



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



CANOLFAN
GWASANAETHAU
CYMRAEG
WELSH LANGUAGE
SERVICES CENTRE

RHAGOR iaith

Llwybr Datblygu'r Gymraeg *Welsh Language Development Pathway*

BA3 – Darlith 8

Tachwedd 14eg 2023

Nod y wers heddiw ydy...

- **Adolygu'r gorffennol** - *mynd
gwneud
dod
cael*
- **Cyflwyno'r Gorffennol Rheolaidd**
Introduce the Regular Past Tense



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Berfau'r Gorffennol Afreolaidd

Mynd
Es i
Est ti
Aeth e
Aeth hi
Aethon ni
Aethoch chi
Aethon nhw

Dod
Des i
Dest ti
Daeth e
Daeth hi
Daethon ni
Daethoch chi
Daethon nhw

Gwneud
Gwnes i
Gwnest ti
Gwnaeth e
Gwnaeth hi
Gwnaethon ni
Gwnaethoch chi
Gwnaethon nhw

Cael
Ces i
Cest ti
Cafodd e
Cafodd hi
Cawson ni
Cawsoch chi
Cawson nhw



Adolygu "Gorffennol cael" ar Wordwall

421 results for 'gorffennol cael'

Adolygu gorffennol cryno 'cael'

Missing word by [Carysjevans](#)

Cael - gorffennol cryno negyddol

Matching pairs by [Betsan](#)

KS2 Welsh

Adolygu gorffennol Cael / Gan

Match up by [Faithowen](#)

Ymarfer Gorffennol "CAEL"

Quiz by [Rhianabbott](#)

Gloywi

Adolygu gorffennol cryno 'cael'

Adolygu gorffennol cryno 'cael'

Adolygu gorffennol cryno 'cael'

Tasg ychwanegol - Cyfieithwch:

1. I didn't have a cup of tea.
2. You didn't have a cup of coffee.
3. He didn't have a packet of crisps.
4. She didn't have ice cream.
5. We didn't have sandwiches.
6. You didn't have chocolate cake.
7. They didn't have chips.



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**Mae hi'n amser
adolygu!**

Y Gorffennol

You have learned 4 irregular verbs in the past tense:

mynd, gwneud, dod and cael

Es i	-	<i>I went</i>
Gwnes i	-	<i>I did/made</i>
Des i	-	<i>I came</i>
Ces i	-	<i>I had</i>



Gorffennol 'mynd'



Es i	<i>I went</i>
Est ti	<i>You went</i>
Aeth e	<i>He went</i>
Aeth hi	<i>She went</i>
Aeth Tom	<i>Tom went</i>
Aeth y staff	<i>The staff went</i>
Aethon ni	<i>We went</i>
Aethoch chi	<i>You went</i>
Aethon nhw	<i>They went</i>

Gorffennol 'gwneud'



Gwnes i

I did/made

Gwnest ti

You did/made

Gwnaeth e

He did/made

Gwnaeth hi

She did/made

Gwnaeth Tom

Tom did/made

Gwnaeth y staff

The staff did/made

Gwnaethon ni

We did/made

Gwnaethoch chi

You did/made

Gwnaethon nhw

They did/made

Gorffennol 'dod'

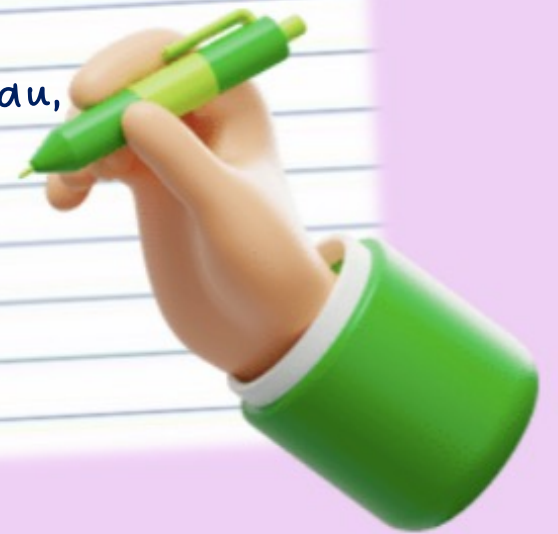


Des i	<i>I came</i>
Dest ti	<i>You came</i>
Daeth e	<i>He came</i>
Daeth hi	<i>She came</i>
Daeth Tom	<i>Tom came</i>
Daeth y staff	<i>The staff came</i>
Daethon ni	<i>We came</i>
Daethoch chi	<i>You came</i>
Daethon nhw	<i>They came</i>

