destroys carpets and furniture	bridges destroyed – difficult to move from place to place	no fresh water	tension in the family affects the school work of children

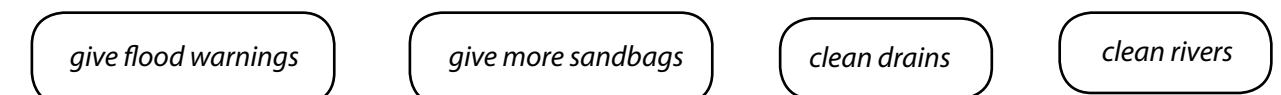
In your group discuss the effects of floods. Then put the examples in rank order. Start with the worst effect. Use a diamond ranking chart if you wish.

Step 2 – Why do floods happen?

But why do floods happen? In your group make a list of the reasons.



But what can the Council do to help? In your group make a list of the things you want the Council to do. Here are some ideas for you.



Llifogydd

Mae lluniau ar y cerdyn ond os ydych chi eisiau gallwch ddewis eich lluniau eich hunain.

Nod y wers

Nod y wers ydy:

- trafod effaith llifogydd
- dod i benderfyniad pa effaith ydy'r gwaethaf
- trafod pam mae llifogydd yn digwydd
- trafod beth gall y Cyngor wneud i helpu
- defnyddio'r Gymraeg.

Cyflwyniad

Adolygwch y termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *floods* yn Gymraeg?
- Beth ydy *to destroy* yn Gymraeg?
- Beth ydy *illness* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Beth ydy effaith y llifogydd ar y teulu?
- Beth ydy effaith y llifogydd ar blant?
- Beth ydy'r peryglon?
- Beth ydy'r effaith ar fusnes?
- Sut ydych chi'n teimlo pan rydych chi'n edrych ar y lluniau?

Cam 2

Nesaf, rhaid i'r dysgwyr drafod pam mae llifogydd yn digwydd. Dyma rai brawddegau defnyddiol i chi:

- Dw i eisiau i chi feddwl pam mae llifogydd yn digwydd.
- Dw i eisiau i chi wneud rhestr o'r syniadau.
- Dyma rai syniadau i chi:
 - Ydy'r afon yn gorlifo?
 - Oes problem gyda'r draenau? Beth?
 - Beth am y llanw?
 - Oes angen glanhau? Beth? Pam?

Wedyn, gofynnwch i'r dysgwyr:

- Beth mae'r Cyngor yn gallu ei wneud i helpu?
- Oes angen mwy o fagiau tywod?
- Oes angen rhybudd llifogydd?
- Oes angen i'r Cyngor lanhau? Beth?

Cofiwch gloi'r wers yn briodol.

Floods

There are pictures on the card but if you prefer you may choose your own pictures.

The aim of the lesson

The aim of the lesson is to:

- discuss the effects of floods
- decide which effect is the worst
- discuss why floods happen
- discuss what the Council can do to help
- use Welsh.

Introduction

Revise the terms that the learners will be using. You can do this by using flash cards or by asking questions such as:

- What is floods in Welsh?
- What is to destroy in Welsh?
- What is illness in Welsh?

Step 1

To do the activity on the card, you must ask questions such as:

- What is the effect of the floods on the family?
- What is the effect of the floods on children?
- What are the dangers?
- What is the effect on business?
- How do you feel when you look at the pictures?

Step 2

Next, the learners must discuss why floods happen. Here are some useful sentences for you:

- I want you to think why floods happen.
- I want you to make a list of the ideas.
- Here are some ideas for you:
 - Does the river overflow?
 - Is there a problem with the drains? What?
 - What about the tide?
 - Is there any need for cleaning? When? Why?

Then, ask the learners:

- What can the Council do to help?
- Is there a need for more sandbags?
- Is a flood warning needed?
- Does the Council need to clean up? What?

Remember to end the lesson appropriately.

Addysg gorfforol

Ymadroddion allweddol cyffredinol

Bydd athrawon yn gallu defnyddio'r termau a'r ymadroddion isod, lle bo'n addas, yn ystod eu gwersi ymarferol.

Teachers will be able to use the terms and phrases below, as appropriate, during their practical lessons.

Cymraeg	English
gweithgareddau	activities
athletau	athletics
criced	cricket
dros y clwydi	hurdles
gemau tîm	team games
naid hir	long jump
naid uchel	high jump
pêl-droed	football
pêl-rwyd	netball
rownderi	rounders
rygbi	rugby
rhedeg	running
taflu'r ddisgen	throwing the discuss
taflu'r waywffon	throwing the javelin
tennis	tennis
traws gwlad	cross country

safleoedd	positions
amddiffynnwr/amddiffynwyr	defender/s
blaenwr/blaenwyr	forward/s
cefnwr/cefnwyr	back/s
golwr	goalkeeper

araf	slow
cyflym	fast
chwaraewr/chwaraewyr	player/s
dilyniant	sequence
ffitrwydd	fitness
nofiwr	swimmer
raced	racket
rhedwr	runner
sgôr	score
yn erbyn	against

berfau	verbs
batio	to bat
beicio	to cycle
cadw'n heini	to keep fit
colli	to lose
chwarae yn erbyn	to play against
dal	to catch
ennill	to win
loncian	to jog
nofio	to swim
sgorio	to score
ymestyn	to stretch

berf	gorchymyn	verb	command
bowlio	Bowliwch	to bowl	Bowl
cicio	Ciciwch	to kick	Kick
cynhesu	Cynheswch	to warm up	Warm up
dal	Daliwch	to catch	Catch
dringo	Dringwch	to climb	Climb
gwisgo	Gwisgwch	to get dressed/to wear	Get dressed/Wear
newid	Newidiwch	to change/to get changed	Change/Get changed
pasio	Pasiwch	to pass	Pass
rhannu	Rhannwch	to share/to split/to divide	Share/Split/Divide
rhedeg	Rhedwch	to run	Run

Addysg gorfforol

Iechyd a ffitrwydd

Ymadroddion allweddol

Cymraeg	English
cadw'n heini	to keep fit
codi pwysau	weight lifting
cryfder	strength
dawnsio	to dance
gymnasteg	gymnastics
rhedeg	to run
ymarfer cylchol	circuit training



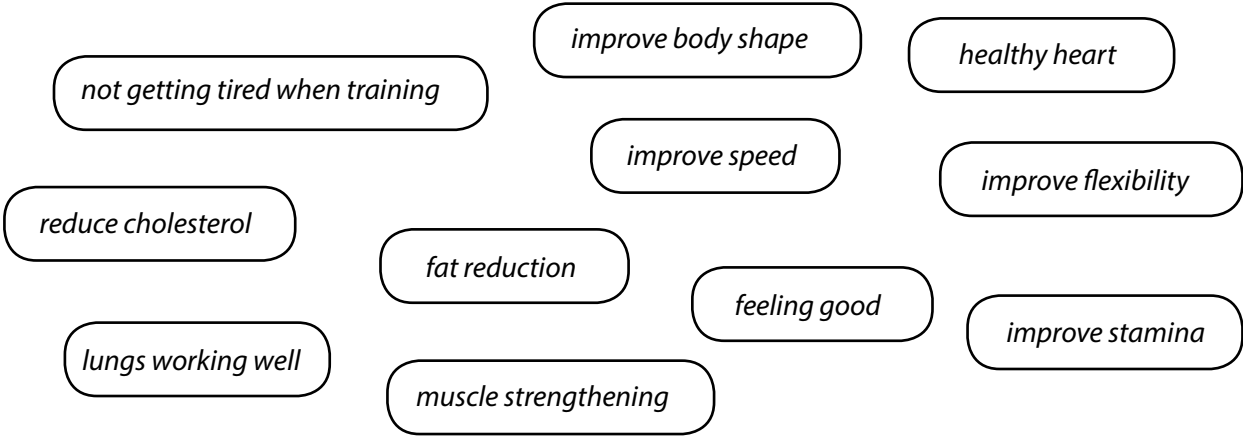
English translation of the main points on the card

Health and fitness

Step 1 - Activities

What are these activities?

In your group talk about how each one of these activities can help fitness and health. Here are some phrases to help you.



Step 2 - How fit are you?

In your group, make a list of the things you do to keep fit and healthy. Then discuss how fit you are.

Do some circuit training to measure your fitness. Your tutor will explain the activities in each station.

Work with your partner. Partner one will keep time, count and keep the score and partner two will do the exercises. Then change roles. Before moving on to the next station, fill in your fitness card. Remember to give a mark from 1 (poor) to 10 (excellent) for your ability.

At the end of the circuit training discuss your fitness with your partner. Set targets to improve your fitness.

Mae lluniau ar y cerdyn ond os ydych chi eisiau gallwch ddewis eich lluniau eich hunain i gynrychioli gweithgareddau eraill.

Nod y wers

Nod y wers ydy:

- trafod sut mae gwahanol weithgareddau'n gallu gwella ffitrwydd
- trafod pa mor ffit rydych chi
- mesur eich ffitrwydd
- gosod targedau i wella ffitrwydd
- defnyddio geirfa Gymraeg.

Cyflwyniad

Adolygwch y termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *muscles* yn Gymraeg?
- Beth ydy *heart* yn Gymraeg?
- Beth ydy *circuit training* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Beth ydy'r gweithgareddau yma?
- Beth ydy manteision ymarfer?
- Pam mae dawnsio'n dda i chi?
- Pa weithgareddau sy'n gwella ystwythder?
- Pa weithgareddau sy'n gwella cryfder?
- Pa weithgareddau ydych chi'n hoffi gwneud? Pam?

Cam 2

Nesaf, rhaid i'r dysgwyr restru'r gweithgareddau maen nhw'n gwneud a thrafod eu ffitrwydd. Dyma rai brawddegau defnyddiol i chi:

- Dw i eisiau i chi wneud rhestr o'r gweithgareddau rydych chi'n gwneud.
- Gweithiwch gyda'ch partner.
- Llenwch y cerdyn ffitrwydd.
- Beth ydy sgôr eich partner?
- Pa mor ffit ydych chi?
- Ydych chi wedi gosod targedau? Beth ydyn nhw?
- Sut rydych chi'n mynd i gyrraedd y targed? Beth fydd rhaid i chi wneud?

Cofiwch gloi'r wers yn briodol.

There are pictures on the card, but if you prefer you may choose your own pictures to represent other activities.

The aim of the lesson

The aim of the lesson is to:

- discuss how different activities can improve fitness
- discuss how fit you are
- measure your fitness
- set targets to improve fitness
- use Welsh vocabulary.

Introduction

Revise the terms that the learners will be using. You can do this by using flash cards or by asking questions such as:

- What are muscles in Welsh?
- What is heart in Welsh?
- What is circuit training in Welsh?

Step 1

To do the activity on the card you must ask questions such as:

- What are these activities?
- What are the advantages of exercise?
- Why is dancing good for you?
- Which activities improve flexibility?
- Which activities improve strength?
- Which activities do you like doing? Why?

Step 2

Next, the learners must list the activities they do and discuss fitness. Here are some useful sentences for you:

- I want you to make a list of the activities you do.
- Work with your partner.
- Fill in the fitness card.
- What is your partner's score?
- How fit are you?
- Have you set targets? What are they?
- How are you going to achieve your target? What will you have to do?

Remember to end the lesson appropriately.

Addysg grefyddol

Crefyddau'r byd

Ymadroddion allweddol

Cymraeg	English
croes	cross
gleiniau gweddïo	prayer beads
kirpan	kirpan
Lakshmi	Lakshmi
lamp Diwali	Diwali lamp
olwyn weddïo	prayer wheel
plât Seder	Seder plate
twrban	turban



English translation of the main points on the card

Religions of the world

Step 1 - Which religion?

Label the pictures. What's the religion?

Step 2 – What (religion) are these people?

1. I pray three times a day during the week. (Christian or Jew)
2. I read the Guru Granth Sahib. (Hindu or Sikh)
3. We break glass in a wedding ceremony. (Christian or Jew)
4. We don't eat beef. (Hindu or Sikh)
5. I wash before praying. (Christian or Muslim)
6. I've learnt to say the Qur'an. (Muslim or Jew)
7. We celebrate the Pentecost. (Christian or Muslim)
8. We use music when we pray. (Christian or Muslim)
9. We don't drink alcohol. (Muslim or Jew)
10. We celebrate Rama's birthday. (Hindu or Sikh)
11. I worship Jesus, the son of God. (Christian or Muslim)
12. I don't eat during Ramadan. (Christian or Muslim)
13. The five K are important to me. (Hindu or Sikh)
14. I've learnt to read the Torah. (Muslim or Jew)
15. We celebrate the birthday of Guru Nanak. (Hindu or Sikh)

Pa grefydd?

Mae lluniau ar y cerdyn ond os ydych chi eisiau gallwch ddewis eich lluniau eich hunain.

Nod y wers

Nod y wers ydy:

- trafod yr arteffactau sy'n perthyn i wahanol grefyddau
- trafod arferion gwahanol grefyddau
- defnyddio termau addysg grefyddol yn Gymraeg.

Cyflwyniad

Adolygwch y termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *prayer wheel* yn Gymraeg?
- Beth ydy *prayer beads* yn Gymraeg?
- Beth ydy *to pray* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Beth sy yn y llun yma?
- Beth ydy hwn?
- Pa grefydd sy'n defnyddio ...?

Cam 2

Nesaf, rhaid i'r dysgwyr ddarllen y brawddegau a dweud pa grefydd sy'n cael ei disgrifio. Dyma rai brawddegau defnyddiol i chi:

- Dw i eisiau i chi ddarllen beth mae'r bobl yn ei ddweud.
- Beth ydy pob un – Cristion, Iddew, Mwslim, Hindŵ neu Sikh?

Wedyn, gofynnwch i'r dysgwyr gymharu'r atebion. Gwnewch yn siwr bod y dysgwyr yn cofnodi'r atebion cywir.

Cofiwch gloi'r wers yn briodol.

Which religion?

There are pictures on the card but if you prefer you may choose your own pictures.

