

Cities and migration

Topic

Demographic change, migration

Learning outcomes

- Give reasons why people move to a city and stay there
- Understand details from a spoken interview with an expert in population movement
- Use words related to the topic of migration and demographic change

Age and level

Adults (B1+)

Time

70 – 85 minutes

Materials

- Presentation OR Student worksheet
- Audio file: Cities and migration
- (Optional) Image of a city

Introduction

In this lesson, students will explore the topic of cities and migration. They will begin by exploring why cities have growing / declining populations. They will then listen to an interview which describes the concepts of 'magnets' (what attracts people to a city) and 'glue' (what keeps people in a city). They have the option of reviewing vocabulary related to migration and demographic change, before participating in a speaking activity – either a presentation or role play.

A student worksheet accompanies this lesson. However, teachers can use a presentation for a no-printing option.

Procedure

<p>Lead-in (10 mins)</p>	<ul style="list-style-type: none"> • Write the following cities on the board. Ask students to say if they know where they are: Bucharest (Romania), Busan (South Korea), Shanghai (China), Delhi (India), Detroit (US), Lagos (Nigeria), Melbourne (Australia), Nagasaki (Japan), Novgorod (Russia), Sharjah (UAE) (see note below) • Now ask students to say which 5 cities they think have growing populations, and which 5 have declining populations. They can discuss in pairs / groups, or you could discuss together depending on the size of your class. <ul style="list-style-type: none"> ○ Cities with declining populations: Bucharest, Busan, Detroit, Nagasaki, Novgorod ○ Cities with growing populations: Shanghai, Delhi, Lagos, Melbourne, Sharjah • Ask pairs / groups / the class to suggest some reasons why populations might decline in some cities. Reasons include: declining birth rate, economic decline, emigration, war, natural disasters. • Ask pairs / groups / the class to suggest some reasons why populations might grow in some cities. Reasons include: higher birth rate, migration. • If you can display the presentation, show slide 2. Alternatively, show a picture of a busy city. Ask students if they would like to live in that city and to say why / why not. This is to help students to begin thinking about what makes a city attractive. <p>Note: The cities with growing / declining populations may change. You could research cities or suggest local cities. Alternatively, just simply explain that some cities have growing populations and some have declining populations (without naming cities), and ask students to say why they think this is the case.</p>
<p>Task 1: Preparing to listen (10 mins)</p>	<ul style="list-style-type: none"> • Explain that in this lesson, students are going to learn about what attracts people to a city and keeps them there. • Show them slide 3 of the presentation or refer them to Task 1 of the student worksheet. Ask students to quickly read the text 'Magnets and Glue'. Ask them

	<p>to say what 'magnets' are (what attracts people / investment to a city), and what 'glue' is (what keeps people in a city). If necessary, explain what 'glue / magnet' means.</p> <ul style="list-style-type: none"> • Ask students to think of some examples of 'magnets' (i.e. the things that attract people to a city); and to think of some examples of 'glue' (i.e. the things that keep people in a city). They can do this in pairs, small groups or as a whole class. Some students may be able to use their personal experience of moving to / staying in a city. • Teach / review useful language that arises from the discussion e.g. job opportunities.
Task 2: Listening (20 mins)	<ul style="list-style-type: none"> • Tell students that they are going to listen to an interview with an expert in population movement, who will give examples of magnets and glue. Depending on the level of your students, you can approach the task in different ways: • Option 1 (higher levels): Students listen to the interview and make notes of the magnets and glue in two columns as they listen. After listening, they share their ideas, then listen again to check them. They could now refer to slide 4 of the presentation or Task 2 of the student worksheet for help. Check answers and check that everyone understands vocabulary / concepts. • Option 2 (lower levels): Before listening, show slide 4 of the presentation or refer students to Task 2 in the student worksheet. In pairs or small groups, students read the list and decide if the items are examples of magnets or glue. Check that everyone understands vocabulary / concepts. Play the interview for students to check their ideas. Give them some time to discuss, then play the interview again. Check answers with the whole class. • If necessary, show the transcript. It is available as an Appendix at the end of this lesson plan and on slides 6-8 of the presentation. Answers: 1G(glue), 2M(magnet), 3G, 4G, 5M, 6G, 7M, 8M, 9G • Ask students if they agree with the expert. Ask them to say if there are any magnets / glue missing from the list that they think are important.
3. Task 3: Vocabulary (Optional) (10-15 mins)	<ul style="list-style-type: none"> • Put students into groups or teams. Tell them you are going to have a vocabulary quiz. You will say the definition of a word and the first student to call out the correct word will get a point for their team. As students call out the words, write them on the board, and review them at the end.

