

## New beginnings

**Level:** Intermediate upwards

**Timing:** Approx. 90 minutes but can be made longer or shorter depending on the length of time allowed for discussion tasks

**Material needed:** One copy of the student worksheets and Vocabulary record per student

**Group size:** Any

### Overview

This lesson plan for both pre-experience and in-work business students is based around an original article first published in *Business Spotlight* Issue 1/2011. The article is about immigration into Canada, the benefits immigrants can bring to a country, people's attitude towards immigrants and what the situation can be like for some foreign workers.

The tasks in the student worksheets will encourage the students to learn and use new business vocabulary and functional language. They will also help to develop and practise skills that could be useful in business situations, especially those in which the students have to deal with or talk about aspects of immigration, temporary foreign workers and the restrictions and tests foreign workers have to face when working abroad.

The teacher's notes provide suggestions for teaching and learning strategies as well as ideas on how to present the tasks in the classroom, any necessary answer keys, and extension tasks.

### Warmer

The students should complete this task alone or in pairs, without looking at a dictionary. Begin by eliciting the features found in a good dictionary entry for a word, e.g. type of word, pronunciation help, example sentence, related words, opposites, etc. After they have written everything they can, ask them to compare it with a 'real' dictionary entry.

### Key words

The students should match the words from the article (on the left) with their meanings or definitions (on the right). Doing this before reading the article will make it easier for the students to understand the main points of the article when they do read it. The words on the left are given in the order that they appear in the article, making

it easier for the students to find the words afterwards in the article to read them in context.

### Key:

- a. 1. diversity; 2. ethnic enclaves; 3. social cohesion; 4. tolerance; 5. integrate; 6. union; 7. role model; 8. skilled labour; 9. policies; 10. labour shortage; 11. work permit; 12. compulsory
- b. Students will have their own opinions on which words best fit the categories but these are the most obvious answers:  
Work-related vocabulary: skilled labour, labour shortage, policies, union  
Immigration vocabulary: integrate, social cohesion, ethnic enclaves, work permit

### Understanding the article

The students should read and then answer the questions about the key information from the article. The answers to these questions will provide a summary to the article. Find out from the students whether they feel this is a complete summary and ask them which, if any, other key points they would like to add.

### Key (suggested answers):

1. over 500,000
2. Canada's minister for citizenship says migrants have a duty to integrate (more) into Canadian society.
3. They provide skilled labour for an information- and knowledge-based economy.
4. Approximately two thirds of Canada's current population growth comes from immigration.
5. Female temporary workers are most often caregivers, domestics or nannies; men are often agricultural workers.
6. Temporary workers can bring family members with them if they prove they can support them, but most low wage earners are unable to do so.
7. Migrant workers often work in such desperate conditions but many are afraid to report this because they fear they might get fired and repatriated to their home country.

### Paraphrasing

Ask students to imagine that they have to explain the quotes from the article to a colleague whose English language skills are not as good as theirs. Encourage them to use their own words to explain what each quote means in a way that their colleague would be able to understand.

**Extension:** If you teach a monolingual class, this task can easily be transformed into a mediation / translation task. The essence of the task remains the same in that the students have to put the quotes into their own words, but

## New beginnings

this time the colleague will not speak any English and so the student should translate and paraphrase into their own common language.

### Teaching and learning strategy: Paraphrasing

When we paraphrase something we re-word it. This technique is commonly used to express what someone else has said or written using different words, especially in order to make it shorter or clearer. It is a worthwhile task for language students of any level.

While paraphrasing is often taught in academic classrooms (to avoid plagiarism problems in written papers), it is sometimes overlooked in the business English class. This is a pity, as it is an incredibly useful business – and life – skill too.

The ability to rephrase and restate allows students to confirm that they have understood information and are able to accurately convey this onto a third party.

An additional benefit of asking the students to paraphrase what they have just read is that it allows the teacher to ascertain whether they have understood or not.

### Would you have enough points?

Students should read the six selection factors and the weighting given to each factor. Using this scant information, do they think they would stand a chance of being accepted into Canada? They can do the task in more depth by going to the websites provided and finding more detailed information. This task can be set as homework if you do not have the time or technology to complete it in class.

### Webquest

This task can be divided up amongst groups of students to complete in class or set as homework. The students should report their findings to the class.

### Vocabulary record

Here, students should be encouraged to record all the new and useful vocabulary they have learned during the lesson, not only in the form presented in the article but also in related forms.

### More on this topic

For a follow-up lesson on a related topic, go to this lesson plan in the Business section of onestopenglish:

Business Spotlight: Moving down under  
<http://www.onestopenglish.com/business/business-spotlight/moving-down-under/157595.article>

## New beginnings

### 1 Warmer

Write a definition for the word *immigration*. Include an example sentence and any other features that you might see in a dictionary entry.

*immigrate* /'ɪmɪ,ɡreɪt/ verb [I] to come to a country ...

**immigration** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*imminent* /'ɪmɪnənt/ ɔdj likely or certain to happen ...