The aim of the lesson

The aim of the lesson is to:

- discuss the artefacts that belong to different religions
- discuss the rituals of different religions
- use religious education terms in Welsh.

Introduction

Revise the terms that the learners will be using. You can do this by using flash cards or by asking questions such as:

- What is *prayer wheel* in Welsh?
- What is *prayer beads* in Welsh?
- What is *to pray* in Welsh?

Step 1

To do the activity on the card you must ask questions such as:

- What's in this picture?
- What is this?
- Which religion uses ...?

Step 2

Next, the learners must read the sentences and say which religion is being described. Here are some useful sentences for you:

- I want you to read what the people are saying.
- What is each one – Christian, Jew, Muslim, Hindu or Sikh?

Then ask the learners to compare answers. Make sure that learners record the correct answers.

Remember to end the lesson appropriately.

Addysg grefyddol

Cymharu crefyddau

Ymadroddion allweddol

Cymraeg	English
Bwdhaeth	Buddhism
crefydd	religion
Cristnogaeth	Christianity
Hindŵaeth	Hinduism
Iddewiaeth	Judaism
Sikhiaeth	Sikhism



English translation of the main points on the card

Comparing religions

Step 1 – Who worships where?

There are many religions in the world. They have many different customs.

Do you know who worships in these places?

Do you know who reads these books?

Step 2 – Comparing religions

Work in your group to make a list of world religions. Which group has the longest list? Choose five religions and write their names in the first line of the grid.

religion					
where they worship					
when they worship					
gods					
holy festivals					
holy days					
opinion on alcohol					
role of women					

What similarities and differences are there? Work in your group to prepare a chart to show the similarities and differences.

Nod y wers

Nod y wers ydy:

- trafod ble mae gwahanol bobl yn addoli
- trafod llyfrau sanctaidd gwahanol bobl
- codi ymwybyddiaeth o grefyddau'r byd
- codi ymwybyddiaeth o arferion gwahanol grefyddau
- cymharu gwahanol grefyddau
- trafod materion crefyddol yn Gymraeg.

Cyflwyniad

Adolygwch y termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *holy festivals* yn Gymraeg?
- Beth ydy *to worship* yn Gymraeg?
- Beth ydy *customs* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Beth ydy'r lle addoli yma?
- Pwy sy'n addoli yma?
- Beth ydy'r llyfr yma?
- Pwy sy'n darllen y llyfr yma?

Cam 2

Nesaf, rhaid i'r dysgwyr wneud rhestr mor hir â phosibl o grefyddau'r byd. O'r rhestr, mae'n rhaid iddyn nhw ddewis pum crefydd a'u hysgrifennu yn rhes gyntaf y grid. Y nod wedyn yw llenwi'r grid, e.e. pe bai dysgwr yn ysgrifennu Cristnogaeth fel crefydd, byddai'n ysgrifennu dydd Sul yn y rhes ar gyfer pryd maen nhw'n addoli. Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Dw i eisiau i chi ysgrifennu pum crefydd yn y rhes gyntaf.
- Dw i eisiau i chi lenwi'r grid.
- Beth ydy llyfr sanctaidd yr Hindŵ?
- Beth ydy barn y Sikh am alcohol?
- Ble mae'r Mwslim yn addoli?
- Pwy sy'n addoli mewn eglwys?

Wedyn, gofynnwch i'r dysgwyr gymharu'r gwahanol grefyddau gan ddangos beth sy'n debyg a beth sy'n wahanol. Efallai y byddwch chi am drafod arferion y grefydd sydd orau ganddyn nhw gan ofyn am resymau dros eu barn.

Cofiwch gloi'r wers yn briodol.

The aim of the lesson

The aim of the lesson is to:

- discuss where different people worship
- discuss the holy books of different people
- raise awareness of world religions
- raise awareness of the customs of different religions
- compare different religions
- discuss religious issues in Welsh.

Introduction

Revise the terms the learners will be using. You can do this by using flash cards or by asking questions such as:

- What is holy festivals in Welsh?
- What is to worship in Welsh?
- What is customs in Welsh?

Step 1

To do the activity on the card, you must ask questions such as:

- What is this place of worship?
- Who worships here?
- What is this book?
- Who reads this book?

Step 2

Next, learners must make a long list of world religions. From the list, they must choose five religions and write them in the first row of the grid. The aim then is to fill in the grid, e.g. if a learner wrote Christianity as a religion, then he/she would write Sunday in the row for when they worship. Here are some useful sentences and questions for you.

- I want you to write five religions in the first row.
- I want you to fill in the grid.
- What is the holy book of the Hindu?
- What is the Sikh's opinion on alcohol?
- Where does the Muslim worship?
- Who worships in a church?

Then ask the learners to compare the different religions, showing what is similar and different between them. You may want to discuss the customs of their preferred religion, asking them to give reasons for their point of view.

Remember to end the lesson appropriately.

Cymharu lluniau

Ymadroddion allweddol

Cymraeg	English
cyffrous	excited/exciting
Dw i'n teimlo'n ...	I feel ...
hapus	happy
Mae ... yn y llun.	There are ... in the picture.
Mae'r artist wedi defnyddio ...	The artist has used ...
Oes llinellau tenau yn y llun? Oes/Nac oes	Are there thin lines in the picture? Yes/No
ofnus	afraid/frightened
Pa fath o linellau sy yn y llun?	What sort of lines are in the picture?
Sut lun ydy e? Tirlun ydy e.	What sort of picture is it? It's a landscape.
trist	sad
Ydy'r llinellau'n drwchus? Ydyn/Nac ydyn	Are the lines thick? Yes/No
Ydy'r lliwiau'n gynnes? Ydyn/Nac ydyn	Are the colours warm? Yes/No
Ydy'r llun yn dywyll? Ydy/Nac ydy	Is the picture dark? Yes/No



Comparing pictures

Step 1 – Describing pictures

Look at the pictures.

In your group discuss:

- type of picture, e.g. landscape, seascape, etching
- what has the artist used to make the picture, e.g. oil
- what's in the picture, e.g. people, house/s
- colours – what do they say about the pictures/artists
- words to describe the pictures, e.g. exciting, colourful
- what the artists want to tell us
- where you think these places are – give reasons for your opinion
- how you feel when you look at the picture.

Step 2 – Similar and different

Work in your group to say what is similar and different about the pictures.

Here are some ideas:

- thin/thick lines
- happy/sad
- warm/cold colours
- dark/light.

Which picture does the group like best? Why? Does everyone agree?

Then, compare your work with the work of the other groups. Does everyone agree?

Cymharu lluniau

Mae lluniau ar y cerdyn ond os ydych chi eisiau gallwch ddewis eich lluniau eich hunain.

Nod y wers

Nod y wers ydy:

- trafod sut mae'r arlunydd wedi gwneud y lluniau
- trafod sut ydych chi'n teimlo pan rydych chi'n edrych ar y lluniau
- defnyddio termau celf yn Gymraeg
- cymharu lluniau.

Cyflwyniad

Adolygwch y termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *seascape* yn Gymraeg?
- Beth ydy *charcoal* yn Gymraeg?
- Beth ydy *dark colours* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Pa fath o lun ydy hwn?
- Beth mae'r artist wedi ei ddefnyddio i greu'r llun?
- Ydy'r artist wedi defnyddio olew?
- Beth sy yn y llun?
- Oes pobl yn y llun?
- Beth mae'r lliwiau'n ei ddweud am yr artist?
- Pa eiriau sy'n disgrifio'r llun?
- Beth mae'r artist eisiau ei ddweud wrthon ni?
- Sut ydych chi'n teimlo pan rydych chi'n edrych ar y llun?

Cam 2

Nesaf, rhaid i'r dysgwyr gymharu'r lluniau. Dyma rai brawddegau defnyddiol i chi:

- Dw i eisiau i chi gymharu'r lluniau.
- Dw i eisiau i chi ddweud beth sy'n debyg ac yn wahanol am y lluniau.
- Dyma rai syniadau i chi:
 - Ydy'r llinellau'n denau neu'n drwchus?
 - Ydy'r lluniau'n gwneud i chi deimlo'n hapus neu'n drist?
 - Oes lliwiau cynnes neu liwiau oer yn y lluniau?
 - Ydy'r lluniau'n dywyll neu'n olau?

Wedyn, gofynnwch i'r dysgwyr:

- Pa lun ydych chi'n hoffi orau?
- Pam ydych chi'n hoffi'r llun yma?
- Ydych chi i gyd yn cytuno? Pam?

Cofiwch gloi'r wers yn briodol.

Comparing pictures

There are pictures on the card but if you prefer you may choose your own pictures.

The aim of the lesson

The aim of the lesson is to:

- discuss how the artist made the pictures
- discuss how you feel when you look at the pictures
- use art vocabulary in Welsh
- compare pictures.

Introduction

Revise the terms that the learners will be using. You can do this by using flash cards or by asking questions such as:

- What is *seascape* in Welsh?
- What is *charcoal* in Welsh?
- What is *dark colours* in Welsh?

Step 1

To do the activity on the card, you must ask questions such as:

- What kind of picture is this?
- What has the artist used to create the picture?
- Has the artist used oil?
- What's in the picture?
- Are there people in the picture?
- What do the colours say about the artist?
- What words describe the picture?
- What does the artist want to tell us?
- How do you feel when you look at the picture?

Step 2

Next, learners must compare the pictures. Here are some useful sentences for you:

- I want you to compare the pictures.
- I want you to say what is similar and different about the pictures.
- Here are some ideas for you:
 - Are the lines thin or thick?
 - Do the pictures make you feel happy or sad?
 - Are there warm or cool colours in the picture?
 - Are the pictures dark or light?

Then, ask the learners:

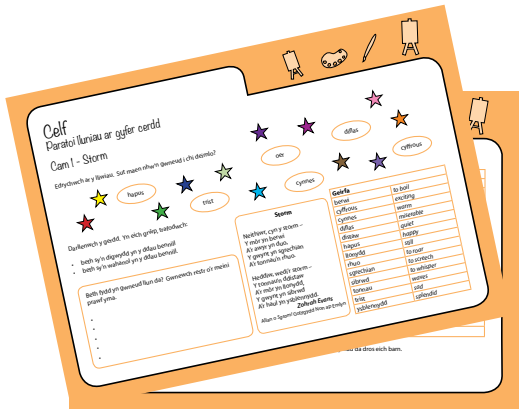
- Which picture do you like best?
- Why do you like this picture?
- Do you all agree? Why?

Remember to end the lesson appropriately.

Paratoi lluniau ar gyfer cerdd

Ymadroddion allweddol

Cymraeg	English
Beth sy'n digwydd yn y pennill cyntaf?	What's happening in the first verse?
Sut mae'r tywydd yn yr ail bennill?	How's the weather in the second verse?
Pa liwiau ydych chi'n mynd i ddefnyddio yn y pennill cyntaf?	What colours are you going to use in the first verse?
Pa liwiau ydych chi'n mynd i ddefnyddio yn yr ail bennill?	What colours are you going to use in the second verse?
Pa fath o linellau fydd yn y llun?	What sort of lines will there be in the picture?
Fydd y llinellau'n drwchus?	Will the lines be thick?
Pa fath o lun fydd e? Ysgythriad, collage, dyfrlliw?	What sort of picture will it be? An etching, a collage, a watercolour?
Beth fydd yn y llun cyntaf?	What will be in the first picture?
Beth fydd yn yr ail lun?	What will be in the second picture?
Bydd ... yn y llun.	... will be in the picture.
Beth fydd yn wahanol yn y ddau lun?	What will be different about the two pictures?
Sut ydych chi'n mynd i gyferbynnu cyn ac ar ôl y storm?	How are you going to show contrast before and after the storm?



Preparing pictures for a poem

Step 1 – A storm

Look at the colours. How do they make you feel?

happy, sad, cold, warm, miserable, excited

Read the poem. In your group discuss:

- what is happening in the two verses
- what's different in the two verses.

What will make a good picture? Make a list of the criteria here.

Storm

Last night, before the storm –

The sea boiling

And the sky darkening

The wind screeching

And the waves roaring.

Today, after the storm –

The waves quiet

And the sea calm

The wind whispering

And the sun shining.

Step 2 – The pictures

You have to produce two pictures, one to go alongside the first verse and one to go alongside the second verse.

Plan the two pictures in your group. Before you start think about:

- the colours, e.g. dark, warm
- the lines, e.g. thick, thin
- the materials, e.g. charcoal
- the type of picture, e.g. etching, collage
- the content of the picture, e.g. are there people in the picture?

If you like, use the grid below to help you.

After you have finished, evaluate your work. Use the criteria from Step 1. Remember to give good reasons for your opinion.

Paratoi lluniau ar gyfer cerdd

Nod y wers

Nod y wers ydy:

- dewis arddull, lliwiau, deunydd ac offer addas
- cynllunio dau lun addas i gyd-fynd â'r ddau bennill
- defnyddio geirfa a thermau celf yn Gymraeg.

Cyflwyniad

Gwnewch yn siwr bod pawb yn deall y gerdd. Efallai y byddwch chi am drefnu gwneud y gweithgaredd wedi i'r dysgwyr ddarllen y gerdd yn y wers Gymraeg. Gofynnwch gwestiynau fel:

- Beth mae'r bardd yn ei ddweud yn llinell tri?
- Beth mae Zohrah Evans yn ei ddweud yn yr ail bennill?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Beth sy'n digwydd yn y ddau bennill?
- Beth sy'n wahanol yn y ddau bennill?
- Pa fath o liwiau sydd angen ar gyfer y ddau bennill?
- Oes angen lliwiau golau neu dywyll?
- Pa ddeunyddiau fyddai orau?
- Sut mae'r ddau lun yn mynd i fod yn wahanol?

