

Cymraeg mewn arfer Proffesiynol 2
Welsh in Professional Practice 2
2025-26



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

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

www.athrofa.cymru



BA2 - Darlith 9 a 10
Matiau Iaith a Chynllunio 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!



Nod ac Amcanion

Aims and Objectives



CANOLFAN
GWASANAETHAU
CYMRAEG
WELSH LANGUAGE
SERVICES CENTRE

- **Mae hi'n amser cofrestru!**

It's registration time!

- **Adolygu**

Revision

- **Cynllunio gwers**

Planning a lesson



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Mae hi'n amser cofrestru!

It's registration time!

Mae hi'n amser cofrestru!



Edrychwch arna i!

Look at me!

**Eisteddwch,
bawb!**

Sit down, everyone!

**Gwrandewch yn
ofalus, blant!**

Listen carefully, children!



Bore da, **b**awb!

Mae hi'n amser cofrestru!

Prynhawn da, **b**lant!

Ydy ... yma heddiw?
Is ... here today?

Yma!
Here!

Sut wyt ti heddiw?

Absennol!
Absent!



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Mae hi'n amser cofrestru!



Pwy sy'n
absennol heddiw?

Wyt ti eisiau cinio
ysgol neu frechdanau?



Pa **ddydd** ydy hi heddiw?

*Which / What day is it
today?*

Dydd Iau

ydy hi heddiw.



Ydy hi'n **ddydd** lau heddiw?

Is it Thursday today?



Ydy, mae hi'n **ddydd** lau
heddiw.



Nac ydy, dydy hi ddim yn
ddydd lau heddiw.



Pa **f**is ydy hi?

Which / What month is it?

Mis

Tachwedd

ydy hi.



Ydy hi'n **fis Tachwedd?**

Is it October?



Ydy, mae hi'n
fis Tachwedd.



Nac ydy, dydy hi ddim yn
fis Tachwedd.



Pa **d**ymor ydy hi?

Which / What season is it?

Hydref

ydy hi.



Beth ydy'r dyddiad heddiw?

Dydd Sul
Dydd Llun
Dydd Mawrth
Dydd Mercher
Dydd Iau
Dydd Gwener
Dydd Sadwrn

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

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

Dydd Iau, Tachwedd y seithfed.



Trafod y tywydd... *Discussing the weather...*

Sut **mae**'r tywydd heddiw?
Mae hi'n wyntog.



Amser Presennol
Present Tense

Sut **oedd** y tywydd ddoe?
Roedd hi'n braf.



Amser Gorffennol
Past tense

Sut **bydd** y tywydd yfory?
Bydd hi'n bwrw eira.



Amser Dyfodol
Future Tense



Ydy hi'n **g**ymylog heddiw?

Is it cloudy today?



Ydy, mae hi'n **g**ymylog
heddiw.



Nac ydy, dydy hi ddim yn
gymylog heddiw.



Mae hi'n amser cofrestru!

1. *Greet the class*
2. *It's registration time!*
3. *Is here today?*
4. *How are you?*
5. *The Date*
6. *The Weather (today, yesterday, tomorrow)*



Rhif	Pwy?
1	Amy
2	Jacob
3	Zoe
4	Lara
5	Hannah
6	Polly
7	Dominic
8	Emily
9	Josh
10	Marli
11	Storm
12	Amelia
13	Tilly
14	Kelly
15	Hazel
16	Beau



Mae hi'n amser adolygu!

It's time to revise!



Rhan 1 - Edrych ar Fatiau iaith Effeithol

Rhan 2 - Cynllunio gwers sydd â ffocws iaith

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



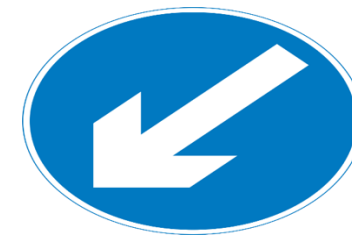
car (g)
ceir



tŷ (g)
tai



siop (b)
siopau



arwydd ffordd
(g)
arwyddion
ffordd



DVLA



cerdded



lliwgar



ffordd (b)



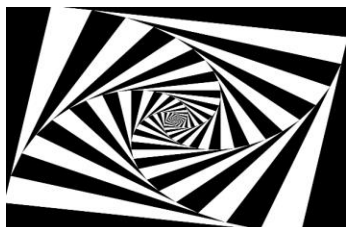
coedwig (b)



maes parcio



ailadeiladu



du a gwyn



marciau ffordd



pobl (b)

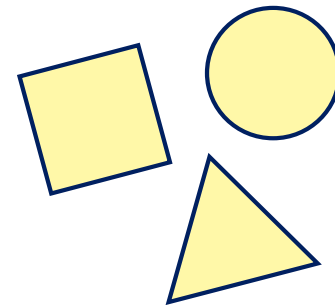


tram (g)



goleuadau
traffig

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 **treigl**ad meddal ar ôl 'o'