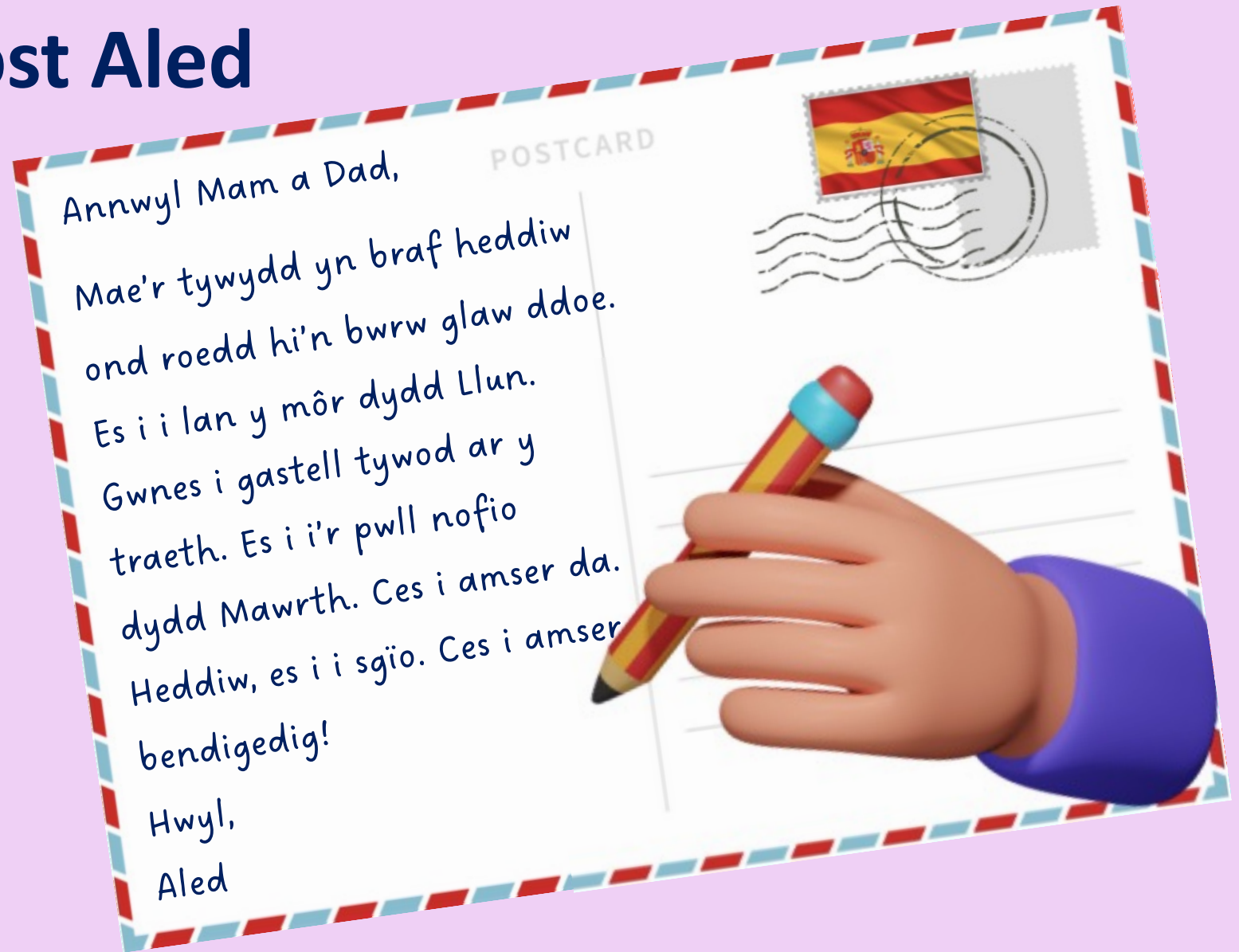
Dyddiadur Oliver

Es i i Sain Ffagan. Es i dydd Gwener, Gorffennaf 12. Es i gyda dosbarth Mr Jones. Es i mewn bws. Yn Sain Ffagan, gwelais i hen ysgol. Es i i'r dosbarth yn yr ysgol ac ysgrifennais i gyda

sialc. Ces i amser da. Yn y caffi, ces i frechdanau, sglodion a diod oer. Prynais i lyfr a losin yn y siop. Des i adre ar y bws am chwech o'r gloch.



Cerdyn Post Aled



Llenwch y bylchau â'r berfau cywir

<u>Aethon ni</u> i Gastell Henllys gyda'r ysgol ddoe.	(mynd + ni)
<u>Ces i</u> amser gwych!	(cael + i)
<u>Daeth y plant</u> â phecyn bwyd i ginio.	(dod + y plant)
<u>Aeth e</u> i'r siop i brynu anrheg i'w fam-gu.	(mynd + e)
<u>Aethon nhw</u> o gwmpas a gweld llawer o bethau.	(mynd + nhw)
<u>Gwnaethon ni</u> wisgo dillad o Oes yr Haearn!	(gwneud + ni)
<u>Daethon ni</u> adref ar y bws.	(dod + ni)



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**Siaradwch am beth wnaethoch
chi penwythnos diwethaf.
Cofiwch ddefnyddio patrymau'r
gorffennol.
Cofiwch fynegi barn hefyd.**

*Talk about what you did last weekend.
Remember to use the past tense patterns.
Remember to express an opinion too.*



- **Ble est ti?**
- **Sut est ti?**
- **Pryd est ti?**
- **Beth wnest ti?**

Gorffennol 'cael' *Past Tense 'to have'*



Ces i	<i>I had</i>
Cest ti	<i>You had</i>
Cafodd e	<i>He had</i>
Cafodd hi	<i>She had</i>
Cafodd Tom	<i>Tom had</i>
Cafodd y staff	<i>The staff had</i>
Cawson ni	<i>We had</i>
Cawsoch chi	<i>You had</i>
Cawson nhw	<i>They had</i>

YR AMSER GORFFENNOL: CAEL

THE PAST TENSE: TO HAVE

The forms of the past tense of **cael** are:

Ces i	<i>I had</i>
Cest ti	<i>You had</i>
Cafodd e/Cafodd o	<i>He had</i>
Cafodd hi	<i>She had</i>
Cafodd Anya	<i>Anya had</i>
Cawson ni	<i>We had</i>
Cawsoch chi	<i>You had</i>
Cawson nhw	<i>They had</i>
Cafodd y rhieni	<i>The parents had</i>

Cofiwch



- The above forms are always followed by a **soft mutation**, e.g. Ces i bysgod a sglodion.
- The negative is formed by adding an **aspirate mutation** to the start of the first word and adding **ddim** to the end of the forms above, e.g. Chafodd hi **ddim** newyddion da.
- The question is formed by adding a **soft mutation** to the first word, e.g. Gawsoch chi waith cartref neithiwr?

