

**What's the word?** These images represent vocabulary from last week. *Hint: It may help to write down what you can see.*



**I WANT**



**THAN**



*<- write it backwards*

**What's the word?** Read the definition and complete the gap with the correct word.

1. To end your life means to commit \_\_\_\_\_.
2. To choose to do something \_\_\_\_\_.
3. To be awake and aware of what is happening around you \_\_\_\_\_.
4. To cause someone that has done something wrong to suffer \_\_\_\_\_.
5. A sudden change in the blood supply to the brain, sometimes causing the loss of movement to parts of the body \_\_\_\_\_.
6. Something that can be changed back is \_\_\_\_\_.
7. To accidentally kill somebody \_\_\_\_\_.

**volunteer**

**conscious**

**suicide**

**manslaughter**

**a stroke**

**punish**

**reversible**

# Three case studies

Read the case studies and then answer the questions. Make your own decisions before discussing your answers with your partners.

1



2



3



4



**Push factors** are those that encourage a person to leave a place, **pull factors** encourage them to go to that place.

What do you think were the **push** and **pull factors** for your teacher?

If you had to, or chose to, leave your home country, where would you go? What would be the **pull factors**?

# Match the terms to the correct definition.

One definition has two terms and is a matter of perception.

**asylum seeker, (economic) migrant, illegal immigrant, immigrant, refugee, expat**

- a) someone that goes to a different country for work, not usually to live.
- b) someone that goes to a different country to live.
- c) someone that leaves their country to scape danger and tries to get permission to live in a differeent country.
- d) someone that has been forced to leave thetheir country
- e) someonthat goes to live in a different country without permission.

Which term decribes your teacher?

## **Homework** – migration video activity

Answer the questions with notes, we will use your responses to the questions for feedback at the start of the next lesson.

## **Discussion – before you watch the video, think about your answers to these questions:**

What is at the heart of the immigration issue for you?

What personal experiences inform your beliefs about immigration? You can include experiences of your family and friends.

How does, or does, the immigrant being legal or illegal impact your feelings or positions?

What about refugees? How welcoming should the Czech Republic be of people fleeing hardship and/or violence?



# Watch the video and answer the questions.

1. What is Mare Norstrum?
2. Why did the UK want to stop it?
3. What changed the perception of the migrant crisis?

Video link: [https://www.youtube.com/watch?v=XTQHKnYm\\_YY](https://www.youtube.com/watch?v=XTQHKnYm_YY)

The video looks at the facts behind four migration fears: Islam, high birth rates, crime, and the collapse of social systems. Make notes on the facts for each fear.

1. Islam

2. High birth rates

3. Crime

4. Collapse of social systems

This video was made in 2015. Has the situation changed since then?

The video producers removed it from their YouTube channel (the clip you watched is a re-upload by a different user). Why do you think they did that? Why did someone re-upload it?