Cam 2

Nesaf, rhaid i'r dysgwyr weithio mewn grwpiau i gynllunio'r lluniau. Dyma rai cwestiynau a brawddegau i'ch helpu:

- Gweithiwch yn eich grŵp i gynllunio'r lluniau.
- Meddyliwch am y lliwiau gorau i'r ddau bennill.
- Pa ddeunyddiau ydych chi'n mynd i ddefnyddio?
- Oes angen cyferbynnu rhwng y ddau lun? Sut ydych chi'n mynd i wneud hyn?
- Beth fydd yn y llun?

Cyn i'r dysgwyr ddechrau ar y gwaith atgoffwch nhw o feini prawf Cam 1.

Ar ddiwedd y gweithgaredd, rhaid i'r dysgwyr werthuso'r gwaith yn erbyn y meini prawf.

Gofynnwch y cwestiwn yma i'r dysgwyr:

- Ydych chi wedi (+ un o'r meini prawf)?

Cofiwch gloi'r wers yn briodol.

Preparing pictures for a poem

The aim of the lesson

The aim of the lesson is to:

- select suitable style, colours, materials and tools
- plan two suitable pictures to illustrate the two verses
- use art vocabulary and terminology in Welsh.

Introduction

Make sure everyone understands the poem. You may want to arrange to do the activity after learners have read the poem in the Welsh lesson. Ask questions such as:

- What does the poet say in line three?
- What does Zohrah Evans say in the second verse?

Step 1

To do the activity on the card, you must ask questions such as:

- What happens in the two verses?
- What is different in the two verses?
- What sort of colours are needed for the two verses?
- Are light or dark colours needed?
- What materials would be best?
- How are the two pictures going to be different?

Step 2

Next, the learners must work in groups to plan the pictures. Here are some questions and sentences to help you:

- Work in your group to plan the pictures.
- Think about the best colours for the two verses.
- What materials are you going to use?
- Do you need contrast between the two pictures? How are you going to do this?
- What will be in the picture?

Before the learners start work remind them of the criteria in Step 1.

At the end of the activity, learners must evaluate the work against the criteria.

Ask the learners:

- Have you (+ one of the criteria)?

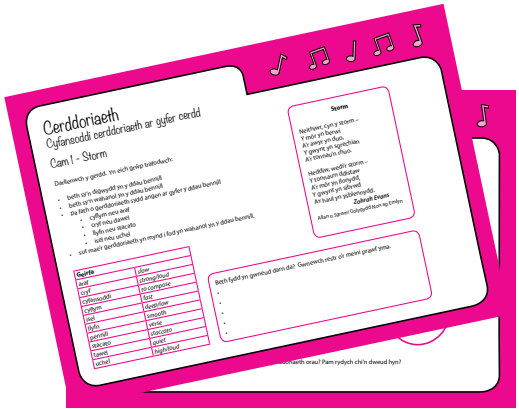
Remember to end the lesson appropriately.

Cerddoriaeth

Cyfansoddi cerddoriaeth ar gyfer cerdd

Ymadroddion allweddol

Cymraeg	English
Beth sy'n digwydd yn y pennill cyntaf?	What happens in the first verse?
Sut mae'r tywydd yn yr ail bennill?	How is the weather in the second verse?
Sut mae'r ddau bennill yn wahanol?	How are the two verses different?
Pa fath o gerddoriaeth sydd angen yn y pennill cyntaf?	What sort of music is needed in the first verse?
Oes angen cerddoriaeth dawel?	Is quiet music needed?
Pam mae angen cerddoriaeth gyflym?	Why do you need fast music?
Pa feddalwedd ydych chi'n mynd i ddefnyddio?	What software are you going to use?
Pa offerynnau sydd angen?	What instruments are needed?
Beth am strwythur y darn?	What about the structure of the piece?
Sut ydych chi'n mynd i gyferbynnu cyn ac ar ôl y storm?	How are you going to show contrast before and after the storm?
Beth am ddynameg y darn?	What about the dynamics of the piece?
Gwaith pa grŵp ydy'r gorau? Pam?	Which group has the best work? Why?



English translation of the main points on the card

Composing music for a poem

Step 1 – A storm

Read the poem. In your group discuss:

- what happens in the two verses
- what is different in the two verses
- what kind of music you need for the two verses
 - fast or slow
 - loud or quiet
 - smooth or staccato
 - low or high
- how the music is going to be different in the two verses.

Storm

Last night, before the storm –

The sea boiling

And the sky darkening

The wind screeching

And the waves roaring.

Today, after the storm –

The waves quiet

And the sea calm

The wind whispering

And the sun shining.

What will make a good piece? Write a list of the criteria.

Step 2 – The music

Work in your group to write the music. Think about:

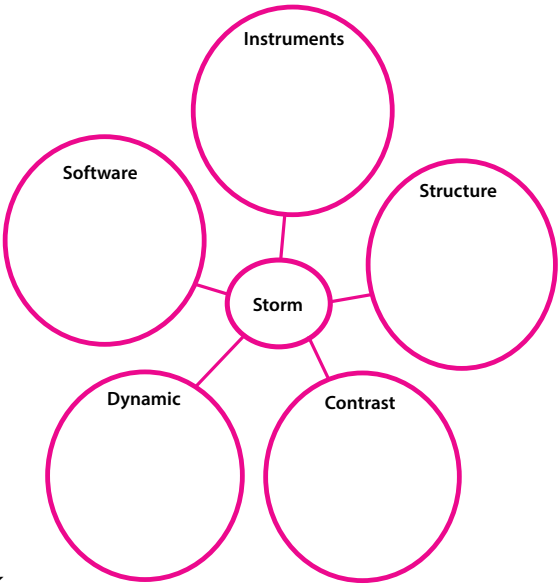
- the software you're going to use
- the instruments
- the structure of the piece
- the contrast
- the dynamics of the piece.

If you like you can to use the mind map to help you.

Then, evaluate the piece. Use the criteria from Step 1 of the task.

Why not listen to the work of another group? Evaluate the piece.

Listen to the music of other groups. Which group has the best music? Why do you say this?



Cyfansoddi cerddoriaeth ar gyfer cerdd

Nod y wers

Nod y wers ydy:

- dewis nodweddion cerddorol addas i ddau bennill
- cyfansoddi cerddoriaeth addas i gyd-fynd â'r penillion
- defnyddio geirfa a thermau cerddoriaeth yn Gymraeg.

Cyflwyniad

Gwnewch yn siwr bod pawb yn deall y gerdd. Efallai y byddwch chi am drefnu gwneud y gweithgaredd wedi i'r dysgwyr ddarllen y gerdd yn y wers Gymraeg. Gofynnwch gwestiynau fel:

- Beth mae'r bardd yn ei ddweud yn llinell tri?
- Beth mae Zohrah Evans yn ei ddweud yn yr ail bennill?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Beth sy'n digwydd yn y ddau bennill?
- Beth sy'n wahanol yn y ddau bennill?
- Pa fath o gerddoriaeth sydd angen ar gyfer y ddau bennill?
- Oes angen cerddoriaeth gyflym neu araf?
- Oes angen cerddoriaeth gryf neu dawel?
- Oes angen cerddoriaeth lyfn neu staccato?
- Oes angen cerddoriaeth isel neu uchel?
- Sut mae'r gerddoriaeth yn mynd i fod yn wahanol yn y ddau bennill?

Cam 2

Nesa, rhaid i'r dysgwyr weithio mewn grwpiau i gyfansoddi'r gerddoriaeth. Dyma rai cwestiynau a brawddegau i'ch helpu:

- Gweithiwch yn eich grŵp i gyfansoddi'r gerddoriaeth.
- Meddyliwch am y meddalwedd rydych chi'n mynd i ddefnyddio.
- Pa offerynnau ydych chi'n mynd i ddefnyddio?
- Meddyliwch am strwythur y darn.
- Oes angen cyferbynnu? Sut ydych chi'n mynd i wneud hyn?
- Meddyliwch am ddynnameg y darn.

Cyn i'r dysgwyr ddechrau ar y gwaith atgoffwch nhw o feini prawf Cam 1.

Ar ddiwedd y gweithgaredd, rhaid i'r dysgwyr werthuso'r gwaith yn erbyn y meini prawf. Gofynnwch y cwestiwn yma i'r dysgwyr:

- Ydych chi wedi (+ un o'r meini prawf)?

Cofiwch gloi'r wers yn briodol.

Composing music for a poem

The aim of the lesson

The aim of the lesson is to:

- select suitable musical features for the two verses
- compose suitable music to accompany the verses
- use music vocabulary and terminology in Welsh.

Introduction

Make sure everyone understands the poem. You may want to arrange to do the activity after learners have read the poem in the Welsh lesson. Ask questions such as:

- What does the poet say in line three?
- What does Zohrah Evans say in the second verse?

Step 1

To do the activity on the card, you must ask questions such as:

- What happens in the two verses?
- What is different in the two verses?
- What kind of music is needed for the two verses?
- Do you need fast or slow music?
- Do you need loud or quiet music?
- Do you need smooth or staccato music?
- Do you need low or high pitched music?
- How is the music going to be different in these two verses?

Step 2

Next, the learners must work in groups to write the music. Here are some questions and sentences to help you:

- Work in your group to write the music.
- Think about the software you are going to use.
- What instruments are you going to use?
- Think about the structure of the piece.
- Do you need contrast? How are you going to do this?
- Think about the dynamics of the piece.

Before the learners start work remind them of the criteria in Step 1.

At the end of the activity, learners must evaluate the work against the criteria.

Ask the learner:

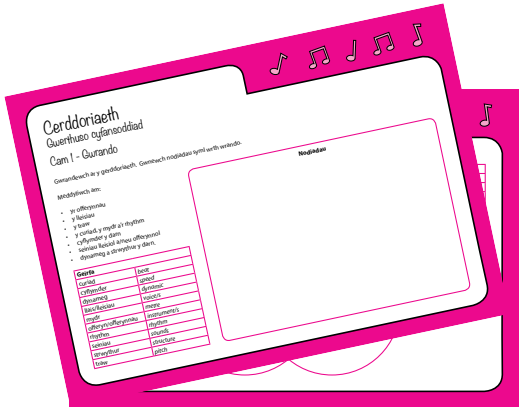
- Have you (+ one of the criteria)?

Remember to end the lesson appropriately.

Gwerthuso cyfansoddiad

Ymadroddion allweddol

Cymraeg	English
Beth ydy'r offerynnau?	What are the instruments?
Pa offerynnau ydych chi'n clywed?	What instruments do you hear?
Darn lleisiol neu offerynnol ydy hwn?	Is this a vocal or an instrumental piece?
Siaradwch am ddynwedd y darn.	Talk about the dynamics of the piece.
Pa fath o rythm sydd i'r darn?	What sort of rhythm does the piece have?
Ydych chi'n hoffi'r darn?	Do you like the piece?
Mae'r canu'n hyfryd.	The singing is lovely.
Mae'r gerddoriaeth yn hapus.	The music is happy.
Mae'r darn yn trist.	The piece is sad.
Mae'n gyffrous.	It's exciting.
Ydy'r gerddoriaeth yn gwneud i chi ymlacio?	Does the music make you relax?
Mae'r gerddoriaeth yn araf.	The music is slow.
Mae'r gerddoriaeth yn swllyd.	The music is noisy.
Mae'r gerddoriaeth yn dawel.	The music is quiet.
Mae'r gerddoriaeth yn gyflym.	The music is fast.
Pam ydych chi'n dweud hyn?	Why do you say this?
Dw i'n dweud hyn achos ...	I say this because ...



Evaluating a composition

Step 1 – Listening

Listen to the music. Make simple notes as you listen.

Think about:

- the instruments
- the voices
- the pitch
- the beat, the metre and the rhythm
- the speed of the piece
- the vocal and/or instrumental sounds
- the dynamics and the structure of the piece.

Step 2 – Similar and different

Discuss your ideas with your partner.

Are your ideas similar or different?

Remember to give reasons for your opinion every time.

Why not complete the Venn diagram to show which ideas are similar and which ones are different?

Gwerthuso cyfansoddiad

Dewiswch unrhyw ddarn o gerddoriaeth addas i'r dysgwyr gael ei werthuso.

Nod y wers

Nod y wers ydy:

- gwerthuso darn o gerddoriaeth drwy ddilyn y canllawiau
- cymharu barn
- defnyddio geirfa a thermau cerddoriaeth yn Gymraeg.

Cyflwyniad

Adolygwch y termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *pitch* yn Gymraeg?
- Beth ydy *speed* yn Gymraeg?
- Beth ydy *instrument* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Pa offerynnau ydych chi'n clywed?
- Beth yw rhythm y darn?
- Pa fath o strwythur sydd i'r darn?
- Sut ydych chi'n teimlo pan rydych chi'n gwrandao ar y darn?
- Ydych chi'n teimlo'n hapus neu'n drist?
- Ydych chi'n ymlacio?
- Ydych chi'n teimlo'n gyffrous?

Cam 2

Nesaf, rhaid i'r dysgwyr gymharu eu syniadau. Dyma rai brawddegau defnyddiol i chi:

- Dw i eisiau i chi gymharu eich syniadau.
- Dw i eisiau i chi roi rhesymau dros eich barn bob tro.
- Dw i eisiau i chi roi eich syniadau yn y diagram Venn.

Wedyn gofynnwch i'r dysgwyr:

- Ydy'ch syniadau chi'n debyg neu'n wahanol?
- Pa syniadau sy'n debyg?
- Pa syniadau sy'n wahanol?

Cofiwch gloi'r wers yn briodol.

Evaluating a composition

Choose any suitable piece of music for the learners to evaluate.

The aim of the lesson

The aim of the lesson is to :

- evaluate a piece of music by following the guidelines
- compare opinions
- use music vocabulary and terminology in Welsh.

Introduction

Revise the terms that the learners will be using. You can do this by using flash cards or by asking questions such as:

- What is pitch in Welsh?
- What is speed in Welsh?
- What is instrument in Welsh?

Step 1

To do the activity on the card you must ask questions such as:

- Which instruments do you hear?
- What is the rhythm of the piece?
- What sort of structure does the piece have?
- How do you feel when you listen to the piece?
- Do you feel happy or sad?
- Do you feel relaxed?
- Do you feel excited?