Asking and answering questions.

The answers for all past tense questions are -
Do (Yes) or Naddo (No).

Cwestiwn ? Cadarnhaol + Negyddol -

Ges i ?	Do, cest ti Do, cawsoch chi	Naddo, chest ti ddim Naddo, chawsoch chi ddim
Gest ti?	Do, ces i	Naddo, ches i ddim
Gafodd e?/ Gafodd o?	Do, cafodd e/ cafodd o	Naddo, chafodd e ddim/ chafodd o ddim
Gafodd hi?	Do, cafodd hi	Naddo, chafodd hi ddim
Gawson ni?	Do, cawson ni Do, cawsoch chi	Naddo, chawson ni ddim Naddo, chawsoch chi ddim
Gawsoch chi?	Do, ces i Do, cawson ni	Naddo, ches i ddim Naddo, chawson ni ddim
Gawson nhw?	Do, cawson nhw	Naddo, chawson nhw ddim

- **Ti** is used when speaking to one person.
- **Chi** is used when speaking to more than one person or when showing respect, e.g. when speaking to the headteacher,
Cest ti esgidiau newydd, Jon.
Cawsoch chi ddillad newydd, fechgyn.

Beth gest ti?

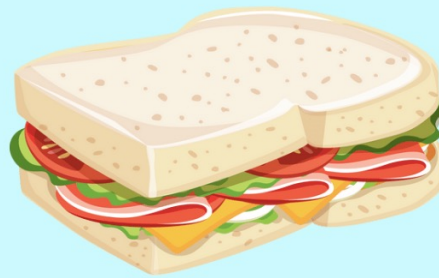
Beth gest ti i frecwast bore 'ma?

Beth gest ti i ginio heddiw?

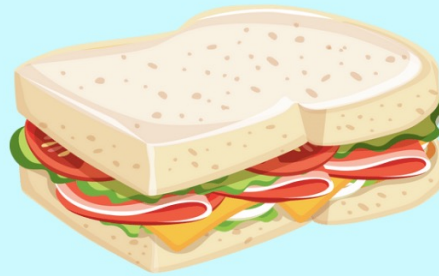
Beth gest ti i swper neithiwr?



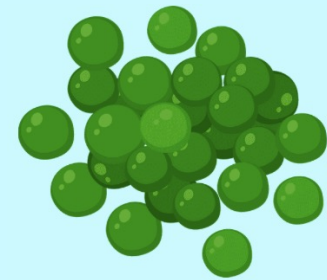
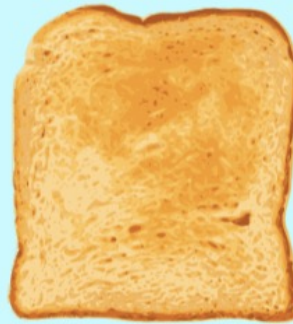
Ces i (+ treiglad meddal)



Cafodd e / Cafodd hi...



Cawson ni



Beth gafodd y plant?

Beth gafodd y plant i frecwast bore 'ma?

Cawson nhw...

Beth gafodd y plant i ginio heddiw?

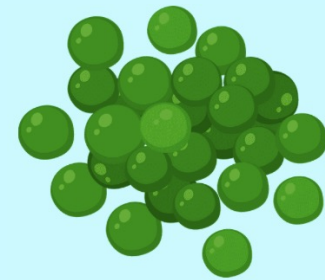
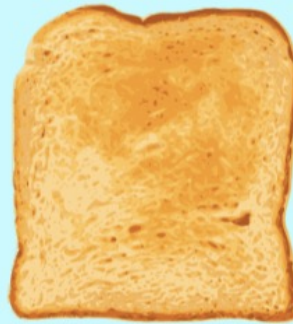
Cawson nhw...

Beth gafodd y plant i swper neithiwr?

Cawson nhw...



Cawson nhw



There is a **treigladd meddal** at the beginning of a question

Gest ti ... i frecwast bore 'ma? **Do / Naddo**

Gest ti ... i ginio ddoe?

Gest ti ... i swper neithiwr?



Y Gorffennol - *The Past Tense*

'Cael' is another irregular verb in the past.

- A **treigl**ad **meddal** takes place when asking a question:

Ges i ginio? *Did I have dinner?*

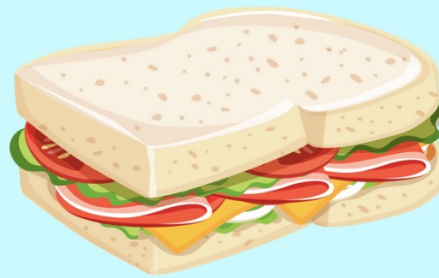
- A **treigl**ad **llaes** is used for the negative:

