

## Settling down in a new country

### Topic

Adjusting to a new country, migration

### Learning outcomes

- Use words related to migration and adjusting to a new environment
- Listen to personal stories about migration and understand details
- Describe some of the challenges and opportunities involved in moving to a new country

### Age and level

Adults (B1+)

### Time

80 – 90 minutes (or two shorter lessons)

### Materials

- Presentation OR Student worksheet
- Audio 1: Nino's story
- Audio 2: Dmitry and Magdalena

### Introduction

In this lesson, students will explore the topic of settling down in a new country. They will begin by exploring the factors involved when deciding to move to another country. They will listen to the personal experiences of three people who moved to Bulgaria and will read the testimonies of families who moved from other countries to Cardiff in Wales. At the end of the lesson, students will discuss the challenges and opportunities of moving to a new country, and the adjustments people can make to settle.

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

## Procedure

<b>Lead-in (10 mins)</b>	<ul style="list-style-type: none"> <li>• Show <b>slide 2</b> of the presentation or refer students to the <b>Lead-in</b> task in the student worksheet. Explain that the lesson is about moving to and settling down in a new country.</li> <li>• Ask students to say how words in the word cloud relate to moving to a new country. Students can do this in pairs, groups or as a whole class. They can focus on a few words, and there are no correct / incorrect suggestions e.g. 'I think some people move to another country because they feel safer'. Some students may be able to relate words to personal experience e.g. 'When I came to this country, I found it difficult to learn the language at first.'</li> </ul>
<b>Task 1: Pre-listening activity (10 mins)</b>	<ul style="list-style-type: none"> <li>• Ask students to say what they think is important for people to consider when they move to a new country, e.g. jobs, cost of living, good schools and hospitals etc. Students make a list in pairs, groups or as a whole class. Again, some students may be able to reflect on their own experience.</li> <li>• Show <b>slide 3</b> and <b>slide 4</b> of the presentation or refer students to <b>Task 1</b> in the student worksheet. Explain that the comments are by people who have migrated to a new country. Give students time to read the comments and to compare them with their ideas. Help with any unfamiliar vocabulary. Students could add ideas from the comments to their list(s).</li> </ul>
<b>Task 2: Listening 1 (10-15 mins)</b>	<ul style="list-style-type: none"> <li>• Tell students that they are going to listen to a story by Nino, a woman who moved to Sofia in Bulgaria.</li> <li>• Before they listen, show <b>slide 5</b> of the presentation or refer students to <b>Task 2</b> in the student worksheet. Tell them to read the summary of Nino's story. Ask them to try to guess information – or kind of information – in each gap. For example, students can guess that a city / country / place is likely to be the missing information in gap 1. They might like to try to guess which country she is from.</li> <li>• When students have made some guesses for each gap, play <b>Audio: Nino's</b></li> </ul>

**story.** Give students some time to compare their notes after listening, then play the audio again. Check answers with the whole class.

**Answers:** 1 Georgia, 2 fifteen, 3 shot dead, 4 similar, 5 got married.

**Note:** The transcript for Audio 1 is available in the **Appendix** at the end of this lesson plan. It is also available on **slide 11** of the presentation.

**3. Task 3:  
Listening 2  
(15 mins)**

- Show **slide 6** of the presentation or refer students to **Task 3** in the student worksheet.
- Tell students they will listen to two more people talking about their experience of moving to Sofia in Bulgaria: Dmitry and Magdalena.
- Explain that students should listen to their experiences and complete the table with information. Give them some time to look at the table so they know what they need to listen out for.
- Play **Audio 2: Dmitry and Magdalena**. Give students some time to compare their notes after listening, then play the audio again. Check answers with the whole class.

**Answers:**

Name	Dmitry	Magdalena
<b>Country of birth</b>	Russia	USA
<b>Number of years in Sofia</b>	12	?
<b>Reason for moving to Sofia</b>	to study animation	to study (now works as a copy editor)
<b>Things the speaker likes about Sofia</b>	open, friendly people; culture, communication with people	people value relationships / spending time with each other
<b>Things the speaker dislikes</b>	the system, the state, bureaucracy	trash everywhere and people complain & don't do anything about it
<b>Example of bureaucracy</b>	Police come to his home twice a year to check his address	Her things were impounded at the airport

