

Personal testimonies

- Explain that in this final unit students are going to focus on people. They are going to listen to personal testimonies of people who have migrated to a new country and they are going to discuss the priorities that these people have to consider when they choose a new place to live.
- Ask students to briefly consider what aspects would be important and make a list on the board.
- Ask your students to read the comments on **Worksheet Task 2** and discuss them in pairs. Ask them to decide which of the comments are made by someone who has already migrated and which by someone who wants to migrate.
- Encourage them to use a dictionary to look up any unknown vocabulary.

Worksheet Task 2**A**

"I want a visa and a work permit. If I lose my job, I want welfare benefits. If I work in a place and pay taxes here, I want the same rights."

B

"I'm looking for good schools and hospitals. I need support from the community and places for my kids to go and play."

C

"I need to live in a place with a vibrant local culture – music, theatre, cinema, you know. I want my culture to be accepted too."

D

"This city is very convenient. There are trains and buses into the centre. You can live in the outskirts and work in the centre. There's also an airport."

E

"I had heard of this city before I came here. They had The Olympics here in '92. It is known all over the world for its cuisine, its football team, its style and fashion."

F

"I'd like to live in a place where the streets are safe, where my kids can grow up without persecution, discrimination or violence."

- Next ask students to look at the list of eight factors (**Worksheet Task 3**) that make a city an inviting place to live. In pairs or small groups they should discuss what each factor actually refers to and see if they can match the factors to the comments.

Worksheet Task 3

Read this list of eight factors that make a city an inviting place for migrants. With a partner, discuss what each factor refers to.

1. **Economic factors**
2. **Regulatory factors**
3. **Cultural factors**
4. **Amenity factors**
5. **Connectivity/Accessibility factors**
6. **Internationalisation factors**
7. **Risk factors**
8. **Leadership factors**

Speaking & listening

- Show your students the picture of Nino and ask them to try to predict things about her (job, nationality, age, etc.) Then play the first tapescript and ask them to check their predictions.

NB: If you don't have access to the audio files or the ability to play them, read or get students to read the audio scripts out loud in class

- Check through the predictions on the board and see which were correct and which were not.
- Now ask your students to listen and complete the summary **Worksheet Task 4**

Worksheet Task 4



Nino

Images by Victoria Knysh www.vickny.com

Now listen and complete this summary

Nino comes from 1. _____. She moved to Bulgaria 2. _____ years ago. Her father decided to move after he saw a neighbour 3. _____. The town where she first lived in Bulgaria was very 4. _____ to her home town. Nino had a lot of problems with bureaucracy, especially when she 5. _____.

Answers:

1. Georgia 2. fifteen 3. shot dead 4. similar 5. got married

Tapescript 1: Nino

My family and I moved to Bulgaria 15 years ago during the civil war. One day my father saw our neighbour getting shot and decided he didn't want to live in Georgia any more. He sold everything and we left.

I only received permanent residency last year. It's weird because every year for the last 14 years I had to prove why the hell I was here. I think I should have received some kind of status long ago.

I am from Tbilisi, and Veliko Tarnovo, where we lived when we first moved to Bulgaria, is very similar to Tbilisi. All in all there are many similarities between Georgian and Bulgarian people.

Bureaucracy makes it difficult to live and do what you want here. There are also other reasons, but I don't really want to go into politics here.

About the bureaucracy:

When I was about to marry, we had to fill in a million documents. First, I had to go to Georgia for a certificate to show I was not married there, which is kind of ridiculous, since I've lived here since I was 12. Then I needed a permit to say I could get married here. I took this to the Ministry of Foreign Affairs to be certified but they lost it. So, two weeks later when we had our ceremony, we weren't even sure it was a 'proper wedding' because we didn't know if the certificate had been signed.

- Check through their answers together. Then tell the students they will listen to two more people talking about their experiences. Show them the pictures of the people and ask them to listen and complete the table with the information about the people in **Worksheet Task 5**

Worksheet Task 5

Listen to two more people who migrated to Sofia and complete the table with notes.



Images by Victoria Knysh www.vickny.com

Answers:

Name	Dmitriy	Magdalena
Surname	?	Rahn
Country of birth	Russia	USA
Number of years in Sofia:	12	?
Reason for moving to Sofia:	Came to study animation	Came to study
Things the speaker likes:	culture, travel, people	people's values for time and relationships
Things the speaker dislikes:	bureaucracy	trash, bureaucracy
Example of "bureaucracy":	His address is checked twice a year	luggage impounded at the airport

Tapescript 2

My name is Dmitriy and I am from Russia.

I came here 12 years ago to study animation on Donyo Donev's course at the Film Academy. Here I met my girlfriend, who is Bulgarian. I'd still like to travel, to live somewhere else, learn another language, but for now I am here.

Bulgarians are very open-minded. People are very open and friendly, especially towards Russians. No-one has ever been negative towards me, even when I didn't speak the language.