Ches i ddim cinio. *I didn't have dinner.*

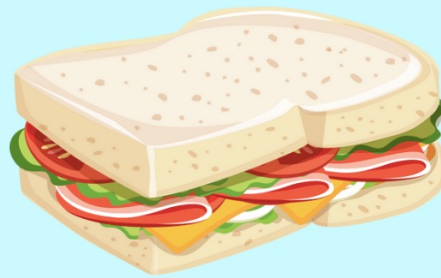
The answers for all past tense questions are: **Do** (Yes) **Naddo** (No)



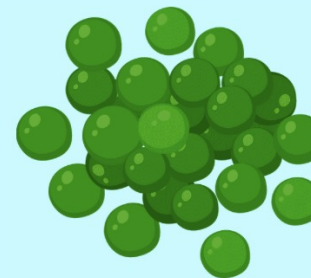
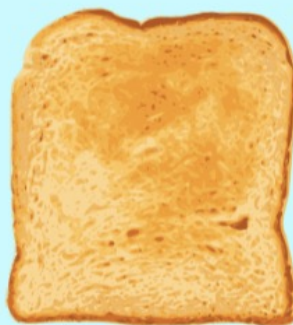
Ches i ddim



Chafodd e ddim... / **Chafodd hi ddim...**



Chawson ni ddim ... / Chawson nnw ddim



Cardarnhaol +

Ces i

Cest ti

Cafodd e

Cafodd hi

Cafodd Tom

Cawson ni

Cawsoch chi

Cawson nhw

Cwestiwn ?

Ges i?

Gest ti?

Gafodd e?

Gafodd hi?

Gafodd Tom?

Gawson ni?

Gawsoch chi?

Gawson nhw?

Negyddol -

Ches i ddim

Chest ti ddim

Chafodd e ddim

Chafodd hi ddim

Chafodd Tom ddim

Chawson ni ddim

Chawsoch chi ddim

Chawson nhw ddim



**Y Gorffennol
Rheolaidd**



- **berfenw**

verb-noun (*dictionary form of an action/doing word*)

- **bonyn / bôn**

stem (*the part we add the ending to*)

- **terfyniad**

ending (*the part that tells us when/who*)

Regular Stems

When a verb ends in a single vowel, you will lose that vowel to find the bôn:

Prynu	Prynais i	Golchi	Golchais i
Canu	Canais i	Bwyta	Bwytais i

*When a verb ends in **io**, we once again lose the final vowel:*

Gweithio	Gweithiais i	Smwddio	Smwddiais i
Nofio	Nofiais i	Gwyllo	Gwyliais i

*We always lose a final **'ed** or **'eg** ('eds will roll and 'egs will smash!!)*

Cerdded	Cerddais i	Yfed	Yfais i
Clywed	Clywais i	Rhedeg	Rhedais i

With some verbs, we add the bôn to the end of the verb, without changing it at all (many of these end in a consonant):

Darllen	Darllenais i	Edrych	Edrychais i
Deall	Deallais i	Chwarae	Chwaraeais i

Irregular Stems

mwynhau	>	mwyn<u>h</u>eu-
aros	>	ar<u>h</u>os-
cyr-raedd	>	cyr<u>h</u>aedd-
dweud	>	dywed- / dwed-
gw-rando	>	gwrandaw-
gadael	>	gadaw-
meddwl	>	meddyli-

Terfyniadau

Person	Terfyniad
1. fi	- ais i
2. ti	- aist ti
3. e/hi	- odd e/hi
4. ni	- on ni
5. chi	- och chi
6. nhw	- on nhw

Amser Gorffennol Cryno

Short Past Tense

Darllen**ais i**
Darllen**aist ti**
Darllen**odd e**
Darllen**odd hi**
Darllen**on ni**
Darllen**och chi**
Darllen**on nhw**

Bwyt**ais i**
Bwyt**aist ti**
Bwyt**odd e**
Bwyt**odd hi**
Bwyt**on ni**
Bwyt**och chi**
Bwyt**on nhw**

Gweithia**ais i**
Gweithia**aist ti**
Gweithi**odd e**
Gweithi**odd hi**
Gweithi**on ni**
Gweithi**och chi**
Gweithi**on nhw**

Beth wnest ti
bore 'ma?



Darllenais i stori,
marciais i lyfrau yn y
llyfrgell ac es i i'r
pwll nofio.



Beth wnest ti
wythnos diwetha?

Ymlaciais i yn y tŷ.
Cerddais i, gwyliais
i Netflix a bwytais i
lawer o siocled!



YR AMSER GORFFENNOL: CADARNHAOL

THE PAST TENSE: POSITIVE

To form the past tense with nearly all verbs, except for the irregular verbs, we add an ending to the root. The endings are:

- ais i	Rhedais i	<i>I ran</i>
- aist ti	Rhedaist ti	<i>You ran</i>
- odd e/odd o	Rhedodd e/o	<i>He ran</i>
- odd hi	Rhedodd hi	<i>She ran</i>
- odd Twm	Rhedodd Twm	<i>Twm ran</i>
- on ni	Rhedon ni	<i>We ran</i>
- och chi	Rhedoch chi	<i>You ran</i>
- on nhw	Rhedon nhw	<i>They ran</i>
-odd y plant	Rhedodd y plant	<i>The children ran</i>

Cofiwch



- The direct object of the verb (often the first word after the ending) takes a **soft mutation**, e.g.
Darllenis i lyfr.
- The direct object does not take a soft mutation if it is followed by a definite masculine or plural noun, e.g.
Darllenaist ti'r llyfr.
Darllenon nhw'r llyfrau.

Usually, the ending is added to the whole verb or it is added to the root which is formed by dropping the last vowel or syllable.

