

Cymraeg mewn Ymarfer Proffesiynol 2
Welsh in Professional Practice 2
2024-25



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

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BA2 Sylfaen - Darlith 11
Cynllunio Gwers

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Mae hi'n amser cofrestru!

1. Greeting!
2. Feelings
3. It's Registration Time!
4. Discuss the date
5. Discuss the weather
6. Ask questions about classroom objects – Ble mae'r? Beth ydy hwn/hon? Ga i ...? Pa liw ydy'r ...? Sawl ...? Faint o ...?
7. Praise!



Cynllunio gwers sydd â ffocws iaith



Trafodwch / Discuss

Meddyliwch am un Maes Dysgu a Phrofiad, yn y Cynradd neu'r Uwchradd, a thrafodwch beth sy'n gwneud gwers dda.

Gallwch drafod gwers ddysgoch chi neu wers a welwyd yn cael ei haddysgu.

Rhannwch eich syniadau a lluniwch restr ar gyfer adrodd yn ôl.

Choose one Area of Learning and Experience, in the Primary or Secondary sector, and discuss what makes a good lesson.

You can discuss a lesson you taught or a lesson you saw being taught.

Write a list and share your ideas with the class.

Trafodwch / Discuss ...

Mae cynllunio ffocws iaith
clir yn berthnasol i wersi
leithoedd, Llythrennedd a
Chyfathrebu'n unig.

Ydych chi'n cytuno?

Planning a lesson with a
clear language focus is
only relevant for Language,
Communication and
Literacy lessons.

Do you agree?

Eich tro chi / *Your turn*

- Meddyliwch am ddeg gair allweddol ar gyfer un wers mewn unrhyw Faes Dysgu a Phrofiad.
- Ysgrifennwch y geiriau ar gardiau bach.
- Gyda phartner, ymarferwch gyflwyno'r eirfa drwy ddrilio.
- Cofiwch ddefnyddio lleisiau gwahanol, e.e. sibrwd, gweiddi, canu, llais uchel, a.y.y.b.
- Cofiwch gywiro yn ôl yr angen.
- Mwynhewch!

- *Think of ten key words to learn in one lesson. It can be in any of the Areas of Learning and Experience.*
- *Write the words on the cards.*
- *With your partner, practise the vocabulary through drilling.*
- *Remember to use different voices, e.g. whispering, shouting, singing, strong voice, etc.*
- *Remember to correct when needed.*
- *Enjoy!*

It is possible to plan a language focus for any lesson.

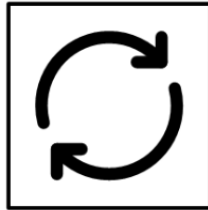
Consider ...

- Which language pattern supports the aim of the lesson (in any Area of Learning and Experience), e.g. key words, question and answer patterns, sentence starters, extended writing, etc?
- Is there a language focus for every task?
- What is the structure of the lesson, (i.e. how to reach the final aim of the lesson)?
- How will you differentiate within the lesson?

Pa fethodolegau caffael a datblygu iaith fydd fwyaf addas i'r wers?

Which language acquisition pedagogy is more suitable for your lesson?

Do you
remember
these?



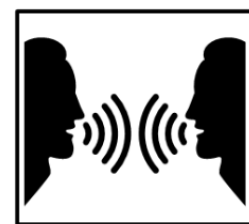
Drilio



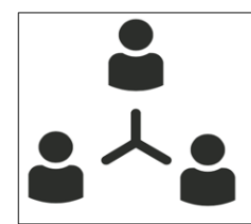
Ymarfer ar
lafar (yn
unigol)



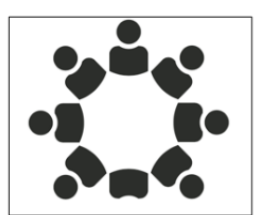
Tasg
wrando



Gwaith pêr



Grŵp o dri



Gwaith
grŵp



Amser
canu



Gwaith ar
y byrddau
gwyn



Tasg
ysgrifennu



Tasg
ddarllen



Help llaw



Tystiolaeth
i'r
Portffolio

Which language acquisition pedagogy is more suitable for your lesson?

- Which warm up activities will you include in your lesson?
- Are there listening / speaking / reading / writing tasks? Which tasks will you include in your lesson?
- Will you be using language drills? How?
- Which language games will you use?
- Do you need a Language Mat?



