

# CLIL



## Immigration

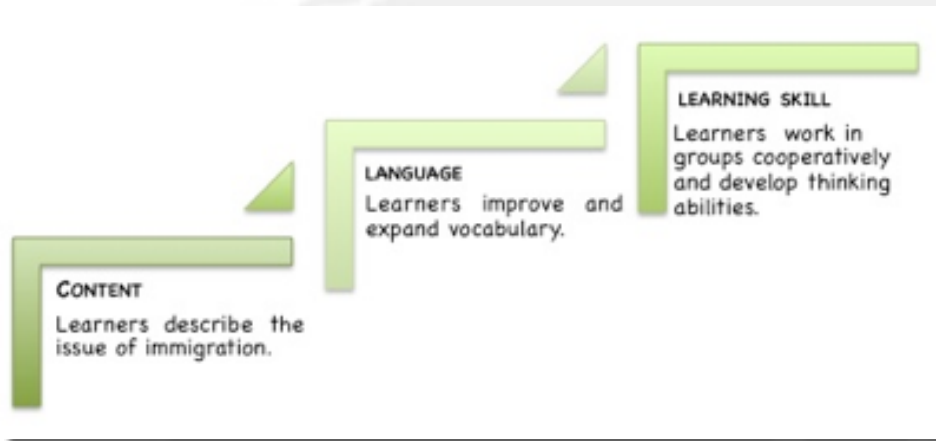
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## INTRODUCTION

The topic of this project work is immigration. It has been chosen for two reasons: firstly, because it is a current issue which involves strong feelings; secondly, it represents one of the greatest challenges of humanity. This topic has been examined from different points of view.

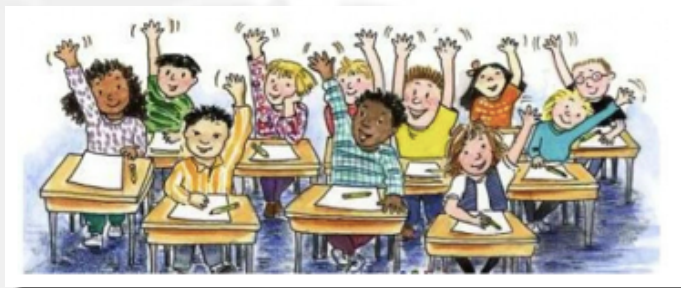
## OUTCOMES



## PERSONAL AIM

To give the students appropriate guidelines with different tasks.

## GROUP PROFILE



Last year class in secondary school.

Learners: 25

## TIME

FOUR UNITS

10 hours

CLASSWORK

1 hour



## ASSUMPTIONS

The topic has not been taught yet in L1. All information is new.

Prerequisites:

- ✓ knowledge of law sources;
- ✓ knowledge of sanctions system;
- ✓ awareness of rights and duties;
- ✓ basic knowledge of Italian history from 1870 to 1950;
- ✓ ability to use different documents to reconstruct an historical phenomenon.



English level: B1

## LESSON PLAN

### WHY DO PEOPLE MIGRATE?

WARM UP

STARTING STEP

CAUSES OF IMMIGRATION

UNDERSTANDING MIGRANTS'

EXPERIENCES

2h

### WHEN ITALIAN PEOPLE MIGRATED.....

A NATION OF EMIGRANTS

PASSING THROUGH ELLIS ISLAND

2h

### WHICH LAW FOR IMMIGRANTS?

IMMIGRATION LAWS IN ITALY

IMMIGRANTS' RIGHTS

2h

### WHERE PEOPLE MIGRATE

ENTRY AND STAY

IMPACTS ON THE HOST COUNTRY

ILLEGAL IMMIGRATION

THE E.U. AND THE FLOWS OF

IMMIGRATION

WHAT SHOULD BE DONE ABOUT

INTEGRATION?

2h

2h



# UNIT 1

## WHY DO PEOPLE MIGRATE?



### **UNDERSTANDING**

Recognize a new cultural topic.  
Listen for general and specific information.

### **APPLYING/CREATING**

Use of ICT to communicate ideas.

### **EVALUATING**

Have awareness of other people's problems.



### **LANGUAGE**

Review grammar rules.  
Learn specific words.

# WARM UP

Use the words of the cloud and find out the topic.

## BRAINSTORMING

The teacher uses the word cloud and asks questions to shake students up.



When you have guessed the topic, say if you agree or disagree with the following statements.

- ✓ Freedom of movement is a civil right.
- ✓ Immigration is one of the biggest problems of our time.
- ✓ Immigration makes countries more interesting.
- ✓ Immigration helps people become more tolerant.

Warming up to capture students' attention

# STARTING STEP

Match words and definitions. Then answer the questions.

A. The movement of people from one country to another

B. The reasons that drive people to leave a place

C. The movement of people who leave their country

D. The reasons that attract people to a new place

E. The movement of people into a country

F. The movement of people to the cities

1. migration

2. emigration

3. immigration

4. urban migration

5. push factors

6. pull factors

Who migrates?  
Why do they migrate?



# CAUSES OF IMMIGRATION

**Q&A**  
Grammar makes students find the correct answers, so they learn content implicitly.



**1A** Circle the correct word to make questions. (*Individual work and then in pairs*)

Questions	Answers (see Ex 1B)
1) Is it true / <del>is</del> true that asylum seeker is someone who applied for asylum and hopes to get the refugee status?	
2) How many/ much causes does immigration have?	
3) What do you name/call someone who is forced to flee his or her country because of a well-founded fear of persecution?	
4) What is the right to/of asylum?	
5) How is a displaced person different from/by a refugee?	



**1B** Now match the correct answers to questions above (there are two extras that you don't need). (*Individual work and then in pairs*)

1. Refugee, according to the 1951 Geneva Convention.
2. Yes, it is.
3. It is the kind of legal protection a refugee should receive.
4. They can't apply for asylum, although they escape humanitarian crises and receive international protection.
5. Yes, it does.
6. It has about five causes: people migrate to look for a job or follow a particular career; to have a better quality of life; to be closer to family or friends; to study; to escape wars, violence or persecution.
7. He can't apply for asylum, although he escapes humanitarian crises and receive international protection.






 **2A** Summarize what you have learnt so far about the causes of immigration. (*Work in pairs*)

People migrate for different causes:

- to look for a job or follow a particular \_\_\_\_\_
- to have a better quality of \_\_\_\_\_
- to be closer to \_\_\_\_\_ or friends
- to \_\_\_\_\_
- to escape wars, \_\_\_\_\_ or persecution.