Verb ending	Examples of verbs	Root	Example
<i>none</i>	eistedd	eistedd-	eisteddon nhw
-io	gwyllo	gwyl-	gwylodd hi
-o	dringo	dring-	dringais i
-u	prynu	pryn-	prynaist ti
-i	berwi	berw-	berwodd e
-a	siopa	siop-	siopais i
-ed	yfed	yf-	yfodd e
-eg	rhedeg	rhed-	rhedon ni

There are some irregular roots, e.g.

gwrando > gwrandawais i

cyrraedd > cyrhaeddais i

dweud > dwedais i, dywedais i

meddwl > meddyliais i

Cyfieithwch.

Translate.

- | | |
|-------------------------------|--------------------------------------|
| 1. <i>I climbed.</i> | 6. <i>She ate supper.</i> |
| 2. <i>They saw.</i> | 7. <i>He travelled in the train.</i> |
| 3. <i>He swam.</i> | 8. <i>They read a magazine.</i> |
| 4. <i>You wrote.</i> | 9. <i>We bought tickets.</i> |
| 5. <i>We drank the water.</i> | 10. <i>I saw a black cat.</i> |

Llenwch y bylchau.

Fill in the blanks.

	cwrdd	cofio	gwisgo	cerdded	bwyta
i	cwrddais				
ti					
fe/hi			gwisgodd		
ni					
chi					
nhw					bwyton

Llenwch y bylchau gyda ffurf gywir y geiriau mewn cromfachau ().

Fill in the blanks with the correct form of the words in brackets.

- (Eistedd) _____ i yn y lolfa.
- (Gweld) _____ hi ei ffrindiau.
- (Dysgu) _____ nhw'r geiriau newydd.
- (Gwisgo) _____ Phil sgarff liwgar.
- (Talu) _____ hi'r tocynnwr.
- (Chwilio) _____ hi am wybodaeth ar y we.

Treiglwch y gair mewn cromfachau () os oes angen.

Mutate the word in brackets if necessary.

- Prynais i (camera digidol) newydd.
- Gwelais i'r (bechgyn) yn chwarae rygbi.
- Tynnodd e (llun) o'r eliffant.
- Cliriais i'r (bwrdd) ar ôl cinio.
- Dringodd hi (mynydd) uchaf Cymru.
- Anfonodd e (dwy) neges destun.
- Gwerthon nhw'r (cadair) freichiau.
- Prynon nhw (teledu) newydd.
- Defnyddiodd hi (cyfrifiadur) fy chwaer.
- Cyrhaeddais (gorsaf) Caerdydd am ddau o'r gloch.

Gofyn cwestiynau

Mae treigladau meddal ar ddechrau'r cwestiwn.

There's a soft mutation at the start of the question.

Ddarlленаist ti...?

Ddarllenodd e...?

Ddarllenodd hi...?

Ddarllenoch chi...?

Ddarllenon nhw...?



Do.



Naddo.

YR AMSER GORFFENNOL: CWESTIYNAU AC ATEBION

THE PAST TENSE: QUESTIONS AND ANSWERS

Cwestiwn ?

Cadarnhaol +

Negyddol -

Cofiwch !

Brynaist i? <i>Did I buy?</i>	Do, prynaist ti <i>Yes, you bought</i>	Naddo phrynaist ti ddim <i>No, you didn't buy</i>
	Do, prynoch chi <i>Yes, you bought</i>	Naddo, phrynoch chi ddim <i>No, you didn't buy</i>
Brynaist ti? <i>Did you buy?</i>	Do, prynais i <i>Yes, I bought</i>	Naddo, phrynais i ddim <i>No, I didn't buy</i>
Brynodd e?/ Brynodd o? <i>Did he buy?</i>	Do, prynodd e/ prynodd o <i>Yes, he bought</i>	Naddo, phrynodd e ddim/ phrynodd o ddim <i>No, he didn't buy</i>
Brynodd hi? <i>Did she buy?</i>	Do, prynodd hi <i>Yes, she bought</i>	Naddo, phrynodd hi ddim <i>No, she didn't buy</i>
Brynon ni? <i>Did we buy?</i>	Do, prynon ni <i>Yes, we bought</i>	Naddo, phrynon ni ddim <i>No, we didn't buy</i>
	Do, prynoch chi <i>Yes, you bought</i>	Naddo, phrynoch chi ddim <i>No, you didn't buy</i>
Brynoch chi? <i>Did you buy?</i>	Do, prynais i <i>Yes, I bought</i>	Naddo, phrynais i ddim <i>No, I didn't buy</i>
	Do, prynon ni <i>Yes, we bought</i>	Naddo, phrynon ni ddim <i>No, we didn't buy</i>
Brynon nhw? <i>Did they buy?</i>	Do, prynon nhw <i>Yes, they bought</i>	Naddo, phrynon nhw ddim <i>No, they didn't buy</i>



The question and the positive (yes) answers are always followed by a **soft mutation**, e.g.

Brynaist ti gyfrifiadur?

Do, prynais i gyfrifiadur.

The negative (no) answer is followed by an **aspirate mutation**, e.g.

Brynoch chi lyfr?

Naddo, phrynais i ddim llyfr.

- There is never a mutation after ddim.
- Ti is used when speaking to one person.
- Chi is used when speaking to more than one person or when showing respect, e.g, when speaking to the headteacher.



Atebwch.

Answer.