Step 2

Next, the learners must compare their ideas. Here are some useful sentences for you:

- I want you to compare your ideas.
- I want you to give reasons for your opinion every time.
- I want you to put your ideas in the Venn diagram.

Then, ask the learners:

- Are your ideas similar or different?
- Which ideas are similar?
- Which ideas are different?

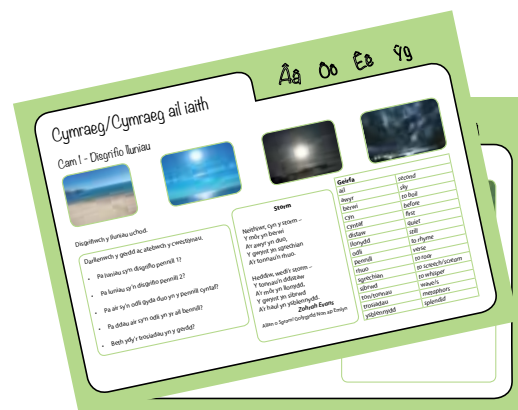
Remember to end the lesson appropriately.

Cymraeg/Cymraeg ail iaith

Cyfansoddi cerdd

Ymadroddion allweddol

Cymraeg	English
awyr	<i>sky</i>
cwmwl/cymylau	<i>cloud/s</i>
haul	<i>sun</i>
Mae hi'n heulog.	<i>It's sunny.</i>
Mae'r awyr yn las.	<i>The sky is blue.</i>
Mae'r môr yn dawel.	<i>The sea is quiet.</i>
Pa liwiau sy yn y lluniau?	<i>What colours are in the pictures?</i>



English translation of the main points on the card

Writing a poem

Step 1 – Describing pictures

Describe the above pictures.

Read the poem and answer the questions.

- Which pictures describe verse 1?
- Which pictures describe verse 2?
- Which word rhymes with duo in the first verse?
- Which two words rhyme in the second verse?
- What are the metaphors in the poem?

Storm

Last night, before the storm –

The sea boiling

And the sky darkening

The wind screeching

And the waves roaring.

Today, after the storm –

The waves quiet

And the sea calm

The wind whispering

And the sun shining.

Step 2 – Writing a poem

Describe the pictures.

Make a list of words to describe these pictures. Can you think of words that rhyme?

Now, write two verses to describe the pictures. Here are the first lines of the two verses.

- *Yesterday, in the snow*
- *Today, in the sun*

Nod y wers

Nod y wers ydy:

- disgrifio lluniau
- meddwl am eiriau sy'n odli ac ehangu geirfa
- dysgu termau Cymraeg newydd, e.e. trosiadau
- ysgrifennu cerdd wreiddiol.

Cyflwyniad

Gwnewch yn siwr bod pawb yn deall y gerdd. Efallai y byddwch chi am ddrilio geiriau ac ymadroddion newydd cyn dechrau neu efallai y byddwch chi am i'r dysgwyr ddehongli ystyr geiriau newydd ar sail eu dealltwriaeth o eiriau mwy cyfarwydd yn y gerdd. Gallech ofyn cwestiynau fel:

- Beth ydy odl yn Saesneg?
- Beth ydy trosiad yn Saesneg?

Cam 1

Cyn dechrau ar y gweithgaredd ar y cerdyn, rhaid i'r dysgwyr ddeall y gerdd.

Beth am ofyn cwestiynau fel:

- Beth mae'r bardd yn ei ddweud yn llinell tri?
- Beth mae Zohrah Evans yn ei ddweud yn yr ail bennill?
- Beth sy'n wahanol yn y ddau bennill?
- Pa eiriau ydych chi'n hoffi? Pam?
- Oes disgrifiadau da gan y bardd? Pam ydych chi'n dweud hyn?

Cam 2

Nesaf, rhaid i'r dysgwyr ddisgrifio'r lluniau o'r dyn eira. Bydd rhaid iddyn nhw feddwl am eiriau i ddisgrifio'r lluniau. Dyma rai cwestiynau a brawddegau i'ch helpu:

- Dw i eisiau i chi feddwl am eiriau i ddisgrifio'r lluniau.
- Pa eiriau sy'n disgrifio llun un?
- Pa eiriau sy'n disgrifio llun pedwar?
- Pa liwiau sy yn y lluniau?
- Ydy'r dyn eira'n hapus neu'n drist?
- Ydych chi'n gallu meddwl am air i odli â ...

Wedyn, bydd rhaid i'r dysgwyr ysgrifennu eu cerdd eu hun i ddisgrifio'r camau yn y lluniau. Efallai y byddwch chi am iddyn nhw ddarllen gwaith ei gilydd a thrafod y cerddi.

Cofiwch gloi'r wers yn briodol.

The aim of the lesson

The aim of the lesson is to:

- describe the pictures
- think of words that rhyme and extend vocabulary
- learn new Welsh terms, e.g. trosiadau (metaphors)
- write an original poem.

Introduction

Make sure everyone understands the poem. You may want to drill new words and phrases before you start or you may want the learners to interpret the meaning of new words on the basis of their understanding of the more familiar words in the poem. You could ask questions such as:

- What is odl in English?
- What is trosiad in English?

Step 1

Before starting the activity on the card, the learners need to understand the poem.

How about asking questions such as:

- What does the poet say in line three?
- What does Zohrah Evans say in the second verse?
- What's different in the two verses?
- Which words do you like? Why?
- Does the poet have good descriptions? Why do you say this?

Step 2

Next, the learners must describe the pictures of the snowman. They will need to think of words to describe the pictures. Here are some questions and phrases to help you:

- I want you to think of words to describe the pictures.
- Which words describe picture one?
- Which words describe picture four?
- What colours are in the pictures?
- Is the snowman happy or sad?
- Can you think of a word to rhyme with ...

Then, the learners will have to write their own poem to describe the different stages shown in the pictures. You may want them to read and discuss each other's work.

Remember to end the lesson appropriately.

Daearyddiaeth

Pobl fel defnyddwyr

Ymadroddion allweddol

Cymraeg	English
arferion siopa	shopping habits
cyfres o gwestiynau	a series of questions
arolwg	survey
adroddiad	report
ffurf	format
pobl o wahanol oed	people of different ages
mewn gwahanol ffordd	in a different way
Beth ydy arferion siopa pobl?	What are the shopping habits of people?
Ble ydych chi'n siopa fel arfer? Pam?	Where do you normally shop? Why?
Fel arfer dw i'n siopa yn	Usually, I shop in ...
Achos mae petrol yn ddrud.	Because petrol is expensive.
Rhowch resymau.	Give reasons.
Does dim digon o le i barcio.	There isn't enough parking space.
Does dim digon o ddewis.	There isn't enough choice.



English translation of the main points on the card

People as consumers

Step 1 – Where do people shop? Why?

The Council wants to know where people usually shop. You must conduct a survey to see where people shop. You must also ask them to give reasons for shopping there. Prepare questions for the survey. You should think about:

- the age of the customers
- public transport
- prices
- parking
- traffic
- the price of fuel
- the cost of postage
- the choices that are available.

Write your questions here.

Step 2 – The report

The answers must be collated to produce a report. Will this be an oral or a written report? What form will it take? Here are some ideas:

- powerpoint
- diagrams
- data
- graphs
- bullet points
- pictures/images
- maps.

Pobl fel defnyddwyr

Nod y wers

Nod y wers ydy:

- dysgu am arferion siopa pobl
- paratoi cyfres o gwestiynau i bwrpas
- paratoi adroddiad
- gwneud penderfyniadau ynglŷn â ffurf addas
- defnyddio geirfa a thermau daearyddiaeth yn Gymraeg.

Cyflwyniad

Adolygwch yr eirfa y bydd ei hangen ar y dysgwyr. Beth am wneud hyn drwy ddefnyddio cardiau fflach neu drwy chwarae gêm? Dyma rai cwestiynau defnyddiol:

- Beth ydy hwn? Troli siopa ydy e.
- Beth ydy hon? Siop y gornel ydy hi.

Cam 1

I wneud y gweithgaredd, rhaid i'r dysgwyr baratoi nifer o gwestiynau. Bydd yr atebion yn sail i'w hadroddiad. Dyma rai cwestiynau a brawddegau defnyddiol i chi:

- Dw i eisiau i chi feddwl am gwestiynau.
- Ydych chi'n mynd i ofyn am y parcio?
- Oes cwestiwn gennych chi am y traffig?
- Ydy pobl o wahanol oed yn siopa mewn gwahanol ffordd?

Cam 2

Nesaf, rhaid i'r dysgwyr gasglu'r atebion a rhoi trefn ar yr wybodaeth ar gyfer yr adroddiad. Cyn dechrau ysgrifennu dylent benderfynu ar y ffurf. Dylech hefyd gytuno ar feini prawf gwerthuso. Dyma rai cwestiynau defnyddiol i chi:

- Beth fydd y meini prawf?
- Beth fyddai orau – adroddiad llafar neu adroddiad ysgrifenedig?
- Oes angen lluniau arnoch chi?
- Oes angen diagramau neu graffiau?
- Beth fydd ar y pwerbwynt?

Wedi iddyn nhw orffen eu hadroddiadau, gofynnwch i'r dysgwyr werthuso eu gwaith yn erbyn y meini prawf. Efallai byddwch chi am iddyn nhw ddarllen gwaith ei gilydd a chynllunio ar gyfer gwelliant.

Cofiwch gloi'r wers yn briodol.

People as consumers

The aim of the lesson

The aim of the lesson is to:

- learn about people's shopping habits
- prepare a series of questions for a specific purpose
- prepare a report
- make decisions about the most appropriate form
- use geography vocabulary and terminology in Welsh.

Introduction

Revise the vocabulary that the learners will need. Why not do this by using flash cards or by playing a game?

Here are some useful questions:

- What's this? It's a shopping trolley.
- What's this? It's the corner shop.

Step 1

To do the activity, the learners must prepare a number of questions. The answers will be the basis of their report. Here are some useful questions and sentences for you:

- I want you to think of some questions.
- Are you going to ask about the parking?
- Have you got a question about the traffic?
- Do people of different ages shop in a different way?

Step 2

Next, the learners must gather all the answers and collate the information for the report. Before they start writing, they should decide on the form. You should also agree on evaluation criteria. Here are some useful questions for you:

- What will the criteria be?
- What would be best – an oral report or a written report?
- Do you need pictures?
- Do you need diagrams or graphs?
- What will be on the powerpoint?

After they have finished their report, ask the learners to evaluate their work against the criteria. Maybe you will want them to read one another's work and plan for improvement.

Remember to end the lesson appropriately.

Daearyddiaeth

Y tywydd

Ymadroddion allweddol

Cymraeg	English
gwasgedd is	lower pressure
gwasgedd uwch	higher pressure
llai o law	less rain
mwyr o law	more rain
tymheredd is	lower temperature
tymheredd uwch	higher temperature
yn fwy cynnes	warmer
yn oerach	colder



English translation of the main points on the card

The weather

Step 1 – What’s the weather like today?

Put these places on a map of Wales.

Cardiff, Llanelli, Haverfordwest, Aberaeron, Machynlleth, Brecon, Ruthin, Merthyr Tydfil, Newtown.

Look at this website: <http://www.bbc.co.uk/weather/wales>

What’s the weather like in the places on the map? Show your answers in the grid below.

Step 2 – Discussing the grid in a group

Choose one inland location and one coastal location. Describe the weather in both places. What’s similar and different about the weather in the two locations? Why?

Choose one place that is in the highland and one place that is in the lowland. Describe the weather in both places. What’s similar and different about the weather in the two locations? Why?

Describe the weather where you live. Look at the grid again. Where is the weather most similar to where you live? Where is the weather most different? Why?

- more rain
- lower pressure
- less sun
- higher pressure
- lower temperature
- colder
- higher temperature
- warmer

Y tywydd

Mae nifer o drefi yn cael eu nodi ar y cerdyn. Gallwch chi ddewis trefi gwahanol os ydych chi eisiau.

Nod y wers

Nod y wers ydy:

- dod yn ymwybodol o leoliad gwahanol lefydd yng Nghymru
- trafod y tywydd yn Gymraeg
- cymharu'r tywydd mewn gwahanol lefydd
- dysgu pam mae'r tywydd yn wahanol mewn gwahanol lefydd
- dysgu a defnyddio geirfa gymharu a defnyddio termau'r tywydd yn Gymraeg.

Cyflwyniad

Adolygwch yr eirfa y bydd ei hangen ar y dysgwyr. Rydych chi'n gallu gwneud hyn drwy ofyn cwestiynau fel:

- Beth ydy *highland* yn Gymraeg?
- Beth ydy *inland* yn Gymraeg?

Beth am drafod y tywydd yn gyffredinol gyda'r dysgwyr?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid i'r dysgwyr roi nifer o lefydd ar y map a chwilio'r we am wybodaeth am y llefydd hyn. Dyma rai cwestiynau a brawddegau defnyddiol i chi:

- Ble mae ...?
- Dw i eisiau i chi roi ... ar y map.
- Beth ydy'r tymheredd yn ...?
- Tref arfordirol neu fewndirol ydy ...?
- Llenwch y grid.

Cam 2

Nesaf, rhaid i'r dysgwyr weithio mewn grŵp i drafod yr wybodaeth sy yn y grid. Rhaid nodi yr hyn sy'n debyg ac yn wahanol o ran tywydd llefydd mewndirol/arfordirol a llefydd sy yn yr ucheldir/iseldir. Dyma rai cwestiynau a brawddegau defnyddiol i chi:

- Ydy hi'n fwy cynnes yn ... na ...?
- Oes mwy o law yn ... na ...?
- Ydy'r gwasgedd yn is yn ... na ...?

Cofiwch gloi'r wers yn briodol.

The weather

A number of towns are listed on the card. You may choose different towns if you wish.

The aim of the lesson

The aim of the lesson is to:

- raise awareness of the location of different places in Wales
- discuss the weather in Welsh
- compare the weather in different places
- learn why the weather is different in different places
- learn and use comparative vocabulary and weather terminology in Welsh.