### 2 Key words

a. Match the key words and expressions from the article with their meanings.

role model	integrate	diversity	social cohesion
ethnic enclaves	skilled labour	compulsory	labour shortage
work permit	policies	union	tolerance

1. the fact that very different people or things exist within a group or place \_\_\_\_\_
2. an area of a country or city where a particular group of people live \_\_\_\_\_
3. when people or things combine well socially \_\_\_\_\_
4. the attitude of someone who is willing to accept someone else's beliefs, way of life, etc. without criticizing them even if they disagree with them \_\_\_\_\_
5. become a full member of a society and be involved completely in its activities \_\_\_\_\_
6. an organization that represents the workers in a particular industry and tries to improve pay, conditions, etc. \_\_\_\_\_
7. someone whose looks and behaviour are considered a good example for others to copy \_\_\_\_\_
8. workers with certain areas of expertise \_\_\_\_\_
9. plans or actions agreed on by a government \_\_\_\_\_
10. a lack of (not enough) workers \_\_\_\_\_
11. an official document that gives you permission to work in a particular foreign country \_\_\_\_\_
12. something that must be done because of a rule or law \_\_\_\_\_

b. Which of the words and expressions do you closely connect with the topic of immigration? Which are more general work-related words and expressions? Write them into the table.

work-related vocabulary	immigration vocabulary

c. Find further examples of general work-related or specific immigration vocabulary in the article and add them to the word fields.

## New beginnings

### New beginnings

by Margaret Davis

**Immigration is a topic that is causing quite a stir in many places. What criteria are used to decide? What about the language skills and the integration of new citizens? Margaret Davis reports on Canada, which is considered a model for successful immigration policy.**

1 Jason Kenney sees immigrants as role models: "You observe how these new Canadians live their lives. ... They're all about a massive work ethic." The 41-year-old's enthusiasm is understandable – after all, he is Canada's minister for citizenship, immigration and multiculturalism. Yet Kenney also says that immigrants have a "duty" to integrate into Canadian society. In a 2010 speech to students at Huron University College in London, Ontario, the minister noted that Canada, with a total population of 34 million, accepts about 250,000 new permanent residents a year. In 2009, over 500,000 newcomers entered the country, if foreign students and temporary foreign workers are also included. "How can a country that maintains such a high level of immigration, while embracing the diversity that it brings, maintain a sense of social cohesion, of common purpose and of national identity?" Kenney asked.

2 Critics have described the Conservative Kenney as "repressive" and given him the title "minister of censorship and deportation". Still, the minister's calls for more integration are mild in comparison with the recent debates in Europe. He is critical of immigrants forming parallel communities, but adds that these "are to some extent a natural, unavoidable and arguably even desirable part of the immigration experience. People come to an immigrant-receiving country and get settled by initially attaching themselves to communities with which they're familiar and that provide social support and social capital. My concern is to ensure that ethnic enclaves don't become traps, preventing people from integrating into the broader Canadian society."

3 Canada has been welcoming immigrants as a policy since the late 19th century. Initially, newcomers were encouraged to build the nation, clearing land for farms and working in forestry and mining. Today the country's needs are different: immigrants provide skilled labour for an information- and knowledge-based economy.

4 According to the Conference Board of Canada, an independent research organization, approximately two thirds of Canada's current population growth comes from immigration. The Conference Board estimates that Canada will need more than 300,000 new immigrants a year after 2011, not including non-permanent workers and students.

5 How will these immigrants adjust to life in Canada? The 2001 Federal Immigrant Integration Strategy states



that "newcomers are expected to understand and respect basic Canadian values, and Canadians are expected to understand and respect the cultural differences newcomers bring to Canada. Rather than expecting newcomers to

abandon their own cultural heritage, the emphasis is on finding ways to integrate ..."

6 An important road to integration is learning one of Canada's two official languages. Since June 2010, a language test of either English or French has become compulsory for skilled workers wanting to enter the country as immigrants. Quebec selects its own immigrants and has its own immigration site, which states: "Speaking French is a necessity."

7 Since the early 1990s, Canada has seen an increase in temporary foreign workers entering the country. In 2006, for the first time, the number of such workers was greater than the number of permanent immigrants. While this means that employers can respond to labour shortages more quickly, the trend has its risks. "How far down the road of recruiting workers to meet short-term, labour-market gaps should Canada go – especially when that raises the possibility of creating a class of individuals who, as a result, are not full citizens and who run the risk of being 'ghettoized' ...?" asks the Conference Board in its 2008 report "Renewing Immigration".

## New beginnings

### New beginnings

by Margaret Davis

8 Work permits are issued for specific purposes and for specific periods of time. According to Statistics Canada, female temporary workers are most often caregivers, domestics or nannies; men are often agricultural workers. Many temporary workers want to become Canadian citizens. "What sets Canada's temporary foreign worker policies apart from policies in most of the rest of the world is that Canada permits long-term international workers to become permanent residents and, ultimately, citizens," notes the Conference Board. "In most other jurisdictions, international workers remain 'foreign' and are expected to leave the country on completion of their term of employment."

