

TEACHER'S NOTES

1. Intro:

Tell the students that they're going to read a true story about a British man who obtained Polish citizenship. Mention that, in the text, he regrets not finding out about his Polish roots or trying to create a family tree before applying for Polish citizenship.

2. Warmer:

- Pre-teach or elicit: *citizenship, dual citizenship, ancestor*
- Ask a few students whether they have dual citizenship or have the right to obtain dual citizenship
- Ask a few students to share something they know about an ancestor (e.g. a great-grandparent)

3. Listening for gist:

- Inform students that they will listen to the text twice and be asked the following questions after [write on the board]:
 - (a) Why did Steve apply for Polish citizenship?
 - (b) Was it an easy process to obtain Polish citizenship?
 - (c) When Steve lived in Poland, did he make an effort to visit the places connected with his ancestors?
- Tell the students that they may make some notes as they listen if they wish to
- Check the answers with the whole class
- Follow-up question:
 - (d) Why do you think Steve chose the title of the text 'A long time coming'?

4. Reading - Guessing the meaning of words from context:

- Give students a few minutes to read the text twice in silence. Inform them that the first reading should be for general comprehension. The second time they read the text, they should underline any words or phrases which they don't understand and try to guess the meanings from contexts. They should focus on the words and phrases in bold font in particular
- Students work in pairs or groups of three to consult over the meanings for a few minutes
- Group feedback - elicit the meanings of five or six words and phrases. Students can provide synonyms or definitions

- Hand out the definitions of all the key words and phrases to students and give them a minute to read through them

5. Reading - Scanning the text for details - competition

- Students form pairs
- Ask the questions below and encourage students to 'scan' the text quickly for the right answers. Make it competitive. The first person to shout out the right answer wins a point for his team. Deduct a point for a wrong answer.
 - (a) Steve's family background enabled him to gain citizenship from which country?
 - (b) Correct the error: Steve obtained double citizenship
 - (c) To which Russian city did the Soviets deport Steve's grandfather?
 - (d) Steve lived in Poland between 2006 and which year?
 - (e) Beginning with the letter 'g', what do we call someone who studies family ancestry?
 - (f) Find a synonym in the text for the word 'easy'

5. Discussion

- Students form pairs to discuss the following points/questions [handout one copy of the questions per group]:
 - (a) Tell your partner as much as you can about your ancestors and roots
 - (b) Do you have the right to obtain dual citizenship? If yes, describe the circumstances behind this right i.e. your family history / residence status in the country you live in
 - (c) Would you consider hiring a genealogist to carry out ancestral research?
 - (d) Have you ever visited any places in order to see where your ancestors grew up and lived? How did the experience make you feel?
 - (e) Have you ever created a family tree with your parents and/or children?
- Encourage students to contribute their thoughts and experiences to the whole class

ANSWER KEY

3.

- (a) To make his life easier in terms of living, travelling and working in the EU
- (b) YES (quite straightforward)c
- (c) NO
- (d) The title may be interpreted in a variety of ways. Steve actually refers to his regret over not learning more/being more inquisitive about his ancestors prior to hiring a genealogist to do some research on his ancestors

5. Reading - Scanning the text for details - competition

- (a) Poland
- (b) Steve obtained **DUAL** citizenship
- (c) Arkhangelsk
- (d) 2006-2013
- (e) Genealogist
- (f) Straightforward