Introduction

Revise the vocabulary that the learners will need. You can do this by asking questions such as:

- What is *highland* in Welsh?
- What is *inland* in Welsh?

How about discussing the weather in general with the learners?

Step 1

To do the activity on the card, the learners must place a number of places on the map and search the web for information about these places. Here are some useful questions and sentences for you:

- Where is ...?
- I want you to place ... on the map.
- What is the temperature in ...?
- Is ... an inland or a coastal town?
- Fill in the grid.

Step 2

Next, the learners must work in a group to discuss the information in the grid. The learners must record what is similar and different in the weather of an inland and coastal location and a highland and lowland location. Here are some useful questions and sentences for you:

- Is it warmer in ... than ...?
- Is there more rain in ... than ...?
- Is the pressure lower in ... than ...?

Remember to end the lesson appropriately.

Drama

Dangos teimladau

Ymadroddion allweddol

Cymraeg	English
bygythiol	threatening
cenfigennus	jealous
cwynfanllyd	fretful
cydymdeimlo	to sympathize
cyfeillgar	friendly
diflas	miserable/boring
hapus	happy
Mae e'n ddiflas.	He is miserable/bored.
Mae hi'n hapus iawn.	She is very happy.
Maen nhw'n ofnus.	They are frightened.
nerfus	nervous
ofnus	afraid/frightened
poenus	painful
Sut mae e'n teimlo?	How does he feel?
Sut mae hi'n edrych?	How does she look?
Sut maen nhw'n teimlo?	How do they feel?
trist	sad
wedi blino'n lân	tired out
Ydyn nhw'n ...? Ydyn/Nac ydyn	Are they ...? Yes/No
yn grac (SW) yn flin (NW)	angry



English translation of the main points on the card

Showing feelings

Step 1– The characters

Facial and body gestures can show feelings. In your group, discuss how these people feel. Can you think why they feel like this?

Step 2 – The mime

Facial and body gestures can also show personality.

Work with your partner to show how these people will look and move. Before you start make a list of the criteria.

- a frightened, nervous patient going to see the dentist
- a naughty pupil going to see the head teacher
- a homeless person meeting a wealthy person
- a nurse going home at the end of a shift
- a referee and a player having a disagreement
- a customer complaining in a shop
- a famous person.

Look at the mimes of the other groups. Evaluate the mimes. Remember to use the criteria.

Dangos teimladau

Nod y wers

Nod y wers ydy:

- trafod teimladau
- trafod sut mae ystum wyneb ac osgo'n gallu dangos teimladau a phersonoliaeth
- dangos empathi
- chwarae rôl
- magu hyder
- defnyddio geirfa drama yn Gymraeg.

Cyflwyniad

Adolygwch ansoddeiriau fel hapus, trist ac ati yn Gymraeg.

Beth am wneud hyn drwy ddefnyddio cardiau fflach neu drwy chwarae gêm?

Dyma rai cwestiynau defnyddiol.

- Beth ydy *sad* yn Gymraeg?
- Beth ydy *hapus* yn Saesneg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Sut mae e'n teimlo? Mae e'n teimlo'n ...
- Pwy sy'n teimlo'n hapus? ... sy'n teimlo'n hapus.
- Sut mae hi'n edrych? Mae hi'n edrych yn ...

Cam 2

Nesaf, rhaid i'r dysgwyr chwarae rôl. Rydych chi'n gallu defnyddio'r sefyllfaoedd ar y cerdyn, neu rydych chi'n gallu dewis eich sefyllfaoedd eich hunan. Ond cyn dechrau rhaid gwneud rhestr o'r meini prawf.

Dyma rai cwestiynau i'w gofyn i'r dysgwyr:

- Sut mae claf ofnus yn edrych?
- Sut mae person nerfus yn cerdded?
- Sut mae person hyderus yn cerdded?
- Sut mae person bygythiol yn symud?
- Sut mae nyrs sy wedi blino'n cerdded? Disgrifiwch wyneb y nyrs.
- Sut mae cwsmer cwynfanllyd yn edrych?

Ar ddiwedd y wers, rhaid gwerthuso'r meimiau. Gallwch ddefnyddio'r cwestiynau uchod eto.

Cofiwch gloi'r wers yn briodol.

Showing feelings

The aim of the lesson

The aim of the lesson is to:

- discuss feelings
- discuss how facial gestures and body language can show feelings and personality
- show empathy
- role play
- gain confidence
- use drama vocabulary in Welsh.

Introduction

Revise adjectives such as happy, sad etc. in Welsh.

Why not do this by using flash cards or by playing a game?

Here are some useful questions:

- What is sad in Welsh?
- What is hapus in English?

Step 1

To do the activity on the card, you must ask questions such as:

- How does he feel? He feels ...
- Who feels happy? ... feels happy.
- How does she look? She looks ...

Step 2

Now, the learners must role play. You can use the settings on the card or you can choose your own. But before they start, learners must make a list of the criteria.

Here are some questions to ask the learners:

- How does a frightened patient look?
- How does a nervous person walk?
- How does a confident person walk?
- How does a threatening person move?
- How does a tired nurse walk? Describe the nurse's face.
- How does a fretful customer look?

At the end of the lesson, learners must evaluate the mimes. You can use the above questions again.

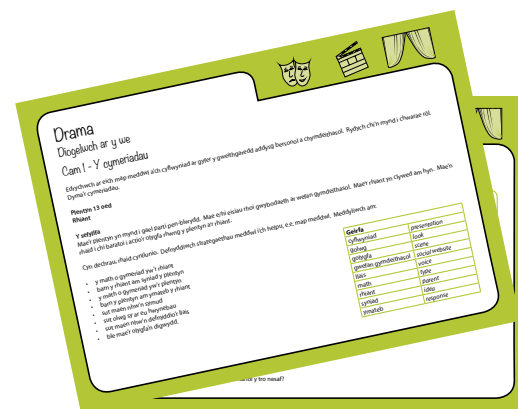
Remember to end the lesson appropriately.

Drama

Diogelwch ar y we

Ymadroddion allweddol

Cymraeg	English
Bydd yn ofalus.	<i>Be careful.</i>
Dw i eisiau i bawb ddod i'r parti.	<i>I want everyone to come to the party.</i>
Mae diogelwch yn bwysig.	<i>Safety is important.</i>
Mae'n beryglus.	<i>It's dangerous.</i>
Mae'n rhaid i ni symud gyda'r oes.	<i>We must move with the times.</i>
Paid â bod yn ffôl.	<i>Don't be silly.</i>
Paid â gadael i bawb weld y manylion.	<i>Don't let everyone see the details.</i>
Rwyt ti mor hen ffasiwn.	<i>You're so old fashioned.</i>



English translation of the main points on the card

Safety on the internet

Step 1 – The characters

Look at your mind map and your presentation for the personal and social education activity. You are going to role play. Here are the characters.

13 year old child

parent

The situation

The child is going to have a birthday party. He/she wants to put the information on a social website. The parent hears about this. You must prepare to act the scene between the parent and child.

Before starting, some planning is needed. Use thinking strategies to help you, e.g. a mind map. Think about:

- *what sort of character is the parent*
- *the parent's opinion of the child's idea*
- *what sort of character is the child*
- *the child's opinion of the parent's response*
- *how they move*
- *the expression on their faces*
- *how they use their voices*
- *where the scene takes place.*

Step 2 – The performance

What do the child and parent say to each other? Think about the words and phrases that they will say to each other.

What will make a good performance? Make a list of the criteria here.

Use your work in Step 1 and Step 2 to perform the scene. Evaluate your work. Use the above criteria.

Then, watch the performance of another pair. Evaluate the work of the other pair.

Have you learnt anything from watching the other pair? What?

What do you want to do differently or better next time?

Diogelwch ar y we

Dilyniant yw'r gweithgaredd yma i'r gweithgaredd Addysg bersonol a chymdeithasol: Diogelwch ar y we (tud 17-20). Byddai cydweithio gyda'r adran honno yn fodd i'r dysgwyr gyfarwyddo â geirfa a phatrymau ieithyddol y pwnc.

Nod y wers

Nod y wers ydy:

- creu ymwybyddiaeth o ddiogelwch ar y we
- trafod sut mae ystum wyneb ac osgo yn gallu helpu wrth greu cymeriad credadwy
- ymateb i'w partner mewn sefyllfa benodol
- chwarae rôl a defnyddio geirfa Gymraeg
- magu hunanhyder.

Cyflwyniad

Adolygwch unrhyw eiriau dieithr. Dyma rai ymadroddion defnyddiol:

- Beth ydy *diogelwch* yn Saesneg?
- Beth ydy *syniad ffôl* yn Saesneg?

Cam 1

I wneud y gweithgaredd bydd rhaid i'r dysgwyr feddwl am sut y byddan nhw'n chwarae rôl gan roi sylw i nodweddion y gwahanol gymeriadau. Dyma rai cwestiynau ac ymadroddion defnyddiol:

- Dw i eisiau i chi feddwl am y cymeriadau.
- Llenwch y map meddwl.
- Pa fath o berson ydy'r rhiant?
- Pwy wyt ti'n actio?
- Sut wyt ti'n teimlo?

Cam 2

Nesaf, rhaid i'r dysgwyr feddwl am y geiriau a'r ymadroddion y bydd y ddau gymeriad yn defnyddio. Bydd angen cytuno hefyd ar feini prawf gwerthuso. Dyma rai cwestiynau defnyddiol i chi:

- Beth fydd y meini prawf?
- Pa eiriau ac ymadroddion wyt ti'n mynd i ddefnyddio?

Wedi iddyn nhw orffen perfformio, gofynnwch i'r dysgwyr werthuso eu perfformiad yn erbyn y meini prawf.

Cofiwch gloi'r wers yn briodol.

Safety on the internet

This activity follows on from the Personal and social education activity: Internet safety (pg 17-20). Working with that department would help learners to become familiar with the subject vocabulary and language patterns.

The aim of the lesson

The aim of the lesson is to:

- *raise awareness of internet safety*
- *discuss how facial expressions and body language can help to create a credible character*
- *respond to their partner in a specific situation*
- *role play using Welsh vocabulary*
- *gain self confidence.*

Introduction

Revise any unfamiliar vocabulary. Here are some useful questions:

- *What is diogelwch in English?*
- *What is syniad ffôl in English?*

Step 1

To do the activity, learners will have to think about how they will role play, paying attention to the features of the different characters. Here are some useful questions and phrases:

- *I want you to think about the characters.*
- *Fill in the mind map.*
- *What sort of person is the parent?*
- *Who are you acting?*
- *How do you feel?*

Step 2

Next, learners must think about the words and phrases that the two characters will use. They must also agree on the evaluation criteria. Here are some useful questions:

- *What will the criteria be?*
- *What words and phrases are you going to use?*

After they have finished performing, ask the learners to evaluate their performance against the criteria.

Remember to end the lesson appropriately.

Dylunio a thechnoleg

Creu salad ffrwythau ffres, iachus ac ecogyfeillgar

Ymadroddion allweddol

Cymraeg	English
Achos mae e'n lliwgar.	Because it's colourful.
Achos mae gwahanol siapau yn y salad.	Because there are different shapes in the salad.
Achos mae patrwm neis i'r ffrwythau.	Because the fruit is in a nice pattern.
Beth ydy hwn?	What's this?
Beth ydy'r rhain?	What are these?
Faint o filltiroedd mae'r ... wedi teithio?	How many miles has the ... travelled?
Faint o ffibr sy mewn ...?	How much fibre is there in ...?
Fitamin ... sy mewn ...	There's vitamin ...in ...
Mae ... o ffibr mewn ...	There's ... of fibre in ...
Mae ... yn dod o ...	... comes from ...
Mae'r ... wedi teithio ... milltir.	The ... has travelled ... miles.
O ble mae ... yn dod?	Where does ... come from?
Pa fitaminau sy mewn ...?	Which vitamins are in ...?
Pam mae'r salad yn ddeniadol?	Why is the salad appealing?
Ydy'r salad yn ddeniadol? Ydy/Nac ydy	Is the salad appealing? Yes/No



English translation of the main points on the card

Making a fresh, healthy and eco-friendly fruit salad

Step 1 – Fresh fruit

Look at the fruit salad. In your group discuss:

- what fruits are in the salad
- where the fruits come from
- how many miles the fruits have travelled
- why the different fruits are good for you – what vitamins are in the fruit?
- does the salad look attractive – why?

Step 2 – Making the fruit salad

Work in your group to plan a fresh fruit salad for a special event. Here are the criteria:

- full of vitamins and fibre
- looks appealing
- not travelled far
- fruits in their season
- tasty.

You must decide on a special event. Here are some ideas for you:

- Ashes Series in Cardiff 2015
- Wimbledon
- The Royal Welsh Show

Then you must evaluate the salad.

Creu salad ffrwythau ffres, iachus ac ecogyfeillgar

Nod y wers

Nod y wers ydy:

- dysgu pa fitaminau a faint o ffibr sy mewn gwahanol ffrwythau
- trafod beth sy'n gwneud salad ffrwythau da
- dysgu o ble mae gwahanol ffrwythau'n dod
- trafod milltiroedd bwyd
- defnyddio geirfa a thermau dylunio a thechnoleg yn Gymraeg.

Cyflwyniad

Adolygwch enwau'r gwahanol ffrwythau yn Gymraeg.

Beth am wneud hyn drwy ddefnyddio cardiau fflach neu drwy chwarae gêm? Dyma rai cwestiynau defnyddiol:

- Beth ydy hwn? ... ydy e.
- Beth ydy'r rhain? ... ydyn nhw.

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Pa ffrwythau sy yn y salad?
- O ble mae ... yn dod?
- Pa fitaminau sy mewn ...?
- Ydy'r salad yn ddeniadol? Pam?
- Beth am y lliw/patrwm/arogl/blas?