Edrych ar gynlluniau gwersi

Looking at lesson plans:

Cyfarwyddiadau i'r tiwtor:

- Argraffwch y cynlluniau gwersi canlynol (mae Mat laith i gydfynd ag ambell wers).
- Gofynnwch i'r myfyrwyr drafod – cynnwys y cynlluniau, y ffocws iaith gweithgareddau addysgu a dysgu a'r methodolegau caffael iaith.
- Beth ydy pwrpas y Matiau laith?

Cynllun Gwers

Blwyddyn/ Year: Primary English medium	Maes Dysgu a Phrofiad / Area of Learning and Experience: Mathematics and Numeracy	Nod y wers/ Aim of the lesson: Using prepositions to learn about numbers on the 100 square. Using the 100 square to add, subtract and multiply.
Gwybodaeth flaenorol / Previous knowledge: • Able to count from 1-100 in Welsh. • Able to name numbers from 1-100 in Welsh. • Recognise question patterns. • Understand how to add, subtract and multiply.	Geirfa allweddol a ffocws iaith / Key vocabulary and language focus: Arddodiaid/ Prepositions: • uwchben / above • ar ôl / after • cyn/ before • o flaen / in front • o dan / under • tu ôl / behind • Patrwm cwestiwn: Pa rif sydd uwchben 8? • Soft mutation after 'Pa' when asking a question e.g. Pa rif sydd cyn rhif 20? • Differentiated questions for the other groups: • Faint ydy ___ adio ___? • Faint ydy ___ tynnu ___?	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: • Using language drills to teach and learn the prepositions by singing or moving. • Use various objects in the classroom e.g. 'a clock' and ask e.g. "Ble mae'r cloc? Mae'r cloc uwchben y silff lyfrau." Also, various toys could be hidden around the classroom before asking where they are to practise using the prepositions. • Use the Language Mat and pocket dice which include the prepositions to practise the question and answer e.g. "Pa rif sydd ar ôl 25? Mae rhif 30 ar ôl 25". • Individual task: read mathematical questions e.g. "Faint ydy 19 tynnu 2?" Use the 100 square to discover the answers.
Adnoddau / Resources: • 100 square for every learner. • Objects in the classroom or soft toys. • Pocket dices including the prepositions which are on the language mat. • Language mat.		

Sgwâr cant

Cwestiwn: Pa rif sydd _____ 25?

Pa rif sydd **cyn** 25?

Ateb: Mae rhif 20 **cyn** 25.

uwchben

		1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	
2	2	4	6	8	10	12	14	16	18	20	
3	3	6	9	12	15	18	21	24	27	30	
4	4	8	12	16	20	24	28	32	36	40	
5	5	10	15	20	25	30	35	40	45	50	
6	6	12	18	24	30	36	42	48	54	60	
7	7	14	21	28	35	42	49	56	63	70	
8	8	16	24	32	40	48	56	64	72	80	
9	9	18	27	36	45	54	63	72	81	90	

cyn/
o flaen

ar ôl

o dan

tu ôl i'r
seren

Cwestiynau
mathemategol:



Faint ydy ___ adio ___?



Faint ydy ___ tynnu ___?



Cyn gwneud
yr arbrawf
(rhagfynegi)

Ydy yn mynd i suddo?
Ydy yn mynd i arnofio?

Before
the experiment
(predict)

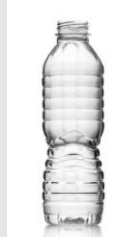
carreg



marblen



**potel
blastig**



papur



brigyn



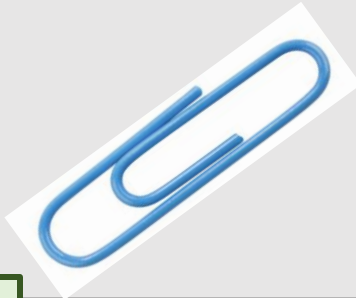
**band
elastig**



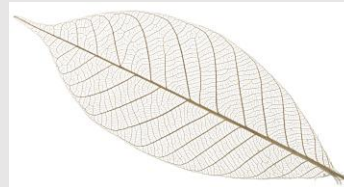
llwy



clip papur



deilen



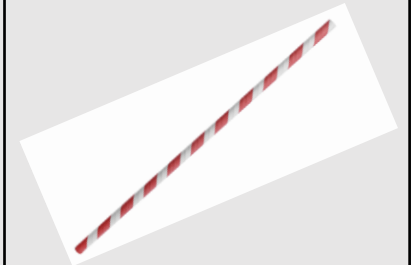
pensil



tegan



gwelltyn



Ar ôl gwneud
yr arbrawf
(canlyniad)

Ydy yn suddo?

