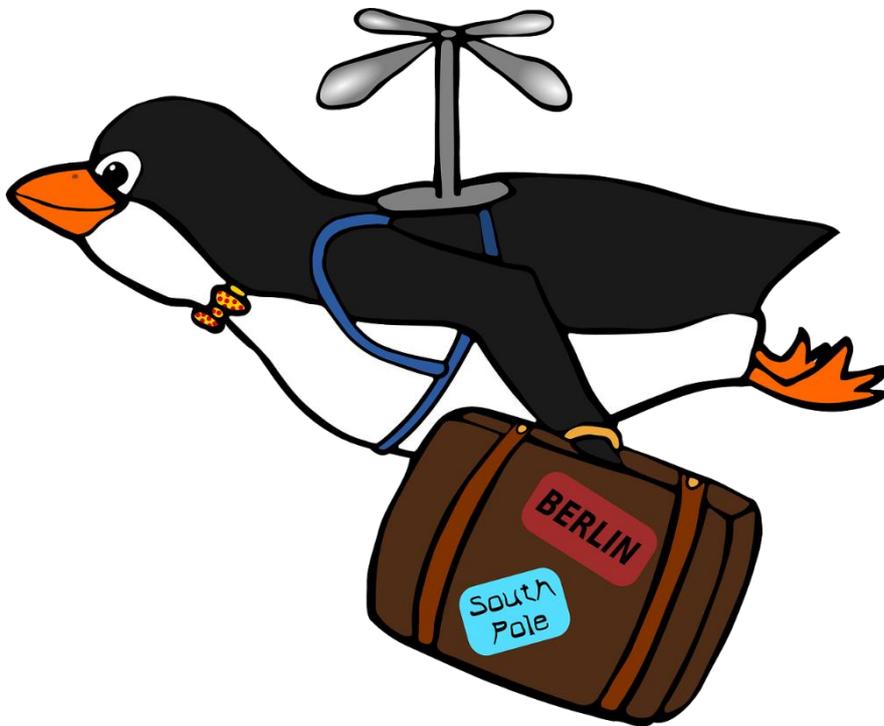


Booklet for fluent and native speakers
for the original edition of Young World 4 (2008)
created by Angela Meier, student at PH Zug

This English booklet belongs to



Class: _____

Symbol	Explanation
	Listening
	Speaking
	Reading
	Writing
	Vocabulary
	Grammar
	Use a pen or pencil
	Use scissors
	Use glue
	Open your Pupil's Book at page
	Open your Activity Book at page
	Use the Audio CD
	Use a computer
	Use a dictionary

Materials:



Skills:



2. Why do animals migrate?

a. Watch the following films about “migration”:

- a. <https://www.youtube.com/watch?v=A86ztlPppP8>
- b. <https://www.youtube.com/watch?v=ZS0kXtmXuj8>
- c. <https://www.youtube.com/watch?v=j2ME22Rg34o>

Listen carefully and after watching each film, post a comment about it in the boxes below (What was fascinating for you? Do you have any questions? etc.).

You can use sentences like: What I found particularly interesting is the fact that.... I wonder if ... I don't agree...

Check your spelling in your dictionary or on www.pons.com and then share your thoughts with other pupils who have done this task, if there are any.

a.

 b. 



 c. 



Materials:



P. 18

Skills:



3. Your article for a school newspaper

Read Pamela's article on page 18 in your Pupil's Book about her visit to Switzerland and why she went there.

Then write a similar article for a school newspaper about your own memories of your country of origin or the country your parents come from. If you haven't been there, start by doing some research on the Internet and write about the things you would like to see, experience or do there. Do some brainstorming first and then write your article on a computer and add some pictures, too, so the reader can imagine what you are talking about. Finally, print your article and hand it in to your teacher. 😊

For your research you can use the following websites:

<https://www.blinde-kuh.de/smart-index.html>

<https://www.fragfinn.de/>

These phrases might help you:

- *I'm originally from*
- *I go there every year/ twice a year.*
- *I haven't been there, but I know that...*
- *What I particularly like about ... is that...*
- *I don't like...*
- *I prefer living in*
- *Compared to Switzerland, is*
- *We moved to ... because ...*
- *I have lived here since /for ...*

Brainstorming:

Materials:



Skills:



4. Basic information about migration

Read the text from the Swiss State Secretariat for Migration and highlight keywords.

Source: <https://www.sem.admin.ch/sem/en/home/internationales/weltweite-migration.html>

Why people migrate

More and more people are leaving their homes, hoping to find a better place to live elsewhere. The increase in global mobility enables an ever-growing number of people to reach distant countries or other continents. Their favourite destinations are countries with a high standard of living and prosperity.

