

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 5 Y Ras Feiciau	Ieithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication Iechyd a Lles Health and Well-being	Siarad am ymddangosiad a chymeriad person arall Talking about another person's appearance and character Trafod manylion personol – oedran a phen-blwydd Discussing personal details – age and birthday Siarad am beth mae person arall yn ei wisgo Talking about what another person is wearing Gorchmynion Commands Mynegi eisiau a dymuniad Expressing want and desire Gosod y cefndir a rhoi digwyddiadau mewn trefn Setting the scene and sequencing events Trafod gweithgaredd yn yr amser presennol Discussing activity in the present tense Trafod beth mae rhywun wedi'i wneud Discussing what one has done - Ydy ...? - Ydy pawb allan? (Ydyn/Nac ydyn) - Mae ... yn ... - Mae'r ... yn ... - Chwiliwch am ... - Faint ydy dy oed di? - Wyt ti'n ...? (Ydw/Nac ydw) - Wyt ti eisiau ...? (Ydw/Nac ydw) - Dw i eisiau ... - Dw i'n mynd ... - Ga i ...? (Cei/Na chei) - Gawn ni ...? (Cewch/Na chewch) - Mae ... yn y ... - Mae'r ... yn y ... - Rwy't ti'n ... - Dwyt ti ddim yn ... - Beth ydy'r ...? ... ydy ... - Dyma ... - Mae'n ... - Mae hi'n ... - Mae o'n ... - Mae o wedi ... - Mae ... wedi ... - Maen nhw'n ... - Beth sy yn y ...? - Beth am ...? - Pwy sy eisiau ...? - Ble mae ...? - Dewch i ... - Rhaid ... - Rhaid i ... - Es i ... - Roedd ...	- After discussing the poster on page 3, pupils could design a poster / leaflet to advertise an event in the area. - They could undertake some research in order to discover and describe the Welsh cycling team's strip. They could then design a new strip – or a fancy dress that would be suitable for a cycle race. - They could write a thank you letter, either on behalf of the family or the fire service, to thank Sam for his assistance during the fire, or they could write a news report or article about him. This would entail creating background information, e.g. where he lives, which school he attends etc. Similarly, pupils could write a script for a TV programme, where the presenter interviews Sam. - In addition, pupils could search for information about cyclists from Wales or about cycle races such as the Tour de France which they could then write about.

Uned 5 Arwyr	leithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication Iechyd a Lles Health and Well-being	Disgrifio galluoedd a chymeriad Describing abilities and character Gweithgareddau dyddiol ac amser Daily activities and time Siarad am beth mae rhywun yn ei hoffi a ddim yn ei hoffi Talking about what someone else likes and dislikes and why Siarad am deimladau person arall Talking about another person's feelings Disgrifio lleoliad rhywbeth neu rywun Describing the location of something or someone Gorchmynion Commands Trafod cynlluniau ar gyfer y dyfodol Discussing future plans • Bydd ... yn ... <i>Bydd hyn yn helpu'r cŵn i helpu'r person dall pan fydd rhwystrau ar y palmant.</i> • Mae ... yn ... • Mae'r ... yn ... • Chwiliwch am ... • ... ydy'r ... • Maen nhw'n ... • Maen nhw'n hoffi ... • Maen nhw'n mynd ... • Dydyn nhw ddim yn ... • Pa ...? • Rhaid ... • Mae'n ... • Mae e'n ... • Dydy e ddim yn ...	• Pupils could search for information about different breeds of dogs and write fact files about them. They could then consider whether these dogs would be suitable as guide dogs, giving reasons for their comments. • They could draft a letter offering their services as a puppy walker, introducing themselves, explaining why they would like to undertake this work and why they would be suitable.
--------------------------------	---	--	---

Uned 5 Pwy ydy dy arwr di?	Ieithoedd, Llythrennedd a Chyfathrebu Languages, Literacy and Communication Iechyd a Lles Health and Well-being	Gweithgareddau dyddiol ac amser Daily activities and time Trafod manylion personol – oedran a phen-blwydd Discussing personal details – age and birthday Disgrifio'r tywydd Describing the weather Disgrifio galluoedd a chymeriad Describing abilities and character Trafod gweithgaredd yn yr amser presennol Discussing activity in the present tense Trafod beth mae rhywun wedi'i wneud Discussing what one has done • Does ... <i>Maen nhw ar y fferm achos does neb arall eisiau nhw.</i> • Cafodd ... <i>Cafodd hi ei geni yn 1977.</i> <i>Cafodd e ei eni yn 1962.</i> • Mae'r ... yn ... • Mae ... yn ... • Mae ... eisiau ... • Mae ... yn cael ... • Pwy ydy ...? • ... ydy ... • Mae'n ... • Mae e'n ... • Mae e'n mynd ... • Mae hi'n ... • Mae hi eisiau ... • Mae hi wedi ... • Rhaid ... • Rydyn ni'n ... • Rydyn ni'n cael ... • Maen nhw'n ... • Mae ... ar y ... • Roedd ... yn ... • Roedd e'n ... • Aeth hi ...	• Pupils could write a list of "heroic" jobs and describe why the person who performs that type of work is a hero. Please see the fact files entitled Parafeddyg (Paramedic) and Diffoddwr Tân (Firefighter) for suggestions. Similarly, pupils could discuss celebrities and ordinary people who are "heroic." • After focusing on the language patterns and vocabulary contained in this book and in the other reading materials, pupils could write a similar book or prepare a presentation or fact file about their heroes. They could also make a scrapbook using an appropriate app. They could then read each other's work. • They could also host one of the heroes in this book.
---	---	--	--