 **2B** Summarize what you have learnt so far about refugees and displaced persons. (*Work in pairs*)

According to the \_\_\_\_\_ Geneva \_\_\_\_\_, a refugee is someone who is \_\_\_\_\_ to \_\_\_\_\_ his or her country because of a \_\_\_\_\_ fear of persecution.

A displaced person escapes \_\_\_\_\_ crises and receive international \_\_\_\_\_. However, he can't \_\_\_\_\_ for asylum.



Explicit focus on  
CONTENT  
Implicit learning of  
LANGUAGE

  
**FILL THE GAPS**

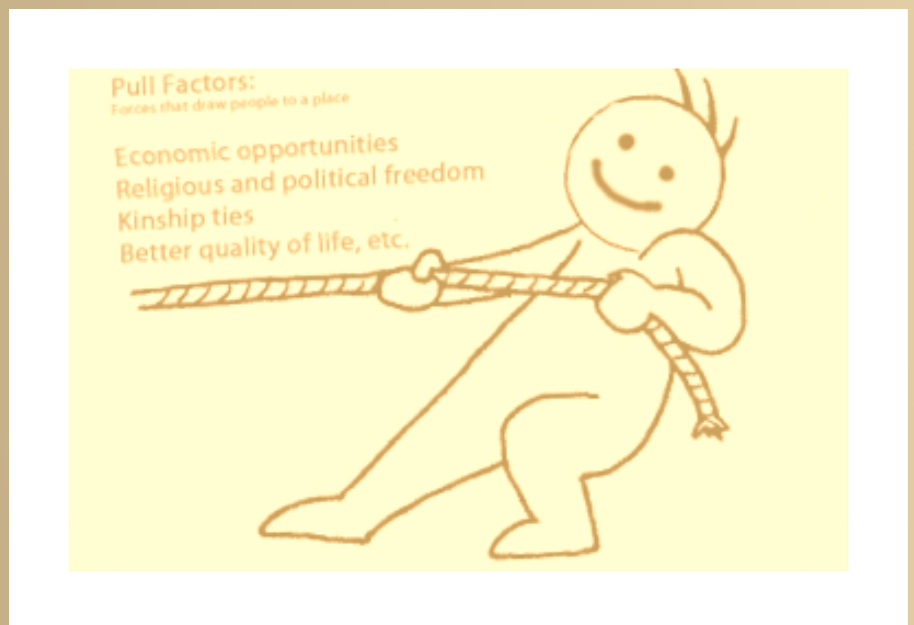
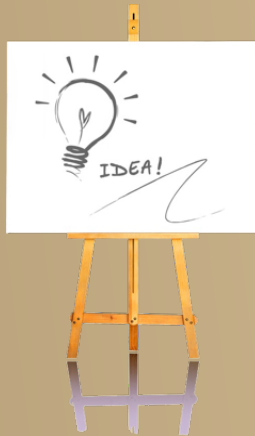
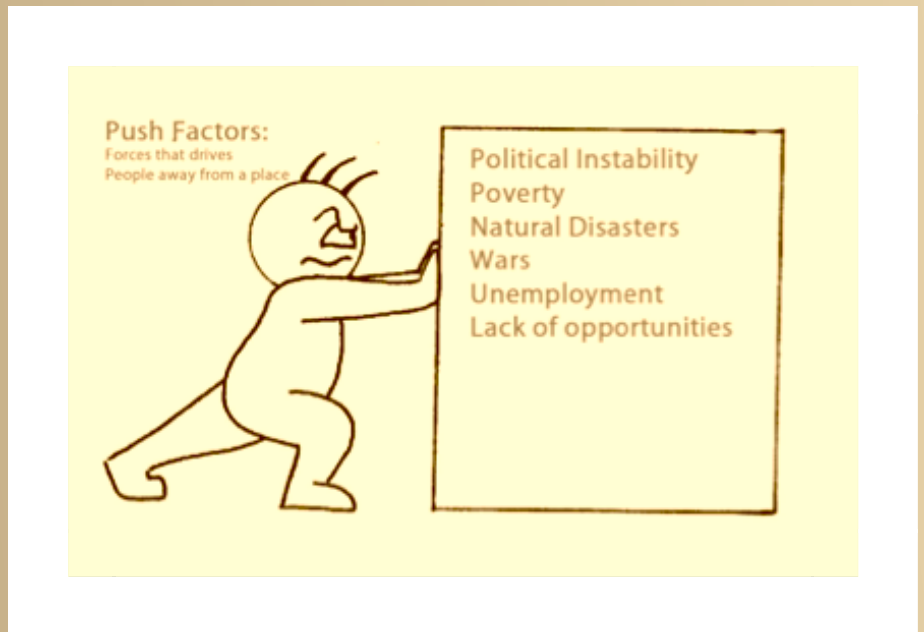
Students are asked to use information from the first exercise and interact with the contents, consolidating their learning.





3 In groups make a digital poster, illustrating push and pull factors of migration today.

E.G.



# UNDERSTANDING MIGRANTS' EXPERIENCES



**4A** Watch the video and discuss: "Why are they fleeing and risking their lives?"



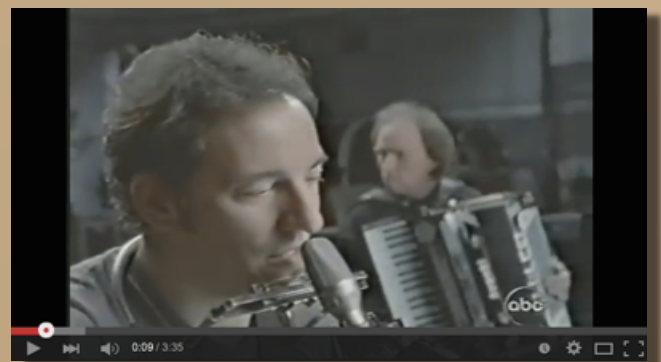
<http://www.telegraph.co.uk/news/worldnews/europe/italy/11549216/The-EU-migrant-crisis-explained-in-90-seconds.html>



**4B** Listen to the song "Across the border" by Bruce Springsteen and complete the gaps with the words or phrases from the box.



Reflect on the experiences of people who leave their homelands.