No country is able to cope with an arbitrary number of foreigners. Most states protect the interests of the native population by means of strict immigration legislation. The majority of these nations recognize their obligation to grant protection and asylum to those persecuted.

They all have their own reasons

As a rule, it is not just one single reason that induces someone to leave their home for a faraway place, but a complicated interplay of many causes:

- The young Italian woman would hardly be living in Aarau if her parents had not been recruited to Aargau as factory workers so many years ago. As she grew up in Switzerland and most of her friends are here, it is hardly surprising that she feels more at home here than in Italy, her former native country.
- The pensioner from Zurich would hardly have moved to Spain just because the cost of living is lower there. The beneficial effects of a

warmer climate on his wife's rheumatic complaint, the cheerful atmosphere among the senior citizens living there, the jobs that have taken their grown-up children away from home and other changes in their daily lives finally led to the decision to emigrate.

- The Kurdish asylum seeker would probably have continued to put up with the minor reprisals, harassment and political restrictions in his everyday life if he had been able to make a living in his village or in the surrounding region.

Numerous people are exposed to serious threats by the conditions in their native country: for dissidents the situation may become life threatening when dictatorial powers take over their country. Members of ethnic or religious minorities may be endangered in countries tolerating racist excesses.

Wherever the rule of law and fundamental human rights are no longer respected, people are often defenceless, exposed to repression and persecution by state organs.

Many leave in search of better economic perspectives

The desire for work and an income frequently plays a dominant role in a majority of cases. Reports about the successful emigration of others from their family or village motivates many people to pull up their roots.

Most people seeking work abroad regard this step as only a temporary change in their lives. They leave their country in the hope of returning one day. Many of them dream of earning enough money abroad to enable them to set up their own small business in the old country. Years abroad and life in a world with different values and habits, however, often lead to a loss of ties with their native land.

Materials:

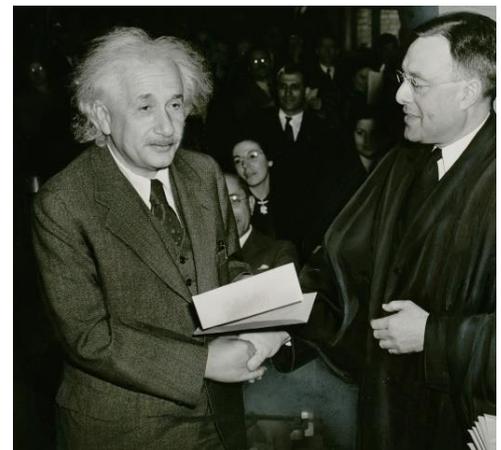
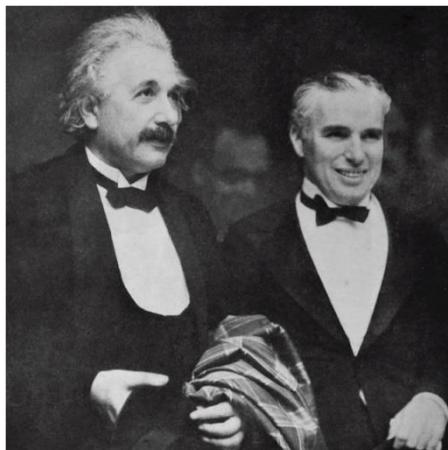
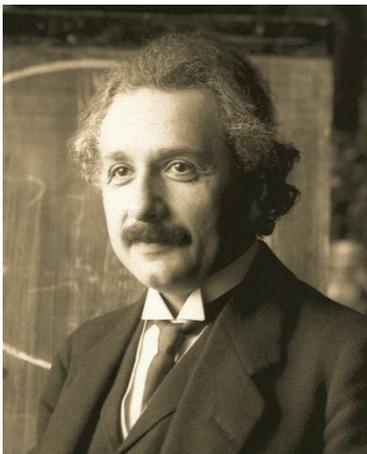


Skills:

