

## OPENCities – Lesson 2: Why do people migrate?

### Topic: Human Migration

#### Aims:

- To develop students' skills communication skills
- To develop students' vocabulary around the topic of human migration
- To help students understand some of the issues regarding human migration

**Level:** Intermediate +

#### Introduction:

This lesson plan explores some of the issues associated with cultural and environmental adjustments and looks at some of ways in which these have impacted on the lives of migrants in different cities and countries. This is a strong underlying theme of the OPENCities project [www.opencities.eu](http://www.opencities.eu)

#### Procedure

- To introduce the topic migration start by asking students a few questions:
  - **Have you ever been abroad?**
  - **Would you like to live and work in another country? Why/why not?**
  - **Do you know anyone who lives in another country?**
  - **Why do people decide to live and work abroad?**
  - **Where would you go if you decided to move to another country? Why?**
- Encourage students to share their ideas and experiences.

**Tip:** This is a good time to listen to students and see what range of vocabulary they produce and where any gaps in their knowledge may be.

- Copy these letters and dashes onto the board and ask students if they can guess what the words are: (Answer: globalisation, trade, capital, movement)

G \_ \_ \_ \_ \_ \_ \_ \_ \_ \_  
 T \_ \_ \_ \_  
 C \_ \_ \_ \_ \_ \_ \_  
 M \_ \_ \_ \_ \_ \_ \_

- If they can't guess, play a Hangman style game with the class, with four words instead of one and ask them to suggest letters that are missing from the words.
- Ask the students what they think these words mean and how they might be connected to the topic of migration.

**Tech Tip:** If you have a data projector and internet access, you can use <http://flickrriver.com> to find images and that show the associations between the words by typing them into the search or adding /search/ and the word you want to the URL. Example: <http://flickrriver.com/search/work+migration>

### Quotations

- Hand out **Worksheet Task 1** and ask the students to read the quotation and discuss the questions in pairs.

**Tip:** Your students may struggle a little with the quote so be prepared to help them understand it.

### Worksheet Task 1

Read this quotation and discuss the questions:

“.... it is impossible to separate the globalisation of trade and capital from the global movement of people.” (The Economist, 2002)

1. Do you agree with it? Why/Why not?
  2. What are the effects of the globalisation of trade and capital in our society?
  3. What are the effects of the globalisation of people?
  4. Are there many people in your city who were born in another country?
  5. How do people feel about foreign workers coming to your city?
- Once your students have had a chance to discuss the questions, give them the second quote and discuss it openly in class. Ask, “**Is this a lot of people who live abroad? Or is it a small amount? What do you think?**”

Of the 6.3 billion people who populate the world, approximately 175-190 million live outside their country of birth.

### Personalisation task

- This exercise should get your students thinking and talking about the personal issues connected with migration.
- Split your class into two groups and give group A one task and group B the other task from **Worksheet Task 2**
- The students from each group should start by working alone to order the factors by importance. Then put them into smaller groups to compare and discuss their rationale for their order.
- Once the students have had time to compare with others from their group, regroup the students into pairs with one student from group A and one from group B. Ask them to discuss their tasks and their outcomes from the task, then decide which factors from each list most motivate people to migrate.

- Finally ask them whether they think most migrants move countries for positive reasons (as in group A to improve their lives) or for negative ones (as in group B to escape from negative factors)

## Worksheet Task 2

### Task: Group A

Imagine you were moving to a new country. What would be the most important factors to take into consideration? Put these in order of importance.

- Cinemas/theatres/concert halls
- Good flats/houses
- Good transport systems
- Good schools/hospitals/universities
- Presence of family/friends
- Safe streets
- Parks/green areas
- Free press and media
- Democratic system/equality
- Language
- Culture
- Other???

### Task: Group B

Which of these things would most make you want to leave your home city or country?

- Unemployment
- Poor housing and services
- Poverty
- Famine
- War/unsafe social situation
- No job prospects for your skills/qualifications
- Government persecution
- Discrimination
- Climate
- Geographical location
- Other??

