

National Curriculum for Welsh for Adults



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National Centre
for Learning Welsh



Llywodraeth Cymru
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INTRODUCTION

The National Centre for Learning Welsh is presenting this work to ensure that the Welsh for Adults sector has a curriculum that can be used as a basis for new resources for the sector. We must acknowledge the work undertaken by Owen Saer who worked as the Welsh Government Welsh for Adults specialist at the start of this process and carried out a great deal of the planning. Feedback was provided by practitioners and managers in the Welsh for Adults sector and other relevant national bodies, including the education sector. We consider the curriculum will remain a living document capable of continuous adjustment and refinement. A comprehensive project to publish a corpus demonstrating contemporary use of Welsh across Wales is in the pipeline. Publication of this corpus is certain to have a heavy influence on future curriculum content. Further information on the project is available by following the link - <http://sites.cardiff.ac.uk/corcenccl/>.

Background and Basis of the National Curriculum for Welsh for Adults

This curriculum sets out an overview of the four language skills, (speaking, listening, reading, writing) functions and grammatical constructions across the levels. It draws on a range of other curricula in different contexts, including English for speakers of other languages (ESOL), European languages and English as a foreign language (EFL), as well as the Common European Framework of Reference for languages (CEFR). It defines in detail the skills, structural knowledge and functional use of language required by speakers whose first language isn't Welsh.

What changes will there be in the length of Welsh for Adults Courses?

It is very difficult to be completely scientific in setting out the number of hours to be covered at each level. The number of hours set for Entry (A1), Foundation (A2) and Intermediate (B1) levels remains unchanged at 120 hours. Completion of Advanced (B2) level is deemed to require 360 hours. No specific number of hours is set for Proficiency as the first priority for the National Centre for Learning Welsh is to prepare resources for levels A1-B2. Following the CEFR levels will facilitate cooperation between Welsh for Adults and other language teaching sectors in Wales, in Britain and overseas, and will allow easier reference to resources used in these fields to be copied and adapted where this is beneficial.

Use of the National Curriculum for Welsh for Adults to plan teaching and learning

All mainstream Welsh for Adults learning programmes need to be set within this National Curriculum. The Curriculum can help practitioners throughout Wales to:

- ▲ assess learners' skills in speaking, listening, reading and writing (levels match those set out in the diagnostic tool);
- ▲ select and describe general aims for learning programmes or courses;
- ▲ select and organise learning objectives, skills, knowledge and understanding for their syllabuses, schemes of work and individual learning plans;
- ▲ assess and report on learner progress;
- ▲ record learner attainment;

All aims in the overview tables are referenced to facilitate checking and cross reference:

Key:

M – Entry;

S – Foundation;

C – Intermediate;

U – Advanced

A – Overview of skills;

B – Overview of functions;

C – Overview of constructions

Integration of the Curriculum

The National Curriculum for Welsh for Adults is arranged by levels across the four skills: speaking, listening, reading and writing. In preparing resources, however, these skills are often combined.

Speaking and listening

The two skills of speaking and listening are used together almost without exception when fluent speakers communicate. However, it is very common for learners to be able to understand more than they can say. For the purposes of planning language teaching and learning, the National Curriculum for Welsh for Adults separates speaking and listening. In most learning situations, however, practitioners will need to combine the two skills by setting real communicative activities where they are integrated.

Vocabulary

This document makes no specific reference to vocabulary as research by Professor Steve Morris (Swansea University) has already led to the publication of core vocabulary lists for Entry and Foundation levels and work is currently taking place to produce an Intermediate core vocabulary list also. Producers of courses will use these lists alongside the skills, functions and grammatical constructions contained in this document. Entry level vocabulary can be found here - http://www.cbac.co.uk/qualifications/qualification-resources.html?level=GeneralNoLevel&subject=WelshforAdultsEntry&language_id=2; Foundation level vocabulary can be found here - http://www.cbac.co.uk/qualifications/qualification-resources.html?level=GeneralNoLevel&subject=WelshforAdultsFoundation&language_id=2

Implementation of the National Curriculum for Welsh for Adults

In the long term, achievement of the objectives of the curriculum depends on the creation of resources and the use of appropriate learning methods, and on the teaching skills of the tutor. This is what will stimulate learners' enthusiasm and reinforce their commitment. Whether or not the learner is learning to gain a qualification, the learning should be a pleasurable activity in itself.

WELSH FOR ADULTS LEVELS AND HOURS

The hours in the table refer to the minimum number of hours in class or on a blended learning course. Most learners have to add to this number by way of independent learning and opportunities to practise outside class in order to learn to use the language successfully.

CEFR Level	A1	A2	B1	B2	C1
Welsh for Adults Level	Entry	Foundation	Intermediate	Advanced	Proficiency
Core hours per level (total)	120	120	120	360	
Accumulated core hours (total)	120	240	360	720	

A - OVERVIEW OF THE FOUR LANGUAGE SKILLS

These overviews show progress in the **four skills (speaking, listening, reading and writing)** across the levels in the curriculum. They can be used in combination with the functional overviews and grammatical constructions.

As learners make progress, they -

- ▲ learn to use the language (speak and write) in an increasing number of contexts, moving from the familiar (A1) to a wide range of familiar and unfamiliar situations (B2)
- ▲ are able to undertake comprehension tasks of increasing complexity, moving from simple language in familiar contexts (A1) to much more complex and abstract language in a wide range of styles and contexts (B2)
- ▲ are able to use an increasing fund of:
 - vocabulary;
 - styles and registers (formal and informal);
 - grammar and construction;
 - pronunciation features;

They also come to use the language with increasing confidence and depth.

Notes on using the overviews

These overviews set out what learners are expected to be able to achieve in terms of the four skills of speaking, listening, reading and writing in order to reach learning objectives. However, research on language acquisition shows that 'completing the level' does not necessarily mean 100% accuracy. Furthermore, what is set out for a specific level does not limit what can be learned or taught at that level. It is possible that learners will wish or need to learn language set out at a higher level; this will vary from

learner to learner and according to the learning situation.

A

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Pronunciation: accent and emphasis	MA1.1 Uses accent and emphasis with sufficient accuracy to be intelligible to friendly listeners.	SA1.1 Uses accent and emphasis with sufficient accuracy to be generally intelligible.	CA1.1 Uses accent and emphasis with sufficient accuracy to be intelligible and to clarify meanings.	UA1.1 Uses accent and emphasis accurately with the ability to explain meanings confidently.	Uses accent and emphasis accurately with the ability to clarify detailed meanings and subordinate meanings.
Pronunciation: the sounds of Welsh	MA2.1 Produces the sounds of Welsh with sufficient accuracy to be intelligible to friendly listeners.	SA2.1 Produces the sounds of Welsh with sufficient accuracy to be generally intelligible.	CA2.1 Produces the sounds of Welsh with sufficient accuracy to communicate clearly.	UA2.1 Produces the sounds of Welsh accurately and emulates some phonetic characteristics of fluent speakers in eliding words etc.	Produce the sounds of Welsh accurately and emulates the main phonetic characteristics of fluent speakers in eliding words etc.
Formality and register	MA3.1 Participates in general conversation and contributes to more formal context, e.g. Clive Morgan dw i. Dw i'n gweithio yn y swyddfa.	SA3.1 Participates in general conversation and contributes to more formal context, e.g. Clare Roberts yw fy enw i, a dw i'n gweithio yn y llyfrgell.	CA3.1 Participates in general conversation and contributes to more formal context, e.g. Bydd y pennaeth yn cysylltu â chi yfory.	UA3.1 Begins to use less formal and formal language, e.g. Hoffwn i eich gwahodd chi i'r digwyddiad arbennig hwn.	Uses language appropriate for register and formality, e.g. A ga i dynnu eich sylw chi at y drydedd eitem ar yr agenda? Braf oedd llwyddo i ddenu nifer fawr o ymgeiswyr i'r gystadleuaeth hon eto eleni.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Range	MA4.1 Is able to use a limited number of patterns – present, perfect, past, imperfect, very simple phrases governed by the preposition ‘i’. MA4.2 Uses suitable vocabulary to communicate in predictable everyday situations such as buying something in a shop. (More on patterns in Key Grammatical Constructions).	SA4.1 Is able to use all verb tenses, patterns governed by the preposition ‘i’ and other prepositions, compare adjectives. SA4.2 Has vocabulary to discuss frequently encountered themes involving everyday life such as family, interests and work. (More on patterns in Key Grammatical Constructions).	CA4.1 Is able to use more complex sentences using clauses. CA4.2 Has sufficient vocabulary to deal with unforeseen everyday situations, e.g. chatting when meeting a stranger. (More on patterns in Key Grammatical Constructions).	UA4.1 Is able to create some complex sentences. UA4.2 Has sufficient vocabulary to be able to discuss any non-specialist matters arising, and deal with more formal situations given the opportunity to prepare, e.g. job interview (More on patterns in Key Grammatical Constructions).	Is able to create complex sentences and has sufficient vocabulary to deal with any subject, including specialist subjects such as policy discussions (More on patterns in Key Grammatical Constructions).
Accuracy	MA5.1 Has limited control of a limited number of simple grammatical constructions, together with some phrases and patterns learned by heart.	SA5.1 Is able to use the main patterns of Welsh with fair accuracy.	CA5.1 Is able to use with reasonable accuracy a collection of common constructions and syntax connected with reasonably predictable situations.	UA5.1 Has reasonably good mastery of grammar.	Is able to maintain a high degree of grammatical accuracy; rarely makes mistakes, which are not obvious, and usually self-corrects.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Fluency	MA6.1 Is able to produce language mainly in individual sentences, within predictable situations.	SA6.1 Is able to connect sentences to create short presentations or expand one sentence responses only, within predictable situations.	CA6.1 Is able to speak freely on everyday subjects.	UA6.1 Is able to speak at length on everyday subjects and non-specialist current affairs.	Is able to speak at length on all kinds of subjects, including specialist subjects.
Social interaction	MA7.1 Participates in social interaction, e.g. Helo. Sut wyt ti?	SA7.1 Participates in social interaction, e.g. Braf eich gweld chi. Gawsoch chi wyliau da?	CA7.1 Participates in social interaction, e.g. Popeth yn iawn, 'te. Gwelwn ni chi'r wythnos nesa.	UA7.1 Participates in social interaction, e.g. Ti am fynd mas am bizza gyda'r lleill heno?	Participates in social interaction, e.g. Dan ni ddim wedi'ch gweld chi ers tro byd. Sut ma' petha efo chi?
More formal interaction	MA8.1 Participates in more formal interaction, e.g. Steve Edwards yw fy enw i. Miss Clark yw fy mhennaeth i.	SA8.1 Participates in more formal interaction, e.g. Ffion Rogers dw i, a hoffwn i siarad â Mr Saunders, os gwelwch chi'n dda.	CA8.1 Participates in more formal interaction, e.g. Bydd y pennaeth yn cysylltu â phawb yn fuan.	UA8.1 Participates in more formal interaction, e.g. Hoffwn i esgusodi fy hun yr wythnos nesaf.	Participates in more formal interaction, e.g. Rwy'n cysylltu am fanylion y swydd yn eich hysbyseb chi oedd yn rhifyn diwethaf Golwg.