1. Edrychaist ti ar y gwaith?
2. Wisgodd e siwmpwr newydd?
3. Brynodd hi hufen iâ?
4. Gysgon nhw'n hwyr?
5. Enillon nhw lawer o gemau?
6. Eisteddodd hi yn y rhes flaen yn y cyngerdd?
7. Berfformion nhw yn neuadd y dref?
8. Weithiodd y nyrs bob nos?
9. Gollai ti gystadleuaeth gwyddbwyll ddoe?
10. Glywoch chi am y ddamwain?



Meddyliwch am bump cwestiwn. Gofynnwch y cwestiynau i'ch partner. Bydd eich partner yn ateb y cwestiynau.

Think of five questions. Ask your partner the questions. Your partner will answer the questions.

Yna, newidiwch rôl.

Then, change roles.

Dyma'r ateb ond beth oedd y cwestiwn?

This is the answer but what was the question?

1. Do, anfonais i'r llythyr.
2. Naddo, arhosodd e ddim am y bws.
3. Do, siaradon nhw am y ffilm.
4. Do, anfonodd hi neges destun.
5. Naddo, chlywais i ddim am y llifogydd.
6. Naddo, enllaist ti ddim gwobr yn yr eisteddfod.
7. Do, mwynheuon ni'n gemau.
8. Do, clywon ni am y briodas.
9. Naddo, threfnon ni ddim mynd allan.
10. Naddo, thalon nhw ddim am y bwyd.

Y Negyddol

Mae treigladau meddal ar ddechrau'r patrwm negyddol.

There's a soft mutation at the start of the negative.

Ddarllenais i ddim.

Fwytodd e ddim.

_weithion ni ddim.

YR AMSER GORFFENNOL: NEGyddOL

THE PAST TENSE: NEGATIVE

To form the past tense with nearly all verbs, except for the irregular verbs, we add an ending to the root. The endings are:

- ais i ddim	Edrychais i ddim	<i>I didn't look</i>
- aist ti ddim	Edrychaist ti ddim	<i>You didn't look</i>
- odd e ddim/odd o ddim	Edrychodd e ddim	<i>He didn't look</i>
- odd hi ddim	Edrychodd hi ddim	<i>She didn't look</i>
- odd Ed ddim	Edrychodd Ed ddim	<i>Ed didn't look</i>
- on ni ddim	Edrychon ni ddim	<i>We didn't look</i>
- och chi ddim	Edrychoch chi ddim	<i>You didn't look</i>
- on nhw ddim	Edrychon nhw ddim	<i>They didn't look</i>
-odd y plant ddim	Edrychodd y plant ddim	<i>The children didn't look</i>

Cofiwch

- Verbs starting with b, d, g, ll, m, rh take a **soft mutation**, e.g.

Ddarllenais i ddim.

- Verbs starting with p, t, c take an **aspirate mutation**, e.g.

Chlywon nhw ddim.

- There is never a mutation after ddim.

Phrynais i ddim bara

Fwytais i ddim cinio rhost.

Usually, the ending is added to the whole verb or it is added to the root which is formed dropping the last vowel or syllable. For examples, see **past tense: positive**.

There are some irregular roots, e.g.

gadael > **adawais** i ddim

aros > **arhosais** i ddim

dweud > **ddwedais** i ddim/**ddywedais** i ddim

meddwl > **feddyliais** i ddim

Enghreifftiau:

Ddywedais i ddim wrth y pennaeth.

Welaist ti ddim cyngerdd y chweched.

Chanodd e ddim yn y côr.

Wrandawodd hi ddim ar y radio.

Chlywoch chi ddim am y ddamwain.

Feddylion ni ddim am aros mewn gwesty.

Arhoson nhw ddim am y bws.

Fwytodd y plismon ddim byd i frecwast.



Newidiwch y brawddegau yma i'r negyddol.
Enghraifft ydy'r un gyntaf.

Change these sentences to the negative. The first one is an example.

1. Siaradon nhw.
2. Arhosais i yn y tŷ.
3. Edrychodd hi ar y map.
4. Bwytais i ginio.
5. Gwelodd hi feddyg ddoe.
6. Mwynheuaist ti fynd i siopa.
7. Derbyinion nhw lawer o anrhegion.
8. Talais i am y stampiau.
9. Prynon nhw lyfrau.
10. Casglodd e boteli.



Matsiwch y Gymraeg a'r Saesneg.

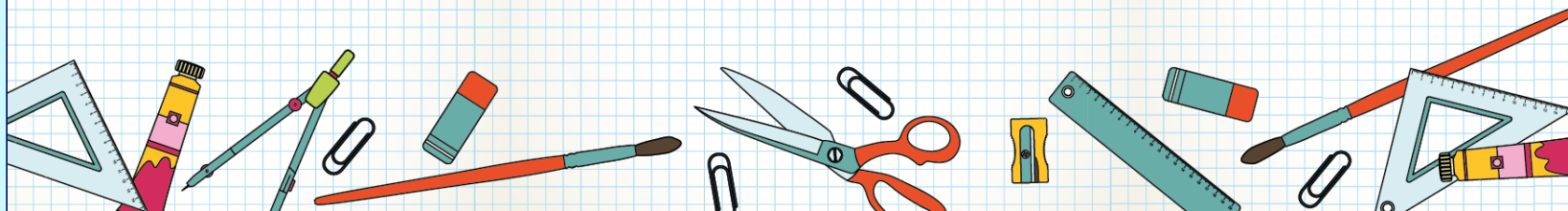
Match the English and Welsh.