[https://www.youtube.com/watch?v=EHNlq0AWr\\_E](https://www.youtube.com/watch?v=EHNlq0AWr_E)

## "Across The Border"

I'll kiss - will be - Will  
sleep - will lead - We'll  
leave - I'll walk - We'll  
meet - we'll drink -  
I'll build - we'll sing -  
I'll dream

Tonight my bag is packed  
Tomorrow .....these tracks  
That .....me across the border

Tomorrow my love and I  
..... 'neath auburn skies  
Somewhere across the border

..... behind my dear  
The pain and sadness we found here  
And ..... from the Bravo's muddy water

Where the sky grows gray and wide  
..... on the other side  
There across the border

For you..... a house  
High upon a grassy hill  
Somewhere across the border

Where pain and memory  
Pain and memory have been stilled  
There across the border

And sweet blossoms fill the air  
Pastures of gold and green  
Roll down into cool clear waters

And in your arms 'neath open skies  
.....the sorrow from your eyes  
There across the border

Tonight .....the songs  
..... of you my corazón  
And tomorrow my heart..... strong

And may the saints' blessing and grace  
Carry me safely into your arms  
There across the border

For what are we  
Without hope in our hearts  
That someday we'll drink from God's blessed  
waters

And eat the fruit from the vine  
I know love and fortune will be mine  
Somewhere across the border



**LISTENING**  
Understand and  
express the  
main idea of  
the experiences  
they listened to.

# UNIT 2

## WHEN ITALIAN PEOPLE MIGRATED.....



### **UNDERSTANDING / ANALYZING**

Research resources to examine the Italian immigrants' experiences in the past.

Organize information using graphs and diagrams.

### **APPLYING/CREATING**

Use information to illustrate the life of the Italian immigrants in USA.



### **LANGUAGE**

Use functional language.



# A NATION OF EMIGRANTS



The teacher arranges students into groups of four or five students and ask members of each group to work together to create a brochure.



5 Visit this link <http://www.european-emigration.com/it/index.html> and find information to create a brochure about Italian emigration in XX century. You may add some pictures, drawings, charts or graphics.

**EUROPEAN EMIGRATION**  
THE HISTORICAL RECORDS

HOME ENGLAND FRANCE GERMANY **ITALY** NORWAY SWEDEN

## Italy

Italy like almost all other European countries also suffered large population losses due to mass emigration during the late 19th and early 20th centuries. Until the 1870s, Italian emigration was on a rather moderate level in comparison to other European countries. And up until the 1880s, Italy was not typical when it comes to the emigration destination in comparison to most of its European neighbors: almost a third of all Italian emigrants actually stayed on the European continent, preferring to move to neighboring countries vs. daring the long journey across the ocean.

The large-scale migration of Italians, also often referred to as the "Italian diaspora", began initially around the time of the unification of Italy in 1861. Modern Italy came into existence with the unification of the Kingdom of the Two Sicilies with the Papal States. By 1870, the new nation had a total population of about 24 million inhabitants. By 1900 it increased to over 32 million inhabitants.

In the year 1881, only about 1 million Italians lived abroad. About 380,000 of them lived in other European countries. The preferred destinations were France with about 240,000, Austria-Hungary with 44,600 and Switzerland 41,600 Italians. Approximately 580,000 Italians found a new home in the Americas: 254,000 in Argentina, 82,000 in Brazil, 40,000 in Uruguay and about 170,000 in North America. Another 62,200 lived in the coastal areas of Africa.

However, from then on the number of emigrants increased continuously. While up until the late 1870s only about 10,000 persons left Italy, in 1883 the number of emigrants leaving Italy jumped to a maximum of 169,000. And that still was only the beginning: The US emigration & naturalization services reported in 1999 that between 1891 and 1920, some 4.11 million Italians immigrated into the US.

A study by the Italian government in 1927 estimated that there were some 9,200,000 Italians living abroad - which was one fifth of the Italian nation. This covers all emigrants not only to North America but also South America, Africa, Australia as well as other European countries.

**ITALY**

- Background Information
- Passenger Lists
- Reasons for Emigration
- Methods of Travel
- Italian emigrants in America
- Famous Emigrants
- Research Possibilities

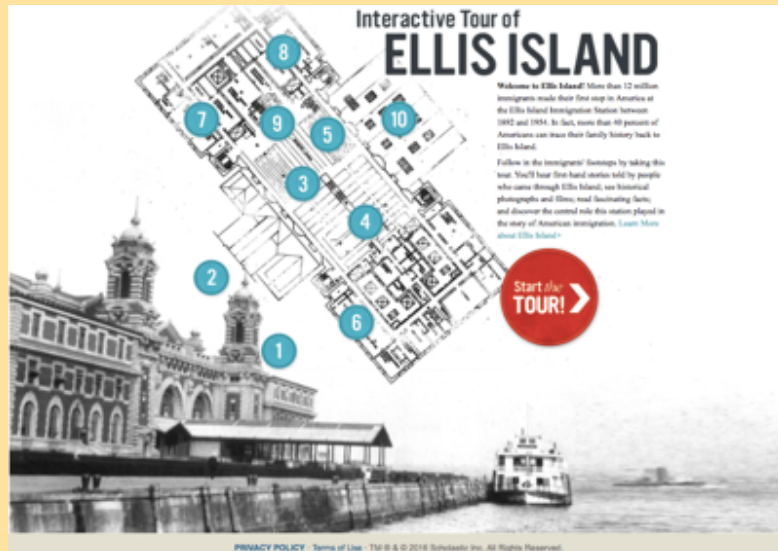
Practise collaborative skills.

**WEBQUEST**  
Students look for and use information relating to the ethnic, social, economic, and cultural background of the Italian immigrants; their reasons for emigrating and their experiences.



# PASSING THROUGH ELLIS ISLAND

Each arriving steamship's crew gave officials at Ellis Island a list of names of the passengers on board. The manifest, as this list was called, had the name and a description of each passenger. The passengers were taken to the registry hall where, after waiting in long lines, they were examined by doctors and official inspectors.



Immigrants (center and right) and Legal Inspectors (left) in the Registry Room for the Legal Inspection. NPS Photo



6 Visit the website Interactive tour of Ellis Island ([teacher.scholastic.com/activities/immigration/tour](http://teacher.scholastic.com/activities/immigration/tour)), then do a role play. Some students are immigration officials that worked at Ellis Island and others are immigrants coming to America. Immigrants pass through 7 Stations (Arrival, Medical Inspection, Mental Testing, Legal Inspection, Quarantine, Registry Room, Free to Land).