Cam 2

Wedi i'r dysgwyr gynllunio a gwneud eu salad ffrwythau, bydd angen gwerthuso. Dyma rai cwestiynau i'w gofyn i'r dysgwyr:

- P'un ydy'r salad mwyaf deniadol? Pam?
- P'un ydy'r salad mwyaf iachus? Pam?
- P'un ydy'r salad mwyaf blasus? Pam?
- P'un sy'n cynnwys y mwyaf o ffibr? Pam?
- Pa salad sy ddim wedi teithio'n bell?
- P'un ydy'ch hoff salad chi? Pam?
- Sut ydych chi'n gallu gwella'ch salad chi?

Cofiwch gloi'r wers yn briodol.

Making a fresh, healthy and eco-friendly fruit salad

The aim of the lesson

The aim of the lesson is to:

- learn what vitamins and how much fibre there are in different fruit
- discuss what makes a good fruit salad
- learn where different fruits come from
- discuss food miles
- use design and technology vocabulary and terms in Welsh.

Introduction

Revise the names of different fruits in Welsh.

Why not do this by using flash cards or by playing a game? Here are some useful questions:

- What is this? It is ...
- What are these? They are ...

Step 1

To do the activity on the card, you must ask questions such as:

- What fruits are in the fruit salad?
- Where does ... come from?
- What vitamins are in ...?
- Is the salad appealing? Why?
- What about the colour/pattern/smell/taste?

Step 2

After the learners have planned and made their fruit salad, they will need to be evaluated. Here are some questions to ask the learners:

- Which is the most appealing salad? Why?
- Which is the healthiest salad? Why?
- Which is the most tasty salad? Why?
- Which contains the most fibre? Why?
- Which salad hasn't travelled far?
- Which is your favourite salad? Why?
- How can you improve your salad?

Remember to end the lesson appropriately.

Dylunio a thechnoleg

Cynllunio cynhwysydd ar gyfer y salad ffrwythau

Ymadroddion allweddol

Cymraeg	English
blwch cardbord	cardboard box
blwch plastig	plastic box
caead	lid
cwpan papur	paper cup
cwpan plastig	plastic cup
dal dŵr	waterproof
maint	size
pecyn papur	paper package/bag
pecyn plastig	plastic package/bag
siâp	shape



English translation of the main points on the card

Designing a container for the fruit salad

Step 1 – What’s important?

Look at the packages. In your group discuss:

- which container is the most attractive
- which container is the most eco-friendly
- is recycling important – why?
- which container is best for displaying the contents
- what is important in a container – why?

Make a list of criteria for designing a container.

Step 2 – Designing the container

Now, learners must design a container for their fruit salad. Work in your group to discuss and prepare a design.

Think about things such as:

- size
- colour
- waterproof
- shape
- strong
- material
- writing on the container
- image on the container
- recycling

Then, evaluate the container. Remember to look at the criteria.

Make a net of the container here.

Put the pictures that will be on the container here.

Write the information that will be on the container here.

Cynllunio cynhwysydd ar gyfer y salad ffrwythau

Dilyniant yw'r gweithgaredd hwn i'r gweithgaredd blaenorol sef creu salad ffrwythau ffres.

Nod y wers

Nod y wers ydy:

- cynllunio cynhwysydd addas
- ystyried yr anghenion
- defnyddio geirfa a thermau dylunio a thechnoleg yn Gymraeg
- ystyried materion amgylcheddol.

Cyflwyniad

Adolygwch y termau am y gwahanol fathau o gynhwysyddion. Beth am wneud hyn drwy ddefnyddio cardiau fflach neu drwy chwarae gêm? Dyma rai cwestiynau defnyddiol:

- Beth ydy hwn? Blwch plastig ydy e.
- Beth ydy hwn? Pecyn papur ydy e.

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Beth sy'n bwysig mewn cynhwysydd? Pam?
- Pa mor bwysig ydy'r lluniau ar y cynhwysydd?
- Oes angen caead ar y cynhwysydd bob tro? Pam?
- Ydych chi wedi penderfynu ar y meini prawf?

Cam 2

Wedi i'r dysgwyr drafod yr hyn sy'n bwysig mewn cynhwysydd, rhaid iddyn nhw fynd ati i gynllunio cynhwysydd addas ar gyfer salad ffrwythau. Dyma rai cwestiynau a brawddegau defnyddiol i chi:

- Beth fydd maint y cynhwysydd?
- Fydd y cynhwysydd yn dal dŵr?
- Beth fydd siâp y cynhwysydd?
- Fydd llun ac ysgrifen ar y cynhwysydd? Beth?

Gofynnwch i'r dysgwyr werthuso eu cynhwysydd yn erbyn meini prawf Cam 1.

Efallai y byddwch chi am iddyn nhw edrych ar gynhwysyddion grwpiau eraill a'u gwerthuso gan drafod unrhyw bethau y byddent am eu gwneud yn wahanol y tro nesaf.

Cofiwch gloi'r wers yn briodol.

Designing a container for the fruit salad

This activity follows on from the previous activity – creating a fresh fruit salad.

The aim of the lesson

The aim of the lesson is to:

- design a suitable container
- consider the needs
- use design and technology vocabulary and terms in Welsh
- consider environmental issues.

Introduction

Revise the terms for the different types of containers. Why not do this by using flash cards or by playing a game? Here are some useful questions:

- What's this? It's a plastic box.
- What's this? It's a paper packet.

Step 1

To do the activity on the card you must ask questions such as:

- What's important in a container? Why?
- How important are the images on the container?
- Does the container always need a lid? Why?
- Have you decided on the criteria?

Step 2

After the learners have discussed what is important in a container, they must plan and design a suitable container for a fruit salad. Here are some useful questions and sentences for you:

- What size will the container be?
- Will the container be watertight?
- What shape will the container be?
- Will there be pictures and writing on the container? What?

Ask the learners to evaluate their container against the criteria in Step 1.

You may want them to look at and evaluate the containers of other groups, discussing anything they would do differently next time.

Remember to end the lesson appropriately.

Egni

Cymraeg	English
allan	out
awyrblymiwr	skydiver
bwa a saeth	bow and arrow
cynhesu	to heat
defnyddiol	useful
egni	energy
gwasttraffus	wasteful
i mewn	in
naw math	nine types
plwg	plug
rhedeg	to run
rhedwr	runner
rheiddiadur	radiator
soced	socket
tegell trydan	electric kettle



Energy

Work with your partner. What's in the pictures? What type of energy is in these things?

Look at the pictures. In your groups discuss:

- *what type of energy goes in*
- *what type of useful energy comes out*
- *what type of wasteful energy comes out.*

Egni

Mae lluniau ar y cerdyn ond os ydych chi eisiau gallwch ddewis eich lluniau eich hunain.

Nod y wers

Nod y wers ydy:

- adolygu'r naw math o egni
- dysgu am drosglwyddo egni
- trafod egni defnyddiol a gwastraffus
- defnyddio termau gwyddonol yn Gymraeg.

Cyflwyniad

Adolygwch y termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *electrical energy* yn Gymraeg?
- Beth ydy *kinetic* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Beth sy yn y llun yma?
- Beth ydy hwn?
- Pa fath o egni sy yn y llun?

Cam 2

Gwnewch yn siwr bod y dysgwyr yn deall nad ydyn ni'n gallu creu na dinistrio egni ond bod egni'n gallu newid o un math i fath arall.

Defnyddiwch enghreifftiau i esbonio, e.e. mae'r trydan sy'n mynd i mewn i degell trydan yn cynhesu'r dŵr (egni thermol), ac yn cynhyrchu sŵn ac ager (egni cinetig ac egni thermol).

Trafodwch y gwahaniaeth rhwng egni defnyddiol ac egni gwastraffus, e.e. mae'r trydan sy'n cael ei ddefnyddio i gynhesu'r dŵr yn cynhyrchu egni defnyddiol ond mae'r trydan sy'n cynhyrchu'r sŵn a'r ager yn cynhyrchu egni gwastraffus.

Gofynnwch i'r dysgwyr edrych ar y lluniau a thrafod y pwyntiau bwled ar y cerdyn.

Yna, gofynnwch i'r dysgwyr gymharu'r atebion. Gwnewch yn siwr bod y dysgwyr yn cofnodi'r atebion cywir.

Cofiwch gloi'r wers yn briodol.

Energy

There are images on the card but if you prefer you may choose your own images.

The aim of the lesson

The aim of the lesson is to:

- revise the nine different types of energy
- learn about transferring energy
- discuss useful and wasteful energy
- use scientific terms in Welsh.

Introduction

Revise the terms that the learners will be using. You can do this by using flash cards or by asking questions such as:

- What is electrical energy in Welsh?
- What is kinetic in Welsh?

Step 1

To do the activity on the card you must ask questions such as:

- What's in this picture?
- What is this?
- Which type of energy is in the picture?

Step 2

Make sure the learners understand that we can't create or destroy energy, but that energy changes from one type of energy to another.

Use examples to explain, e.g. the electricity that goes into an electric kettle heats the water (thermal energy), and produces sound and steam (kinetic energy and thermal energy).

Discuss the difference between useful and wasteful energy, e.g. the electricity that is used to heat the water produces useful energy but the electricity used to produce the steam and sound gives us wasteful energy.

Ask the learners to look at the pictures and to discuss the bullet points on the card.

Then ask the learners to compare answers. Make sure that learners record the correct answers.

Remember to end the lesson appropriately.

Trafod ble i adeiladu castell

Ymadroddion allweddol

Cymraeg	English
afon	river
agos	near
anfanteision	disadvantages
bryniau isel	low hills
coedwig	forest
cysgod	shelter
digon	enough/plenty
gallu	to be able to
glan y môr	seaside
manteision	advantages
methu	to fail
mynyddoedd uchel	high mountains
pell	far
prif ffordd	main road
rhesymau dros	reasons for
rhesymau yn erbyn	reasons against
tir corsiog	marshland
trefn pwysigrwydd	order of importance
tŷ/tai	house/s
yng nghanol	in the middle of



Discussing where to build a castle

Step 1 – What’s important?

There are many castles in Wales, but why are they situated where they are? It was important to build a castle close to some of these places, but which ones? Why?

- river
- low hills
- marshland
- houses
- forest
- high mountains
- main road
- seaside

Work in your group to think of reasons for and against building a castle close to each of these places. Then put the places in order of importance. Start with the most important. Use diamond ranking if you like.

Step 2 – Choosing the best place

Here are four possible places to build a castle. In your group, discuss which one is the best place. Remember to give plenty of reasons for your views. Put your reasons in two columns – advantages and disadvantages.

1

- on the mountain
- no river
- no main road
- far from the village

2

- close to main road
- river nearby
- close to village
- far from the forest
- no shelter

3

- in the middle of the forest
- enough wood to build
- no river
- far from the village
- can't see who is coming

4

- close to village
- river nearby
- seaside location
- no main road
- far from the forest

Trafod ble i adeiladu castell

Nod y wers

Nod y wers ydy:

- deall anghenion y bobl
- sylweddoli'r peryglon
- pwysu a mesur manteision ac anfanteision gwahanol leoliadau gan roi rhesymau dros eu barn
- empathi
- deall sut roedd pobl yn byw.

Cyflwyniad

Adolygwch yr eirfa y bydd ei hangen ar y dysgwyr. Beth am wneud hyn drwy ddefnyddio cardiau fflach neu drwy chwarae gêm? Dyma rai cwestiynau defnyddiol:

- Beth ydy hwn? Mynydd ydy e.
- Beth ydy *marshland* yn Gymraeg? Tir corsiog.

Cam 1

I wneud y gweithgaredd, rhaid i'r dysgwyr ystyried pwysigrwydd y llefydd ar y cerdyn.

Dyma rai cwestiynau defnyddiol i chi:

- Pam mae adeiladu castell yn agos i afon yn bwysig?
- Oes manteision dros adeiladu castell ar fryniau isel? Beth ydyn nhw?
- Oes anfanteision dros adeiladu castell yn agos i goedwig? Beth ydyn nhw?
- Ydy cael prif ffordd yn agos i'r castell yn syniad da? Pam?
- Beth sy fwyaf pwysig wrth ddewis lle i adeiladu castell? Pam ydych chi'n dweud hyn?

Cam 2

Nesaf, rhaid i'r dysgwyr ystyried pedwar lleoliad posibl ar gyfer adeiladu castell a dod i gasgliad gan roi rhesymau. Dyma rai cwestiynau defnyddiol:

- Beth ydy manteision lleoliad 1?
- Beth ydy anfanteision lleoliad 2?
- P'un ydy'r lleoliad gorau? Pam?

Cofiwch gloi'r wers yn briodol.

Discussing where to build a castle

The aim of the lesson

The aim of the lesson is to:

- understand the needs of the people
- realise the dangers
- weigh up the advantages and disadvantages of the different locations giving reasons for their opinions
- empathy
- understand how people lived.

Introduction

Revise the vocabulary that the learners will need. Why not do this by using flash cards or by playing a game?

Here are some useful questions:

- What is this? It's a mountain.
- What is marshland in Welsh? Tir corsiog.

Step 1

To do the activity the learners must consider the importance of the places on the card.

Here are some useful questions for you:

- Why is it important to build a castle near a river?
- Are there any advantages of building a castle on low hills? What are they?
- Are there disadvantages of building a castle near a forest? What are they?
- Is it a good idea to have a main road near the castle? Why?
- What's the most important consideration when choosing a place to build a castle? Why do you say this?

Step 2

Now, the learners must consider four possible locations for building a castle. They must come to a conclusion and give reasons. Here are some useful questions:

- What are the advantages of location 1?
- What are the disadvantages of location 2?
- Which is the best location? Why?

Remember to end the lesson appropriately.