Geirfa allweddol

Unigol

Lluosog

cornel (b)

corneli

ochr (b)

ochrau

ymyl (b/g)

ymylon

Sgwâr



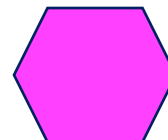
Triongl



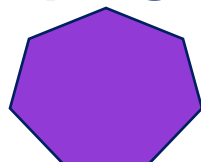
Pentagon



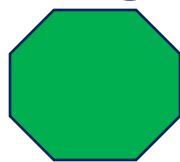
Hecsagon



Heptagon



Octagon



Seren



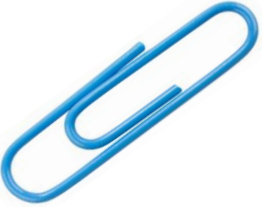
Petryal



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
(result)

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?

- 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?



Trafodwch... Discuss...

Faint ohonoch chi sydd wedi cynllunio gwers mewn unrhyw Faes Dysgu a Phrofiad (ac eithrio Maes Dysgu a Phrofiad Ieithoedd, Llythrennedd a Cyfathrebu) sydd â ffocws iaith clir?

Rhannwch.

How many of you have planned a lesson, in any Area of Learning and Experience, (except for Language, Communication and Literacy) which has a clear language focus?

Share your ideas.

Edrych ar Gynlluniau Gwersi *Looking at Lesson Plans*

- Look at the following Lesson Plans
- Discuss:
 - content
 - the language focus
 - teaching and learning activities
 - Language Acquisition Methodology
- What is the purpose of the Language Mat if there is one?



Edrych ar gynlluniau gwersi

Looking at lesson plans:



Cynllun Gwers Lesson Plan

Blwyddyn: 3 Year: 3	Maes Dysgu a Phrofiad: Y Celfyddydau Mynegiannol Area of Learning and Experience: <i>Expressive Arts</i>	Amcan y wers: <i>Aims of the lesson:</i> Complete a task by listening and understanding commands in Welsh
Gwybodaeth flaenorol: <i>Previous knowledge:</i> - Colours in Welsh - Question pattern: Pa liw ydy'r ...? - It is St David's Day on March the 1st and the national Welsh flower is a daffodil	Geirfa allweddol: <i>Key vocabulary:</i> paent <i>paint</i> papur <i>paper</i> brwshys paent <i>paint brushes</i> cennin pedr <i>daffodil</i> blodyn <i>flower</i> deilen <i>leaf</i> dail <i>leaves</i> coesyn <i>stem</i>	Gweithgareddau Addysgu a Dysgu: <i>Teaching and Learning Activities:</i> Beth ydy hwn? <i>(What is this?)</i> Look at the daffodil and learn the different parts in Welsh (see vocabulary) - Language drill: use flash cards to learn the different parts of the daffodil - Follow step by step instructions to paint a picture of a daffodil - Questions to ask: Pa liw ydy ...? Beth wyt ti'n wneud? <i>(What are you doing?)</i>
Adnoddau: <i>Resources:</i> - paent <i>paint</i> - papur <i>paper</i> - brwshys paent <i>paint brushes</i> - cennin pedr go iawn <i>a real daffodil</i> - cardiau fflach <i>flashcards</i>	Ffocws Iaith: <i>Language Focus:</i> - Pa liw ydy'r ...? - Commands in Welsh, e.g. Edrychwch yn ofalus... / Gwisgwch ... / Rhowch... / Dewiswch... / Sylwch / Cymysgwch ... / Peintiwch ... / Golchwch...	



Cynllun Gwers Lesson Plan

Blwyddyn: 3/4 Year: 3/4	Maes Dysgu a Phrofiad: Mathemateg a Rhifedd Area of Learning and Experience: <i>Mathematics and Numeracy</i>	Amcan y wers: <i>Aims of the lesson:</i> - Using prepositions to learn about numbers on the 100 square - Using the 100 square to add, subtract and multiply
Gwybodaeth flaenorol: <i>Previous knowledge:</i> - 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 / Ffocws iaith: <i>Key vocabulary / Language focus:</i> Arddodiaid (Prepositions): uwchben <i>above</i> ar ôl <i>after</i> cyn <i>before</i> o flaen <i>in front</i> o dan <i>under</i> tu ôl <i>behind</i>	Gweithgareddau Addysgu a Dysgu: <i>Teaching and Learning Activities:</i> - 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." - Various toys could also 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?" and use the 100 square to find the answers
Adnoddau: <i>Resources:</i> 100 square for every learner - Classroom objects or soft toys - Pocket dice including the prepositions which are on the Language Mat - Mat Iaith (<i>Language Mat</i>)	- 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 __?	



Sgwâr Cant

Cwestiwn: Pa rif sydd _____ 25?

Pa rif sydd cyn 25?

Ateb:

Mae rhif 20 cyn 25.

uwchben

cyn /
o flaen

o dan

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

ar ôl

tu ôl i'r seren

Cwestiynau mathemategol:

Faint ydy __ adio __ ?