Ydy yn arnofio?

After
the experiment
(canlyniad)

Cynllun Gwers

Blwyddyn/ Year: 4 Primary English medium	Maes Dysgu a Phrofiad / Area of Learning and Experience: Mathematics and Numeracy	Nod y wers/ Aim of lesson: Using 'Sawl' / 'Faint' as question patterns to learn more about 2D shapes.
Gwybodaeth flaenorol / Previous knowledge: • Can name 2D shapes. • Understand that shapes can be feminine or masculine nouns.	Ffocws iaith / language focus: • Learn the difference between the questions 'Faint' a 'Sawl' whilst learning more about 2D shapes. • 'Sawl' must be used at the beginning of questions that includes a singular noun e.g. Sawl ymyl sydd gyda'r triongl? • 'Faint' must be used at the beginning of questions that includes a plural noun e.e. Faint o gorneli sydd gyda'r seren? • Soft mutation after the preposition 'o'.	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: • Revision task: Use flash cards or pictures on a Powerpoint to drill the different shapes. • Play 'splat' by showing pictures of shapes on the whiteboard and using fly swatters. The learner that will choose the correct shape first will win. • Pass a ball around the class as a language drill to teach and learn the question patterns: Sawl dosbarth sydd yn yr ysgol? Faint o gadeiriau sydd yn y dosbarth? Sawl ymyl sydd gyda'r triongl? Faint o gorneli sydd gyda'r seren? • Pair/ Group work: Use the language mat and pocket dice which includes the shapes to practise asking 'Sawl/Faint'
Adnoddau / Resources: • Flash cards or Powerpoint. presentation. • Fly swatters. • A ball. • Pocket dices including the prepositions which are on the language mat. • Language mat.		



Siapiau 2D

Sawl...?

Sawl **cornel** sydd gyda'r
.....?

Bydd angen defnyddio
'Sawl..?' wrth ddefnyddio
enwau **unigol**.

Faint...?

Faint o **gorneli** sydd gyda'r
.....?

Bydd angen defnyddio 'Faint
o..?' wrth ddefnyddio enwau
lluosog.

Cofiwch am y treigladd meddal ar ôl 'o'

Geirfa allweddol

Unigol

Lluosog

cornel
(b)

corneli

ochr
(b)

ochrau

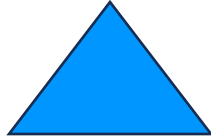
ymyl
(b/g)

ymylon

Sgwâr



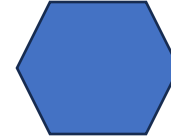
Triongl



Pentagon



Hechsagon



Heptagon



Octagon



Seren



Petryal



Beth ydy'r dyddiad heddiw?

Mae hi'n **ddydd**

Llun
Mawrth
Mercher
lau
Gwener
Sadwrn
Sul

1. y cyntaf
2. yr ail
3. y trydydd
4. y pedwerydd
5. y pumed
6. y chweched
7. y seithfed
8. yr wythfed
9. y nawfed
10. y degfed
11. yr unfed ar ddeg
12. y deuddegfed
13. y trydydd ar ddeg
14. y pedwerydd ar ddeg
15. y pymthegfed
16. yr unfed ar bymtheg
17. yr ail ar bymtheg
18. y deunawfed
19. y pedwerydd ar bymtheg
20. yr ugeinfed
21. yr unfed ar hugain
22. yr ail ar hugain
23. y trydydd ar hugain
24. y pedwerydd ar hugain
25. y pumed ar hugain
26. y chweched ar hugain
27. y seithfed ar hugain
28. yr wythfed ar hugain
29. y nawfed ar hugain
30. y degfed ar hugain
31. yr unfed ar ddeg ar hugain

o fis Ionawr
o fis Chwefror
o fis Mawrth
o fis Ebrill
o fis Mai
o fis Mehefin
o fis Gorffennaf
o fis Awst
o fis Medi
o fis Hydref
o fis Tachwedd
o fis Rhagfyr

Mis Ionawr > o **f**is Ionawr
T.M. ar ôl -o-





arhosfan
bysiau



coeden (b)
coed



car (g)
ceir



tŷ (g)
tai



siop (b)
siopau



arwydd ffordd
(g)
arwyddion
ffordd



DVLA



cerdded



lliwgar



ffordd (b)



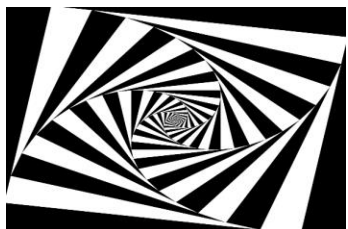
coedwig (b)



maes parcio



ailadeiladu



du a gwyn



marciau ffordd



pobl (b)



tram (g)



goleuadau
traffig

Cynllunio Gwers

In pairs, choose an Area of Learning and Experience. This could be in the primary or secondary sector.