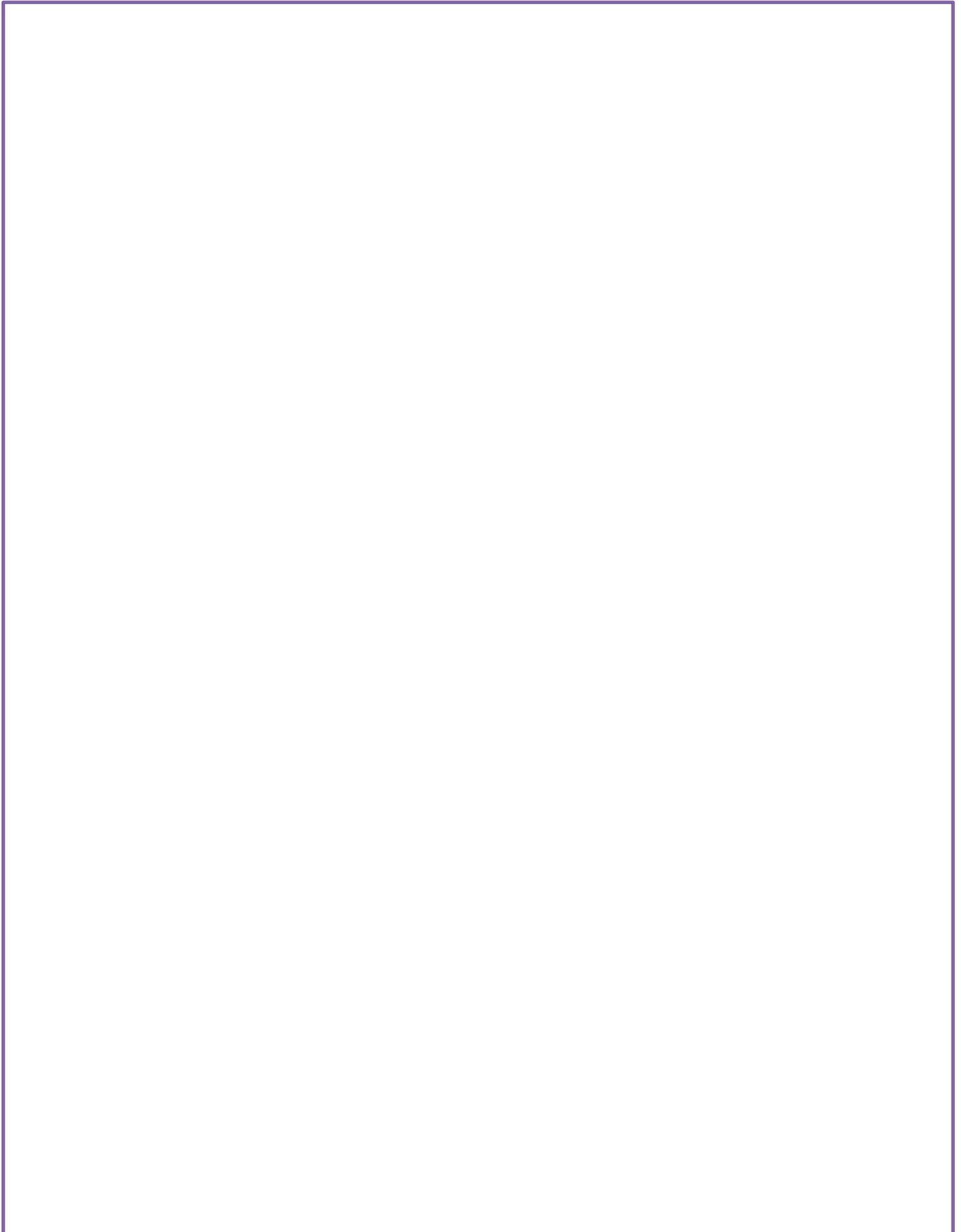


5. Video about an immigration story

- a. Watch the video about Albert Einstein and his immigration story.
<https://www.youtube.com/watch?v=wLTltEiAjhU>
- b. Choose a person who has immigrated, find out about his/her immigration story and write it down. Choose between:
 - your own story or that of one of your family members
 - any famous person with an interesting immigration story
for example: Bob Marley, Elon Musk, Rhianna, the Dalai Lama, Freddie Mercury,...
- c. Draw his/her immigration story and think about the comments you could make at each stop. For homework, make a little video like the video about Einstein. Film your drawings one after the other with a mobile phone and make comments about them while you guide the viewer with your finger along the drawing. Use a dictionary or www.pons.com to check your spelling. Send the video to your teacher. You can also present it to your class.







List of illustrations

Cover page: Penguin

<https://pixabay.com/de/vectors/pinguin-migrieren-berlin-vogel-154747/>

Page 5/6: Profil Picture

<https://pixabay.com/de/vectors/leere-profilbild-mysterium-mann-973460/>

Page 13: Albert Einstein

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<https://pxhere.com/de/photo/776916>

<https://pxhere.com/de/photo/829102>