Faint ydy __ tynnu __ ?



Cynllun Gwers Lesson Plan

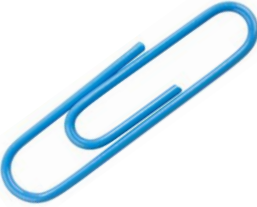
Blwyddyn: 4 Year: 4	Maes Dysgu a Phrofiad: Gwyddoniaeth a Thechnoleg Area of Learning and Experience: <i>Science and Technology</i>	Amcan y wers: Suddo neu arnofio? Aims of the lesson: Sink or float?
Gwybodaeth flaenorol: <i>Previous knowledge:</i> - That objects are made of different materials - That objects can be heavy or light	Geirfa allweddol: <i>Key vocabulary:</i> - suddo <i>sink</i> - arnofio <i>float</i> - enwau'r adnoddau yn Gymraeg: carreg, marblen, potel blastig, darn o bapur, brigyn, band elastig, llwy, gwelltyn, clip papur, pensil, deilen, tegan...	Gweithgareddau Addysgu a Dysgu: <i>Teaching and Learning Activities:</i> - Introduce new vocabulary through drilling: repeat, repeat, repeat, by using flash cards and different voices (to keep interest) - "Beth ydy hwn / hon?" - Give each pupil an object or a card (on the card will be a name of one object). Ask them to find their partner (object + name of object) - Ask them to predict if their object is going to float / sink? "Ydy'r _____ yn mynd i suddo neu arnofio?" Answer: Suddo / Arnofio - In groups, pupils do the experiment to find out if their predictions were correct. The pattern should be repeated each time: "Ydy'r _____ yn arnofio / suddo?" - "Ydy / Nac ydy"
Adnoddau: <i>Resources:</i> - Different objects: a pebble, a marble, plastic bottle, piece of paper, a stick, an elastic band, spoon, straw, paper clip, pencil, leaf, etc - A see-through water tub	Ffocws Iaith: <i>Language Focus:</i> Introduction: Beth ydy hwn / hon? During the activity: Ydy'r _____ yn arnofio? <i>Is the _____ floating?</i> Ydy'r _____ yn suddo? <i>Is the _____ sinking?</i> Answer: Ydy / Nac ydy	



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?

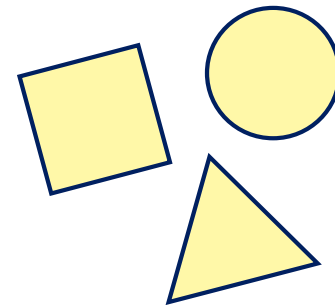
After the experiment
(result)

Cynllun Gwers Lesson Plan

Blwyddyn: 4/5 Year: 4/5	Maes Dysgu a Phrofiad: Mathemateg a Rhifedd Area of Learning and Experience: <i>Mathematics and Numeracy</i>	Amcan y wers: <i>Aims of the lesson:</i> Using 'Sawl?' and 'Faint?' question patterns to learn more about 2D shapes
Gwybodaeth flaenorol: <i>Previous knowledge:</i> - Can name 2D shapes - Understand that shapes can be feminine or masculine nouns	Geirfa allweddol / Ffocws iaith: <i>Key vocabulary / Language focus:</i> Learn the difference between the questions 'Faint?' a 'Sawl?' whilst learning more about 2D shapes	Gweithgareddau Addysgu a Dysgu: <i>Teaching and Learning Activities:</i> - Revision task: Use flash cards or pictures on a Powerpoint to drill the different shapes - Play '<i>Splat</i>' by showing pictures of shapes on the whiteboard and using fly swatters. The learner that chooses the correct shape first will win!
Adnoddau: <i>Resources:</i> - Flash cards / Powerpoint - Fly swatters - A ball - Pocket dice including the prepositions which are on the language mat - Mat iaith (<i>Language Mat</i>)	'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.g. Faint o gorneli sydd gyda'r seren? - Soft mutation after the preposition 'o'.	- 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 Mat iaith and pocket dice which includes the shapes to practise asking 'Sawl?/Faint?'



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



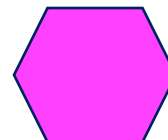
Triongl



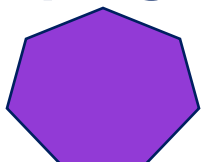
Pentagon



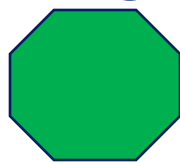
Hecsagon



Heptagon



Octagon



Seren



Petryal



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 / Lesson Plan

Strategaethau i gefnogi datblygiad iaith Gymraeg y dysgwyr /
Strategies to support learners' Welsh language development

Geirfa allweddol / Key Vocabulary:

Ffocws iaith / Language Focus:

Gweithgareddau addysgu a dysgu iaith / Language teaching and learning activities:



Cofiwch nodi eich adnoddau yma hefyd /
Remember to note your resources here too.

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!



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