Effaith yr Ail Ryfel Byd ar y teulu

Ymadroddion allweddol

Cymraeg	English
ar ôl y bomiau	after the bombs
dynion yn mynd i ffwrdd i ryfel	men going away to war
faciwiś	evacuees
llyfr dogni	ration book
menywod yn gweithio ar y tir	women working on the land
mwgwd nwy	gas mask
tân	fire
Beth maen nhw'n ei wneud?	What are they doing?
Beth ydy hwn?	What is this?
I ble maen nhw'n mynd?	Where are they going?
Sut maen nhw'n teimlo?	How do they feel?
cerdyn post	post card
dyddiadur	diary
e-bost	e-mail
llythyr	letter
neges testun	text message
sgwrs ffôn	phone conversation



The effect of the Second World War on the family

Step 1 – Labelling pictures

Label the pictures. In your group discuss:

- what is happening in every picture
- what the people are saying
- how the people are feeling.

Step 2 – Keeping in touch

The Second World War had a great effect on families. Many people were separated.

Imagine:

- you are an evacuee
- your brother has gone to war
- your sister works in a factory.

You want to keep in touch. What do you do?

Write what you are going to say to your family here.

diary

text message

post card

letter

e-mail

phone conversation

Effaith yr Ail Ryfel Byd ar y teulu

Nod y wers

Nod y wers ydy:

- deall sut roedd pobl yn teimlo
- sylweddoli effaith erchyllterau rhyfel ar unigolion o fewn y teulu
- dewis ffurf addas i'r pwrpas, y cyfnod a'r amgylchiadau
- empathi
- defnyddio'r Gymraeg mewn cyd-destun hanesyddol.

Cyflwyniad

Adolygwch yr eirfa y bydd ei hangen ar y dysgwyr. Beth am wneud hyn drwy ddefnyddio cardiau fflach neu drwy chwarae gêm? Dyma rai cwestiynau defnyddiol i chi:

- Beth ydy hwn? Mwgwd nwy ydy e.
- Beth maen nhw'n ei wneud? Maen nhw'n ffarwelio.

Cam 1

Pwrpas rhan gyntaf y gweithgaredd yw ymgyswrtu â gwrthrychau a digwyddiadau bob dydd yr Ail Ryfel Byd. Dyma rai cwestiynau defnyddiol i chi:

- Beth sy'n digwydd yn y llun yma?
- Ble ydych chi'n meddwl mae'r plant yn mynd?
- Sut ydych chi'n meddwl maen nhw'n teimlo?
- Pam roedd y plant yn mynd i ffwrdd?
- Pam mae'r stryd ar dân?

Cam 2

Nesaf, rhaid i'r dysgwyr ddychmygu eu bod yn faciws. Rhaid iddyn nhw gadw mewn cysylltiad â gweddill y teulu. Yn gyntaf, rhaid dewis ffurf briodol.

Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Dw i eisiau i chi feddwl am y ffurf mwyaf addas.
- Beth sy'n gwneud neges dda?
- Fyddwch chi'n anfon neges testun? Pam?
- Beth rwyf i'n mynd i ddweud wrth dy frawd a dy chwaer?
- Wyt ti'n mynd i ofyn cwestiwn iddyn nhw?

Ar ddiwedd y wers, efallai byddwch chi am ofyn i'r dysgwyr ddarllen gwaith ei gilydd a'i drafod gan gyfeirio at yr hyn sy'n gwneud neges dda.

Cofiwch gloi'r wers yn briodol.

The effect of the Second World War on the family

The aim of the lesson

The aim of the lesson is to:

- understand how people felt
- realise the effect the horrors of war had on individuals within families
- choose a form suitable for the purpose, period and circumstances
- show empathy
- use Welsh within a historical context.

Introduction

Revise the vocabulary that the learners will need. Why not do this by using flash cards or by playing a game?

Here are some useful questions for you:

- What is this? It's a gas mask.
- What are they doing? They are saying goodbye.

Step 1

The purpose of the first part of the activity is to familiarise with the everyday objects and events of the Second World War. Here are some useful questions for you:

- What's happening in this picture?
- Where do you think the children are going?
- How do you think they feel?
- Why were the children going away?
- Why is the street on fire?

Step 2

Next, the learners must imagine that they are evacuees. They must keep in touch with other members of their family. First, they must choose an appropriate form.

Here are some useful sentences and questions for you:

- I want you to think about the most suitable form.
- What makes a good message?
- Will you send a text? Why?
- What are you going to tell your brother or sister?
- Are you going to ask them a question?

At the end of the lesson, you may want to ask the learners to read one another's work and to discuss it referring back to what makes a good message.

Remember to end the lesson appropriately.

Llythrennedd triphlyg

Gemau iaith

Ymadroddion allweddol

Cymraeg	English
benywaidd	feminine
gair/geiriau	word/s
gwahanol	different
gwrywaidd	masculine
tebyg	similar
Ffrangeg	French
Saesneg	English
Sbaeneg	Spanish



English translation of the main points on the card

Language games

Step 1 – Which language?

Look at these words. The words are in three languages. Work with your partner to put the words in the correct column. Then give the English word for every word.

Step 2 – Comparing languages

Which words are similar? Make a list. Which languages are most similar to each other?

All nouns in French, Welsh and Spanish are either masculine or feminine. But, is every noun that is masculine in Welsh, masculine in the other languages?

Make a list of the ones that are different. Use a dictionary if you are not sure.

Gemau iaith

Nod y wers

Nod y wers ydy:

- cymharu geiriau
- tynnu sylw at genedl enwau
- defnyddio geiriadur
- codi ymwybyddiaeth o'r hyn sy'n debyg ac yn wahanol rhwng ieithoedd
- ehangu geirfa.

Cyflwyniad

Adolygwch y geiriau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy *milk* yn Gymraeg?
- Beth ydy *bridge* yn Gymraeg?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid i'r dysgwyr weithio mewn parau i roi'r geiriau yn y golofn gywir. Yna, rhaid iddyn nhw roi'r gair Saesneg yn y golofn olaf. Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Dw i eisiau i chi edrych ar y geiriau.
- Dw i eisiau i chi roi'r geiriau Sbaeneg yn y golofn *Español*.
- Beth ydy bwrdd yn Ffrangeg?
- Ydych chi'n gwybod pa iaith ydy *aqua*?
- Ym mha golofn ydych chi'n mynd i roi *papier*?

Cam 2

Nesaf, rhaid i'r dysgwyr wneud rhestr o'r geiriau sy'n debyg i'w gilydd a cheisio penderfynu pa enwau sy'n wrywaidd a pha rai sy'n fenywaidd. Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Pa eiriau sy'n debyg?
- Ydy cwpan yn wrywaidd neu'n fenywaidd?
- Edrychwch yn y geiriadur.
- Ydy tref yn fenywaidd ym mhob iaith?

Cofiwch gloi'r wers yn briodol.

Language games

The aim of the lesson

The aim of the lesson is to:

- compare words
- draw attention to the gender of nouns
- use a dictionary
- raise awareness of similarities and differences between languages
- extend vocabulary.

Introduction

Revise the words that the learners will be using. You can do this by using flash cards or by asking questions such as:

- What is milk in Welsh?
- What is bridge in Welsh?

Step 1

To do the activity on the card, learners must work in pairs to put the words in the correct column. Then, they must put the English word in the last column. Here are some useful sentences and questions for you:

- I want you to look at the words.
- I want you to put the Spanish words in the *Español* column.
- What is bwrdd in French?
- Do you know which language is the word *aqua*?
- In which column are you going to put *papier*?

Step 2

Next, the learners must make a list of the words that are similar and try to decide which nouns are masculine and which ones are feminine. Here are some useful sentences and questions for you:

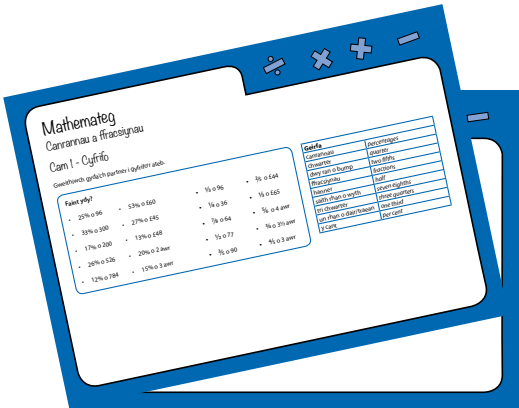
- Which words are similar?
- Is cwpan masculine or feminine?
- Look in the dictionary.
- Is tref feminine in every language?

Remember to end the lesson appropriately.

Canrannau a ffracsiynau

Ymadroddion allweddol

Cymraeg	English
Beth sy nesaf?	What's next?
Beth ydy dau adio dau?	What is two and two?
Beth ydy deg minws wyth?	How much is ten minus eight?
Beth ydy hanner pedwar?	How much is half of four?
Beth ydy pedwar adio tri?	How much is four add three?
Cyfrwch 'da fi.	Count with me. (SW)
Cyfrwch efo fi.	Count with me. (NW)
Faint ydy ...?	How much is ...?
Faint yn fwy na dau ydy pedwar?	How many more than two is four?
Pa rif sy nesaf?	What number is next?
Pa rif sy'n dod ar ôl dau?	What number comes after two?
Pa rif ydy hwn?	What number is this?
P'un ydy'r lleiaf?	Which is the smallest/least?
P'un ydy'r mwyaf?	Which is the biggest/greatest?
Sawl ...?	How many ...?
Sawl digid?	How many digits?
Sawl pensil sy ar y bwrdd?	How many pencils are there on the table?



Percentages and fractions

Step 1 – Counting

Work with your partner to calculate the answer.

How much is?

- 25% of 96
- 33% of 300
- 17% of 200
- 26% of 526
- 12% of 784
- 53% of £60
- 27% of £45
- 13% of £48
- 20% of 2 hrs
- 15% of 3 hrs
- $\frac{1}{3}$ of 96
- $\frac{1}{4}$ of 36
- $\frac{7}{8}$ of 64
- $\frac{1}{2}$ of 77
- $\frac{3}{5}$ of 90
- $\frac{2}{5}$ of £44
- $\frac{1}{3}$ of £65
- $\frac{5}{6}$ of 4 hrs
- $\frac{3}{4}$ of 3 $\frac{1}{2}$ hrs
- $\frac{4}{5}$ of 3 hrs

Step 2 – Most and least

Work with your partner to calculate the answer.

- | Which one is the greatest? | | Which one is the smallest? | |
|----------------------------|----------------------|----------------------------|--------------|
| • 25% of 120 or | $\frac{1}{5}$ of 60 | • $\frac{1}{3}$ of 78 or | 50% of 56 |
| • 30% of 300 or | $\frac{1}{3}$ of 300 | • $\frac{1}{4}$ of 516 or | 32% of 400 |
| • 65% of 220 or | $\frac{1}{6}$ of 600 | • $\frac{7}{8}$ of 248 or | 76% of 860 |
| • 80% of 150 or | $\frac{1}{2}$ of 250 | • $\frac{1}{2}$ of 688 or | 22% of 1,230 |
| • 52% of 348 or | $\frac{2}{5}$ of 480 | • $\frac{3}{5}$ of 155 or | 55% of 160 |

Nod y wers

Nod y wers ydy:

- cyfrifo yn Gymraeg
- ymarfer trafod canrannau a ffracsiynau
- trafod y mwyaf a'r lleiaf.

Cyflwyniad

Adolygwch y rhifau yn Gymraeg.

Beth am wneud hyn drwy gyfrwng ymarfer mathemateg pen, gyda'r dysgwyr yn ysgrifennu'r atebion i symiau syml ar eu byrddau bach gwyn. Dyma enghreifftiau o rai symiau i chi.

Faint ydy:

- saith lluosai saith
- tri deg dau adio deg
- naw deg pump minws naw
- wyth deg dau rhannu dau?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- Faint ydy 25% o 96 (dau ddeg pump y cant o naw deg chwech)?
- Faint ydy $\frac{1}{3}$ o 96 (un rhan o dair o naw deg chwech)?

Cofiwch:

- Mae awr yn fenywaidd, felly **dwy** awr.
- Mae punt a cheiniog yn fenywaidd, felly **tair** punt, **pedair** ceiniog.
- Mae treigladd meddal ar ôl o, felly o **ddwy** awr.
- Mae rhan yn fenywaidd, felly **dwy** ran.
- Mae treigladau ar ôl rhai rhifau:

Rhif	Treigladd	Enghraifft
un (b)	meddal	un g einiog, un b unt
dau	meddal	dau d raean
dwy	meddal	dwy g einiog, dwy b unt
chwe	llaes	chwe p hunt

Cam 2

I wneud y gweithgaredd ar y cerdyn, rhaid gofyn cwestiynau fel:

- P'un ydy'r mwyaf? 25% o 120 neu $\frac{1}{5}$ o 60 (dau ddeg pump y cant o gant dau ddeg neu un rhan o bump o chwe deg)?
- P'un ydy'r lleiaf? $\frac{1}{3}$ o 78 neu 50% o 56 (un rhan o dair o saith deg wyth neu hanner pum deg chwech)?

Cofiwch gloi'r wers yn briodol.

The aim of the lesson

The aim of the lesson is to:

- count in Welsh
- practice handling fractions and percentages
- discuss the most and least.

Introduction

Revise the numbers in Welsh.

Why not do this with a mental mathematics exercise with learners writing their answers to simple sums on small white boards. Here are some examples for you.

How much is:

- seven multiplied by seven
- thirty-two add ten
- nine ninety minus nine
- eighty-two divide by two?

Step 1

To do the activity on the card, you must ask questions such as:

- How much is 25% of 96 (twenty five per cent of ninety-six)?
- How much is $\frac{1}{3}$ of 96 (one third of ninety-six)?

