**CILT Cymru Triple Literacy Songs Resource**

**Teachers’ Guide – Welsh Songs**

**A) LANGUAGE ELEMENTS**

**1. Mae gen i**

1. Mae gen i ...

Mae gen ti ... + soft mutation

Mae ganddo fo ...

 etc

1. The Pronouns

fy - my

ei - her

ei - his

1. The vowels in Welsh:

a,e,i,o,u,w,y

There’s an ‘h’ before vowels after ‘ei’ (feminine), ‘ein’ and ‘eu’

thus: ei hwyneb hi

 ein hwyneb ni

 eu hwyneb nhw

**NB:** In the song, “gennym ni” is used. Teachers should explain to pupils that this means the same as “ganddon nhw”.

**2. Cwestiynau**

1. Pam? Pa un?

I ble? Pwy?

Pa? Faint o’r gloch?

Sawl Sut?

Oes ‘na ...? Ga i ...?

1. Words which follow ‘edrych’:

edrych ar ...

edrych am ...

edrych at ...

edrych i ...

‘looking at me’ - edrych **arna i**

1. The soft mutation after ‘Ga i ...?’

e.g. (pryd) ga i **f**wy na hyn gen ti?

1. The soft mutation after ‘dy’ (your).

e.g. ‘(Faint o’r gloch ydy hi yn) dy **g**alon di.

1. Mae’n rhaid

i mi

 i ti

 iddo fo / iddo fe + soft mutation

 iddi hi

 i ni

 etc

 e.g. Sawl tro sydd rhaid **i mi** ddweud?

 Beth sydd rhaid **i mi** wneud?

**Nasal mutations**:

c > ngh

p > mh

t > nh

g > ng

b > m

d > n

1. ‘fy’ (my) + nasal mutation.

 E.g. Fy **ngh**westiynau i

**NB:** In the song, one hears “s’gen i” rather than “sydd gen i”. Teachers should draw pupils’ attention to the difference between the spoken and written forms.

1. **Gwelais i**
2. Short form past tense (Regular verbs)

Verb endings:

* ais i -on ni
* aist ti -och chi
* odd o / e -on nhw
* odd hi
1. Short form past tense

Negatives:

* ais i ddim
* aist ti ddim
* odd o / e ddim
* odd hi ddim
* on ni ddim
* och chi ddim
* on nhw ddim
1. Other common regular verbs:

Bwyta Mwynhau

Blasu Canu

Yfed Darllen

Dawnsio Ysgrifennu

Profi

Etc.

**NB:** Note the use of “mo’r” rather than “ddim” in verse 4. Teachers should explain to pupils that both forms are correct.

1. **Mentro**
2. Idioms

Heb os nac oni bai I fyny mae’r nod

Wedi dweud hynny Wynebu’r storm

Llond dwrn Yn ogystal â

Ar un llaw … ar y llaw arall Ar doriad gwawr

Tro ar fyd Gydag amser

Er gwaetha (‘r) Er hynny

Etc.

1. Clauses

 ... dim ond rhai **sy’n** fodlon ...

 ... mae ‘na rai **fydd** byth yn ...

**B) ACTIVITY IDEAS**

1. **Mae gen i**
2. Discuss the following questions in pairs or groups of three and report to the rest of the class:
* Beth sy’n rhoi gwên ar dy wyneb di? Pam?
* Beth sy ddim yn rhoi gwên ar dy wyneb di? Pam?
* Beth sy wedi rhoi gwên ar dy wyneb di yn ddiweddar?

Ble? Efo pwy? Pam?

Teachers could also use ‘Fy hoff le’ which is part of the *Iaw!* BBC videos and *Iaw!* Urdd Gobaith Cymru magazine (e.g. October 2005).

1. Pupils describe a photo and refer to the people, the buildings and the things in the photo using the language pattern in the song:

Mae gan ...

Mae ganddo fo

Mae ganddi hi ...

Mae ganddyn nhw ...

Mae gan **y plant** ...

 Etc.

 … and vocabulary such as: Ar y dde / chwith

 Yn y cefndir

 Yn y llun mae ...

 Etc.

1. Use the language of the song to support a speaking task
* about themselves (Mae gen i ...)
* about a male friend (Mae ganddo fo ...)
* about a female friend (Mae ganddi hi ...)
* about the family (Mae gennyn ni ...)
* about other people (Mae ganddyn nhw ...)

… and then, create a simple *PowerPoint* presentation including photos etc.

Teachers should first discuss the success criteria with the pupils or pupils create their own success criteria.

1. Discuss as a class how you could add / adapt the following in the song:
* adjectives to describe the smile on everyone’s faces (hapus / llydan / hyfryd / chwaraeus/ direidus / od etc.)
* opinions (achos)
* vary tenses and the person (mae hi’n cael ..., mae o wedi cael ..., byddan nhw’n mynd ..., mae hi’n + tywydd etc.)
* expressions of time (heddiw, y bore ‘ma, rwan / nawr, yn sydyn, weithiau etc.)
1. **Gwelais i**
2. Use the song to tell the story in detail (predictive / creative writing / newspaper report).