## OFFICIAL INSPECTOR'S QUESTIONS

*What is your name? How old are you? Are you married?*

*What is your occupation? Can you read or write?*

*Where are you from? Where are you going in the United States? How will you get there?*

*Did you pay for your passage? If not, who did? How much money do you have with you?*

*Do you have any relatives in the United States? Names and addresses of relatives?*





7 Work in pairs and compare the photos . The phrases below and the **how to do it** box will help you.



## Comparing photos



- In the first photo.....but in the second one....
- This picture....while on the other hand this one...
- In comparison to the first photo, this one...

## How to do it

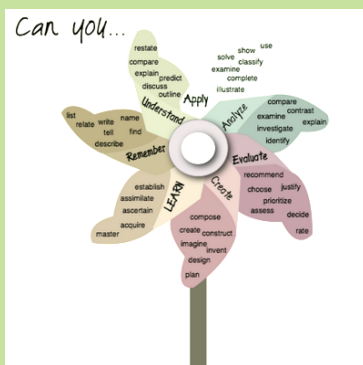
- Describe each scene in general. Mention any obvious similarities or differences.
- Say how they make you feel or what they remind you of.
- Describe what the people are doing and wearing.
- Say how the people might be feeling and how you might feel in a similar situation.

Improve functional language.

**SPEAKING**  
Speaking activity into an imaginary situation and to compare photos.

# UNIT 3

## WHICH LAW FOR IMMIGRANTS?



### **UNDERSTANDING/ANALYZING**

Identify, illustrate and examine normative dispositions.

### **EVALUATING**

Be able to solve problems and justify a decision, formulating a verdict.

Have awareness of living in an intercultural society.



### **LANGUAGE**

Interact and use specific words.



# IMMIGRATION LAWS IN ITALY



8 Use the following sentences regarding normative documents on immigration in Italy and work together to complete your table. The pictures and the sentences into the box will help you.

## NORMATIVE DOCUMENTS

This article contains one of the fundamental principles of the Italian Constitution. Our country considers itself part of the International legal order and adopts open attitudes of collaboration with the other States.

It has unified all the immigration laws and is structured in general principles; provisions concerning entry, residence and removal from the state; labour legislation; right to family union and protection of minors; dispositions on healthcare as well as education, housing, participation to public life and social integration.

It has modified the Consolidate Act by introducing a lot of innovations: for example, to obtain a work permit, the figure of the sponsors has disappeared while an employment contract and a rental agreement are needed. Moreover the norms against the aiding of illegal immigrants have been tightened and more powers to the Navy have been given in rejecting the barges.

This law has introduced various restrictions: e.g. it punishes as crimes the illegal entry and stay in the State as well as the tenancy or selling of housing to individuals without a regular residence permit.



Constitution of Italy



a) Consolidated Immigration Act -  
Legislative Decree 286/1998

b) Law 94/2009 "Security Package"  
passed during Berlusconi Government

c) Art. 10 Constitution of the Italian  
Republic

d) Law "Bossi-Fini" 189/2002

Art. 10 Cost.

The Italian legal system conforms to the generally recognised rules of **international** law.

The legal status of foreigners is regulated by law in conformity with international provisions and treaties.

A foreigner who is denied the effective exercise of the democratic liberties guaranteed by the

Italian **Constitution** in his or her own country has the right of asylum in the territory of the Italian Republic, in accordance with the conditions established by law.

**Extradition** of a foreigner for political offences is not admitted.



**9** Find the words underlined in article 10. (Pair work)

I	F	O	R	E	I	G	N	E	R	S	A
L	T	M	E	P	S	T	V	A	I	Y	D
I	B	A	W	E	C	R	Y	G	G	S	M
B	L	C	L	A	W	N	S	M	H	T	I
E	T	U	R	I	C	L	E	N	T	E	T
R	R	L	D	S	A	F	C	T	T	M	T
T	E	Z	X	T	S	N	N	H	R	N	E
I	A	S	B	A	Y	D	E	N	I	E	D
E	T	P	R	T	L	O	F	D	W	R	O
S	I	I	S	U	U	Y	F	E	L	E	N
Q	E	R	C	S	M	R	O	F	N	O	C
E	S	I	C	R	E	X	E	I	S	A	T

ITALIAN	SYSTEM	CONFORMS
RULES	STATUS	LAW
TREATIES	FOREIGNER	DENIED
EXERCISE	LIBERTIES	RIGHT
ASYLUM	OFFENCES	ADMITTED



**10** Use a bilingual dictionary to define the words in bold. (Pair work)

International	
Constitution	
Extradition	



**CARRYING OUT EXERCISES** (completion, word puzzle, vocabulary) which recall laws and keywords.





**11A** Put the following sentences in order to form a well-written paragraph. It is about some criticisms regarding the "Bossi-Fini" law. (*Individual work and then peer correction*)

**ORDER OF A SEQUENCE**

Students rebuild a text in order to analyse the structure of an effective writing.



- \_\_\_\_\_ A In reality, they have the power to blackmail and exploit illegal immigrants.
- \_\_\_\_\_ B Secondly employers now bear a great social responsibility for defining a welcoming policy for immigrants.
- \_\_\_\_\_ C Firstly, the foreign applying for a residence permit has to undergo fingerprinting.
- \_\_\_\_\_ D Actually it has placed strict limits of kinship and income to this input channel.
- \_\_\_\_\_ E (religious dialogue or second generations immigrants' needs ,for example).
- \_\_\_\_\_ F Last, but not least, the act focuses mostly on illegal migration and doesn't pay enough attention to the matter of social integration
- \_\_\_\_\_ G In addition, the Bossi-Fini law has made family reunion visas more difficult.
- \_\_\_\_\_ H They should guarantee a decent life to immigrant workers.
- \_\_\_\_\_ I This practice, often used by the police to identify criminals, could be seen as deleterious to own personal dignity.



**11B** What language in the sentences helped you decide on the correct order? Answer (*work in groups*)

1	
2	
3	
4	
5	
6	
7	
8	
9	

Reflect on a text that develops critical spirit, create a graphical tool.



Make a map to organize and represent concepts about immigration laws.

# IMMIGRANTS' RIGHTS

Art. 2.2 Consolidated Act 286/1998 "The foreigner legally present on the State's territory benefits from the civil rights recognised to Italian citizens, unless the international conventions in force for Italy and this consolidated act provide for otherwise".

**MATCHING EXERCISE**  
Students do a matching exercise and discover that immigrants have the same rights as us, unless otherwise specified.