## Speaking

- Ask students if they know anybody who has migrated to their town/country from another country or if they know someone who has moved from their country to another country.
- If any of the students do know someone, ask a few questions for a bit more information. Example:
  - **What do they do?**
  - **Where did they go to / come from?**
  - **Are they happy?**
  - **Etc.**
- Ask them to speak in small groups, sharing their ideas and experiences.
- Give the students the pictures from **Worksheet Task 3** and ask them to look at the pictures and discuss the questions with a partner or small group.
- Explain that if they do not know the answers they can speculate.

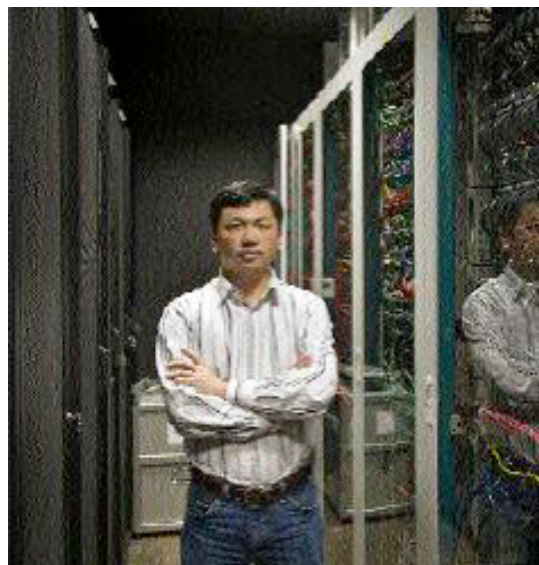
## Worksheet Task 3

Look at these pictures of people who have moved to another city.



This is Miroslav

Image by Martin Fuchs [www.martinfuchs.com](http://www.martinfuchs.com)



This is Zhihong

Image by Veronica Vierin [www.ctmp.ie](http://www.ctmp.ie)



This is Gip

Image by Victoria Knysh [www.vickyny.com](http://www.vickyny.com)



This is Chabela

Image by Markel Redondo [www.markeiredondo.com](http://www.markeiredondo.com)



This is Mamadou

Image by Amy Chang [www.amychangphoto.com](http://www.amychangphoto.com)

Talk about these pictures: What do you think?

- **What jobs do they do?**
  - **Why did they move from their country of origin?**
  - **What made them come to where they are now?**
  - **Do you think they have better economic prospects where they live now? Why/why not?**
  - **Are they happy where they are now?**
  - **Do you think they will go back to their countries of origin?**
- Once they have had some time to discuss the questions, ask for feedback from the students. Does everybody agree or do they have different ideas?



### Listening task

- Tell students that they are going to hear the five people from the pictures talking about their experiences. Give them **Worksheet Task 4**. Tell them the first time they listen they should complete the sentences using the names of the cities and countries from the box.

**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**

### Worksheet Task 4

Listen to the people speaking and complete the sentences using the countries and cities below.

Senegal	Dublin	Dubai	India	Bolivia	Serbia
Bilbao	Sofia	Madrid	China	Austria	Bulgaria

- Miroslav is from \_\_\_\_\_. He lives in \_\_\_\_\_.
- Zhihong is from \_\_\_\_\_. He lives in \_\_\_\_\_.
- Gip is from \_\_\_\_\_. He lives in \_\_\_\_\_.
- Mamadou is from \_\_\_\_\_. He lives in \_\_\_\_\_.
- Chabela is from \_\_\_\_\_. She lives in \_\_\_\_\_.

Answers:

- Serbia + Austria
- China + Ireland
- India + Bulgaria
- Senegal + Spain
- Bolivia + Spain

- When they have finished, check their answers together. Then ask them to listen again and complete these sentences using the names of one of the people.

### Which person .....

- \_\_\_\_\_ is happy about the children being employed?
- \_\_\_\_\_ works on a radio station?
- \_\_\_\_\_ married someone from where they live?
- \_\_\_\_\_ wants to settle down with a wife and daughter?

Answers:

Miroslav  
Mamadou  
Zhihong  
Zhihong

### Speaking

- Put students into pairs or small groups and ask them to read the discussion questions through quickly to make sure they understand them. Then get students to discuss each question. Monitor the students and ask for a few opinions.