- plan a lesson which has a clear language focus;
- remember to revise previous language patterns;
- remember to use language acquisition pedagogy, e.g. language drills, singing, listening tasks, games, pair work, group work, etc.
- Do they need a Language Mat? Plan and prepare the mat.

Cynllun Gwers

Blwyddyn / Year:	Maes Dysgu a Phrofiad / Area of Learning and Experience:	Amcan y wers / Aims of the lesson:
Gwybodaeth flaenorol / Previous knowledge:	Geirfa allweddol / Key vocabulary:	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities:
Adnoddau / Resources:	Ffocws iaith / Language focus:	



Sut mae drilio? *How to use langugae drills?*

Mae nifer fawr o ffyrdd o ddrilio geirfa a phatrymau iaith newydd. Dyma rai esiamplau:

- ailadrodd fel grŵp gan ddefnyddio cardiau fflach fel sbardun wrth gyflwyno geirfa newydd;
- ailadrodd ar ôl y tiwtor iaith gan ddefnyddio lleisiau amrywiol, e.e. llais uchel, llais tawel, llais cryf, llais gwichlyd, a.y.y.b.
- rapio (a chlapio);
- canu (a chlapio)
- pasio'r cwestiwn – un yn holi, nesaf yn ateb cyn holi'r un cwestiwn, a.y.y.b
- pasio'r bêl – pasio'r bêl a'r person sy'n ei dal sy'n dweud y gair / patrwm iaith;
- cadwyn – “Es i i'r siop a phrynais ..” – gyda'r rhestr o eirfa'n cynyddu wrth symud o un person i'r nesaf.

There are numerous ways in which you can use language drills. Here are some examples:

- group repetition by using flashcards to introduce new vocabulary;
- group repetition after the language tutor using different voices, e.g. loud voice, quiet voice, strong voice, high-pitched voice, etc.
- rapping (and clapping);
- singing (and clapping);
- pass the question – one asks the question, the next answers before asking the same question to the next person, etc.
- pass the ball – the person with the ball repeats the pattern;
- chain – “I went to market and I bought...” – the vocabulary list increases as it moves from one person to the next.

Pryd dylwn ni ddrilio?

When should we use language drills?

Gellir defnyddio drilio wrth addysgu:

- llythrennau a synau;
- geirfa;
- patrymau iaith;
- ymadroddion;
- ynganu;
- ymadroddion bob dydd;
- unrhyw batrwm iaith newydd

You can use language drills when teaching:

- letters and sounds;
- vocabulary;
- language patterns;
- phrases;
- pronunciation;
- everyday phrases;
- any new language pattern

Y frechdan iaith / *The sandwich technique*

Mae'r dechneg "y frechdan iaith" yn cael ei defnyddio wrth gyflwyno geirfa a phatrymau iaith newydd. Rydych chi'n cyflwyno'r iaith darged yn y modd canlynol:

Mae hi'n bwrw glaw eto!

It's raining again!

Mae hi'n bwrw glaw eto!

Neu, gallwch gyflwyno geirfa newydd yn y modd canlynol:

Rydw i'n hoffi nofio.

swimming

Rydw i'n hoffi nofio.

Yn yr un modd, does dim rhaid defnyddio'r dull hwn gyda'r patrwm uchod oherwydd gallech chi ddefnyddio cerdyn fflach. Bryd hynny, fyddai dim angen defnyddio'r iaith Saseneg o gwbl. Felly, cadwch hyn mewn cof wrth gynllunio.

The "sandwich technique" is used when introducing new vocabulary and patterns. You introduce the target language as follows:

Mae hi'n bwrw glaw eto!

It's raining again!

Mae hi'n bwrw glaw eto!

Or, you can introduce new vocabulary as follows:

Rydw i'n hoffi nofio.

swimming

Rydw i'n hoffi nofio.

However, you don't have to use this technique with regards to the above pattern as you could use flash cards. With the use of flash cards, you wouldn't need to use the English language. So, remember to think about this when planning.

Da iawn chi!



Daliwch ati!