12 Look at the pictures and match each image to the correct basic right. One of this right is reserved to citizens, cross it. Another one is limited through the quotes, circle it. (Pair work)

freedom of religion/right to education/right to the housing/right of entry/entitlement to vote/  
freedom of speech/right to family reunion/right to health/right to judicial protection

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

G. \_\_\_\_\_

H. \_\_\_\_\_





The teacher divides the class into three groups: 10 lawyers of the Italian State, 10 lawyers of a Moslem couple, 5 judges.

The matter is strong, but the students have been prepared to face it with moderation and balance.



**13** Mock trial. (Teamwork)

The case is related to the crucifix issue in Italian schools. If you are lawyers of the Italian State, you must think of three or more reasons why its presence is correct and legal. If you are lawyers of Moslem couple, you must think of three or more problems caused by its presence. If you are judges, you must pronounce the sentence.

In the end, fill in the grid below.

PROS	CONS
E.G. The crucifix transmits universal values. The cross is a passive symbol whose influence is not comparable to that of a didactic speech.	E.G. States have to observe confessional neutrality. The cross disturbs pupils of other religions or those that profess no religion.
<b>SENTENCE</b>	
Displaying crucifixes in schools does not breach the rights of non-Catholic families because.....	
OR	
Displaying crucifixes in schools breaches the human rights because.....	



For your activity you can use as a resource the case law of the Italian Tar and European Court of Human Rights. ([www.echr.coe.int](http://www.echr.coe.int)).



Defend,  
evaluate,  
Judge.



**ROLE PLAY**

Students express opinions and take decisions.

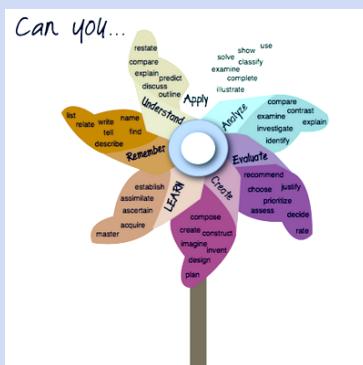
# UNIT 4

## WHERE PEOPLE MIGRATE



### REMEMBERING

Recalling information.



### APPLYING

Use information.  
Identify connections.

### EVALUATING

Support statements.  
Evaluate trends and limits of the law.  
Have awareness of areas where integration occurs.

### CREATING

Write essays and reporters. Generate new products.



### LANGUAGE

Practise formal language.

# ENTRY AND STAY

The Immigration Consolidated Act , in the articles from 4 to 9, disciplines the entry and stay in Italy. Read the following paragraphs, related to this matter.

**A) An entry visa** is an authorization, which is released by diplomatic or consular offices and permits non-EU citizens to enter Italy. It consists in a sticker applied on the passport or other valid travel document.  
Before getting a visa, the non-EU employee needs a prior permission granted by the Immigration One Stop Shop at Prefecture and required by his employer.

**B) A permit to stay** is the document that authorises non-EU nationals to live in Italy. There are various kinds of permit: those for work (salaried, self-employed and seasonal), family reunion and study are the most common.  
The request has to be presented within eight working days from the entry, but it isn't necessary in case of stay up to 90 days for business, tourism and study. The authority collects fingerprints to the foreigner applying for a residence permit.

**C) The permit is released by the Chief of police .** *The* non-EU citizen has to go to a **post office** and take a documentation kit. Then he has to fill it in, enclose the documents required and send it to the **local police**.  
A few types of permit (political asylum, medical treatments, sports competitions, justice) can be required directly at the police office, while in other situations (family reunion, first permit for work) the procedure starts from the **Immigration One Stop Shop**.



**14A** Now, imagine you are a non-EU citizen who wants to work in Italy. Draw two graphs illustrating respectively the documents required and the places to go. (*Individual work*)

DOCUMENTS		
FIRST .....		
THEN.....		
FINALLY.....		

PLACES		

FIRST....
IN ITALY
THEN....
AFTER THAT....
IN THE END....





**14B** After reading paragraphs A, B e C, what do you know about entry and stay of non-EU citizens? In pairs, decide if the statements below are true (T) or false (F). Correct the false ones.

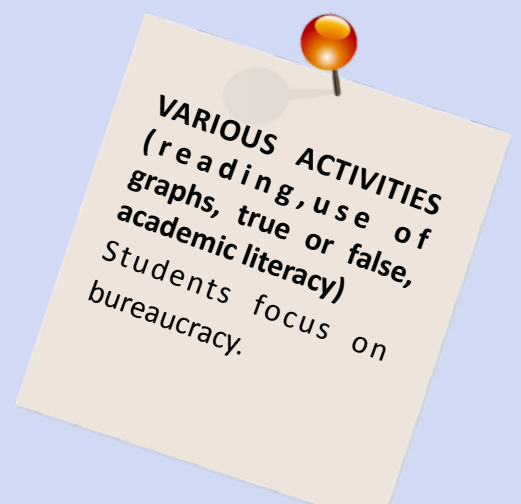
STATEMENTS		T	F
1	An entry visa is released by the local police.		
2	An entry visa permits non-EU citizens to enter Italy.		
3	A permit to stay is released by the Immigration One Stop Shop.		
4	A permit to stay authorises non-EU citizens to live in Italy.		
5	The request of a permit to stay has to be presented within ten days from the entry.		



**14C** Replace the words in bold with the correct synonyms. Choose from the given ones. Remember to use the correct tense of the verb.

*residence permit/go-ahead/ issue/ application/allow*

1	An entry visa is an authorization, which is <b>released</b> /..... by diplomatic or consular offices.
2	An entry visa <b>permits</b> /..... non-EU to enter Italy.
3	Before getting a visa, the non-EU employee needs a <b>prior permission</b> /.....
4	A <b>permit to stay</b> /..... is the document that authorises non-EU nationals to live in Italy.
5	The <b>request</b> /..... has to be presented within eight working days from the entry.



# IMPACTS ON THE HOST COUNTRY



Immigration is still a heavily debated topic in host countries. Some people believe that it has positive effects, others have the opposite opinion. The teacher divides the class into five groups and gives each group two cards: a red one explaining negative impacts of immigration and a green one describing its advantages.



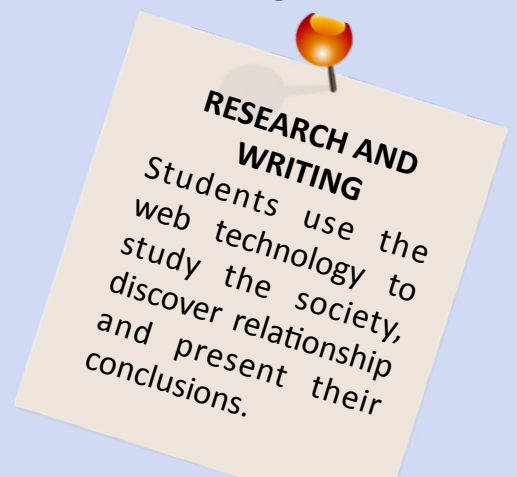
**15A** In your cards positive and negative impacts of immigration are described. Find on the web data and events related to these effects.