LISTENING

Listening and responding

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Gist	MA9.1 Recognises context and predicts general meaning in everyday oral exchanges, and identifies the subject of the conversation MA9.2 Understands gist and responds, e.g. in short conversations, simple discussions, explanations and narrative extracts.	SA9.1 Recognises context and predicts general meaning by identifying the subject of the conversation and predicting the pattern of interaction SA9.2 Understands gist and responds where appropriate, e.g. in conversations, discussions and short texts on television and radio.	CA9.1 Recognises context and predicts meaning in a range of listening subjects and oral exchanges, across a range of oral styles CA9.2 Understands gist and responds where appropriate, e.g. in conversations, discussions, on the phone, on television, radio and video.	UA9.1 Understands gist in discussions on a range of subjects.	Uses understanding of the gist of complex oral subjects to try to guess the meaning of unfamiliar words.
Details	MA10.1 Understands details and responds, e.g. in short conversations, explanations and narrative extracts.	SA10.1 Understands details and responds, e.g. in conversations, explanations and narrative extracts.	CA10.1 Understands details and responds where appropriate, e.g. in conversations, on the phone, in explanations and narrative extracts in different contexts.	UA10.1 Understands details and responds where appropriate, adapting to speaker, medium and context, e.g. on television or radio, in conversations, on the phone, in explanations and narrative extracts in a range of contexts.	Understands details in a wide range of contexts on different subjects, and responds where appropriate, adapting to speaker, medium and context.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Information	MA11.1 Understands key information.	SA11.1 Understands the main points and simple information for a specific purpose, and responds where appropriate, e.g. in presentations or short explanations.	CA11.1 Understands new and relevant information and responds where appropriate, e.g. on television, radio or video, in conversations or on the phone.	UA11.1 Understands relevant information from texts of varying length and style and responds where appropriate, e.g. on television, radio or video, in conversations or on the phone.	Understands information from extended texts across a range of styles and responds where appropriate, e.g. on television, radio or video, in conversations or on the phone.
Grammatical understanding	MA12.1 Recognises some detailed grammatical features.	SA12.1 Recognises some detailed grammatical features.	CA12.1 Recognises detailed grammatical features in different contexts.	UA12.1 Recognises detailed grammatical features in a range of contexts.	Recognises detailed grammatical features in a range of contexts on different subjects.
Phonetic understanding (pronunciation)	MA13.1 Recognises some detailed phonetic features.	SA13.1 Recognises some detailed phonetic features.	CA13.1 Recognises detailed phonetic features in different contexts.	UA13.1 Recognises detailed phonetic features in a range of contexts.	Recognises detailed phonetic features in a range of contexts on different subjects.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Awareness of dialect	MA14.1 Has a general awareness that Welsh has different dialects.	SA14.1 Has an awareness that Welsh has different dialects.	CA14.1 Understands some of the most obvious features of the main dialects, e.g. fe / fo, yw / ydy, llaeth / llefrith.	UA14.1 Understands generally where speakers come from based on a reasonably thorough knowledge of the features of different dialects.	Has reasonably detailed knowledge of the phonetic features and vocabulary of different dialects. Understands fluent speakers from all parts of Wales without dialect causing apparent difficulty.
Questions	MA15.1 Understands simple requests for personal information or action.	SA15.1 Understands simple requests for information, permission, or action.	CA15.1 Understands a range of requests for information about familiar subjects or action.	UA15.1 Understands questions on a range of subjects.	Understands detailed or extended questions on a range of subjects.

READING

Focusing on whole text level: comprehension

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Reading with understanding	MA16.1 Understands a short narrative extract on a familiar subject or experience.	SA16.1 Uses a range of strategies and knowledge of texts to understand the main events in chronological and instructive texts.	CA16.1 Understands and recognises how meaning is built within chronological and continued explanatory and descriptive texts of more than one paragraph in a range of styles.	UA16.1 Understands and recognises how meaning is built in a range of multi-paragraph texts in a range of styles.	Understands and recognises how meaning is built in a range of multi-paragraph texts in a range of styles, including meaning not expressed unambiguously.
Main points and information	MA17.1 Understands information in reading a text on a familiar subject or experience.	SA17.1 Understands information in reading a text, and understands the connection between writing and pictures, simple maps, diagrams or captions.	CA17.1 Understands the main points and ideas, and connects images with writing to acquire information.	UA17.1 Understands how main points and the specific details are presented and connected, and how images are used to infer meaning not expressed unambiguously in the text.	Understands the main points and specific details as they arise in a range of different texts of varying length and detail.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Reading critically		SA18.1 Expresses opinion based on a simple text.	CA18.1 Begins to form a conclusion when reading.	UA18.1 Understands that there are different possible ways to respond to a text, e.g. reading a persuasive text critically, or discussing a book.	Reads critically to evaluate information, and compares information, ideas and opinions from different sources.
Finding information	MA19.1 Uses a paper/online dictionary. MA19.2 Recognises mutated forms.	SA19.1 Uses a range of common sources of information where everyday information can be found.	CA19.1 Uses organised resources in a range of reference sources, such as contents, index or menu, and understands their intentions.	UA19.1 Uses organised resources such as contents, index, menu, subheadings or paragraphs in a range of reference sources to access information.	Uses organised and structured resources and systems to access texts and information, e.g. library systems, websites, office filing systems.

READING

Focusing on sentence level.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Grammatical understanding	MA20.1 Understands simple sentence constructions.	SA20.1 Understands the main patterns of Welsh.	CA20.1 Understands meaning and confirms understanding, uses grammatical knowledge, including the linguistic features of instructive texts.	UA20.1 Uses implicit and explicit grammatical information, alongside their knowledge and experiences to predict meaning, guess possible meanings and read and check the sense of the text.	Uses implicit and explicit grammatical information, alongside their knowledge and experiences of the context, to help follow the meaning and understand the intent of different types of text.

READING

Focusing on word level: vocabulary and recognising words.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Recognising words	MA21.1 Understands a limited number of words, signs and symbols.	SA21.1 Understands a number of familiar words and words which follow a common pattern of spelling.	CA21.1 Understands relevant key vocabulary.	UA21.1 Understands vocabulary connected with different types of text, and uses appropriate strategies to find the meaning.	Understands vocabulary connected with texts with varying intent, level of accessibility, formality and complexity, including technical vocabulary.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Words and phrases used in forms	MA22.1 Understands words on a very simple form, e.g. name, address, phone number.	SA22.1 Understands words on a form connected with personal information, and understands implicit and explicit directions, e.g. date of birth.	CA22.1 Understands words and phrases regularly used in forms, and understands form filling conventions.		
Strategies for recognising and decoding words	MA23.1 Uses first language to guess meaning.	SA23.1 Infers the meaning of a word from the context and morphology/ knowledge of vocabulary.	CA23.1 Uses a range of strategies to read and understand an increasing range of unfamiliar words.	UA23.1 Reads and understands an increasing range of vocabulary, using knowledge of words (construction, related words, word stems etc).	Reads and understands specialist and technical vocabulary, using a wide range of strategies.
Recognising letters and alphabetical order	MA24.1 Recognises the letters of the Welsh alphabet. MA24.2 Uses alphabetical order at a basic level to place words in order.	SA24.1 Recognises the radical form of mutated words with confidence.			

WRITING

Focusing on whole text level: creating a piece of writing

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Style, composition and planning	MA25.1 Writes a very simple text to express basic ideas or information, e.g. when preparing a list, completing a simple form, writing a postcard or short e-mail.	SA25.1 Writes a simple text, selecting appropriate format for the style and intention, e.g. in a note or e-mail or very simple report.	CA25.1 Writes a draft using planning strategies as appropriate, e.g. in a more formal letter or report. CA25.2 Makes notes as part of the planning process, noting key words and using some of the properties of notes.	UA25.1 Writes a draft using a range of style-specific planning strategies as appropriate. UA25.2 Makes notes as part of the planning process where appropriate, noting key words and using some of the properties of notes and selects from different formats.	Writes a draft using a wide range of style-specific planning strategies as appropriate. Makes notes as part of the planning process where appropriate, using the key properties of notes and selects appropriate format.
Style and structure of the text	MA26.1 Uses the conventions of some types of very simple texts, e.g. short answers on a form, postcard, email, text message, social interactions.	SA26.1 Understands that texts in the same style share common features in terms of textual structure, e.g. layout and use of headings.	CA26.1 Where appropriate, structures the main points of the text in paragraphs and indicates time order by use of discourse markers and connectives.	UA26.1 Uses an appropriate format and structure for different purposes and styles, structuring the order of the text coherently according to style.	Uses an appropriate format and structure to order the text according to different purposes and styles, selecting an appropriate type of paragraph structure and linguistic features to assist sequence and coherence, when appropriate to the style.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Appropriate style and language	MA27.1 Uses the basic conventions of some types of very simple texts, e.g. short answers on a form.	SA27.1 Uses common features for types of writing, e.g. how to begin a letter or email.	CA27.1 Uses language appropriate to the style, intention and audience.	UA27.1 Uses language appropriate to the style, intention and audience, showing awareness of the main differences between spoken and written Welsh.	Uses linguistic register and style appropriate to style, intention and audience.
Checking	MA28.1 Checks and self-corrects own work.	SA28.1 Checks and self-corrects own work.	CA28.1 Checks and self-corrects own work.	UA28.1 Checks and self-corrects own work.	Checks and self-corrects own work.

WRITING

Focusing on sentence level: grammar and spelling

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Grammar	MA29.1 Writes simple sentences, using basic word order and verbal forms.	SA29.1 Writes simple and composite sentences, using common adjectives and connectives, e.g. 'achos' and 'ond' to connect clauses.	CA29.1 Writes using basic sentence grammar correctly, including complex sentences.	UA29.1 Writes using sentence grammar correctly to achieve their intention, including complex sentences and constructing formal sentences which are different to those in less formal texts.	Writes a range of sentence constructions appropriate to their intentions, consistently and accurately, making use of pronouns and varying vocabulary to reduce repetition and improve clarity.
Spelling	MA30.1 Spells personal key words and familiar words correctly. MA30.2 Uses some strategies to aid spelling, drawing on knowledge of the basic correspondence between a letter and its sound and the patterns of letters.	SA30.2 Uses a range of strategies to aid spelling, drawing on knowledge of spelling patterns e.g. consonant clusters and vowel phonemes, e.g. look-say-hide-write-check.	CA30.2 Uses strategies to aid spelling, e.g. look-say-hide-write-check.	UA30.2 Uses strategies to aid correct spelling.	Uses strategies systematically and consistently to aid correct spelling.

B - OVERVIEW OF FUNCTIONS

SPEAKING

These overviews indicate progress in the functions that need to be used in communication across the levels in the curriculum. Further functions for inclusion will undoubtedly be encountered in developing resources. These can be used in combination with the overviews on skills and constructions.