Remember:

- Awr (hour) is feminine, so **dwy** awr.
- Punt (pound) and ceiniog (penny) are feminine, so **tair** punt, **pedair** ceiniog.
- There is a soft mutation after o, therefore o **ddwy** awr.
- Rhan is feminine, therefore **dwy** ran.
- There are mutations after some numbers:

Number	Mutation	Example
un (f)	soft mutation	un g einiog, un b unt
dau	soft mutation	dau d raean
dwy	soft mutation	dwy g einiog, dwy b unt
chwe	aspirate mutation	chwe p hunt

Step 2

To do the activity on the card, you must ask questions such as:

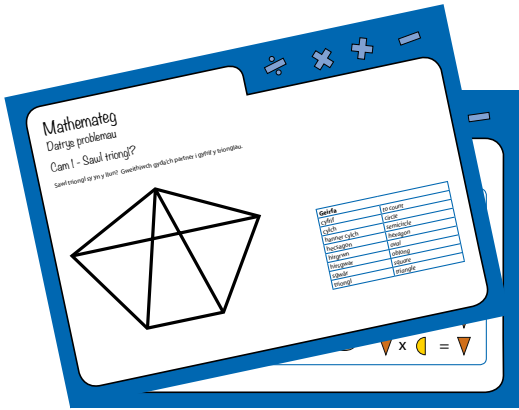
- Which is the greatest? 25% of 120 or $\frac{1}{5}$ of 60 (twenty five percent of one hundred and twenty or one-fifth of sixty)?
- Which is the smallest? $\frac{1}{3}$ of 78 or 50% of 56 (one third of seventy-eight or half of fifty-six).

Remember to end the lesson appropriately.

Datrys problemau

Ymadroddion allweddol

Cymraeg	English
cylch	circle
diemwnt	diamond
hanner cylch	semi-circle
hirgrwn	oval
petryal	rectangle
seren	star
sgwâr	square
triongl	triangle
coch	red
glas	blue
glas tywyll	dark blue
gwyrdd	green
melyn	yellow
oren	orange
porffor	purple



Problem solving

Step 1 – How many triangles?

How many triangles are in the image? Work with your partner to count the triangles.

Step 2 – What number?

Every shape represents a number between 0 – 12. Work with your partner to fill in the table below.

Nod y wers

Nod y wers ydy:

- cyfrif yn Gymraeg
- defnyddio geirfa a thermau mathemateg yn Gymraeg.

Cyflwyniad

Adolygwch y rhifau, y siapiau a'r lliwiau yn Gymraeg. Beth am wneud hyn drwy ddefnyddio cardiau fflach a gofyn cwestiynau fel:

- Pa liw ydy hwn?
- Pa siâp ydy hwn?
- Faint ydy ... llusgi â ...?

Cam 1

I wneud y gweithgaredd ar y cerdyn, rhaid i'r dysgwyr gyfrif y trionglau. Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Dw i eisiau i chi gyfrif y trionglau.
- Sawl triongl ydych chi'n gallu gweld yn y diagram?
- Cyfrwch y trionglau.

Cam 2

I wneud yr ail weithgaredd ar y cerdyn, rhaid i'r dysgwyr benderfynu ar werth pob symbol. Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Beth ydy gwerth y sgwâr?
- Beth ydy gwerth y triongl gwyrdd?
- Pam ydych chi'n dweud hyn?

Cofiwch gloi'r wers yn briodol.

The aim of the lesson

The aim of the lesson is to:

- count in Welsh
- use mathematical vocabulary and terms in Welsh.

Introduction

Revise the Welsh words for the numbers, shapes and colours. You can do this by using flash cards and asking questions such as:

- What colour is this?
- What shape is this?
- How much is ... multiply by ...?

Step 1

To do the activity on the card, the learners must count the triangles. Here are some useful sentences and questions for you:

- I want you to count the triangles.
- How many triangles can you see in the diagram?
- Count the triangles.

Step 2

To do the second activity on the card, learners must decide on the value of every symbol. Here are some useful sentences and questions for you:

- What is the value of the square?
- What is the value of the green triangle?
- Why do you say this?

Remember to end the lesson appropriately.

Technoleg gwybodaeth a chyfathrebu

Cyflwyno gwybodaeth i blant

Ymadroddion allweddol

Cymraeg	English
blwch postio	post box
bwrdd hysbysebu	notice board
cyflwyniad	presentation
Dydy plant un ar ddeg oed ddim yn gallu mynd ar wefan gymdeithasol.	Eleven year old children can't go on social websites.
Dydy pobl ifanc ddim yn darllen llythyron.	Young people don't read letters.
Fydd pawb ddim yn gweld y neges.	Not everyone will see the message.
gwefan gymdeithasol	social website
Mae'n boblogaidd.	It's popular.
Mae'n fodern.	It's modern.
Mae'n hen ffasiwn.	It's old fashioned.
Mae'n rhaid i bobl wrando.	People must listen.
neges e-bost	e-mail message
poster	poster
taflen wybodaeth	information leaflet



English translation of the main points on the card

Conveying information to children

Step 1 – Advantages and disadvantages

You must give advice to eleven year old learners about internet safety.

In your group, discuss the best way to explain the dangers of the internet to young learners. What are the advantages and disadvantages of the above ways.

Step 2 – The presentation

Use your mind map from the personal and social education activity and your list of advantages and disadvantages from Step 1 to prepare the information. You must decide:

- oral or written
- are pictures needed
- are graphics needed
- which programme
- which software
- which font

Plan your work here.

Cyflwyno gwybodaeth i blant

Mae'n bosibl defnyddio'r gweithgaredd yma fel dilyniant i'r gweithgaredd Addysg bersonol a chymdeithasol: Diogelwch ar y we (tud 17-20). Mae llawer o ffeithiau defnyddiol i'w cael ar y cerdyn hwnnw.

Nod y wers

Nod y wers ydy:

- dewis y ffurf orau ar gyfer cyflwyno gwybodaeth i gynulleidfa benodol
- penderfynu ar faterion megis fformat, lluniau, rhaglen i'w defnyddio
- defnyddio'r Gymraeg yng nghyd-destun TGCH.

Cyflwyniad

Adolygwch yr eirfa a'r termau y bydd y dysgwyr yn eu defnyddio. Rydych chi'n gallu gwneud hyn drwy ddefnyddio cardiau fflach neu drwy ofyn cwestiynau fel:

- Beth ydy hwn? Blwch postio ydy e.
- Beth ydy hon? Gwefan gymdeithasol ydy hi.

Cam 1

Helpwch y dysgwyr i ddehongli'r dulliau cyfathrebu sy'n cael eu cynrychioli gan y lluniau. Gofynnwch iddyn nhw drafod manteision ac anfanteision pob dull yn eu grwpiau. Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Dw i eisiau i chi feddwl am y manteision a'r anfanteision.
- Ysgrifennwch yr atebion yn y grid.
- Beth ydy manteision poster?
- Beth ydy anfanteision gwefan gymdeithasol i ddysgwyr un ar ddeg oed?

Cam 2

Nesaf, rhaid i'r dysgwyr baratoi i roi cyngor i ddysgwyr un ar ddeg oed. Cyn dechrau ysgrifennu, dylai'r dysgwyr feddwl am y dulliau gorau i gael sylw pobl ifanc un ar ddeg oed. Dylent gael cyfle i baratoi mewn grŵp a chynllunio'u gwaith. Dyma rai brawddegau a chwestiynau defnyddiol i chi:

- Dw i eisiau i chi ddewis ffurf addas.
- Sut ydych chi'n mynd i ddweud wrth y bobl ifanc – ar lafar neu'n ysgrifenedig?
- Ydych chi'n mynd i ddefnyddio lluniau? Pam?
- Oes angen graffeg arnoch chi?
- Beth ydych chi'n gallu ei wneud i dynnu sylw'r bobl ifanc?

Wedyn, rhwch gyfle i'r dysgwyr gwblhau'r dasg. Ar ddiwedd y wers, efallai y byddwch chi am ofyn i'r dysgwyr edrych ar waith ei gilydd. Dylent werthuso eu gwaith drwy gyfeirio yn ôl at yr hyn a nodwyd fel dulliau da o gael sylw pobl ifanc un ar ddeg oed.

Cofiwch gloi'r wers yn briodol.

Conveying information to children

It's possible to use this activity as a follow on to the Personal and social education activity: Internet safety (pg 17-20). There are many useful facts on that card.

The aim of the lesson

The aim of the lesson is to:

- choose the best form to convey information to a specific audience
- decide on issues such as format, pictures, programme to use
- use Welsh in the context of ICT.

Introduction

Revise the vocabulary and terms that the learners will use. You can do this by using flash cards or by asking questions such as:

- What is this? It's a post box.
- What is this? It's a social website.

Step 1

Help the learners to interpret the means of communication represented by the pictures. Ask them to discuss the advantages and disadvantages of every one in their groups. Here are some useful sentences and questions for you:

- I want you to think about the advantages and disadvantages.
- Write the answers in the grid.
- What are the advantages of a poster?
- What are the disadvantages of a social website for eleven year old learners?

Step 2

Next, learners must prepare advice for eleven year old learners. Before starting to write, learners should think about the best ways to get the attention of eleven year olds. They should have an opportunity to prepare in a group and to plan their work. Here are some useful sentences and questions for you:

- I want you to choose a suitable format.
- How are you going to tell the young people – orally or in writing?
- Are you going to use pictures? Why?
- Do you need graphics? Why?
- What can you do to grab the attention of the eleven year olds?

Then, give the learners an opportunity to finish the task. At the end of the lesson, you may want to ask the learners to look at one another's work. They should evaluate their work by referring to what was noted as good ways of getting the attention of eleven year olds.

Remember to end the lesson appropriately.

Technoleg gwybodaeth a chyfathrebu

Cyflwyno gwybodaeth ynglŷn a llifogydd i'r Cyngor

Ymadroddion allweddol

Cymraeg	English
ardal	area
cyflwyniad	presentation
Cyngor	Council
data	data
diagram	diagram
ffotograffau	photographs
llifogydd	floods
llythyr	letter
map	map
siart	chart
siart cylch	pie chart
swyddog	officer
taflen wybodaeth	information sheet



English translation of the main points on the card

Presenting information about floods to the Council

Step 1 – The problem

There are lots of floods in the area. The Council must be told about the problem. What do you want to tell the Council? Use the information on the **Floods** card to help you.

- Floods happen often because ...
- We want the Council to ...
- The floods cause lots of problems ...
- We are very angry ...

Step 2 – The presentation

Think about how you are going to present your information to the Council. Will it be an oral or a written presentation? Will you need grids, charts, tables, maps, photographs, data etc?

Now prepare your presentation.

Cyflwyno gwybodaeth ynglŷn â llifogydd i'r cyngor

Mae'n bosibl gwneud y gweithgaredd yma fel dilyniant i'r gweithgaredd 'Llifogydd' ar y cerdyn Addysg ar gyfer datblygu cynaliadwy a dinasyddiaeth fyd-eang (tud 25-28).

Nod y wers

Nod y wers ydy:

- cyflwyno gwybodaeth i'r Cyngor
- defnyddio'r Gymraeg mewn cyd-destun penodol
- ystyried y dulliau gorau ar gyfer cyflwyno gwybodaeth i bwrpas penodol.

Cyflwyniad

Adolygwch yr eirfa y bydd ei hangen ar y dysgwyr. Beth am wneud hyn drwy ddefnyddio cardiau fflach a gofyn cwestiynau fel:

- Beth ydy hwn? Map ydy e.
- Beth ydy hon? Taflen wybodaeth ydy hi.

Efallai byddwch chi am ofyn cwestiynau fel:

- Beth ydy *presentation* yn Gymraeg?
- Beth ydy *pie chart* yn Gymraeg?

Cam 1

Cyn dechrau ar y gweithgaredd yma, cyfeiriwch yn ôl at y gweithgaredd ar lifogydd. Mae cyfle yma i atgoffa'r dysgwyr o'r sefyllfaoedd oedd yn cael eu disgrifio yno ac effaith ofnadwy llifogydd ar bobl. Gofynnwch iddyn nhw gasglu gwybodaeth o'r cerdyn hwnnw a'i defnyddio i wneud nodiadau.

Cam 2

Nesaf, rhaid i'r dysgwyr ystyried y dull gorau o gyflwyno'r wybodaeth sydd yn eu nodiadau i'r Cyngor. Beth am drafod manteision ac anfanteision y dulliau sy'n cael eu cynrychioli gan y lluniau? Dyma rai cwestiynau defnyddiol i chi:

- Beth ydy manteision taflen wybodaeth?
- Beth ydy anfanteision llythyr?
- Oes angen graff neu dabl?
- Oes angen map?
- Oes data gennych chi i gefnogi'ch dadl?

Ar ddiwedd y wers, efallai byddwch chi am ofyn i'r dysgwyr edrych ar a thrafod cyflwyniadau ei gilydd.

Cofiwch gloi'r wers yn briodol.

Presenting information about floods to the council

It's possible to do this activity as a follow on to the 'Floods' activity on the Education for sustainable development and global citizenship card (pg 25-28).

The aim of the lesson

The aim of the lesson is to:

- present information to the Council
- use the Welsh language in a specific context
- consider the best means of communicating information for a specific purpose.

Introduction

Revise the vocabulary that the learners will need. Why not do this by using flashcards and asking questions such as:

- What is this? It's a map.
- What is this? It's an information leaflet.

Maybe you will want to ask questions such as:

- What is presentation in Welsh?
- What is pie chart in Welsh?

Step 1

Before starting on this activity, refer back to the floods activity. There is an opportunity here to remind learners of the situations that were described in that activity and the terrible effects that floods have on people. Ask them to gather information from that card and to use it to make notes.

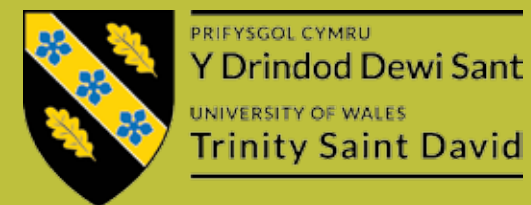
Step 2

Next, learners must consider the best way of presenting the information in their notes to the Council. How about discussing the advantages and disadvantages of the methods represented by the images? Here are some useful questions for you:

- What are the advantages of an information leaflet?
- What are the disadvantages of a letter?
- Is a graph or a table needed?
- Is a map needed?
- Do you have data to support your argument?

At the end of the lesson, you may want to ask the learners to look at and discuss one another's presentations.

Remember to end the lesson appropriately.



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