**15B** Take notes and then prepare an essay about effects of immigration.



Identify and describe connections.



## RESEARCH AND WRITING

Students use the web technology to study the society, discover relationship and present their conclusions.



# ILLEGAL IMMIGRATION

The presence of illegal immigrants in our country is considerable, although it is not as huge as Italians think.



**16** After reading the Consolidated Act, modified by the Security Package, list the measures by which the Italian law fights against illegal immigration. (*Teamwork*)  
When you have finished, check your solutions using the grid below.

- ◆ Sending back for foreigners that show up at the borders without the necessary requirements.
- ◆ Illegal entry and residence is a crime, punished with a fine from 5.000 to 10.000 euro. It follows an order of expulsion.
- ◆ Imprisonment from 1 up to 4 years for those who transgress expulsion order.
- ◆ Acts aimed at the illegal entry are punished with imprisonment from 1 up to 5 years and with a 15.000 euro fine for each person.
- ◆ Imprisonment from 6 months up to 3 years for those who locate or sell houses to illegal immigrants.



**17** Choose and discuss with your partner one of these objections to the recent trends of Italian immigration policy .



- ✓ The use of criminal law for immigration is useless.
- ✓ The use of criminal law for immigration could be a step towards institutional racism.
- ✓ Forced deportation in international waters contravenes Article 13 of the Universal Declaration of Human Rights: "Every man is free to leave his land".
- ✓ Italy is unable to stop the deaths at sea.
- ✓ The mafia takes profit from CIEs.





**18** In group write a report about CIEs. Decide what headings can use to divide up your report and what information to include under each heading.

Visit the website, at the address [www.law.ox.ac.uk](http://www.law.ox.ac.uk). It will be useful for your task, because it contains a guest post by Mario Badagliacca, a photographer based in Rome. This article gives details about CIEs' functions, features, life conditions, length of detention. It begins with the words:

*“Although foreign nationals in Italy are detained within the **Identification and Expulsion Centers (CIEs)** under the status of ‘guests,’ their stay in these contentious structures corresponds to a ‘de facto’ detention, as they are deprived of their freedom and subjected to a **regime of abuse and coercion**. These Centers aren’t prisons but very often resemble them, with distinctive features such as high levels of security, barbed wire fences, barking dogs, and militarized personnel”.*



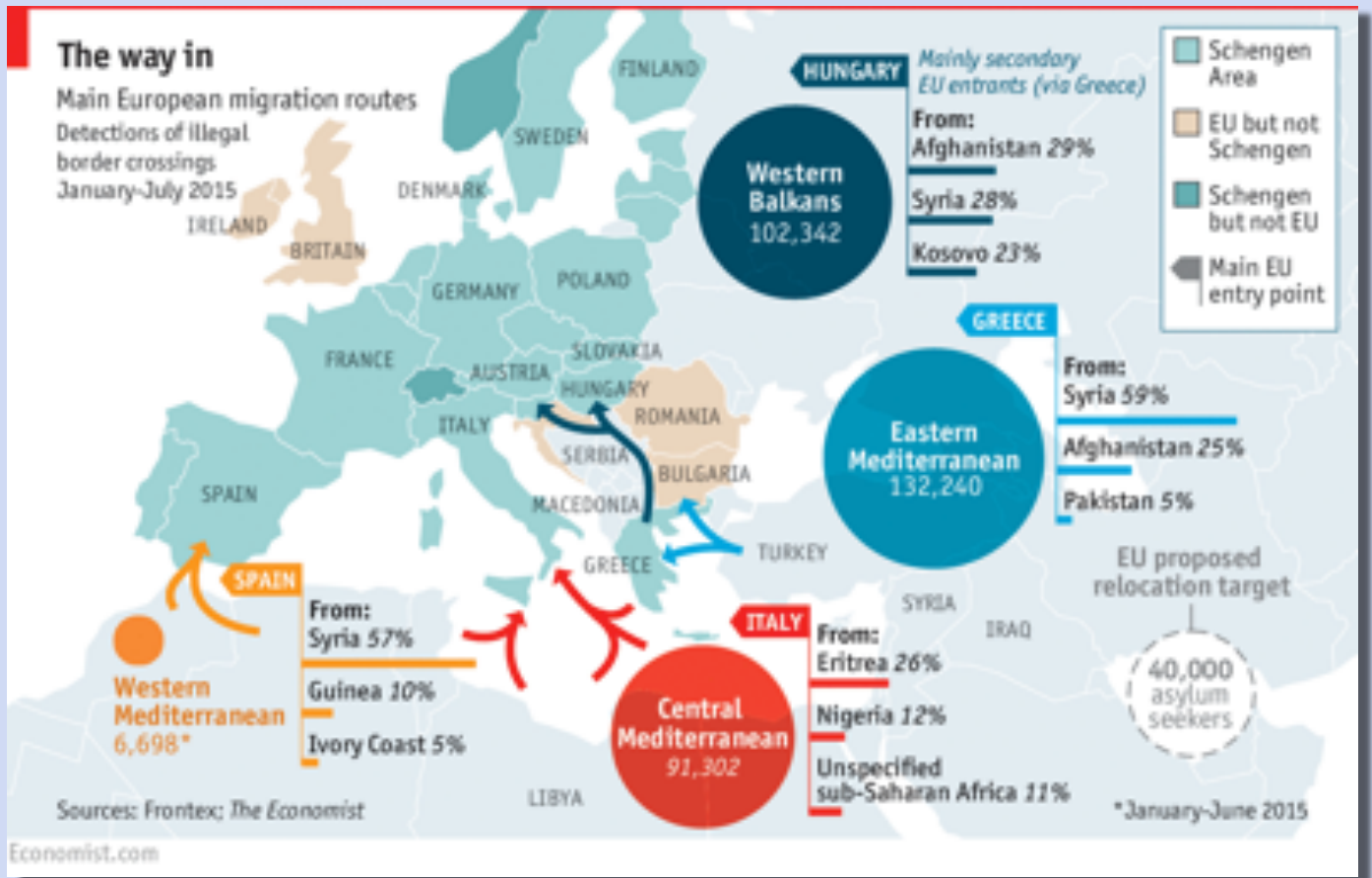
Scan for info,  
self-correct,  
explain,  
describe,  
criticize.