As learners progress, they -

- ▲ Learn to use the language (speak and write) in an increasing number of contexts, moving from the familiar (Entry/A1) to a wide range of familiar and unfamiliar situations (Advanced/B2)
- ▲ are able to use an increasing fund of:
 - vocabulary;
 - styles and registers (formal and informal);
 - grammar and construction;
 - pronunciation features.

Notes on using the overviews

These overviews set out what learners are expected to be able to achieve functionally in order to use Welsh in a bilingual Wales. Research on language acquisition shows that 'completing the level' does not necessarily mean 100% accuracy. Furthermore, what is set out for a specific level does not limit what can be learned or taught at that level. It is possible that learners will wish or need to learn language set out at a higher level; this will vary from learner to learner and according to the learning situation.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Greeting and introducing	MB1.1 Introduce yourself and another person very simply, e.g. Helo. Bore da. Siân dw i. Dyma Dafydd.	SB1.1 Introduce yourself and another person and offer additional information, e.g. Siân dw i. Dyma Dafydd - dw i'n gweithio gyda fe.	CB1.1 Introduce yourself and another person in informal and semiformal situations, e.g. Siân dw i, pennaeth y cwmni. Dyma Dafydd a Mari, fy nghydweithwyr yn y swyddfa.	UB1.1 Introduce yourself and another person in informal, semiformal and formal situations, e.g. Siân Williams dw i, Prif Weithredwr Cwmni Tesbury's. Dyma fy nirprwy, Dafydd Roberts.	Introduce yourself and another person in informal, semiformal and formal situations, including introducing guest speakers, e.g. Croeso cynnes iawn. Fy enw i yw Siân ac mae'n bleser gen i gyflwyno'n siaradwr gwadd ni heddiw, Dafydd Roberts.
Saying good-bye	MB2.1 Says good-bye very simply, e.g. Hwyl! Nos da!	SB2.1 Says good-bye simply, e.g. Gwela i ti wythnos nesa. Braf cwrdd â chi.	CB2.1 Says good-bye in informal and semi-formal situations e.g. Gobeithio dy weld eto cyn bo hir.	UB2.1 Says good-bye in informal, semi-formal and formal situations e.g. Mae weld bod yn bleser cwrdd â chi a gobeithio byddwn ni'n cyfarfod eto rywbyrd.	Says good-bye in informal, semi-formal and formal situations e.g. Roedd yn fraint cael gweithio â chi a hyderaf y bydd y cyfle'n codi eto yn y dyfodol.
Making a request	MB3.1 Makes a request: asks for an item, action or permission very simply, e.g. Dw i eisiau coffi os gwelwch yn dda.	SB3.1 Makes a request: asks for an item, action or permission simply, e.g. Ga i aros yma os gwelwch yn dda?	CB3.1 Makes a more formal or less formal request, e.g. Alla i ddefnyddio hwn, plis? Hoffwn i ddefnyddio hwn, os yn bosib.	UB3.1 Makes a more complex request, e.g. Mae'n flin gen i eich poeni chi, ond fyddai modd i ni adael yn gynnar heddiw?	Makes a more complex request, e.g. Byddwn i'n ddiolchgar tasech chi'n gwneud ymdrech i gyrraedd yn gynharach y tro nesa'. Makes a very informal request, e.g. Rho hwn i gadw i fi, wnei di?

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Stating facts, personal information, reports and stories, and asking for information.	MB4.1 Expresses very simple facts, including personal information, e.g. Dw i'n byw yma. Dyw hi ddim yn gweithio. Mae'r trên wedi gadael.	SB4.1 Expresses simple facts, including personal information, e.g. Mae Elen yn gweithio yn y ganolfan ers dwy flynedd. Dw i'n mynd ar fy ngwyliau i Ffrainc am y trydydd tro.	CB4.1 Expresses facts, including personal information, e.g. Bydd angen i chi ymrestru cyn i'r cwrs ddechrau.	UB4.1 Expresses facts in any context except the very specialised, including personal information, e.g. Ga'th Konrad ei ddal yn dwyn o'r capel. Dw i'n ei chael hi'n anodd deall y rhaglen heb isdeitlau.	Expresses facts, including personal information, e.g. Yn fuan ar ôl ymddeol, cafodd Hywel driniaeth fawr ar ei galon. Byth oddi ar hynny, mae e'n neidio bynji bob cyfle gaiff e.
	MB4.2 Asks for very simple personal details or very simple information about another person, e.g. Dych chi'n siarad Cymraeg? Esgusodwch fi. Pwy yw Mr Williams, os gwelwch chi'n dda?	SB4.2 Gives short reports, e.g. Gorffennodd Idwal ei waith yn gynnar, wedyn ffoniodd e adre.	CB4.2 Gives reports and tells stories in the past, e.g. Pan oedd fy nhad yn y coleg, cwrddodd e â Mam. Ar ôl iddyn nhw raddio, aethon nhw i weithio yng Nghaerdydd am flwyddyn. Wedyn...	UB4.2 Gives reports and tells stories in the past in any context, except the very specialised, e.g. Ar y cyfan, does dim diddordeb gen i mewn garddio, ond y llynedd... Ar ôl paratoi'n drwyadl ar gyfer yr arholiad, erbyn i fi gyrraedd, deallais i nad oeddwn i yn y lle iawn.	Gives reports and tells stories in the past, e.g. Pan fydd aelod newydd o staff yn ymuno â'r sefydliad, bydd yn derbyn hyfforddiant ymsefydlu o fewn chwe mis. Gadewais i Angharad a'r lleill yn y dafarn, a bant â fi i ôl Kate o'r orsaf. Wrth i fi gerdded, dyma fi'n cael tecst oddi wrthi hi i ddweud byddai hi awr yn hwyr. Do'n i ddim yn bles, galla i ddweud wrthoch chi.

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		SB4.3 Asks for simple personal or factual information, e.g. O'ch chi'n byw yng Nghymru pan o'ch chi'n blentyn? Gaethoch chi wers neithiwr?	CB4.3 Asks for personal or factual information in everyday context, e.g. Ers pryd dych chi'n byw yma? Ers pum mlynedd, ie? Beth yw'r druta: y brechdanau ham neu gaws?	UB4.3 Asks for information in any context, except the very specialised, e.g. Allech chi ddangos i fi sut mae defnyddio'r peiriant llungopïo, plis?	Asks for information in any context, including the specialised, e.g. Fyddai modd trwsio'r peiriant erbyn i'r pennaeth gyrraedd 'nôl, wyt ti'n credu?
Clarifying	MB5.1 Asks for very simple clarification, e.g. Eto, plis Mae'n ddrwg gen i, dw i ddim yn dallt.	SB5.1 Asks for simple clarification and explanation, e.g. Wnewch chi esbonio?	CB5.1 Uses direct and indirect ways of asking for clarification as necessary, e.g. asks a speaker to repeat instructions, Fasech chi'n gallu dweud hynny eto?	UB5.1 Asks for clarification in any context, except the very specialised, e.g. Fyddai modd i chi ailadrodd y cyfarwyddiadau os gwelwch yn dda?	Asks for clarification in any context, including the very specialised or formal, e.e. Ydy hi'n bosib i chi egluro unwaith eto sut mae'r fynegai'n gweithio?

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Explaining, instructing and directing or asking for explanation, instruction or direction	MB6.1 Explains very concisely, e.g. Dyma Siân. Mae hi'n gweithio gyda fi. Dim diolch. Dw i ddim yn ysmegu.	SB6.1 Explains simply, e.g. Mae'n flin gyda fi ond dw i ddim yn gallu dod heno. Rhaid i fi weithio.	CB6.1 Explains, e.g. Mae'n flin gyda fi am fethu dod y tro diwetha. Roedd annwyd arna i.	UB6.1 Explains and instructs in any context, except the very specialised, e.g. Os rhowch chi wybod i'r clerc o flaen llaw, gallan nhw drefnu lle parcio i chi. Gwell i chi fynd ar y trên os oes angen i chi fod yno erbyn naw.	Explains and instructs in any context, including the specialised, e.g. Beth am gael golwg ar y fersiwn wreiddiol? Dw i'n credu bod esiamplau pellach yn honno y gallech chi gyfeirio atyn nhw.
	MB6.2 Instructs and directs very simply, e.g. Ewch allan. Mae'r orsaf ar bwys Tesco.	SB6.2 Instructs and directs simply, e.g. Byddwch chi'n gweld hen ysgol gyferbyn â chi.	CB6.2 Instructs and directs, e.g. I ddechrau, mae angen berwi'r llaeth a'r wynwns. Nesa, pliciwch y tatws a'u torri'n chwarteri.	UB6.2 Asks for explanation or instruction in any context except the very specialised, e.g. Dych chi'n gallu esbonio sut bydd y cwrs yn cael ei drefnu?	Asks for explanation or instruction in any context, including the specialised, e.g. Oes modd i chi roi tystiolaeth sy'n cyfiawnhau eich dadl?
	MB6.3 Asks for directions or locations very simply, e.g. Esgusodwch fi. Ble mae'r bar, os gwelwch chi'n dda?	SB6.3 Asks for directions or locations simply, e.g. Esgusodwch fi. Dych chi'n gallu dweud wrtho i ble mae'r bar, plîs?	CB6.3 Asks for directions, locations or explanation, e.g. Dych chi'n gallu dweud wrtho i ble dw i'n gallu ffeindio Lisa Williams, os gwelwch chi'n dda?		

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Expressing and asking about likes and dislikes, interest and lack of interest, aspirations and hopes, views and opinions	MB7.1 Expresses very simple likes and dislikes, aspirations, feelings and views, e.g. Dw i'n hoffi Burger King. Dw i eisiau mynd i Fangor. Mae Emmerdale yn rhaglen dda.	SB7.1 Expresses likes and dislikes, aspirations and hopes, opinions feelings and views simply, e.g. Gobeithio bydd amser gyda ni. Dw i'n meddwl hynny hefyd. Mae diddordeb gyda fi mewn chwaraeon.	CB7.1 Expresses likes and dislikes, feelings, aspirations and hopes, opinions and views in everyday context e.g. Mae'n gas gyda fi reis. Hoffwn i ddod efo chi. Dw i'n credu eich bod chi'n hollol iawn. Mae'n well gyda fi bêl-droed na rygbi.	UB7.1 Expresses likes and dislikes, feelings, aspirations and hopes, opinions and views in any context except the very specialised, e.g. Roedd Olwen ar ben ei digon. Dw i wedi laru ar yr holl beth. Sai'n meddwl.	Expresses likes and dislikes, feelings, aspirations and hopes, opinions and views, supporting these with evidence, e.g. O ystyried hynny, gallech chi ddadlau mai rhoi'r gorau i'r cynllun fyddai galla'.
	MB7.2 Asks very simply about an opinion on an everyday subject or preference e.g. Dych chi'n hoffi'r rhaglen? Wyt ti'n hoffi pasta? Dych chi eisiau mynd i'r sinema?	SB7.2 Asks simply about an opinion on an everyday subject or preference or aspiration, e.g. Beth dych chi'n feddwl o'r rhaglen? Dych chi eisiau mynd i'r sinema? Ydy'r plant eisiau mynd i'r sinema?	CB7.2 Asks an opinion on a common subject, or about a preference or aspiration in an everyday context, e.g. Dych chi'n meddwl bod y cwrs yn ddiddorol? Dych chi eisiau i fi fynd i'r siop?	UB7.2 Asks an opinion on non-specialised current affairs, or preference or aspiration in a formal context, e.g. Dych chi'n credu dylai pobl ifainc 16 oed gael pleidleisio? Ydych chi am fynd i'r gynhadledd? Ydych chi am i fi e-bostio'r agenda at bawb?	Asks an opinion on all types of subjects, including the specialised and asks about aspirations in a formal context, e.e. Dych chi o'r farn y bydd cyfraddau llog yn codi? Ydych chi am i fi gyflwyno'r siaradwyr gwadd neu ydych chi am wneud hyn eich hunan?

