

Working away from home

1 Internet search/Writing: Where to go, what to do?

- a) Working abroad means that you have to take a decision where to go and what to do there. Do an internet search and find out which job opportunities would be suitable for somebody of your age and background.



[Finding jobs abroad](#)

- b) Choose a job you might be interested in and check the immigration details of the country where you would like to go.



<https://www.nwivisas.com/>

- c) Write **a letter/an e-mail of application** to the organisation or company offering the job. If you are in doubt how to do this, use the exam preparation guide in Prime Time 8, pp. 145. In your letter/e-mail, you should:
- outline the reasons why you are suitable for the job
 - explain why you would like to work there
 - ask for further information and other necessary details you need to know
- Write about **250 words**.
- d) Send this letter/e-mail to one of your classmates. Your partner answers the letter/e-mail as if he/she were a representative of the organisation/company.
- e) Do the same with letter/e-mail you get. You do not need to accept the application, but if you turn it down, give at least one reason why you have done so.

2 Video: Migrant workers in the US and elsewhere

- a) Go to the following site, select at least two videos dealing with migrant workers in the US and find out as much as you can about them.



[Migrant workers in the US](#)

- b) Do a similar search about migrant workers in China and India.



[Migrant workers in India and China](#)

- c) With a partner, put together a fact file about the working conditions of migrant workers in the US, India and China.

Your fact file should cover aspects like:

- industrial workers vs. agricultural workers
- workers' rights and their legal situation
- working conditions (including working hours and accommodation)
- reasons why people decide to become migrant workers

- d) Use your fact file as the basis for a presentation to your class.
- e) Discuss your findings with your classmates and collect as many additional details as possible.
- f) Finally, get together in groups of four and create a poster which presents your findings in such a way that younger students can be made aware of the situation.



Migration stories

1 Internet search: Family history

People who migrate for whatever reason have a lot to tell. Their stories are important for their families, especially their children who often struggle with their identity.

a) Go to the following website and read some of the stories about migration.



<https://iamamigrant.org/stories>

b) While reading, take notes of the most interesting aspects of these biographies and the similarities in the stories. The following questions can help you to organise your notes:

- What was the reason to migrate?
- How did the migrants imagine their new home country?
- What were their intentions?
- Which difficulties did they have to face?
- Were they able to fulfil their dreams?

2 Presentation: Compare and contrast

Choose two of these biographies and find similarities and/or differences. Use this information to prepare a presentation on two immigrants to the US.

3 Writing: A family history

a) **Collecting ideas:** Take these stories as an inspiration and draw up a plan for a biography of a real or a fictitious migrant. Your plan should include the following points:

- background
- reasons for leaving their home country
- plans for the future
- first experiences in the new country
- readjusting their dreams
- present situation

b) **Creating a structure:** Arrange your thoughts in a logical way. However, your text need not be chronological. In addition, use linking words to connect the various elements of your story.

although • and • because • but • either – or • even • for instance/for example • further • furthermore • however • if • in addition • in contrast to • in order to • in spite of • instead of • moreover • neither – nor • nevertheless • or • otherwise • since • then • when • while

c) **Collecting vocabulary items:** Before you start writing, select interesting expressions from the stories you have read in a glossary. Use four columns for nouns, verbs, adjectives and idiomatic expressions.

d) **Writing the story:** Now start writing and use the structure, the list of linking words and the list of vocabulary items.

e) **Peer review:** Exchange your story with the story of one of your classmates, read each other's stories and then discuss them. Make suggestions how to improve the story of your partner. Finally, display your stories side by side in the classroom.