**WRITING -  
SPEAKING**  
on illegal  
immigration  
and Italian  
policy.

# THE E.U. AND THE FLOWS OF IMMIGRATION



19 Look at the picture and describe the main European migration routes. (Work in pairs)



20 You wish to migrate to the EU. What do you need before leaving? Choose a profile and a country, then find information in the EU Immigration Portal. Take notes about conditions, procedures and rights, share them with your classmates. (Work in group)

**EU IMMIGRATION PORTAL**  
European Commission

European Commission > EU2P > Who does what > The EU

Home | What do I need before leaving? | What should I avoid? | **Who does what?** | Need more advice?

**What does the EU do?**

I wish to migrate as:  
Migration profile: Family member, Researcher, Student, Worker  
In: [select country]  
Find information

I wish to come to the EU:  
Do I need a visa?

**Coming to the EU?**  
I am a highly-qualified worker  
I am a researcher  
I am a student  
I am a trainee / volunteer

**Already in the EU?**  
Bringing my family  
Becoming a long-term resident  
Moving between EU countries  
Integrating into society

**EU BLUE CARD** > Permit for highly-qualified workers

**Court decisions**  
What does the European Court of Justice say?

External links:  
DG Home Affairs  
European Web Site on Integration  
European Web Site Against trafficking in human beings



**21** Read the text and underline new words. In pairs, try to guess their meaning. Check your answers in a dictionary.

The EU's external borders have increasingly been the scene of human tragedies to which the EU, together with its Member States, must take immediate action. At the same time, migration needs to be better managed in all its aspects; through this new Agenda, the EU aims at providing its Member States with tools to do so in the medium as well as long term. Migration management is a shared responsibility, not only among EU Member States, but also vis-à-vis non-EU countries of transit and origin of migrants. By combining both internal and external policies, the Agenda provides a new, comprehensive approach grounded in mutual trust and solidarity among EU Member States and institutions.

The EU aims at taking immediate action to prevent further losses of migrants' lives at sea by providing additional funding to Frontex joint search and rescue operations, to the safe and legal resettlement of people to Europe, to the Regional Protection and Development Programmes and to the most affected Member States located at the EU's external borders. In addition, the EU aims to strengthen the role of Europol as an intelligence hub for dismantling criminal networks and intends to launch Common Security and Defence Policy (CSDP) operations in the Mediterranean to capture and dismantle boats. The EU will also activate the emergency system provided in the Treaties so that asylum seekers may be relocated in a more solidary manner, as well as establish a pilot multi-purpose centre in Niger, in cooperation with the International Organization for Migration and the UN Refugee Agency. An altogether new concept, the Hotspot, will allow EASO, Frontex and Europol to work on the ground in affected EU Member States to swiftly identify, register and fingerprint arriving migrants and to assist in investigating and dismantling migrant smuggling networks. Migration is both an opportunity and a challenge for the EU.

The medium to long term priorities consist of developing structural actions that look beyond crises and emergencies and help EU Member States to better manage all aspects of migration. The Agenda is built upon four pillars:

1. Reducing the incentives for irregular migration: the focus is on addressing the root causes behind irregular migration in non-EU countries, dismantling smuggling and trafficking networks and defining actions for the better application of return policies.
2. Saving lives and securing the external borders: this involves better management of the external border, in particular through solidarity towards those Member States that are located at the external borders, and improving the efficiency of border crossings.
3. Strengthening the common asylum policy: with the increases in the flows of asylum seekers, the EU's asylum policies need to be based on solidarity towards those needing international protection as well as among the EU Member States, whose full application of the common rules must be ensured through systematic monitoring.
4. Developing a new policy on legal migration: in view of the future demographic challenges the EU is facing, the new policy needs to focus on attracting workers that the EU economy needs, particularly by facilitating entry and the recognition of qualifications.

*<http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/european-agenda-migration>*



**22** Read the text again and answer the questions. Discuss your answers in pairs.

1. Why a new European Agenda on Migration?
2. What are the short term priorities of the European Agenda on Migration?
3. What are the medium to long term priorities of the European Agenda on Migration?
4. Do you agree with the European Agenda?



# WHAT SHOULD BE DONE ABOUT INTEGRATION?


Read the text, then carry out the task below.

The Plan "Integration Agreement" is the instrument adopted by the Italian government for action on integration. The Plan identifies five areas where integration occurs and in which it is necessary to intervene. First, the educational system has the task of helping with Italian, values and civic culture; language courses are also planned for adults, with particular attention to women, and training courses for Italian civic culture, laws and values are promoted. The second area of attention is the labour market: the need to avoid the development of a black economy is stressed, the necessity of training courses in the countries of origin is noted, and entrepreneurship of immigrants is promoted. Third, housing policies have to be encouraged to support migrants in search of a house and to avoid the formation of ethnic enclaves. Fourth, access to social and health services has to be promoted, through publicity, cultural mediators, training for health and social workers, cooperation between the State, regions and municipalities. The fifth area, finally, regards children and second generation migrants, where the right to be educated has to be guaranteed; special attention is dedicated to unaccompanied minors and a Committee for foreign children (the Committee for Foreign Minors) is established to promote integration policies.


<http://cadmus.eui.eu>



**23** The Italian government would communicate its actions on integration, where it is necessary to intervene. The students have to create an advertisement campaign. (Work in groups)



Plan,  
design,  
produce.



ADVERTISEMENT  
The students  
apply visual  
and written  
persuasive  
techniques.



## CLASSWORK

### PUT YOURSELF IN THEIR SHOES...

Write a narrative paragraph using all notes (120 - 180 words).

Notes:

1. causes of your migration;
2. our rights and duties;
3. your experiences in the host country: problems, challenges, opportunities and integration;
4. your opinion about immigration policy in Italy and Europe;
5. (your own idea).