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Suggesting, advising, persuading	MB8.1 Suggests very simply, e.g. Beth am fynd am baned?	SB8.1 Suggests and advises simply, e.g. Dylet ti dorri dy wallt.	CB8.1 Suggests and advises in an everyday context, e.g. Be' am dorri am goffi rŵan? Dylech chi frysio.	UB8.1 Advises, persuades, warns in any context, except the very specialised, e.g. Ga i gynnig eich bod chi'n gohirio? Faswn i ddim yn gwneud hynny, taswn i yn dy le di.	Persuades, warns, admonishes in any context, including the specialised or very formal, e.g. Wir i chi, byddwn i'n dueddol o ddal 'nôl am ychydig. Dw i'n anfonlon iawn hefo'r ffordd dach chi wedi mynd ati, rhaid deud.
Arranging and planning	MB9.1 Discusses very simple arrangements and plans, e.g. Dw i'n mynd i... Beth am...?	SB9.1 Discusses simple arrangements and plans, e.g. Hoffwn i.. Ble awn ni?	CB9.1 Discusses arrangements and plans in an everyday context, e.g. Dw i'n meddwl dylen ni...	UB9.1 Plans action in any context except the very specialised, e.g. Gwelais i fod bwyty Eidalaid newydd wedi agor. Wyt ti eisiau i fi gadw bwrdd?	UB9.1 Plans action in any context including the specialised or very formal, e.g. Ydych chi am i fi newid trefn agenda'r cyfarfod ymlaen llaw?

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Agreeing or disagreeing with other speakers	MB10.1 Expresses very general agreement or disagreement, e.g. Dw i'n cytuno/Dw i ddim yn cytuno.	SB10.1 Expresses a view to other speakers simply, e.g. Dw i'n cytuno â chi/Dw i'n anghytuno â chi.	CB10.1 Identifies with other speakers asking about their feelings and opinions, and respects turn-taking, e.g. Dw i'n ofni 'mod i ddim yn cytuno â chi.	UB10.1 Brings others into the discussion, using phrases when interrupting, e.g. Falle licech chi gynnig rhyw sylw fan hyn, Judith? Mae'n flin gen i dorri ar eich traws chi, ond na! Mae hynny'n gwbl afresymol.	Helps to move the discussion forward, offers relevant comments using appropriate phrases to interrupt or change subject, uses strategies to encourage, and offers or accepts critical opinion in a constructive manner.
Giving and seeking permission	MB11.1 Asks very simple permission, e.g. Ga i fynd?	SB11.1 Gives simple permission, e.g. Cei di fynd. SB11.2 Asks for simple permission, e.g. Ga i adael yn gynnar?	CB11.1 Gives permission in an everyday context, e.g. Mae hi'n iawn i ti gyrraedd yn hwyr fory achos mae rheswm da gyda ti. CB11.2 Asks permission in an everyday context, e.g. Ydy hi'n iawn i fi adael yn gynnar heddiw?	UB11.1 Gives permission regarding all types of matters, except the very specialised e.g. Mae croeso i chi weithio gartref fory os byddwch chi eisiau canolbwyntio ar yr adroddiad. UB11.2 Asks permission regarding all types of matters, except the very specialised e.g. Fasai hi'n iawn i fi beidio ag ateb yr e-byst i gyd heddiw?	Gives permission regarding complex matters e.g. Yn dilyn trafodaeth ddwys, rydym am adael i chi gael gwyliau di-dâl. Asks permission regarding complex matters e.g. Fyddai modd i ni newid yr agenda a thrafod Unrhyw Fater Arall ar y diwedd?

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Giving and seeking confirmation	MB12.1 Gives very simple confirmation, e.g. Rwy'ti'n iawn. MB12.2 Asks for very simple confirmation, e.g. Wyt ti'n iawn?	SB12.1 Gives simple confirmation, e.g. Bydd popeth yn iawn. SB12.2 Asks for simple confirmation, e.g. Fydd hi'n gallu dod?	CB12.1 Gives confirmation in an everyday context, e.g. Ro't ti'n iawn i ofyn y cwestiwn. CB12.2 Asks for confirmation, e.g. Welaist ti fe?	UB12.1 Asks for confirmation in any context, expect the very specialised, e.g. 'Dyn ni wedi clywed bydd y ddau dîm yn mynd ymlaen i'r rownd nesaf. UB12.2 Asks for confirmation in any context, except the very specialised, e.g. Collon nhw'r gêm yn ystod amser ychwanegol on'd do?	Gives complex confirmation in any context, including the specialised e.g. Bydd modd i chi gwblhau eich traethawd estynedig y tymor nesaf. Asks for confirmation in any context, including the specialised e.g. A oes modd i chi gadarnhau bod fy nhystiolaeth yn hollol gywir os gwelwch yn dda?
Expressing and asking about intention	MB13.1 Expresses very simple intention, e.g. Dw i'n mynd.	SB13.1 Expresses simple intention, e.g. Dw i'n mynd i'r cyngerdd nos yfory.	CB13.1 Expresses intention in an everyday context, e.g. Dw i'n bwriadu chwilio am swydd newydd.	UB13.1 Expresses intention, including in more formal situations, e.g. Mae'r cwmni'n mynd i symud i ardal arall i arbed costau.	Expresses intention, including in formal situations, e.g. Yn groes i ewylllys y gweithwyr, mae'r cwmni wedi penderfynu bwrw ymlaen â'r ailstrwythuro.

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	MB13.2 Asks about very simple intention e.g. Wyt ti'n mynd?	SB13.2 Asks about simple intention e.g. Wyt ti'n mynd i'r gêm ar ôl y gwaith yfory?	CB13.2 Asks about intention in an everyday context, e.g. Beth mae John yn mynd i wneud nesa?	UB13.2 Asks about intention, including in more formal situations, e.g. Beth mae'r cwmni'n mynd i'w wneud yn sgil y toriadau diweddar?	Asks about intention, including in formal situations, e.g. Beth fyddai'r cwmni'n ei wneud petai'r grant yn cael ei ddiddymu?
Denying	MB14.1 Denies very simply, e.g. Dydy e ddim yn wir. Wnes i ddim.	SB14.1 Denies simply, e.g. Do'n i ddim yna.	CB14.1 Denies in an everyday context, e.g. Sut dych chi'n disgwyl i mi ateb? Dw i ddim yn gwybod dim byd.	UB14.1 Denies an action in any context, except the very specialised, e.g. Dim fi wnaeth e.	Denies an action including in professional situations, e.g. Nid fi sy'n gyfrifol am y trafferthion polisi yma.
Ability to state that someone or something has been forgotten	MB15.1 States very simply that someone does or does not remember, e.g. Dw i ddim yn gallu cofio.	SB15.1 States simply that someone does or does not remember a person or act, e.g. Dw i ddim yn cofio dweud hynny.	CB15.1 States that someone does or does not remember an act and expands, e.g. Dw i ddim yn cofio ble gadawais i fy mag.	UB15.1 States that someone does or does not remember something happening in any context except the very specialised.	States that someone does or does not remember something, including generalisation, e.g. Fydda i byth yn cofio penblwyddi ffrindiau.

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Expressing probability	MB16.1 Expresses probability very simply, e.g. Mae'n bosib.	SB16.1 Expresses probability simply, e.g. Yn bendant.	CB16.1 Expresses probability in a full sentence, e.g. Byddan nhw siŵr o fod yn colli.	UB16.1 Expresses probability in a more complex sentence, e.g. Dyw hi ddim yn debygol iawn y byddan nhw'n ennill.	Expresses probability in order to create uncertainty e.g. Dyw hi ddim yn bosib bod plentyn pump oed wedi cynhyrchu gwaith o'r safon yna!
Expressing happiness or unhappiness	MB17.1 Expresses happiness or unhappiness very simply, e.g. Dw i'n hapus. Dw i ddim yn hapus	SB17.1 Expresses happiness or unhappiness simply, e.g. Dw i'n hapus iawn gyda'r newyddion. Dw i ddim yn hapus o gwbl.	CB17.1 Express degrees of happiness or unhappiness, e.g. Dw i mor hapus am fy swydd newydd.	UB17.1 Expresses happiness or unhappiness in any context, except the very specialised e.g. Ro'n i mor falch o weld eich bod yn aros gyda'r cwmni wedi'r cyfan.	Expresses happiness or unhappiness, including in very formal situations, e.g. Mae'n ddrwg iawn gen i orfod datgan fy siom o glywed y newyddion y bydd y ffatri'n cau.
Expressing satisfaction or dissatisfaction	MB18.1 Expresses satisfaction or dissatisfaction very simply, e.g. Mae'n iawn. Dim problem. Mae gen i broblem. Mae'r bwyd yn oer.	SB18.1 Expresses satisfaction or dissatisfaction simply, e.g. Mae popeth yn iawn nawr. Dw i ddim yn hapus gyda'r gwaith.	CB18.1 Expresses satisfaction or dissatisfaction in an everyday context, e.g. Mae hynny'n ddigon da erbyn hyn. Dyw'r gwaith ddim yn ddigon da.	UB18.1 Expresses satisfaction or dissatisfaction in any context, except the very specialised e.g. Gwnaiff e'r tro. Dw i'n hoffi bwyd wedi'i goginio'n ffres fel hyn.	Expresses satisfaction or dissatisfaction in any context, including the specialised or very formal, e.g. Dyw safon y bwyd ddim yn dderbyniol ar gyfer gwesty pum seren. Dyna'n union beth ro'n i'n gobeithio ei gael gennych chi.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Expressing hope and disappointment	MB19.1 Expresses hope very simply, e.g. Gobeithio.	SB19.1 Expresses hope simply, e.g. Gobeithio ddim. Dw i ddim yn hapus.	CB19.1 Expresses hope or disappointment in an everyday context e.g. Gobeithio bydd y tywydd yn aros yn braf am yr wythnos nesaf.	UB19.1 Expresses hope or disappointment in any context, except the very specialised e.g. Mae'n drueni nad ydych chi'n gallu dod i'r parti.	Expresses hope or disappointment in any context, including the specialised or very formal, e.g. Mae'n drueni mawr na fydd modd i chi ymuno â ni o'r cychwyn cyntaf.
Expressing and responding to gratitude	MB20.1 Expresses and responds to gratitude very simply, e.g. Diolch. Diolch yn fawr. Dim diolch.	SB20.1 Expresses and responds to gratitude simply, e.g. Diolch yn fawr iawn. Mae'n bleser. Dim o gwbl.	CB20.1 Expresses and responds to gratitude in everyday context, e.g. Diolch o galon i chi am y cyfle.	UB20.1 Expresses and responds to gratitude in any context, except the very specialised e.g. Dw i'n ddiolchgar iawn i chi am y cyfle.	Expresses and responds to gratitude in any context, including the very formal, e.g. Dw i'n hynod o ddiolchgar i chi am yr holl gymorth dw i wedi'i dderbyn dros y blynyddoedd.
Offering and accepting apologies	MB21.1 Offers and accepts apologies very simply, e.g. Mae'n ddrwg gen i. Dim problem.	SB21.1 Offers and accepts apologies simply, e.g. Mae'n ddrwg iawn gyda fi. Mae popeth yn iawn erbyn hyn. Does dim ots.	CB21.1 Offers and accepts apologies, in the context of everyday life, e.g. Dw i eisiau ymddiheuro am y problemau. Anghofiwch amdano fe – camgymeriad oedd e.	UB21.1 Offers and accepts apologies, in any context, except the very specialised e.g. Wnewch chi faddau i fi os gwelwch yn dda? Ro'n i ar fai.	Offers and accepts apologies, in any context, including the very formal, e.g. Hoffwn i ymddiheuro'n ddwys am unrhyw anghyfleuster achoswyd.