### Worksheet Task 5

In your opinion, which of these people .....

- ..... has the best job?
- ..... earns the most money?
- ..... is very happy to live where they live?
- ..... live in the city for professional reasons?
- ..... live in the city for family reasons?
- ..... would like to go back to their country of origin?

- Finally to round off the discussion, get some feedback and ask students why they think each person migrated. Accept any reasonable ideas.

#### Tapescript

I moved from Serbia to Austria 37 years ago. I moved to Vienna in 1985. I opened my own shop – a delicatessen – in 1991. My customers call me Michi. I've been working in the shop for 18 years. My son Sascha works with me now. My two daughters have got jobs too, so I am very happy. Things are working out very well for us here. (Miroslav Llic)

People here call me Robert because they can't say or spell my Chinese name. After getting my degree in Computer Science I worked in lot of different places – but never in Europe. I came to Dublin in August 2007 because I was offered a job in Microsoft. I like it here – Irish people are very friendly to foreigners. I'm planning to stay here and settle down with my wife, who is also from China, and our daughter. (Zhihong)

I was born in India, but I moved to Dubai with my parents when I was a baby. My wife is Bulgarian – we met in Turkey, got married in the Bulgarian Embassy in Dubai, then went to live in Sophia. I like the people here; I mean, me, being an Indian, and different colour, people look at me because they are curious to know where I am from, not because they are racist. (Gipi Gopinath)

I'm from Senegal and I now live in Spain. I work for a non-profit organisation here in Madrid. We try to help new immigrants from Africa with nowhere to go. I also work with an internet radio station on a programme about multiculturalism and integration. (Mamadou)

I'm from Bolivia but now I live in Bilbao in the Basque Country, in the north of Spain. I work for a Spanish family looking after an elderly person. I go to the old people's home where Goya – the person I look after – lives. We walk around the residence if it is raining, or go out for a coffee if the weather is fine. I've been looking after Goya for four years now. (Chabela)

(Adapted from actual people in photo's words)

### Role-play

This activity gives the students the opportunity to imagine themselves as the immigrants in the images.

- Put the students into groups of five. Each student takes on the role of one of the five people in the photographs and the uses the prompts from **Worksheet Task 6**

**Tip:** You could give them each a copy of the person they are supposed to be.

- Give the students a few minutes to think about their role. Then the group should speak as naturally as possible about themselves and compare their circumstances.
- Monitor the groups to make sure that everyone is taking part and try to make notes of any problems they have with vocabulary and grammar as well as any good examples of useful expressions you hear.
- Offer feedback when the activity is over by doing a little correction and feeding in language to fill any gaps you identified in their communication.

**Tip:** When you give feedback and error correction try not to single out any individual people for criticism. Put errors on the board and see if you can get your students to correct them.

### Worksheet Task 6

Look at your person and try to imagine that you are that person.

#### Tell your group about

- what you miss about your old country.
- what you like about your new city/country.
- the negative things about living where you live.
- how you keep in touch with family and friends back home.
- the new friends and people you have met.
- your hopes for your children.
- your plans for the future.



## Reading

The aim of this part of the lesson is to help students understand quite complex information on the topic, without overloading them. It is divided into two separate texts.

- Select 8 to 10 words from the text that you think your students might find problematic. Ask them to listen to you and write down the words they hear. Dictate the words to them.

**Tip:** Be sure to say each word 2 – 3 times at least so they have the chance to hear the pronunciation and time to write it down.

- Let students check each other's lists to see if they have the same spellings or not. Check the spelling on the board.
- Get students to find the meaning of the words, using dictionaries. Discuss how these words might be connected.
- Show the students the graphic image below which has been created using the text and ask them if they can make sentences using pairs of words from the image.

**Tech Tip:** You can download a better quality image from the website or create your own by going to: <http://www.wordle.net/create> and pasting in the text.

- Ask students to read the statements from the top of **Worksheet Task 7** and try to decide if they are true or false. Then ask them to read the text and find out if they were correct.