- | |
|-------------------------------|
| 1. <i>I didn't play</i> |
| 2. <i>She didn't leave</i> |
| 3. <i>They didn't wait</i> |
| 4. <i>He didn't think</i> |
| 5. <i>We didn't run</i> |
| 6. <i>You didn't eat</i> |
| 7. <i>I didn't understand</i> |
| 8. <i>They didn't listen</i> |
| 9. <i>She didn't hear</i> |
| 10. <i>You didn't climb</i> |

- | |
|------------------------|
| a. Adawodd hi ddim |
| b. Redon ni ddim |
| c. Chwaraeais i ddim |
| ch. Fwytoch chi ddim |
| d. Chlywodd hi ddim |
| dd. Wrandawon nhw ddim |
| e. Ddeallais i ddim |
| f. Feddylodd e ddim |
| ff. Ddringaist ti ddim |
| g. Arhoson nhw ddim |

Defnyddiwch yr ymadroddion hyn mewn brawddegau.
Pwy sy'n gallu gwneud y nifer fwyaf o frawddegau?

Use these phrases in sentences. Who can make the most sentences?



Sgwrs

1	Beth wnaethoch chi ar eich gwyliau?
2	Ymlacion ni wrth y pwll nofio.
1	Weloch chi rywbeth?
2	Do, gwelon ni'r Pyramidiau.
1	Brynoch chi rywbeth?
2	Naddo, phrynon ni ddim byd.
1	Beth wnaeth y plant?
2	Chwaraeon nhw yn y pwll nofio.
1	Fwynheuon nhw'r gwyliau?
2	Do, yn fawr iawn. Mwynheuon ni i gyd.

Short Form Perfect Tense – e.g. *I went, You played, He slept....*

		I i	You (s) ti	He e	She hi	We ni	You (pl) chi	They nhw	The children y plant
<i>to go</i>	mynd	Es i	Est ti	Aeth e	Aeth hi	Aethon ni	Aethoch chi	Aethon nhw	Aeth y plant
<i>to come</i>	dod	Des i	Dest ti	Daeth e	Daeth hi	Daethon ni	Daethoch chi	Daethon nhw	Daeth y plant
<i>to do</i>	gwneud	Gwnes i	Gwnest ti	Gwnaeth e	Gwnaeth hi	Gwnaethon ni	Gwnaethoch chi	Gwnaethon nhw	Gwnaeth y plant
<i>to have</i>	cael	Ces i	Cest ti	Cafodd e	Cafodd hi	Cawson ni	Cawsoch chi	Cawson nhw	Cafodd y plant
<i>to read</i>	darllen	Darllenis i	Darllenaist ti	Darllenodd e	Darllenodd hi	Darllenon ni	Darllenocho chi	Darllenon nhw	Darllenodd y plant
<i>to play</i>	chwarae	Chwaraeis i	Chwaraeist ti	Chwaraeodd e	Chwaraeodd hi	Chwaraeon ni	Chwaraeoch chi	Chwaraeon nhw	Chwaraeodd y plant
<i>to sit</i>	eistedd	Eisteddais i	Eisteddaist ti	Eisteddodd e	Eisteddodd hi	Eisteddon ni	Eisteddocho chi	Eisteddon nhw	Eisteddodd y plant
<i>to sleep</i>	cysgu	Cysgais i	Cysgaist ti	Cysgodd e	Cysgodd hi	Cysgon ni	Cysgocho chi	Cysgon nhw	Cysgodd y plant
<i>to get up</i>	codi	Codais i	Codaist ti	Cododd e	Cododd hi	Codon ni	Codoch chi	Codon nhw	Cododd y plant
<i>to work</i>	gweithio	Gweithiais i	Gweithiaist ti	Gweithiodd e	Gweithiodd hi	Gweithion ni	Gweithiocho chi	Gweithion nhw	Gweithiodd y plant
<i>to watch</i>	gwyllo	Gwyliais i	Gwyliaist ti	Gwylodd e	Gwylodd hi	Gwylion ni	Gwyllocho chi	Gwylion nhw	Gwylodd y plant
<i>to walk</i>	cerdded	Cerddais i	Cerddaist ti	Cerddodd e	Cerddodd hi	Cerddon ni	Cerddoch chi	Cerddon nhw	Cerddodd y plant
<i>to run</i>	rhedeg	Rhedais i	Rhedaist ti	Rhedodd e	Rhedodd hi	Rhedon ni	Rhedoch chi	Rhedon nhw	Rhedodd y plant
<i>to eat</i>	bwyta	Bwytais i	Bwytaist ti	Bwytodd e	Bwytodd hi	Bwyton ni	Bwytocho chi	Bwyton nhw	Bwytodd y plant
<i>to drink</i>	yfed	Yfais i	Yfaist ti	Yfodd e	Yfodd hi	Yfon ni	Yfocho chi	Yfon nhw	Yfodd y plant
<i>to enjoy</i>	mwynhau	Mwynheuais i	Mwynheuaist ti	Mwynheuodd e	Mwynheuodd hi	Mwynheuon ni	Mwynheuocho chi	Mwynheuon nhw	Mwynheuodd y plant
<i>to clean</i>	glanhau	Glanheuais i	Glanheuaist ti	Glanheuodd e	Glanheuodd hi	Glanheuon ni	Glanheuocho chi	Glanheuon nhw	Glanheuodd y plant
<i>to start</i>	dechrau	Dechreuais i	Dechreuaist ti	Dechreuodd e	Dechreuodd hi	Dechreuon ni	Dechreuocho chi	Dechreuon nhw	Dechreuodd y plant
<i>to stay</i>	aros	Arhosais i	Arhosaist ti	Arhosodd e	Arhosodd hi	Arhoson ni	Arhosoch chi	Arhoson nhw	Arhosodd y plant
<i>to finish</i>	gorffen	Gorffennais i	Gorffennaist ti	Gorffennodd e	Gorffennodd hi	Gorffennon ni	Gorffennoch chi	Gorffennon nhw	Gorffennodd y plant
<i>to arrive</i>	cyrraedd	Cyrhaeddais i	Cyrhaeddaist ti	Cyrhaeddodd e	Cyrhaeddodd hi	Cyrhaeddon ni	Cyrhaeddocho chi	Cyrhaeddon nhw	Cyrhaeddodd y plant
<i>to leave</i>	gadael	Gadawais i	Gadawaist ti	Gadawodd e	Gadawodd hi	Gadawon ni	Gadawoch chi	Gadawon nhw	Gadawodd y plant