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Expressing approval or disapproval	MB22.1 Expresses approval very simply, e.g. Da iawn. Ardderchog.	SB22.1 Expresses approval or disapproval simply, e.g. Mae'r gwaith yn dda iawn. Dydy hynny ddim yn dda iawn. Dylech chi drio eto.	CB22.1 Expresses approval or disapproval in the context of everyday life, e.g. Dylech chi gyhoeddi eich gwaith. Dylech chi fod wedi gwneud yn well.	UB22.1 Expresses approval or disapproval in any context, except the very specialised e.g. Gwych - mae'r gwaith yma o safon uchel iawn. Llongyfarchiadau!	Expresses approval or disapproval in any context, including the very specialised e.g. Mae'r gwaith hwn yn gwbl annerbyniol a dylai fod cywilydd arnoch chi.
Expressing sympathy	MB23.1 Expresses sympathy very simply, e.g. Mae'n flin gyda fi.	SB23.1 Expresses sympathy simply, e.g. Mae'n flin gyda fi glywed eich newyddion.	CB23.1 Expresses sympathy in the context of everyday life e.g. Mae'n flin iawn gyda fi os ydw i wedi eich brifo chi. Do'n i ddim yn bwriadu brifo neb.	UB23.1 Expresses sympathy in any context, except the very specialised e.g. Mae'n ddrwg iawn gen i glywed am eich profedi-gaeth. Hoffwn i chi wybod bod pawb yn y swyddfa'n meddwl amdanoch ar yr adeg anodd hon.	Expresses sympathy in any context, including the very difficult, e.g. Roedd yn wirioneddol ddrwg gennym glywed y newyddion ofnadwy am y ddamwain a fu nos Sadwrn.
Making and responding to suggestions	MB24.1 Makes and responds to suggestions very simply, e.g. Beth am gerdded? Syniad da. Iawn.	SB24.1 Makes and responds to suggestions simply, e.g. Beth am gerdded adre heno? Pam lai?	CB24.1 Makes and responds to suggestions in the context of everyday life, e.g. Gallen ni fynd am dro. Gadwech i ni fynd.	UB24.1 Makes and responds to suggestions in any context, except the very specialised, e.g. Pam na wnawn ni ofyn iddyn nhw ddod gyda ni?	Makes and responds to suggestions in any context, including the very specialised or very formal, e.g. Mae awgrym wedi dod i law y dylen ni ailagor y drafodaeth.

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Advising		SB25.1 Advises simply, e.g. Dylech chi fynd at yr heddlu.	CB25.1 Advises in the context of everyday life, e.g. Taswn i yn eich esgidiau chi, baswn i'n dweud wrth yr heddlu.	UB25.1 Advises in any context, except the very specialised e.g. Pam nad ydych chi'n rhoi'r gorau i'w helpu fe gyda phopeth?	Advises in any context, including the specialised, e.g. Yn y lle cyntaf, byddai'n ddoeth i chi gael cyngor cyfreithiol cyn mynd â'r mater ymhellach.
Warning	MB26.1 Warns very simply, e.g. Paid!	SB26.1 Warns simply, e.g. Byddwch yn ofalus gyda'r gyllell!	CB26.1 Warns in the context of everyday life, e.g. Peidiwch â disgwyl i bawb fod mor amyneddgar.	UB26.1 Warns in any context, except the very specialised e.g. Cymerwch ofal nad ydych chi'n mynd i fwy o drafferth.	Warns in any context, including the complex, e.g. Byddwch ar eich gwyliadwriaeth – mae'r sefyllfa hon yn un beryglus iawn a allai newid er gwaeth.
Asking for and offering help	MB27.1 Asks for and offers help very simply, e.g. Dych chi'n gallu helpu os gwelwch yn dda? Ga i helpu? Dw i'n medru helpu.	SB27.1 Asks for and offers help simply, e.g. Ga i'ch helpu chi? Wnewch chi fy helpu i?	CB27.1 Asks for and offers help in the context of everyday life, e.g. Gadewch i fi eich helpu chi gyda'r bagiau 'na.	UB27.1 Asks for and offers help in any context, except the very specialised e.g. Cofiwch ofyn am gymorth unrhyw bryd – dw i bob amser ar gael.	Asks for and offers help, in any context, including the specialised or very formal e.g. Byddwn yn gwerthfawrogi gair o gyngor os nad yw'n ormod o drafferth i chi.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Inviting and accepting/declining	MB28.1 Invites and accepts or declines invitations very simply, e.g. Dych chi eisiau dod i'r dre gyda fi? Diolch. Os gwelwch yn dda? Dim diolch.	SB28.1 Invites and accepts or declines invitations simply, e.g. Hoffech chi ddod gyda fi? Basai'n hyfryd. Dyw hi ddim yn bosib ar hyn o bryd.	CB28.1 Invites and accepts or declines invitations in the context of everyday life, e.g. Baswn i wrth fy modd tasech chi'n gallu dod gyda ni. Yn anffodus, bydda i'n brysur ar y dyddiad yna. Oes dyddiad arall?	UB28.1 Invites and accepts or declines invitations in any context, except the very specialised, e.g. Basai'r pwyllgor yn hoffi eich gwahodd i ymuno â nhw.	Invites and accepts or declines invitations in any context, including the very specialised or very formal, e.g. A fydddech chi cystal â'm hysbysu a fyddwch yn gallu derbyn y gwahoddiad ai peidio?
Self-correcting	MB29.1 Self-corrects very simply, e.g. Na. Mae'n ddrwg gen i.	SB29.1 Self-corrects simply, e.g. Rhaid i fi ddechrau eto!	CB29.1 Self-corrects in the context of everyday life e.g. Gadewch i mi ddechrau o'r dechrau eto!	UB29.1 Self-corrects in any context, except the very specialised e.g. Nid dyna beth ro'n i'n ceisio ei ddweud.	Self-corrects in any context, including the very formal, e.g. Nid dyna'r union ystyr ro'n i'n ceisio ei gyfleu.
Summarising/closing	MB30.1 Summarises or closes a speech very simply, e.g. I orffen,...	SB30.1 Summarises or closes a speech simply, e.g. I orffen,... Diolch am wrando.	CB30.1 Summarises or closes a speech, e.g. I gloi, hoffwn i ddweud... Diolch yn fawr am wrando mor ofalus.	UB30.1 Summarises or closes a speech, e.g. A bod yn gryno, hoffwn i...	Summarises or closes a speech, e.g. Cyn tewi, hoffwn i...

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Changing the subject	MB31.1 Changes the subject very simply, e.g. Nesa,	SB31.1 Changes the subject simply, e.g. Hoffwn i ddweud/ofyn rhywbeth arall.	CB31.1 Changes the subject and brings someone else into the conversation, e.g. I newid y pwnc am funud. Beth yw'ch barn chi?	UB31.1 Changes the subject by asking a question, e.g. Beth yw'ch safbwynt chi ar y mater yma?	Asks permission to change the subject in a formal situation, e.g. Os gwnewch chi adael i fi wyro o'r pwnc dan sylw am ychydig...
Showing understanding/ lack of understanding	MB32.1 Shows understanding or lack of understanding very simply, e.g. Dw i'n gweld. Dw i'n deall. Mae'n flin gyda fi, dw i ddim yn deall. Eto os gwelwch yn dda. Beth yw X?	SB32.1 Shows understanding or lack of understanding simply, e.g. Yn wir. Wnewch chi ddweud hynny eto - yn arafach?	CB32.1 Shows understanding or lack of understanding, e.g. Yn union. Wnewch chi ailadrodd y cwestiwn os gwelwch yn dda? Eto os gwelwch yn dda - a ddim mor gyflym y tro hwn.	UB32.1 Shows understanding or lack of understanding in any context, except the very specialised, e.g. Oes modd i chi ailadrodd yr ail gwestiwn eto os gwelwch yn dda er mwyn i mi ddeall yn llwyr?	Shows understanding or lack of understanding in any context, including the specialised, e.g. Hoffwn i glywed yr ail gymal eto er mwyn prosesu'r wybododaeth yn ofalus.
Interrupting	MB33.1 Interrupts very simply, e.g. Esgusodwch fi.	SB33.1 Interrupts simply, e.g. Ga i ddweud rhywbeth yma?	CB33.1 Interrupts in the context of everyday life, e.g. Hoffwn i ychwanegu rhywbeth.	UB30.1 Interrupts in any context, including the formal, e.g. Hoffwn i ymhelaethu ar y pwynt hwn.	Interrupts in any context, including the very formal e.g. Mae'n flin iawn gyda fi ond dw i'n gorfod torri ar eich traws achos bod eich ffeithiau chi'n hollol anghywir.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Describing and asking for descriptions	MB34.1 Gives very simple descriptions, e.g. Maen nhw'n dda. Mae Hilda'n hyfryd.	SB34.1 Gives simple descriptions, e.g. Roedd y dyn yn dal ac yn denau. Mae gan y plant ddillad smart.	CB34.1 Describes people, places and things in an everyday context, e.g. Roedd hi yn ei saithdegau.	UB34.1 Describes people, places and things in an everyday context, except the specialised e.g. O gymharu â llawer o bobl eraill, mae'r Cymry'n hoffi gofyn llawer o gwestiynau personol.	Describes people, places and things in an everyday context, including the very specialised e.g. Mae Sbaen yn wlad hamddenol dros ben, ac yn gynhesach o lawer na Phrydain wrth gwrs.
	MB34.2 Asks for very simple descriptions, e.g. Ydyn nhw'n dda?	SB34.2 Asks for simple descriptions of people, places and things, e.g. Sut un yw Rhys?	CB34.2 Asks for descriptions of people, places and things in an everyday context, e.g. Ydyn nhw'n debyg i'w rhieni?	UB34.2 Asks for descriptions of people, places and things in any context, except the very specialised e.g. Pa fath o bobl, yn eich barn chi, sy'n cyrraedd y swyddi uchaf?	Asks for descriptions of people, places and things in any context, including the very specialised e.g. Oes modd i chi roi disgrifiad manwl o'r amodau byw yng ngwledydd Affrica?
Structuring and developing ideas and information		SB35.1 Begins to structure information by using connectives to build sentences, e.g. Aethon nhw i'r ysgol yn y bore, wedyn aethon nhw i'r ysgol i gwrdd â'r rhieni.	CB35.1 Structures information by connecting sentences to present extended information in the context of everyday life, e.g. Blynnyddoedd yn ôl, aeth fy ffrind i gyfarfod yng Nghaerdydd. Pan oedd hi yna, wnaeth hi gyfarfod rhywun o America...	UB35.1 Structures information by connecting sentences to present extended information in any context except the very specialised, e.g. Dw i am fynd dros rai o'r newidiadau yn gyntaf. Wedyn bydd cyfle i ni drafod y newidiadau yma.	Structures information by connecting sentences to present extended information in any context including the very specialised, e.g. Cyn i ni fwrw ymlaen â gweddill y tasgau, awn ni dros yr un gyntaf gyda'n gilydd i sicrhau bod pawb ar y trywydd iawn.

