

## 'A fire that's burning again': Welsh language resurges thanks to adult learners

### Level 3: Advanced

**Article summary:** This article discusses the importance of the Welsh language and the degree to which learning of the language has increased.

**Time:** 60 minutes

**Skills:** Reading, Writing, Speaking

**Language focus:** Describing statistics

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to let students consider the importance of language through a cultural lens. Ask students to share opinions about how culture can affect language and vice versa. Be sensitive to students who speak an indigenous language or who come from an indigenous family.

#### 2. Key words

- a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

**Key:**

1. *bilingual*
2. *executive*
3. *partially*
4. *stable*
5. *consistent*
6. *dialects*
7. *heritage*
8. *influx*
9. *intervention*
10. *vulnerable*
11. *encountered*
12. *established*

13. *residential*
14. *considerably*
15. *compulsory*
16. *households*

- b. Before reading the article carefully, students use the key words to fill the gaps in the sentences to ensure that they know how the words are used in other contexts.

**Key:**

1. *compulsory*
2. *considerably*
3. *encountered*
4. *partially*
5. *dialects*
6. *bilingual*
7. *stable*
8. *households*
9. *intervention*
10. *consistent*
11. *influx*
12. *residential*
13. *vulnerable*
14. *executive*
15. *established*
16. *heritage*

#### 3. Comprehension check

- a. Students answer the questions based on the information in the article. If possible, encourage the students to explain why they believe an answer is true. Tell students to correct the three false statements.

**Key:**

1. *True*
2. *False – She moved back to Cardiff.*
3. *True*
4. *False – It has not risen in line with significant population growth.*
5. *False – It's almost 40%.*
6. *True*

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#### 4. Key language

- a. This activity draws students' attention to the language used in the article to describe statistics. For stronger classes, encourage students to write synonyms for the phrases and write those on the board. This will help students with the final presentation of the lesson.

**Key:**

1. *d*
2. *e*
3. *b*
4. *c*
5. *a*

- b. Students read the antonyms and match them with the words from the article. Once again, you can encourage students to come up with alternatives, as there are many ways to describe trends in data that they might be more comfortable with.

**Key:**

1. *almost*
2. *stable*
3. *has risen*
4. *increased*
5. *up*

- c. This activity is designed to give students the opportunity to be more creative in their descriptions of statistical trends. Accept all answers, and only correct where data is misrepresented, or where grammar mistakes might make the information unclear.

#### 5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

#### 6. In your own words

- a. As this is a research activity, this could be completed using phones, as homework, or you might want to bring some materials to class for students to use. Monitor to ensure that a range of languages is being researched across different groups and give students first refusal on their own indigenous languages.
- b. Students then present their research to the class. They should describe how the number of speakers and learners has changed over time, using statistical language where possible. Encourage students to ask and answer questions after each presentation.