*Treigladd Meddal (*Soft Mutation*) of the object when positive – **Darllenis i lyfr / Darllenaist i'r llyfr / Ddarllenis i ddim llyfr.**



Eich tro chi!

**Ysgrifennwch sgwrs gan
ddefnyddio'r berfau a'r ffurfiau
rydych chi wedi eu dysgu yn y
mis diwethaf.**

*Write a conversation using the verbs you
have learnt during the last few weeks.*

Language competency framework

Welsh
Government
version



Language competency framework for education practitioners



Common European Framework of Reference for Languages (CEFR)/Welsh language levels						
No Welsh language skills	Pre-entry	A1/Entry	A2/Foundation	B1/Intermediate	B2/Advanced	C1/Proficient
School Workforce Annual Census (SWAC) and characteristics: Welsh as a second language						
	W1	W2	W3	W4	W5	W6
Listening	I can understand and respond to greetings, questions and simple vocabulary used regularly in the context of the whole school.	I can understand and respond to simple everyday messages relevant to the school context, e.g. someone speaks carefully.	I can understand and respond to a range of simple sentences relating to situations relevant to the school context, e.g. everyday themes and different verb tenses.	I can understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, e.g. in a conversation or within small group situations.	I can understand most of the discussions, even on unfamiliar and specialist subjects, e.g. in a formal context.	I can understand and respond to almost everything heard, including different accents, dialects and speed of speaker.
Oral	I can pronounce the alphabet and say simple words fairly correctly in the school context. I can introduce myself and start interacting socially by using familiar everyday phrases, e.g. greetings, thanks, praising a teacher and giving simple commands.	I can introduce myself and others verbally. I can ask and answer questions on simple information, e.g. where someone lives, what they like to do. I can use verb tenses and numerals.	I can contribute to a simple conversation using a range of simple sentences relating to situations relevant to the school context, e.g. everyday themes and different verb tenses.	I can hold and contribute to a conversation on familiar subjects relating to school and everyday life using a range of simple and complex sentences. I can describe experiences and hopes, and can give short explanations for my opinion. I am beginning to recognise common errors.	I can communicate using a range of syntax showing an increasing level of accuracy. I can discuss unfamiliar and specialist subjects. I can express and justify an opinion. I can recognise some errors and correct them.	I can speak extensively on complex matters, and can present arguments using the correct register. I can interact and lead discussions and extended teaching sessions correctly in the main. I can self-correct where necessary.
Reading	I can understand simple greetings and commands. I can read any phrases used in simple text. I can understand very elementary personal details, e.g. name and address.	I can understand very short written texts where people give simple personal information about themselves or others, e.g. forms, school signs. I can read simple commands suitable to the school context.	I can understand simple written messages on everyday things and simple letters/e-mails. I can read simple stories aloud and attempt the correct pronunciation.	I can understand articles or direct e-mails on everyday subjects or work-related subjects. I can read stories aloud with the correct pronunciation in the main.	I can understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary, and can scan through long text to find details. I can read stories aloud quite confidently with the correct pronunciation.	I can summarise information from different oral and written sources, and recreate debates and descriptions in a coherent presentation. I can read stories aloud to learners of all ages in a confident and meaningful manner.
Writing	I can write simple vocabulary used regularly in the context of the whole school correctly.	I can write simple everyday sentences, relevant to the school context, e.g. instructions, questions, commands, simple feedback.	I can write composite/complex sentences for educational purposes.	I can write short paragraphs on everyday subjects inside and outside of school. I am beginning to recognise common errors.	I can write extended paragraphs on a range of unfamiliar and specialist subjects, perhaps with editorial assistance. I can recognise some errors and correct them.	I can write extensively in standard language on complex matters. I can write in a variety of forms. I can self-correct where necessary.

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Tasg portffolio – ysgrifennu a recordio sgwrs

Ysgrifennwch sgwrs am beth gafoch chi a'ch ffrindiau i fwyta yn ystod y dydd (Gwaith pêr).

Enghraifft 1

- 1- Beth gest ti i frecwast heddiw?
- 2- Ches i ddim brecwast heddiw, achos y ddarlith Gymraeg!
- 1- Ges di sudd oren o'r caffi?
- 2- Naddo, ches i ddim sudd oren yn y bwyty heddiw. Doedd dim ar werth.
- 1- Ces i frecwast bacwn ac wy heddiw!
- 2- Wwww, neis! Gobeithio gwnest ti fwynhau!





Bendigedig, bawb!



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