C - OVERVIEW OF GRAMMATICAL CONSTRUCTIONS

These overviews show progress in the main grammatical constructions across the range of levels. They can be used in combination with the overviews on skills and functions.

As learners make progress, they -

- ▲ learn to use the language in building on their grammatical constructions, moving from a limited number of verb patterns and tenses (A1) to a wide range of patterns including the ability to use complex sentences (B2)
- ▲ are able to use an increasing fund of:
 - vocabulary;
 - styles and registers (formal and informal);
 - grammar and construction;
 - pronunciation features.

Notes on using the overviews

These overviews set out what learners are expected to be able to achieve in terms of progress in grammatical constructions. Research on language acquisition shows that 'completing the level' does not necessarily mean 100% accuracy. Furthermore, what is set out for a specific level does not limit what can be learned or taught at that level. It is possible that learners will wish or need to learn language set out at higher levels for some of the patterns identified; this will vary from learner to learner and according to the learning situation.

C - KEY GRAMMATICAL CONSTRUCTIONS

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Sentences	Creates simple sentences: MC1.1 Word order in simple statements in the present, e.g. verb + object Mae hi'n hoffi siocled. verb + adverb Dw i'n mynd fory. clause + adjective Mae e'n dda. noun + prepositional clause Maen nhw ar y bwrdd. Mae amser gyda ni. Does dim arian gan Harry.	Creates simple and composite sentences: SC1.1 Word order in composite sentences, e.g. verb + object + a / ond + verb + object Dw i'n hoffi darllen ond mae Gareth yn hoffi nofio. verb + verb noun Dw i'n ceisio deall. Mae e eisiau dod. Wyt ti'n gallu helpu? Mae'r plant yn gwrthod bwyta. Dw i'n gorfod dweud hynny. bod + 'na + enw Mae pobl yn y caffi. Mae 'na bobl yn y caffi. (Soft Mutation)	Creates simple, composite and complex sentences: CC1.1 Variation in word order, e.g. Yng Nghymru, mae llawer o fynyddoedd / Mae llawer o fynyddoedd yng Nghymru.	Creates simple and composite sentences and some complex sentences including more than one subordinate clause, UC1.1 Word order in sentences including more than one subordinate, e.g. Mewn gwledydd lle maen nhw'n cael siesta, bydd pobl yn aml yn bwyta yn oriau mân y bore.	Simple and composite sentences, and some complex sentences with a wide range of subordinate clauses: Word order in complex sentences, including emphatic sentences, e.e. Nid dod yma i drafod y tywydd wnaethon ni. Dyna beth oedd cyfarfod diflas. Er mwyn sicrhau na fyddent yn manteisio yn ormodol ar staff y swyddfa y byddent yn gweithio ynddi, trefnodd Mrs Jones fod yr ymwelwyr o dramor yn darparu eu cyfieithydd eu hunain.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
	MC1.2 Negative forms, e.e. Dw i ddim yn gwybod.	SC1.2 Negative forms e.g. Does neb yn gwybod.	CC1.2 Word order in complex sentences, e.e. Dyma blanhigion sy'n tyfu mewn gwledydd poeth. CC1.3 Negative forms e.e. Dyw pawb ddim yn. gwybod	UC1.2 Negative forms e.e. Dim / Nid pawb sy'n gwybod.	
Sentences with the verb 'bod'	MC2.1 Uses the verb 'bod' to create sentences in different tenses. mae + noun (+ prepositional clause) Mae Siân yn yr ysgol. mae + noun + wedi bod (+ prepositional clause) Mae Sian wedi bod yn yr ysgol.	SC2.1 Uses the verb 'bod' to create sentences in different tenses. mae + noun + yn mynd i fod (+ prepositional clause) Mae Mared yn mynd i fod yn y swyddfa.	CC2.1 Uses the verb 'bod' to create sentences in different tenses. roedd +noun + yn mynd i fod (+ prepositional clause) Roedd y bwyd yn mynd i fod drws nesa. newydd + verb-noun (SM) Dw i newydd fwyta.	UC2.1 Uses the verb 'bod' to create sentences in different tenses. bu(odd) + noun (+ prepositional clause) Buodd Dafydd yn y dre. ar fin + verb-noun Dw i ar fin bwyta.	

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
	roedd + noun (+ prepositional clause) Roedd y plant yn y cyngerdd.	roedd + yn arfer + verb-noun Roedd Clare yn arfer ysmygu. bydd + noun (+ prepositional clause) Bydd y car yn y maes parcio. basai + noun (+ prepositional clause) Basai Jac yn y tîm. dylai + enw + fod (+ cymal arddodiadol) Dylai Manon fod yn y gwely.	roedd + noun+ wedi bod (+ prepositional clause) Roedd Ioan wedi bod yn Rwsia. gallai + noun + fod (+ prepositional clause) Gallai Siân fod yn y côr. byddai + noun+ wedi bod (+ prepositional clause) Byddai'r tiwtor wedi bod yn y Sadwrn Siarad. gallai + noun + fod wedi bod (+ adverbial clause) Gallai Dafydd fod wedi bod yn y ras. dylai + noun + fod wedi bod (+ prepositional clause) Dylai Ann fod wedi bod yn y gwaith.		

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Connectives	MC3.1 Nouns connected by a / ac, e.g. Mam a Dad.	SC3.1 Clauses joined by a / ond / neu.	CC3.1 Complex sentences with one subordinate clause: - Time, e.g. Pan mae hi'n dywyll, maen nhw'n mynd adre. - Reason, e.g. Dw i ddim yn bwyta ham achos dw i ddim yn hoffi cig. - Result, e.g. Dw i wedi colli'r bws, felly dw i'n cerdded i'r ysgol. - Condition, e.g. Os bydd hi'n braf, af i i'r traeth. CC3.2 Relative clauses that define, e.g. Dyna fy nghymydog sy'n gweithio yn y banc. CC3.3 Complex sentences that include person + verb + second person + yn + verb-noun,	UC3.1 A range of connectives to express contrast, reason, purpose, outcome, result, condition, recognition. UC3.2 Conditional forms using os and oni bai in the past, e.g. Doedd e ddim yn fodlon dod i'r wers oni bai 'mod i'n dod. UC3.3 Conditional forms, using byddai wedi / gallai fod wedi / dylai fod wedi / hoffai fod wedi e.g. Gallen nhw fod wedi pasio'r arholiad tasech chi wedi dweud y dyddiad a'r lleoliad cywir wrthyn nhw. UC3.4 Non-defining relative clauses, e.g. Mae'r tiwtor, sydd yn byw yng Ngheredigion, yn dod yn wreiddiol o'r Alban.	A wide range of connecting devices, including ar yr amod fod, cyhyd â bod, o gofio bod. Relative clauses using a / y(r), e.g. Bydd yr heddwes a arestiodd y dyn yn ymddangos ar y teledu heno. Mae'r dyn yr arestwyd ei fab gan yr heddlu wedi ymddangos yn y papurau heddiw. Dacw'r pentref y cefais fy magu ynddo. More complex prepositional clauses, e.g. Tybed a fyddai'r plant yn well eu hymddygiad o fod wedi cael eu disgyblu'n llymach pan oeddent yn iau?