 **Pupils should include reference to:**

1. Where was everyone going?
2. When?
3. At what time?
4. How?
5. The weather
6. Where was the fire?
7. Was there a fire engine / ambulance / newspaper man there?
8. Did somebody burn / die?
9. Feelings / Opinions
10. The pupils could then fill a grid similar o the one below about themselves, and then interview their family and friends.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pwy? | Beth? | Ble? | Pryd? | Barn |
| **GWELD** |
| Fi | gêm rygbi – Y Gamp Lawn | Stadiwm y Mileniwm | Mis Mawrth | Profiad anhygoel |
| Fi a fy nheulu |  |  |  |  |
| Mam a Dad |  |  |  |  |
| Ffrind sy’n ferch |  |  |  |  |
| Ffrind sy’n fachgen |  |  |  |  |
| Brawd |  |  |  |  |
| Chwaer |  |  |  |  |
| **CLYWED** |
|  |  |  |  |  |

Column ‘Ble?’ could include on *Facebook,* on *Twitter*, on the radio, on television, on the internet, on holiday, at the cinema, at a party, in a magazine etc.

In column ‘Barn?’ the use of more complex forms of adjectives should be encouraged.

e.g. anhygoel or anhygoel o dda

 afresymol afresymol o ddrud

 eithriadol eithriadol o ddiddorol

 hollol blentynaidd

 doniol dros ben

 hynod o gyffrous

Pupils should then use the grid to report back to the rest of the group / class.

1. Pupils could now write their own songs individually, in pairs or groups.

Teachers should discuss with pupils beforehand what other verbs could be used and also support them to find words which rhyme.

E.g.

|  |  |
| --- | --- |
| **Short past tense of these verbs**  | **‘Food’ vocabulary** |
| canu | mwstard / cwstard |
| mwynhau | coffi / toffi |
| bwyta | jeli / bisgedi |
| blasu | lemon / melon |
| yfed | hufen iâ / pethau da |
| dewis | saws / caws |

Pupils could also use the irregular verbs MYND, DOD, CAEL and GWNEUD in their positive, negative and question forms before quizzing one another and reporting back in the singular / plural third person.

1. **Mentro**
2. Pupils should work in pairs to match the idioms in the grid below and then use the idioms in sentences to show their meanings.

|  |  |
| --- | --- |
| heb os nac oni bai | without a doubt  |
| wedi dweud hynny | having said that  |
| llond dwrn | a handful |
| ar y llaw arall | on the other hand  |
| yn ogystal â | as well as |
| ar doriad gwawr | at the break of day |
| er gwaetha’r | despite the |
| er hynny | despite that |
| gydag amser | given time |

1. Developing the “Mentro” (to have a go) and “rhoi tro ar fyd” (change) themes mentioned in the song, pupils could read Caryl Parry Jones’ poem *Un newid bach* (p. 73 *Caneuon Y Coridorau*, WJEC). There is also a worksheet in the *Iaw*! magazine (Urdd Gobaith Cymru, April 2007).
2. Pupils should now discuss how they would like to ‘have a go’ or ‘change’?

What would they change? Why?

E.g. gwisg ysgol

gwyliau ysgol

 gwersi

gwaith cartref

 creulondeb at anifeiliaid

 melinau gwynt.

1. Pupils could complete a listening / reading comprehension task to include the following questions:
2. Where in the song does Gwyneth Glyn say that a lot of people talk about “having a go” but don’t do this in reality?
3. Where in the song does Gwyneth Glyn say that everything is going to stay the same if they don’t “have a go”?
4. In Verse 4, there are two words which derive from the world of nature. What are they?
5. Find references to the weather in the song.
6. Which two words in Verse 8 refer to the time of day?

1. **Cwestiynau**

Play the game, if this is the answer, what was the question? Pupils should work in pairs using the questions in the song to help them.

1. Mae hi’n amser i ni fod yn ffrindiau unwaith eto.
2. Siân sy’n gwybod yr atebion i gyd.
3. Achos rwyt ti’n edrych yn smart iawn heddiw, dw i’n meddwl.
4. Mae’n rhaid i ti ffonio neu anfon e bost ata i.
5. Bydd rhaid i ti ddweud unwaith ateb mae gen i ofn.
6. Ar ôl i mi orffen fy ngwaith cwrs.
7. Tenerife sy orau gen i, dw i’n credu.
8. Pupils must now:

(a) choose 4 different question formats which are used in the song to write questions about themselves.

(b) Exchange questions with a partner so that they can answer each other’s questions.

(c) Share their answers with the rest of the class by answering in the third person.

1. Pupils must now write:

(a) an e-mail to a friend saying what they think has happened in the song,

e.g. friends have argued

a couple have argued

a person has treated another person badly

 **OR**

 (b) A soliloquy of a person in the song using the following success criteria:

In a soliloquy you should:

* write what is going through your mind
* write in the first person
* write in the present tense – what’s happening NOW?
* create an atmosphere

 **OR**

 **OR**

(c) A telephone conversation between two friends, discussing what happened in the song. Pupils could create their own success criteria.

1. Pupils create their own “Listening Log” to include:

 Enw’r gân (Name of song):

 Enw’r gantores (Name of singer):

 Beth wyt ti’n feddwl o’r gân? Pam? (What is your opinion of the song? Why?)

 Beth wyt ti wedi fwynhau fwyaf? (What have you enjoyed the most?)

1. Y geiriau (The words) b) Y miwsig (The music)
2. Llais y gantores (The singer’s voice) ch) Y neges (The message)

 Pam? (Why?)

 Dewisa gwestiwn o’r gân sy’n (Choose a question from the song which):

1. gofyn am reswm. (asks for a reason.)
2. Awgrymu bod yr awdur angen help i wybod beth i wneud. (Implies that the writer needs help to know what to do.)
3. Awgrymu bod rhywun yn gas gyda rhywun arall. (Implies that someone is nasty to someone else.)