	<ul style="list-style-type: none"> <li>• Ask students to say what is different / similar about the experiences of Nino, Dmitry and Magdalena.</li> </ul> <p><b>Note:</b> The transcript for Audio 2 is available in the <b>Appendix</b> at the end of this lesson plan. It is also available on <b>slides 12-13</b> of the presentation.</p>
<p><b>Task 4:</b> <b>Reading</b> <b>(20 mins)</b></p>	<ul style="list-style-type: none"> <li>• Remind students of Nino's story. Her parents brought her to another country to escape war. Write the following questions on the board:             <ul style="list-style-type: none"> <li>○ What aspirations do you have for your children?</li> <li>○ What do you see when you look out of your window?</li> </ul> </li> <li>• Tell students to imagine that they are Nino's parents. How would they answer the questions? Elicit 2-3 examples.</li> <li>• Explain that these questions were asked of six parents who moved with their children from their countries of birth to Cardiff in Wales. If it's possible, show pictures of the children on <b>slides 7-8</b>.</li> <li>• Write the following words on the board next to / below the questions and check that students understand them: dreams, comfortable, integration, multicultural, opportunities, studies.</li> <li>• Explain that the parents used these words in their answers. In pairs, groups or as a whole class, students guess how these words might have been used in the parents' answers.</li> <li>• Show <b>slides 9-10</b> or refer students to <b>Task 4</b> in the student worksheet. Students complete the sentences with the words in the box individually or in pairs.</li> <li>• Check answers with the whole class and review any unfamiliar vocabulary if necessary.</li> </ul> <p><b>Answers:</b> 1 opportunities, 2 integration, 3 comfortable, 4 studies, 5 multicultural, 6 dreams</p>
<p><b>Task 5:</b> <b>Speaking</b> <b>(15 mins)</b></p>	<ul style="list-style-type: none"> <li>• Put students into small groups. Ask them to imagine that they have just migrated to another country. They can imagine a specific country if they like.</li> <li>• Give groups a few minutes to note the challenges and opportunities of the move. These may vary depending on the countries involved. Examples are:             <ul style="list-style-type: none"> <li>○ Challenges: bureaucracy; adapting to new customs &amp; traditions, food, culture, climate etc; homesickness / loneliness; communication problems; discrimination</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Opportunities: safety; better quality of life; better standard of living; more job opportunities; better educational opportunities; better healthcare; meeting new people; cultural enrichment; better environment.</li> <li>• Ask some groups to share their ideas. Some students may have already migrated to another country and may be happy to share their experiences.</li> <li>• Now ask groups to discuss how they could adjust to their new lives. How could they deal with the challenges? How could they make the most of the opportunities? Give groups a time limit to discuss and walk around as they talk. If you like, you could make notes of language problems / examples of good language use to feed back at the end of the activity.</li> <li>• When the time limit has passed, ask groups to share 1-2 things that they would do to adjust to a life in a new country, e.g. attend language classes.</li> </ul>
<b>Extension / homework</b>	<ul style="list-style-type: none"> <li>• Students imagine that they have recently moved to a new country. They write a letter / email to a friend or family member. They describe the challenges and opportunities, and what they are doing to adjust to their new lives. They can use ideas from the final discussion of the lesson.</li> </ul>

## Appendix: Transcripts

### Audio 1: Nino's story

My family and I moved to Bulgaria 15 years ago during the civil war. One day my father saw our neighbour getting shot and decided he didn't want to live in Georgia any more. He sold everything and we left.

I only received permanent residency last year. It's weird because every year for the last 14 years I had to prove why the hell I was here. I think I should have received some kind of status long ago. I am from Tbilisi, and Veliko Tarnovo, where we lived when we first moved to Bulgaria, is very similar to Tbilisi. All in all, there are many similarities between Georgian and Bulgarian people. Bureaucracy makes it difficult to live and do what you want here. There are also other reasons, but I don't really want to go into politics here.

About the bureaucracy: When I was about to marry, we had to fill in a million documents. First, I had to go to Georgia for a certificate to show I was not married there, which is kind of ridiculous, since I've lived here since I was 12. Then I needed a permit to say I could get married here. I took this to the Ministry of Foreign Affairs to be certified but they lost it. So, two weeks later when we had our ceremony, we weren't even sure it was a 'proper wedding' because we didn't know if the certificate had been signed.

**Audio 2: Dmitry and Magdalena****Dmitry's story**

My name is Dmitry, and I am from Russia.

I came here 12 years ago to study animation on Donyo Donev's course at the Film Academy. Here I met my girlfriend, who is Bulgarian. I'd still like to travel, to live somewhere else, learn another language, but for now I am here.

Bulgarians are very open-minded. People are very open and friendly, especially towards Russians. No-one has ever been negative towards me, even when I didn't speak the language. The things I dislike here are the same things I dislike everywhere else. There is a saying, 'I like the country, I hate the state'. I like the culture and the communication with people, but I don't like the system as a whole which continuously puts obstacles in front of you, regardless of whether you're a foreigner or a local.

As for the bureaucracy, it irritates me that the police come to my home twice a year to check whether I still live at this address. It's as if I'm some criminal.

**Magdalena's story**

Hi! My name's Magdalena Rahn. I'm from the USA.

I was born and raised in California but went to school in New Jersey. After that I lived in France for a year. When my dad asked if I wanted to go with him on a business trip to Bulgaria, I was like, 'Sure, where is Bulgaria?' So I came, stayed to study here and ended up being hired as a copy editor. People value spending time with each other... here you can spend the whole afternoon just talking. They value relationships more than money. Sure, money is important, work is important, but it's not as if they are the most important. What I don't like is that there's trash everywhere that no one seems to mind. People complain about how dirty everywhere is but don't do anything about it. In the States, if you want to change something, you just do it. Here, you just complain about it.

And as for the bureaucracy, when I first moved here, all my stuff was impounded at Sofia Airport. The guy who shipped it had overvalued it and the authorities here just thought I was going to sell it all and leave the country without paying any taxes. So, for the first eight months – until I got my first 'permission to stay' card – all I had was two pairs of jeans, a skirt and a blouse!