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
			e.e. Dw i'n gallu clywed y plant yn canu. Gwelon ni'r heddlu'n cyrraedd. CC3.4 Complex sentences governed by the preposition i, e.g. Cyn i fi godi, dw i'n gwrando ar y radio. Syrthiodd Rhys wrth iddo fe ddod i lawr y grisiau. Roedd rhaid i Lisa ofyn pwy oedd wedi torri'r ffenestr. CC3.5 Complex sentences including a preposition, e.g. Helpu rhywun i wneud rhywbeth Dweud wrth rywun am wneud rhywbeth Rhwystro rhywun rhag gwneud rhywbeth.	UC3.5 Positive and negative relative clauses using 'a' and 'na', e.g. Mae'r frechdan a brynaist ti i fi yn ddiflas. Dyma'r rhai na ddeallais i. UC3.6 Complex sentences including prepositional clauses, e.g. Gyrrodd i'r dre gan anghofio ei waled. Perswadiodd y plant eu rhieni drwy swmian yn gyson. Rhedodd Mari lawr y stryd dan grŷo nerth ei phen. UC3.7 Clause acting as subject or object, e.g. Dw i'n gwybod ble wyt ti'n byw. Y cwbl mae hi'n wneud yw conan. Yr hyn a ddymunwn yw gwrandawriad teg.	Comparing constructions using po, e.g. Po gyflymaf y cerddwch chi, cynharaf y cyrhaeddwch chi'r dafarn, a mwyaf o amser yfed fydd gennych chi. Relative constructions using nas, e.g. Nid oes bwyd ar gael gan nas archebwyd.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Questions and answers	MC4.1 Questions and answers - present positive, negative and interrogative forms of bod in each person, including the following answers: ie / nage ydw / nac ydw ydy / nac ydy ydyn / nac ydyn oes / nac oes. MC4.2 Imperfect forms of bod, e.g. o'n / nac o'n oedd / nac oedd. MC4.3 Simple questions beginning Beth, Pwy, Faint [verb clause], Ble, Pryd, Pam, Sut [verb clause], Sawl.	SC4.1 Questions and answers - questions in all verb tenses that have arisen at Entry and Foundation level (all persons). e.g. oedd / nac oedd bydd / na fydd. SC4.2 Simple conditional constructions, e.g. i fynegi cynnig neu ddymuniad: Hoffech chi fisged? SC4.3 More complex questions, e.g. O ble Gyda phwy Faint o Pa Sut / noun. SC4.4 Comparative questions, e.g. P'un yw'r hiraf?	CC4.1 Questions and answers gwnaf / na wnaif. CC4.2 Conditional constructions, e.g. Pwy hoffai gael un o'r rhain? Beth fasai dy fam yn ddweud? CC4.3 Questions with pa mor...? CC4.4 More complex empathic questions, e.g. Beth sydd orau gyda chi? CC4.5 Possessive questions e.g. Car pwy yw hwn? CC4.6 Polarised questions, e.g. Wyt ti eisiau te, 'ta coffi / neu goffi? CC4.7 Simple implied questions, e.g. Wyt ti'n gwybod pwy yw'r pennaeth?	UC4.1 Questions using all persons and tenses in the concise form of the conditional and future, e.g. Allen nhw fod yn diwtoriaid? Hoffech chi i mi roi gwybod i bawb? Allai fe fod wedi mynd i sgïo? UC4.2 Range of implied or indirect questions using the interrogative particle a, e.g. Ydych chi'n gwybod a fydd amser gennym ni? Holodd Mr Jones a fyddai modd talu gyda cherdyn.	More complex implied questions, e.g. Ysgrifennaf i'ch holi a allech esbonio'r drefn. Beth fasent yn ei wneud pe bai daeargryn? Negative questions, e.g. On'd yw hi'n braf? On' fase hynny wedi bod yn well? Uses ddim to express disagreement with a negative statement, e.g. Fwytais i ddim byd. Do ddim! Dw i byth yn camfihafio. Wyt ddim! Interrogative particle 'a' to clarify or emphasize a question, e.g. Y broblem yw, a fydd digon o amser gyda ni?

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Concise form of the past	MC5.1 Concise forms of the past of mynd, cael and gwneud, e.g. Es i allan. Wnest ti'r gwaith?	SC5.1 Concise forms of the past in verbs, e.g. Edrychais i ar y teledu.	CC5.1 Concise forms of the past in verbs e.g. Cyrhaeddais i'n hwyr, arhosodd e am bythefnos.	UC5.1 Awareness of the simplification encountered in mutations in less formal registers in speech, e.g. Ges i goffi, brynodd Lisa fwyd, ga'th Rhys ddim byd.	Affection in first person singular forms in more formal registers, e.g. Cenais i, cefais i.
The future	MC6.1 Requests and reponses using the concise future forms of cael, e.g. Ga i bensil, plis? cei / na chei cewch / na chewch MC6.2 Future of bod to express a definite plan or timescale, e.e. Bydda i'n gweithio.	SC6.1 Concise future forms of the verbs mynd, cael and gwneud to express a spontaneous request, prediction, intention etc, e.g. Gwna i frechdan gaws. Wnei di'r gwely, plis? Af i ar ôl cinio.	CC6.1 Concise future of irregular and regular verbs to express a spontaneous request, prediction, intention etc, e.g. Gwela i ti fory. Taliff e am y tocynnau. Ddwedan nhw ddim byd.		

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Time, days of the week and months of the year	MC7.1 Time: Faint o'r gloch yw hi? Am faint o'r gloch wyt ti'n codi? MC7.2 Days of the week: Beth wyt ti'n wneud ddydd Llun? MC7.3 Months of the year: Mae fy mhen-blwydd i ym mis Mai.	SC7.1 Years: simple phrases, e.g. un flwyddyn, dwy flynedd, deg mlynedd.	CC7.1 Time: Ers faint o'r gloch wyt ti'n aros? Tan faint o'r gloch gweithiaist ti? CC7.2 Days of the week: Ar ba ddiwrnodau wyt ti'n gweithio? CC7.3 Years: increasing range of traditional phrases, e.g. ugain mlynedd, hanner can mlynedd, tri chwarter canrif.	UC7.1 Time: Erbyn faint o'r gloch bydd hi wedi gorffen? UC7.2 Years: traditional phrases, e.g. un mlynedd ar ddeg.	
Tags		SC8.1 Tags matching tenses of verbs learned, e.g. Mae hi'n oer, on'd yw hi / on'd ydy?	CC8.1 Tags matching tenses of verbs learned, e.g. Maen nhw wedi gwneud eu gwaith cartref, on'd y'n nhw / on'd ydyn nhw?	UC8.1 Tags matching tenses of verbs learned, e.g. Baset ti wedi dweud, on' faset (ti)?	Wide range of tags matching different tenses and moods, e.g. Fasai hynny ddim wedi bod yn sioc, na fasai (fe)?

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Emphasis	MC9.1 Simple emphatic constructions: Siôn dw i. Meddyg yw Beti.	SC9.1 Simple emphatic constructions including questions and the negative: Nyrs yw Rhian? Ie / Nage Nid / Dim nyrs yw hi.	CC9.1 Emphatic constructions in range of tenses, e.g. Mrs Evans fydd yn ennill? CC9.2 Negative emphatic sentences, e.g. Dim ond un sy gyda fi.	UC9.1 More complex emphatic constructions, e.g. Geraint fydd yr un gorau i ddysgu'r dosbarth hwnnw. UC9.2 Emphasis in indirect speech, e.g. Maen nhw'n dweud mai meddygon ydyn nhw. UC9.3 Particle fe to emphasise a positive verb, e.g. Doedd dim cyfarfod ddoe, ond fe fydd un heddiw. UC9.4 Negative particle ni in more formal written registers, e.g. Ni chafodd gyfle i wrthwynebu.	
Commands	MC10.1 Common positive and negative commands, e.g. Eisteddwch! Paid rhedeg!	SC10.1 Common and irregular commands, e.e. Trowch, rhowch, mwynhewch.		UC10.1 Indirect commands and similar constructions, e.g. Dwedodd hi wrtha i am fynd i'r gwely.	Indirect commands and tags, e.g. Bydd yn dawel, wnei di!

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
				Gofynnodd e i fi weithio.	Third person imperatives, e.g. Peidied e â bod yn hwyr, a gaiff e ddod mewn.
Passive/ impersonal		SC11.1 First person positive and second person interrogative of the passive construction – Ces i fy ngeni, Ble cest ti dy eni? Ble gaethoch chi eich geni?	CC11.1 Passive constructions e.g. Cawson ni ein stopio. Cafodd y llyfr ei ysgrifennu. Cafodd y gân ei chanu gan Bethan George. CC11.2 Impersonal constructions with -wyd, e.g. Arestiwyd y dynion.	UC11.1 Awareness of the difference between Welsh and English in choosing between passive and indicative/ impersonal, e.g. I was told to stop by the officer → → Dywedodd y swyddog wrthof am aros They were asked to perform → Gofynnwyd iddynt berfformio.	Emphatic imperatives, e.g. Aros di ble wyt ti! Caewch chithau eich pennau!

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
				UC11.3 Impersonal constructions with -ir, -id e.g. Gwelir achosion o'r fath yn gyson, Cosbid y plant am ddefnyddio'r Gymraeg yn y dosbarth.	
Noun clause		SC12.1 Simple noun clause to express opinion, e.g. Dw i'n meddwl bod y bwyd yn dda.	CC12.1 Simple noun clause to express indirect speech etc, e.g. Dwedodd hi ei bod hi'n mwynhau. Efallai bod nhw ddim yn dod. Gobeithio bydd hi'n braf fory. Wyt ti'n meddwl dylen ni fynd mewn?	UC12.1 Indirect speech etc with different tenses of the verb, e.g. Darllenais fod Eleri wedi ymddeol. Cyhoeddwyd y byddai cyfarfod yn y pentref.	Range of indirect speech constructions, e.g. Clywais nad oedd rhaid mynychu'r digwyddiadau hyn. Nododd y byddai'n cwyno pe bai rhaid. Dywedodd Carlo iddo lwyddo.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
				UC12.2 Negative noun clause with na, e.g. Wrth gwrs na ddaw neb arall. Dwedodd Lynne nad oedd (dim) ots. UC12.3 Correlation between register/ formality and the form of the noun clause, e.g. Gobeithio ei fod yn / ei fod e'n / bo fe'n.	
Relative clauses			CC13.1 Relative construction using sy(dd), e.g. Gareth yw'r dysgwr sy'n byw yn Abertawe. Wyt ti'n nabod Gareth oedd yn gweithio drws nesa? Hi yw'r ferch fydd yn mynd.	UC13.1 Relative construction including y and a, e.g. Dyma'r dyn a ddaeth ddoe Siân yw'r ferch y priodais i ei chwaer.	

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Prepositions	MC14.1 Common verb + preposition collocations, e.g. siarad â, dod o, mynd i, mynd am dro, mynd at, edrych ar, gwrando ar, cwrdd â, mynd â.	SC14.1 Verb + preposition collocations, e.g. gofyn am, dweud wrth, meddwl o.	CC14.1 Verb + preposition collocations, e.g. dibynnu ar, cofio at. CC14.2 Composite prepositions, e.g. ar ei bwys e ar fy ôl i, wrth ei hochr hi o'u cwmpas nhw.	UC14.1 Verb + preposition collocations, e.g. ymddiried yn, rhedeg ar, credu mewn, amharu ar, torri ar draws, bwrw yn erbyn. UC14.2 Awareness of how English phrasal verbs translate into Welsh, e.g. to look up → edrych i fyny to run away → rhedeg i ffwrdd to move out → symud allan OND to give in → ildio to cool down → oeri to run out → dar fod to get over → goresgyn, gwella.	
The article	MC15.1 The article y, yr, 'r plus Soft Mutation where required.	SC15.1 The article in constructions of measurement, e.g. pum punt y kilo, tri deg milltir yr awr, ugain punt y pen, cant y cant.	CC15.1 The construction mo / ddim o, e.g. Welais i mo'r ci.		