9 Still, the programme is not without problems. While temporary workers can bring family members with them if they prove they can support them, most low wage earners are unable to do so. Asael Hernandez, 36, a farm worker in southern Ontario, has been leaving his family behind for five months a year for the past eight years. "... I miss [my family] a lot and I feel bad," he told *The Northumberland News*. Hernandez has no plans to become a Canadian citizen and feels no particular ties to the country. "I don't feel anything negative, or positive. Most of the time no one talks to us."

10 On 24 December 2009, four migrant workers were killed in Toronto when the scaffold they were standing on collapsed, and they fell more than 13 storeys to the ground. None of the men were wearing safety harnesses, according to the UFCW (United Food and Commercial Workers), a national union that speaks out for foreign workers in non-union positions.

11 "Foreign workers in non-union settings often aren't told about their health and safety rights, including the right to refuse dangerous work," says union representative Jim Wright. "Even if these workers were concerned that the scaffold was dangerous, migrant workers often work in such desperate conditions that many are afraid to report it because they might get fired and repatriated to their home country."

12 Canada's reputation for tolerance has been challenged in recent years by large numbers of non-white immigrants. But has multiculturalism failed? Not according to Phil Ryan, associate professor of public policy at Carleton University in Ottawa, and author of *Multicultiphobia*, a book that looks into immigration and the ways society can handle it. "Our society has changed a lot in its ethnic composition over the last 30 years. Many other societies have changed as well," Ryan told *Embassy* magazine. "We seem much more relaxed about that than many countries — for example, in western Europe. On a broad level, ... we'll try to understand people from other countries, not simply say: 'Look, this is the way it's done here, there's no discussion.' We will adapt in some areas and try to put our fingers on what's really important for us, where we don't want to change and where we should change. I think it's very healthy that we're — by and large — able to do that here."

Canadian journalist **MARGARET DAVIS** edits the *Careers and Global Business* sections of *Business Spotlight* magazine.

© *Business Spotlight*, 1/2011, [www.business-spotlight.de](http://www.business-spotlight.de)

## New beginnings

### 3 Understanding the article

Answer the questions about the key information from the article.

1. How many temporary and permanent residents did Canada accept in 2009?
2. What does Canada's minister for citizenship, immigration and multiculturalism expect immigrants to do?
3. What benefits do immigrants bring to Canada?
4. What effect has immigration had on Canada's population?
5. What typical jobs do male and female immigrants typically do in Canada?
6. Why are many temporary workers separated from their families?
7. In which way do foreign workers allow themselves to be put at risk?

### 4 Paraphrasing

Put these direct quotes from the article into your own words.

*... immigrants have a "duty" to integrate into Canadian society.*

---

---

*... immigrants provide skilled labour for an information- and knowledge-based economy.*

---

---

*Rather than expecting newcomers to abandon their own cultural heritage, the emphasis is on finding ways to integrate ...*

---

---

*... employers can respond to labour shortages more quickly ...*

---

---

*... are not full citizens and who run the risk of being 'ghettoized' ...*

---

---

*... they might get fired and repatriated to their home country.*

---

---

*Canada's reputation for tolerance has been challenged in recent years by large numbers of non-white immigrants.*

---

---

*Our society has changed a lot in its ethnic composition over the last 30 years.*

---

---

## New beginnings

### 5 Would you have enough points?

Look at the six selection factors and the points for each factor. Do you think you would have enough points to be considered as an 'independent immigrant' to Canada? You can find more detailed information by going to the website mentioned at the bottom of the box.

To find out how Quebec selects its immigrants, go to: <http://www.immigration-quebec.gouv.qc.ca/en/index.html>

#### Points for immigrants

Canada's points system, often seen as a model for other countries, was introduced in 1967. The immigration ministry describes it as "a method designed to eliminate caprice and prejudice in the selection of independent immigrants". Scores are out of a possible **100** points.

Here is a sample of the points system for skilled workers and professionals. Applicants are assessed on six selection factors, including education, experience and language proficiency.

#### Skilled workers and professionals

SELECTION FACTOR	POINTS
Education	Maximum <b>25</b> points
Proficiency in English and/or French	Maximum <b>24</b> points
Experience	Maximum <b>21</b> points
Age	Maximum <b>10</b> points
Arranged employment in Canada	Maximum <b>10</b> points
Adaptability	Maximum <b>10</b> points
<b>Total</b>	Maximum <b>100</b> points (Pass mark <b>67</b> points)

Source: Citizenship and Immigration Canada [www.cic.gc.ca](http://www.cic.gc.ca)

### 6 Webquest

Find out about the ethnic make-up of Canada as a whole, and the cities of Toronto, Vancouver and Quebec in particular.

How does their ethnic diversity compare with that of your own country or city?

For more information on the topic of immigration, go to [www.business-spotlight.de/immigration](http://www.business-spotlight.de/immigration)

## New beginnings

### Vocabulary record: Immigration

verb	noun	adjective (+ opposite)	adverb (+ opposite)
integrate			
	immigration		
		desirable	
			repressively

Vocabulary record