The things I dislike here are the same things I dislike everywhere else. There is a saying, 'I like the country, I hate the state'. I like the culture and the communication with people, but I don't like the system as a whole which continuously puts obstacles in front of you, regardless of whether you're a foreigner or a local.

As for the bureaucracy. It irritates me that the police come to my home twice a year to check whether I still live at this address. It's as if I'm some criminal.

Hi! My name's Magdalena Rahn. I'm from the USA.

I was born and raised in California but went to school in New Jersey. After that I lived in France for a year. When my dad asked if I wanted to go with him on a business trip to Bulgaria, I was like, "Sure, where is Bulgaria?" So I came, stayed to study here and ended up being hired as a copy editor. People value spending time with each other... here you can spend the whole afternoon just talking. They value relationships more than money. Sure, money is important, work is important, but it's not as if they are the most important. What I don't like is that there is trash everywhere that no one seems to mind. People complain about how dirty everywhere is but don't do anything about it.

In the States, if you want to change something, you just do it. Here, you just complain about it. And as for the bureaucracy: When I first moved here, all my stuff was impounded at Sofia Airport. The guy who shipped it had overvalued it and the authorities here just thought I was going to sell it all and leave the country without paying any taxes. So for the first eight months – until I got my first 'permission to stay' card – all I had was two pairs of jeans, a skirt and a blouse!

Roleplay

- Divide the students into pairs, A and B and get them to read the instructions on their role cards from **Worksheet Task 6**. Students A should choose to be either Dimitriy or Magdalena.
- Give them time to prepare and think about what they want to say. Then when you think they are ready get them to start their interview. Monitor and make a note of good expressions and phrases that they use so that you can give them plenty of positive feedback.

Worksheet Task 6

Student A: You are one of the people who has migrated to Sofia. You are going to be interviewed for a student magazine. Try to imagine what questions the interviewer will ask you and prepare some notes to help you. Answer the questions as spontaneously as possible. Invent any information that you do not have.

Student B: You are interviewing somebody who has migrated to Sofia. Think about what your readers would like to know and prepare some questions to ask. Then conduct your interview.

Reading and writing

- Show your students the pictures of the six children and ask them: **“What do you think these children all have in common?”** and **“What is different about each child?”**
- Give them some time to discuss and think about these questions in pairs and then ask your students if they think the children are mostly similar to or mostly different from each other.
- Put the words below on the board and ask students to think about what their connection to the images may be.

dreams	studies	opportunities
multicultural	comfortable	integration

- Tell your students that they are going to read a text by the parent of each child. Ask them again how they think the words will relate to the images.
- Ask your students to read the text and complete it using the words from the box.

Answers:

1. opportunities 2. integration 3. comfortable 4. studies 5. multicultural 6. dreams

Worksheet Task 7

The children in these photographs have all moved from their countries of birth to Cardiff. Read what their parents said when they were asked, “What aspirations do you have for your children?” and “What do you see when you look out of your window?”



Images by Gareth Phillips www.garethphillipsphotography.com

- As I stand and look out of my window, I can see my children's future brighter. In my opinion Cardiff is a city of (1) _____ for my family. I can only hope and encourage my family and children to use them wisely.
- Culture and tradition are essential to mark one's identity. It is important to note that culture and tradition [as] seen in the context of (2) _____ are positive, otherwise they can restrict progress. This is how our family looks at our present and future.
- The city has openly and freely embraced my children; they are integrating and getting on with things. My hope for Alisha is for her to have bright and happy future, doing what she really enjoys and hopefully it will enable her to have a (3) _____ standard of living.
- In this city of Cardiff we see our children finishing their (4) _____ at school, meeting new people and getting better knowledge. We see our children getting ready for their own lives. We can see just a bright, nice future.

- What Cardiff is giving to our children is a (5) _____ world and a place to play a role, open eyes to those who have never been away, a model to export... a real power in our children's hands.
- Our situation in Poland wasn't good enough. We came to the UK hoping for a better future for our children. The city is very nice; people are helpful and very friendly. My children will have more opportunities. I think our (6) _____ have partially come true.
- Put the students into pairs and ask students to speculate as to how their own parents would answer these two questions. They should think about the aspirations that their parents have for them and about what they see (in terms of opportunities, etc.) when they look at the place in which they live.
- Finish with a short writing task. Give your students the image of one child each and ask them to imagine that they are that child. Ask your students to write a short letter from the child to a friend in their original country telling them about their life in Cardiff and their hopes for the future.

Discussion

- Ask students to think about all the things they would miss if they left their own country and went to live in Cardiff, examples of those things might be;
 - Food
 - Friends
 - Family
 - Culture
 - Clothes
 - Language
 - TV and films
 - Places
 - Music
 - Etc.
- Ask them how they think they could adjust to all the new things they would encounter in a new culture.
- Write a short essay on the challenges of adapting to a new culture.