- Use any of the words from the box below and give simple definitions e.g. 'It's something that attracts metal' (magnet).

growing declining feature urban area
 competitive talent affordable availability
 growth migrant worker opportunities skills
 investment global economy magnet glue
 knowledge reputation accessible events

- Alternatively, if your students have a higher level, show **slide 5** of the presentation or refer students to **Task 3** in the student worksheet. Put students into small groups. In their groups, students take turns to give definitions of words in the box. The first person in the group to say the word wins a point. When they've given definitions of all the words they know, they could use a dictionary to check the meanings of any words they don't know.

Task 3:
Speaking
activity
(30 mins)

- Tell students to imagine that they are going to move to a new city. Ask them to think of questions they would want to ask before moving. The questions can be related to issues that have appeared in the lesson, or others that students have identified as important. Examples:
 - Jobs: What kinds of jobs are there for migrants?
 - Affordability: Is the city expensive? Will I earn enough to live well?
 - Accommodation: Is there affordable housing? How far is accommodation from...
 - Citizens: Are there people from...? Is the city culturally diverse?
 - Services / education: What are hospitals / schools / universities like?
 - Transport: What's public transport like? Is there an airport / port / high-speed train links?
 - Leisure and other activities: Are there places for me to worship? Are there sports facilities? Are there theatres / museums? What is nearby to visit?
 - Language and meeting people: What language(s) is / are spoken? Will it be easy to communicate?
 - Environment: Is there pollution? Are there green spaces?
 - Safety: Is it safe to be out at night? Are there risks of natural disasters?
- Now put students into small groups. Ask them to choose a city – it can be local,

anywhere in the world, or imaginary. Give them time to think about the 'magnets' and 'glue' of the city. If it's a real city, they can research this (perhaps for homework). They should think about the questions / areas previously discussed.

- **Option 1:** When groups are ready, ask each one to give a short presentation of their city. They should clearly describe the magnets and glue. Other students may ask questions. At the end of the presentations, students vote for the best city. If you have a large class, put groups together to present.
- **Option 2:** Put students into pairs or put two groups together. Students ask each other questions about each other's cities. They decide if they would like to move there or not.
- If you like, you could use this as an opportunity to give feedback on spoken language. Note examples of good language use / typical problems and give feedback to the class at the end of the activity.

Appendix: Transcript

A radio interview with an American expert on population movement.

I = Interviewer E = Expert

I: Here we are with Dr Marylyn, a professor at the local university and an expert in population movement. Dr Marylyn, you talk about 'magnets' and 'glue' - things that attract migrants to cities, and things that keep them there. Can you explain what you mean by these terms?

E: Yes, of course. Well, basically, we begin with the idea that important international cities have to be competitive in the global economy. Cities which are not competitive decline –they begin to lose population. To be competitive, they have to attract skills and talent from all over the world. The most successful cities attract the best skills and talent, and become even more successful. The magnets are what attract people to these cities.

I: Yes, that makes sense. So what attracts people to these cities? What are the magnets?

E: Well, probably the most important magnet is the availability of jobs. Cities that offer lots of job opportunities, and a wide variety of jobs, attract a lot of migrants.

I: And what other magnets are there?

E: Well, knowledge of a city is important. If a city has an international reputation – London, New York, Paris, Moscow – you've seen them on TV, you've heard of them, you've seen them in newspapers and magazines – they give the impression of being safe, accessible, open cities. This is why cities organise international events like the Olympics, EXPOs, cultural festivals and international trade fairs.

I: And I suppose that a big, migrant population attracts other migrants.

E: That's right. Having a big migrant population is in itself an attractive feature of a city. Foreign people are happier in a place where there are lots of foreign people. It's also true that people feel more secure in cities where there are lots of people from their own countries. It gives them access to their home culture – shops, family and friends, cultural events.

E: And what about glue?

I: Well, going back to what we said before – that successful cities need the skills and talents of migrant workers. Well, if the magnets attract them, the glue convinces them to stay – and this is what is really important.

I: So what kind of thing encourages people to stay in a place? What's the glue?

E: Well, cities that want to retain migrants need to pay attention to the quality of life on offer. People need to have their aspirations fulfilled.

I: Yeah.

E: People need affordable housing in nice areas, educational opportunities for themselves and their children, cultural and recreational activities. They need access to social and community activities, to belong to the community. They need access to the job market in terms of visas and legal permits. They need to be able to set up their own business if they want. These are the glue factors. Other factors like... (fade out)