## Worksheet Task 7



Created using: <http://www.wordle.net/create>

**Are these statements true or false?**

1. The main movement of population is from developing countries to developed countries. (True)
2. There are 4 million foreign born residents in Germany. (True 4 +)
3. Most OECD countries have a foreign population of between 5% and 15%. (True)
4. Many countries in the north would be unable to function without a large population of foreign workers. (True)

**Now read the text and find out if you were right.****Who migrates – Where to and where from?**

1. The main movement of population in today's world is from developing countries in the south to developed countries in the north. People who choose to migrate usually move to richer countries than where they were born. People move to places where they think the quality of life will be better for them.
2. This movement of population is inevitable and necessary. In the north, there is a shortage of young, skilled workers and the population is ageing. There is a need for younger people in these countries. In the south, on the other hand, people often live in under-privileged conditions with few opportunities. Many young people in these countries aspire to a better life and are attracted by the richer countries in the north. So, potentially, there is a mutual beneficial situation: the north needs young, skilled workers and the south has an abundance of young, skilled workers with few or no job opportunities.
3. Because of this population movement, the migrant population in most OECD countries is now between 5% and 15% of the total population. In some countries this percentage is even higher. In Australia, 25% of the population was born outside the country. In Canada 19% of the population is foreign-born. Today in Europe there are 33 million residents born outside Europe. In the USA, 35 million residents were born elsewhere. Russia, France, Germany and Ukraine have 5 million each.
4. In a globalised world, this movement of population is inevitable. These days, many developed countries would not be able to operate without a large population of foreign workers.

- Once the students have finished the first reading check through the answers with them and see if they can tell you where in the text they found the answer.

### Reading for specific information

- Ask the students to read the text again and this time they should find the statistics in column A and match it to the information it refers to in column B from **Worksheet Task 8**

### Worksheet Task 8

Read the text again and match the two parts of the statistics.

A	B
Between 5% and 15%	• The percentage of foreign born residents in Australia.
25%	• The number of foreign-born residents in Europe.
19%	• The migrant population in most OECD countries.
33 million	• The number of foreign-born residents in the USA.
35 million	• The number of foreign-born residents in Russia, France, Germany and Ukraine.
5 million	• The percentage of foreign-born residents in Canada.

Answers:

Between 5% and 15% = The migrant population in most OECD countries.

25% = The percentage of foreign born residents in Australia

19% = The percentage of foreign-born residents in Canada.

33 million = The number of foreign-born residents in Europe.

35 million = The number of foreign-born residents in the USA.

5 million = The number of foreign-born residents in Russia, France, Germany and Ukraine.

- Check that the students have correctly identified the statistics and finish by asking them what if any of the facts in the text surprised them.
- Ask them to look at the last sentence of the text “These days, many developed countries would not be able to operate without a large population of foreign workers.” Ask them if they can explain why this is so. Give them a few moments to think about it and then ask for some suggestions.

## Reading part 2

- Ask the students what word they associate with the word 'push'. Get some suggestions, then ask them what word they associate with 'pull'. Again, get some suggestions and put them up on the board.

**Tech Tip:** If you have access to a computer in class you could go to the a thesaurus like **Visuwords** <http://www.visuwords.com> and type in the words push and pull to see what words the thesaurus associates with them.

- Ask the students to look at the pictures and diagrams in **Worksheet Task 9**. Ask the students if they know what push and pull factors could be, in the context of people migrating from one country to another.
- Ask students read the mini text to find out and then categorise the factors beneath into **push** or **pull** factors.

## Worksheet Task 9

Read the text and then write the push & pull factors in the right columns.

### Why do people migrate?

There are lots of reasons for people to move from one place to another. There are factors that make some people's countries unattractive, and there are factors that make other places attractive. These factors have been called **push** and **pull factors**.

**Push factors** are the reasons why people want to leave a place – things that push them away from their place of birth.

**Pull factors** are the reasons why people want to go to one place rather than another – things that pull them towards a place.



Are these **push** or **pull** factors?

