

Teitl Llyfr Book Title	Meysydd Dysgu a Phrofiad Areas of Learning and Experience	Ffwythiannau Cyfathrebu Communicative Functions (link to The Language Continuum and Progression Steps)	Awgrymiadau Suggested Activities
Uned 2 Pwy ydy'r ffrind da?	Ieithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication Iechyd a Lles Health and Well-being	Siarad am berson arall Talking about another person Siarad am beth rydych chi'n ei hoffi a ddim yn ei hoffi Talking about what you like and dislike and why Gorchmynion Commands Disgrifio siâp a maint Describing shape and size Mynegi eisiau a dymuniad Expressing want and desire Trafod gweithgaredd yn yr amser presennol Discussing activity in the present tense <ul style="list-style-type: none"> Dw i wrth fy modd ... <i>Dw i wrth fy modd yn mynd i'r cinema.</i> Mae ... yn ... Mae'r ... yn ... Chwiliwch am ... Pwy ydy ...? Beth ydy ...? Beth ydy hwn? Wyt ti'n ...? (Ydw/Nac ydw) Wyt ti eisiau ...? (Ydw/Nac ydw) Beth wyt ti'n ...? Dw i'n ... Dw i eisiau ... Dw i'n hoffi ... Dw i'n cael ... Dw i ddim yn ... Amser ... Beth am ...? Tro ... Dyma ... Dyna ... Mae'n ... Mae e'n ... Rwy't ti'n ... Maen nhw'n ... Gawn ni ...? (Cewch/Na chewch) Mae'n ddrwg gen i! Edrycha ar ... 	<ul style="list-style-type: none"> Pupils should read each situation, paying close attention to the images, and then discuss the following question. They should give reason / reasons for their answers, e.g. Pwy ydy'r ffrind da? (Who's the good friend?) »... ydy'r ffrind da achos mae e'n / o'n / hi'n (rhannu / helpu / cymryd tro / hoffi'r llun). (... Is the good friend because he / she (shares / helps / takes his / her turn / likes the picture). »... ydy'r ffrind da achos mae e'n / o'n / hi'n (garedig / feddylgar) (... is the good friend because he / she is (kind / thoughtful)). Encourage pupils to use language patterns and vocabulary they are familiar with and not to try to form sentences that are too complicated. Pupils could act out these situations – possibly during a school assembly. They could also choose other situations to show the differences between a good friend and a person who pretends to be a friend, write a script and act these situations. The work could even be developed to discuss: Beth ydy dosbarth hapus? (What's a happy class?) Beth ydy ysgol dda? (What's a good school?) Pupils could make posters entitled Pwy ydy'r ffrind da? (Who's the good friend?) which could then be displayed around the school.

<p>Uned 2</p> <p>Cychod ... Cychod ... Cychod</p>	<p>Ieithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication</p> <p>Mathemateg a Rhifedd Mathematics and Numeracy</p> <p>Gwyddoniaeth a Thechnoleg Science and Technology</p>	<p>Rhifau, lliwiau a phatrymau Numbers, colours and patterns</p> <p>Trafod manylion personol – tai Discussing personal details – house</p> <p>Disgrifio lleoliad rhywbeth neu rywun Describing the location of something or someone</p> <p>Gorchmynion Commands</p> <p>Disgrifio siâp a maint Describing shape and size</p> <p>Siarad am beth mae rhywun yn ei hoffi a ddim yn ei hoffi Talking about what someone else likes and dislikes and why</p> <p>Gosod cefndir a rhoi digwyddiadau mewn trefn Setting the scene and sequencing events</p> <ul style="list-style-type: none"> • Mae ... yn ... • Mae'r ... yn ... • Edrychwch ar ... • Beth sy ar y ...? • Beth ydy'r ...? • ... ydy ... • ... ydy o • Mae hi'n ... • Mae hi'n hoffi ... • Mae ... yn hoffi ... • Maen nhw'n ... • Dyma ... • Dyna ... • Beth ydych chi'n ...? • Ydych chi'n ...? (Ydyn/Nac ydyn) • Pa ...? • Beth am ...? • Rhaid i ... • Mae ... yn y ... 	<ul style="list-style-type: none"> • Pupils should answer the questions that are included on some of the pages. • They could search for further information and make posters / leaflets to advertise the races featured in this book or to give basic instructions in relation to safety issues associated with boating etc. • Pupils could search for further information about Catrin Williams and her work. • They could also make jelly boats, which could then be placed in a bowl of clean water to see if they float. You could also show melon boats and ask the pupils how they would make these. They could then be given the opportunity to make these and to write the recipe.
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