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
	MC15.2 Use of the article in phrases which are different to the corresponding English phrases, e.g. mynd i'r ysgol, i'r gwely, i'r dre, i'r ysbyty. MC15.3 The article in possessive constructions, e.e. Pobol y Cwm, mam y plentyn.				
Possessive pronouns/ possessive constructions	MC16.1 Possessive pronouns - fy, dy, ei, ein, eich, eu. MC16.2 Possessive constructions with no article, e.g. Mam Siân, dillad plant, canol Caerdydd. MC16.3 'Double' possessive constructions, e.g. enw dy fam (di), car fy mrawd (i).	SC16.1 Possessive constructions + verb-noun, e.g. braf dy weld di, dw i'n ei charu hi.	CC16.1 Possessive constructions fy un i, fy rhai i.	UC16.1 Possessive constructions: ffrind i mi.	Prepositional constructions: Mae e'n dad iti. Mae hi'n ben-blwydd ar Tom.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Adjectives	MC17.1 Noun + adjective + soft mutation where required, e.g. Bachgen bach. Merch fach. MC17.2 Common adjectives after yn with Soft Mutation where necessary, e.g. Mae hi'n wyntog. MC17.3 Uses the correct qualifier, e.g. diddorol iawn.	SA17.1 Adjective + verb-noun Mae'n hawdd deall. Roedd hi'n braf dod adre. Bydd hi'n amhosibl cysgu yno. SC17.2 Adjective + preposition Mae'n ddrwg gyda ni fod yn hwyr. Mae hi'n gas gen i gaws. Roedd hi'n dda gyda fi glywed. Ro'n i'n hoff o'r Beatles. Mae'n well gyda fi win coch. SC17.3 Order of adjectives, e.g. car mawr coch, hen fenyw fach garedig. SC17.4 Adjectives preceding the noun, e.g. hen, hoff, cas, holl, unig (Soft Mutation).	CC17.1 Adjective + preposition Basai'n well gyda fi beidio. Mae'n anodd gen i gredu hynny. CC17.2 Comparative constructions, e.g. mor ... â, edrych fel. CC17.3 Range of qualifiers, e.g. yn ddigon da, mor bell. CC17.4 Combines preposition with the possessive, e.g. â'i, i'w, o'u.	UC17.1 Awareness of common feminine and plural forms of adjectives, particularly in established phrases, e.e. tîm y Cochion, bord gron, stori fer, danadl poethion, arth wen, lili wen fach, y pethau bychain. UC17.2 Wide range of qualifiers, e.g. yn arbennig o dda.	Increasing awareness of feminine and plural forms of adjectives, e.g. sanau gwynion, dadl gref, ongl lem. Awareness of the meaning of common endings, e.g. -(l)lyd to express an unpleasant property (dychrynlyd, drewllyd, pwdlyd, swynlyd) - (i) og to express possession or belonging, (ariannog, blodeuog, corniog, gludiog) -lon to express being 'full' of some property (cariadlon, ffrwythlon, ffyddlon, heddychlon). Subordinate meanings and strength of adjectives, e.g. creulon, cas, atgas, angharedig, annymunol, pechadurus, ffiaidd.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
			SC17.5 Comparative and superlative forms, including regular and some common irregular forms, e.g. mwy, mwyaf, llai, lleiaf, gwell, gorau, gwaeth, gwaethaf, talach, talaf. SC17.6 Uses qualifiers, e.g. eithaf da, rhy ddrud.	UC17.3 Awareness of the difference between Welsh and English in singular/plural forms of adjectival nouns, e.g. siop bapurau, arhosfa fysiau, ffatri geir, pastai afalau. UC17.4 More formal and literary comparative constructions. e.g. cyn-ed â, fel petai. UC17.5 Less common equative, comparative and superlative forms of adjectives, e.g. Roedd hon yn dasg anos na'r lleill. Hwnnw oedd y llwybr hwyaf o dipyn. Mae hynny gyfystyr â llofruddio. Mae'r ddau'n gyfoedion. UC17.6 Collocations of adjectives and prepositions, e.g. blin am, sicr o, hapus gyda.	

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Demonstrative adjectives	MC18.1 The common demonstrative adjectives 'ma and 'na, e.g. Pwy yw'r plant 'ma?		CC18.1 More formal demonstrative adjectives, e.g. y ferch hon, y dyn hwn, y plant hyn.	UC18.1 Range of more formal demonstrative adjectives, e.g. y ferch honno, y dyn hwnnw, y plant hynny, y tai acw.	
Prepositions	MC19.1 Simple prepositions to express location and direction, e.g. ar y bwrdd, o dan y gadair, yn fan hyn, i Gaerdydd, o Fangor. MC19.2 Mynd â / dod â. MC19.3 Difference between yn and mewn, mynd i / at.	SC19.1 Prepositions to express range of meanings, e.g. yn erbyn, rhwng, gyferbyn â, tan. SC19.2 Collocations of nouns and prepositions, e.g. dweud wrth.	CC19.1 Wider range of prepositional constructions, e.g. wrth fy modd. CC19.2 Collocations of nouns and prepositions, e.e. cofio at. CC19.3 Combines preposition with the possessive, e.g. â'i, i'w, o'u.	UC19.1 Prepositions to express recognition, e.g. er, er gwaethaf, serch. UC19.2 Collocations of nouns and prepositions, e.g. diddordeb mewn, tuedd i, cywilydd ar	Constructions beginning with the preposition, e.g. o gofio, o fod wedi, o wneud.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Sentences governed by the preposition 'i'	MC20.1 Simple sentences governed by the preposition i e.g. Rhaid i fi weithio heddiw.	SA20.1 Sentences governed by the preposition i, e.g. Rhaid iddo fe weithio heddiw. Rhaid i ti beidio (â) mynd. Mae'n bryd i chi fynd i'r gwely.	CC20.1 More complex sentences governed by the preposition i, e.e. Cyn i fi godi, dw i'n gwranddo ar y radio. Syrthiodd Rhys wrth iddo fe ddod i lawr y grisiau. Bydda i wedi gorffen erbyn i ti gyrraedd. Ewch mlaen nes i chi gyrraedd y gylchfan. Dw i eisiau i ti goginio. CC20.2 Other verb + preposition i constructions, e.g. Helpo nhw ti i goginio? Gorfodod nhw fi i aros. Perswadiais i Bob i ymuno.		
The preposition 'ar'	MC21.1 The preposition ar/gan, in all persons, to express simple ailments, e.g. Mae annwyd arna i/Mae gynno i annwyd.	SC21.1 In South Wales, the preposition ar to express a range of conditions, e.g. Does dim syched arnyn nhw.	CC21.1 The preposition ar to express debt, e.g. Mae arna i ddeg punt i ti.		

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Adverbs	MC22.1 Simple adverbs to express place, mode and time, e.e. yma, fan hyn, yn gyflym, yn hwyr, heddiw, nawr.	SC22.1 Adverbs and simple adverbial clauses, including: - time order: wedyn, nesaf - place and time: yn y dre, gyda'r nos - frequency: bob amser, weithiau, byth, ddwywaith - mode: ar frys, yn ddiflas SC22.2 Word order in adverbial elements, e.g. Roedd Arthur bob amser yn golchi'r llestri yn syth ar ôl swper.	CC22.1 Wide range of adverbial elements, e.g. to express possibility and degrees of probability, e.g. efallai, mae'n bosibl, yn sicr CC22.2 More complex phrases to express time, place, frequency, mode, e.g. cyn gynted ag y bo modd	UC22.1 Range of adverbial elements to express time, mode, degree, place, frequency, probability.	Soft Mutation after adverbial element, e.e. Ceir yma ddigonedd o gyfleoedd. Clywais droeon fod trafferthion.

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
Mutations	MC23.1 Soft Mutation • noun or adjective after yn • feminine noun after un, y • noun after dau /dwy • after beth/pwy /faint, pa • negative or interrogative of concise form of the verb • after the prepositions i, o, am, ar • after dy, ei masculine MC23.2 Nasal Mutation • after fy, yn (location) MC23.2 Aspirate Mutation • after a, gyda • na chel/ chewch • after ei feminine • negative of concise form of the verb	SC23.1 Soft Mutation • verb after adverb • after pan • vocative noun • noun after adjective • noun after prepositions, e.g. wrth, at SC23.2 Nasal Mutation • blynedd SC23.3 Aspirate Mutation • after â, na, tua • after tri	CC23.1 Soft Mutation • gwrthrych berf gryno • enw cyfarchol. CC23.2 Aspirate Mutation • ar ôl chwe • ar ôl tra.	UC23.1 Soft Mutation • berf ar ôl ni • ar ôl elfen adferfol (sangiad) mewn iaith fwy llenyddol / ffurfiol. UC23.2 Nasal Mutation • wrth ffurfio negyddol rhai ansoddeiriau, e.e. anghytwys. UC23.3 Aspirate Mutation • berf ar ôl 'ni'. UC23.4 Awareness of how mutations behave in less formal spoken language, e.e. Soft Mutation in positive verb omission of Aspirate Mutation after a.	

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Gender of nouns	MC24.1 Awareness of rules related to gender of inanimate nouns, e.g. • use of correct numerals (dau, tri, pedwar / dwy, tair, pedair) • Soft Mutation of feminine noun after un, y • Soft Mutation of adjective after feminine noun. MC24.2 Awareness of the hard breath before vowels with the possessive, e.g. ei henw hi	SA24.1 Uses correct gender of nouns in more formal/ written language, in terms of pronouns, numerals and mutations, e.g. Roedd hi'n ffilm ddiflas. Prynon ni ddwy gacen fawr. Mae hi'n siop ddrud.	CC24.1 Awareness of correlation between register/ formality and adherence to rules on noun gender, particularly in the spoken language.		
Cardinals and ordinals	MC25.1 Counting: 0, 1-100 (contemporary numbers), common traditional numbers, e.g. ugain, pum (munud) ar hugain, hanner cant.	SC25.1 Counting: Wider range of common traditional numbers, e.g. to express age: tair ar ddeg.	CC25.1 Counting: Wider range of common traditional numbers, e.g. deg ar hugain, deugain CC25.2 Ordinals: unfed ar ddeg to unfed ar ddeg hugain	UC25.1 Counting: traditional numbers, and increasing awareness of the factors that inform the choice between contemporary and traditional numbers.	

	ENTRY	FOUNDATION	INTERMEDIATE	ADVANCED	PROFICIENCY
	MC25.2 Discusses children's age up to twelve years old; discusses older ages with contemporary numbers only. MC25.3 Expresses simple prices, e.g. pum punt, naw punt naw deg naw.	SC25.2 Ordinals: cyntaf to degfed. SC25.3 Expresses prices. SC25.4 Expresses distance, e.g. Mae hi ddwy filltir i'r dre.	CC25.3 Discusses a person's age using (some less complex) traditional numbers, e.g. trigain CC25.4 Expresses size and weight, e.g. Mae'r bwrdd tua dau fetr o hyd. Maen nhw'n pwysu dau gilogram yr un.		
Discourse	MC26.1 Simple adverbs of order, e.g. wedyn, nesaf.	SC26.1 Adverbs of order, e.g. yn gyntaf, yn olaf. SC26.2 Markers that structure spoken discourse, e.g. lawn. Dyna ni. Wel.	CC26.1 Markers that express: - addition, e.g. hefyd - order, e.g. yn y lle cyntaf - contrast, e.g. ar y llaw arall.	UC26.1 Range of discourse markers that express: - addition, e.g. yn ogystal - contrast, e.g. beth bynnag - order and time, e.g. dro arall, nes ymlaen.	Range of markers of reason, e.g. i'r perwyl hwnnw, o ganlyniad, yn yr un modd, felly, yn ôl y disgwyl. Markers of order, e.g. yn flaenorol, yn ddiweddarach.

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