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Difficult living conditions</li> <li>• Affordable house/flats</li> <li>• Government persecution</li> <li>• Unemployment</li> <li>• Good economic prospects</li> <li>• Good weather</li> <li>• War or social unrest</li> <li>• Safe streets</li> </ul> | <ul style="list-style-type: none"> <li>• Good schools and hospitals</li> <li>• Poverty</li> <li>• No job opportunities</li> <li>• Corruption</li> <li>• Presence of family and friends</li> <li>• Cinemas, museums, theatres, concert halls, etc.</li> <li>• Bad educational infrastructure</li> </ul> |
|--|--|

## Answers

Push	Pull
• Difficult living conditions	• Affordable house/flats
• Government persecution	• Good economic prospects
• Unemployment	• Good weather
• War or social unrest	• Safe streets
• Poverty	• Good schools and hospitals
• No job opportunities	• Presence of family and friends
• Corruption	• Cinemas, museums, theatres, concert halls, etc.
• Bad educational infrastructure	

- When students have had time to read ask them to compare their list with a partner. Finally, ask students to feedback to the whole class. Encourage discussion. Which factors are the most/least serious, best/worst, etc.

## Vocabulary review

Photocopy one copy of **Worksheet Task 10** per group of four students and cut them into cards.

- Put the cards in a pile for each group. Demonstrate the activity by picking up one of the cards, and defining, explaining, describing the word on the card until someone guesses what is written on the card. Explain that they should do the same in groups taking it in turns to explain the word while others guess. When a student guesses the word, s/he keeps the card. The winner in each group is the student with the most cards.
- Listen while the students play the game and check that they still remember the vocabulary. Keep note of any word they have problems with and revise them at the end of the activity.

Worksheet Task 10

<b>globalisation</b>	<b>delicatessen</b>
<b>trade</b>	<b>capital</b>
<b>foreign worker</b>	<b>a non-profit organisation</b>
<b>Population</b>	<b>OECD country</b>
<b>developing country</b>	<b>developed country</b>
<b>skilled worker</b>	<b>push factor</b>
<b>pull factor</b>	<b>transport system</b>
<b>unemployment</b>	<b>discrimination</b>
<b>poverty</b>	<b>famine</b>



**economic prospects**

**job opportunities**

### Role-play

- Give each a role-play card and ask them to try to memorise the information on it. Ask them to think of and answer for the question.

Role cards	
<p>Your name is Eduardo. You are from Ecuador. You live in Madrid and you work as a waiter in a central restaurant. Why did you migrate?</p>	<p>Your name is Fatima. You are from Morocco. You left Africa five years ago and now you work in Toulouse. You have your own business – a shop in the centre of the city. Why did you migrate?</p>
<p>Your name is Magda. You are from the Czech Republic. Now you live in Birmingham in the UK. You work as a nurse. Why did you migrate?</p>	<p>Your name is Claude. You left Nigeria ten years ago and now you live in Italy. You work on a construction site in Naples. Why did you migrate?</p>
<p>Your name is Huan Tse. You are from China. You live in Munich where you study Engineering at university. Your parents run a restaurant in the same city. Why did you migrate?</p>	<p>Your name is Jean-Paul. You are from the Lebanon. You left a few years ago because of the political situation in your area. Now you live in Sweden – in Goteberg – where you work at the car factory. Why did you migrate?</p>
<p>Your name is Nana. You moved from Athens to Milan twenty years ago. You are married to an Italian and you work as a part-time receptionist in a hotel in the city centre. Why did you migrate?</p>	<p>Your name is Mohamed. You are from the United Arab Emirates. You are studying in Glasgow at the moment. When you finish your studies, you'll get a good job back home. Why did you migrate?</p>

- Next, tell the students to look at the Find someone **Worksheet Task 11**. Explain that they have to complete all the information on the sheet by speaking to the other students in their group. Make sure they understand that they have to play a role!
- Ask them to stand up and mingle as they interview other students.
- Listen for any mistakes or good use of vocabulary as they do this and then have a short feedback and encouragement session at the end of the lesson.

### Worksheet Task 11

Find someone...				
	Name	Country of birth	City of residence	Reason for migrating
who has their own shop				
who works as a nurse				
who is a nurse				
who works on a building site				
whose parents run a restaurant				
who works in a factory				
who works part-time				
who will get a good job back home				