**ASSESSMENT AND EVALUATION  
GRIDS**



## FORMATIVE ASSESSMENT

### CONTENT

CRITERIA	5 Excellent	4 Good	3 Satisfactory	2 Weak	1 Unsatisfactory	Score
Understanding	Well-structured and correct explanation of the topic.	Generally well-structured and correct explanation of the topic.	Sufficient explanation of the topic, with a limited number of errors.	Partial explanation of the topic, with errors.	Several deficient explanation, with noticeable errors.	
Application of new knowledge	Application is complete, autonomous and correct.	Application is autonomous and correct.	Application is correct, but guided.	Application is partial and inaccurate.	Inability to apply.	
Analysis	Analysis is complete, autonomous and correct.	Analysis is autonomous and correct.	Analysis is correct, but guided.	Analysis is partial and inaccurate.	Inability to analyse.	
Evaluation/Creativity	Developed critical thinking and original creativity.	Good level of evaluation capability and creativity.	Sufficient level of evaluation capability and some original ideas.	Limited evaluation capability and poor creativity.	Inability to evaluate and very poor creativity.	

### LANGUAGE

CRITERIA	5 Excellent	4 Good	3 Satisfactory	2 Weak	1 Unsatisfactory	Score
Fluency Vocabulary Grammar	Considerable and natural fluency. Appropriate use of vocabulary and consistent grammatical control.	Good degree of fluency. Generally appropriate use of vocabulary and good grammatical control.	Acceptable degree of fluency. A few errors in vocabulary and grammar do not impede meaning.	Limited fluency. Systematic errors in vocabulary and grammar often impede meaning.	No fluency. Systematic errors in vocabulary and grammar impede meaning.	

### COOPERATIVE WORK

CRITERIA	5 Excellent	4 Good	3 Satisfactory	2 Weak	1 Unsatisfactory	Score
Cooperation	High level of cooperation	Good level of cooperation	Sufficient level of cooperation	Partial cooperation	Inability to work in group	

## GRID FOR THE NARRATIVE PARAGRAPH

### BAND 5 EXCELLENT

#### Content

The narrative paragraph is completely relevant to the topic. Detailed ideas are well-developed.

#### Organization

The text is organized and coherent. The parts are well linked by a variety of appropriate cohesive devices. The word limit is maintained.

#### Language

The student uses a wide range of vocabulary and grammatical forms, including less common lexis and complex structures. Grammar and/or spelling errors are minimal and very rare.

#### Effect on the target reader

The writer's capacity to orient, engage and affect the target reader is strong.

### BAND 4 ABOVE AVERAGE

#### Content

The narrative paragraph is relevant to the topic. Minor irrelevances and/or omissions may be present. Good ideas are developed.

#### Organization

The text is organized and coherent. The parts are linked by appropriate cohesive devices. The word limit is maintained within 10%.

#### Language

The student uses a wide range of vocabulary and grammatical forms. Grammar and/or spelling errors are minimal and occasional.

#### Effect on the target reader

The writer's capacity to orient, engage and affect the target reader is good.

### BAND 3 SATISFACTORY

#### Content

The narrative paragraph covers some salient points. Ideas are present, but these are not particularly developed.

#### Organization

The text is fairly logic and clear. Linking phrases are sufficiently used. The word limit is maintained within 10%.

#### Language

The student uses basic vocabulary and simple grammatical forms. Some grammar and/or spelling errors do not impede comprehension.

#### Effect on the target reader

The writer's capacity to orient, engage and affect the target reader is adequate.

**BAND 2  
WEAK**

Content

The narrative paragraph does not cover important points and does not contain sufficient ideas.

Organization

The text is not always logic and clear. Linking phrases are seldom used. The word limit is not maintained.

Language

The student uses a limited range of vocabulary and grammatical forms. Numerous grammar and/or spelling errors make the understanding of the text hard.

Effect on the target reader

The writer's capacity to orient, engage and affect the target reader is weak.

**BAND 1  
UNSATISFACTORY**

Content

The narrative paragraph is totally irrelevant to the topic. Acceptable ideas are not present.

Organization

The text is not logic and clear. There is no attempt to use linking phrases or this attempt is unsuccessful. The word limit is not maintained.

Language

The student uses a narrow range of vocabulary and grammatical forms. Numerous grammar and/or spelling errors make the text obscure.

Effect on the target reader

The writer's capacity to orient, engage and affect the target reader is missing.

Content	Organization	Language	Effect on the target reader	Total score
				-----/20





UNIT 1 WHY DO PEOPLE MIGRATE?		2h
<b>OBJECTIVES</b>	Recognize a new cultural topic. Listen for general and specific information. Use of ICT to communicate ideas. Have awareness of other people's problems. Review grammar rules. Learn specific words.	
<b>CONTENT</b>	<b>ACTIVITY</b>	<b>TIME</b>
Warm up	Warm up	7 m.
Starting step	Multiple matching	8 m.
Causes of immigration	1A – 1B	10 m.
	2A – 2B	10 m.
	3	45 m.
Understanding migrants' experiences	4A – 4B	40 m.

UNIT 2 WHEN ITALIAN PEOPLE MIGRATED...		2h
<b>OBJECTIVES</b>	Research resources to examine Italian immigrants experiences in the past. Organize information using graphs and diagrams. Use information to illustrate the life of the Italian immigrant in USA. Use functional language.	
<b>CONTENT</b>	<b>ACTIVITY</b>	<b>TIME</b>
A nation of emigrants	5	60 m.
Passing through Ellis Island	6	45 m.
	7	15 m.

**UNIT 3 WHICH LAW FOR IMMIGRANTS?****2h**

<b>OBJECTIVES</b>	Identify, illustrate and examine normative dispositions. Be able to solve problems and justify a decision, formulating a verdict. Have awareness of living in an intercultural society. Interact and use specific words.	
<b>CONTENT</b>	<b>ACTIVITY</b>	<b>TIME</b>
Immigration laws in Italy	8	10 m.
	9	10 m.
	10	5 m.
	11A - 11B	20 m.
Immigrants' rights	12	5 m.
	13	70 m.

**UNIT 4 WHERE PEOPLE MIGRATE****2h+ 2h**

<b>OBJECTIVES</b>	Recalling information. Use information. Identify connections. Support statements. Evaluate trends and limits of the law. Have awareness of areas where integration occurs. Write essays and reporters. Generate new products. Practise formal language.	
<b>CONTENT</b>	<b>ACTIVITY</b>	<b>TIME</b>
Entry and stay	14A-14B-14C	15 m.
Impacts on the host country	15A - 15B	45 m.
Illegal immigration	16	15 m.
	17	15 m.
	18	30 m.
The E.U. and the flows of immigration	19	10 m.
	20	40 m.
	21 - 22	30 m.
What should be done about integration?	23	40 m.

**CLASSWORK****1h**

## IMAGES

PAG. 1

<http://images.indianexpress.com/2015/09/europe-migrants.jpg?w=820?w=700>

PAG. 5

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